



Title Factors influencing the performance of tour guides in Thailand

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FACTORS INFLUENCING THE PERFORMANCE OF  
TOUR GUIDES IN THAILAND

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FACTORS INFLUENCING THE PERFORMANCE OF TOUR GUIDES  
IN THAILAND

by

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A thesis submitted to the University of Bedfordshire in partial fulfilment  
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# **FACTORS INFLUENCING THE PERFORMANCE OF TOUR GUIDES IN THAILAND**

**BUTSAKORN KHORNJAMNONG**

## **ABSTRACT**

The purpose of this study is to critically evaluate the performance of tour guides in Thailand and their impact on the tourist experience. The research objectives include a: review of the literature on service quality and tour guide performance; a survey of tourists' expectations and satisfaction with tour guides in Thailand; a critical evaluation of tour operators' and tourists' perspectives on the variables that constitute a high standard of performance for tour guides; analysing how the performance of tour guides influences the experiences of foreign tourists; and understanding the attributes of tour guides that influence the satisfaction of foreign tourists.

The sample in this research comprised 400 tourists in Thailand who were currently on or had previously been on a group package tour in Thailand within the past two years. The survey took place in 2014 between January 1 and July 31 and was conducted in the cities of Bangkok and Chiang Mai. A convenience sampling technique was utilised, with respondents being requested to provide a range of demographic variables. Descriptive analyses of these variables were conducted to examine tourists' demographic profiles in order to understand tourists' characteristics and their behaviours. The results of the questionnaires were analysed using statistical methods including factor, regression and multivariate analyses.

Based on the results, a tour guide service quality evaluating model (TGSQEM) was developed, composed of eight dimensions: reliability (informative); personal traits; empathy<sup>1</sup> (service-oriented mind); assurance<sup>1</sup> (knowledgeable); professionalism; attitude; assurance<sup>2</sup> (able to generate an atmosphere of trust); and empathy.

The results identified the various factors that affect tour guide performance whilst enhancing the understanding of the perceptions of tourists' expectations of tour guide performance and associated service quality. Using quantifiable data, these were then calculated and plotted into a graph utilising the Important Performance Analysis (IPA) technique.

This investigation of the variables that influence the service quality performance of tour guides in Thailand has subsequently been used to create a theoretical framework that can be utilized to enhance the service quality of tour guides and contribute to a more successful tourism industry in Thailand. The development of this model represents a furthering of the knowledge about the performance of tour guides and, whilst constituted in a specific cultural context, it is envisaged that it would have generic transferability to tour guiding elsewhere.

## **ACKNOWLEDGEMENTS**

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Finally, I would like to offer my thanks and deepest appreciation and love to my family and friends. Every time I need support in life, they are always there, standing behind me.

## DECLARATION

I declare that this thesis is my own unaided work. It is being submitted for the degree of Doctor of Philosophy at the University of Bedfordshire.

It has not been submitted before for any degree or examination in any other University.

Name of candidate: Butsakorn Khornjamnong

Signature:

Date:



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# Chapter One

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## 1. Introduction

### 1.1 Introduction (Research Background)

A new challenge for today's businesses is to satisfy customers at the highest point. An increasing number of businesses has led to high market competition. In order to achieve customer loyalty, offering the best service to gain the customers' highest satisfaction is considered the most important factor to earn income and profit. Besides, maintaining a good relationship with customers is a crucial way to decrease the costs of finding new customers and to sustain long-term profitability.

In the hospitality industry, especially tourism, customer satisfaction plays an important role and tourism is based on manpower. In order to meet customer satisfaction goals, tourism personnel should show a high level of relevant customer-orientated skills. Tourism plays an important role in the world economy, which is shown by the number of international tourists (overnight visitors), which grew 4.4% (an additional 48 million) from 2013 to 2014, to reach a new record total of 1,135 million (UNWTO Annual Report 2014). Tourism also plays an important role in the economy of many countries, and Thailand in particular. Tourism is one of the country's largest service industries and foreign exchange earners. In 2014, 22.4 million international tourists visited Thailand and tourists spent 1,173 billion Baht (£3,455 million).

Thailand attracts millions of tourists from around the world every year (Appendix 1). With a diverse environment, sea, sand, sun, history and culture, Thailand attracts different types of tourist market segments, which have different attitudes and behaviours when visiting Thailand. In particular, there is one

market segment considered likely to be more important in the next few years, according to the Tourism Authority of Thailand: group package tour tourists.

The number of overseas tourists who purchased a tour package to Thailand in 2014 increased by 1.17 million and spend increased by 119.5 billion Baht (£2.4 million) compared with 2004 (Appendix 1). However, there are only 7,500 tour operator companies and only 32,000 registered tour guide licenses in Thailand (Appendix 2). In order to support the rising demand for tour groups in Thailand, professional tour guides need to receive appropriate training and certification; also, investigation of the elements that affect the performance of professional tour guides in Thailand is merited. However, there are no studies in the literature looking at causal factors that influence the performance of tour guides in Thailand. Moreover, there are few studies of how the performance of tour guides influences the tourist experience in Thailand (Thai Journal Citation Index Centre, 2014; Thai National Research Repository, 2014; Thai Research Database, 2014; Thai Thesis Database, 2015). In order to fill this gap, scholars should critically evaluate the perspectives of tourists on the causal factors that influence the performance of tour guides in Thailand; how they can deliver a high quality service; and how this can lead to success in the tour guide business, thereby contributing to the overall image of Thailand as a holiday destination. This study will aim to do just that.

## **1.2 Aim and Objectives**

### **1.2.1 The Aim of the research**

To evaluate the performance of tour guides in Thailand and its impact on the tourist experience and to understand factors that influence the performance of tour guides in Thailand.



## **1.2.2 Research Objectives**

- 1.2.2.1 To review the literature on service quality and tour guide performance to identify the variables affecting tourists' perceptions and expectations;
- 1.2.2.2 To survey tourists across Thailand on their expectations of, and satisfaction with, tour guides;
- 1.2.2.3 To critically evaluate the perspectives of tour operators and tourists on a high standard of performance for tour guides in Thailand;
- 1.2.2.4 To comprehend how the performance of tour guides influences the experiences of foreign tourists; and
- 1.2.2.5 To understand the attributes of tour guides that influence foreign tourists' satisfaction.

## **1.3 Structure of Research**

This research is divided into nine chapters. Chapter two provides information about Thailand, including: background and history; the tourism industry; and government sectors responsible for the tourism industry, tourism associations, and traveller information, such as tourist attractions, activities, events and festivals. Thus, readers can understand the relationship between the government and individual businesses related to the Thai tourism industry.

Chapter three summarises the meaning and role of tour guides and gives an overview of relevant literature, thus providing the reader with a basic background of tour guides' duties and responsibilities. In addition, this chapter presents how to become a tour guide in Thailand and describes training programs in other countries.

Chapter four is a literature review, explaining terms used in this research, including characteristics of service; service quality; the service quality model; and the relationship between service quality and customer satisfaction in the tourism industry.

Chapter five is about the research methodology, providing the research design (research paradigm, positivist paradigm, research approach, sampling);

instrumentation (questionnaires, instrument translation); data analysis (data coding, factor analysis, regression analysis, analysis of variance, important performance technique); and the pilot study.

Chapter six presents the development of the pilot study into the main study; development and amendments made to the pilot study questionnaire for the purposes of the main study. The questionnaire survey results from both the pilot and the main study, and telephone interview summaries, appear in this chapter.

Chapter seven presents results: respondents' demographics and travel patterns, factor analysis, regression analysis, analysis of variance (ANOVA) and important performance technique (IPA). Results are discussed, in which respondents' demographics (such as age) and behaviours (such as previous purchase of package tours) are presented visually.

Chapter eight analyses and discusses research findings. The chapter starts by summarising statistical theoretical frameworks used in this thesis for understanding service quality. A SERVQUAL model from the literature review is compared with the results to indicate the service quality model suitable for tour guides in Thailand. This chapter also differentiates between different backgrounds of tourist who visit Thailand, and who may have different ideas about tour guide quality that require services to target specific markets.

Chapter 9 synthesises all the results, making suggestions on how to improve the current situation of the tour guiding service industry in Thailand, describing the limitations of the study and suggesting future research.

This thesis has been designed to fill the gap in academic knowledge of the Thai tour guiding service. It is also of benefit to organizations related to the Thai tourism industry as it discusses tourists' backgrounds and their attitudes toward tour guide services and may also affect tour guide training programs in Thailand. The researcher truly wishes this to be useful to Thai tourism in the future.

# Chapter Two

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## 2. Tourism in Thailand

### 2.1 Introduction

The purpose of this chapter is to provide a brief background of Thailand, including Thai history; the Thai tourism industry, attractions, activities, events and festivals; government sectors responsible for the Thai tourism industry; and Thai tourism associations.

### 2.2 Historical Background of Thailand

The Thai kingdom was founded in 1238, known as the kingdom of Sukhothai. It later came under the control of the kingdom of Ayutthaya. King Taksin moved the capital from Ayutthaya after Ayutthaya was annexed by the Burmese. King Rama I moved the capital from Thonburi across the river to Bangkok and established the kingdom of Rattanakosin. The kingdom was known as Siam until 1939, when the name was changed to Thailand (2014: <http://wikitravel.org/en/Thailand>).

Encyclopedia.com writes as follows (see Figure 1):

Comprising an area of 514,000 square km (198,456 square miles) in Southeast Asia, Thailand (formerly known as Siam) [has a] length of 1,648km (1,024 miles) north to south [and] a width of 780km (485 miles) east to west. It is bordered on the northeast and east by Laos, on the southeast by Cambodia and the Gulf of Thailand (formerly the gulf of Siam), on the south by Malaysia, on the southwest by the

Andaman Sea, and on the west and northwest by Myanmar, with a total boundary length of 8,082km (5,022 miles), of which 3,219km (2,000 miles) is coastline.

(2015: <http://www.encyclopedia.com/topic/Thailand.aspx>)

Thailand is divided into six major regions: the centre, north, east, south, west and the north-east. Bangkok is the capital city (2015: <http://th.aectourismthai.com/tourismhub/932>). The population in 2015 was estimated by the Official Statistics Registration Systems, Department of Provincial Administration at 65,124,716 (2015: <http://www.dopa.go.th/web/index.php>). The weather in Thailand is ordinarily hot and humid, and can be divided into three official seasons: the hot season, roughly March to June, with April and May the hottest months of the year; the rainy season May to October, caused by the south-west monsoon; and the cool season from November to February.

Thailand's peak tourism season and the best time to visit is from November to late March. However, visitors can find suitable weather somewhere in the country throughout the year, because of the geography of Thailand. For example, tourists who visit Thailand in the rainy season can visit the gulf coast around Samui island, Phangan island and Tao island (the peak season on the gulf coast is July and August); then visitors can move to the Andaman Sea (for example Phuket, Krabi or Khao Lak) in November to May after the weather changes to monsoon in that area. Moreover, other parts of Thailand (such as Bangkok, Chiang Mai in the north-west or north-east of Thailand) are pleasant for visitors the whole year round.<sup>1</sup>

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<sup>1</sup> <http://www.tourismthailand.org/Thailand/fast-facts>;  
<http://www.lonelyplanet.com/thailand/weather>;  
<http://www.tripadvisor.co.uk/Travel-g293915-s208/Thailand:Weather.And.When.To.Go.html>;  
<http://www.roughguides.com/destinations/asia/thailand/when-to-go/>



**Figure 1 Map of Thailand**

(Source: <http://www.sitesatlas.com/Maps/Maps/tha-pol.htm>)

### **2.3 Tourism sectors in Thailand**

There are two government sectors and many associations that support and are responsible for the tourism industry in Thailand in various ways.

#### **2.3.1 The Tourism Authority of Thailand (TAT)**

##### **2.3.1.1 Background**

**The Tourism Authority of Thailand (TAT)** was the first tourist-related organization in Thailand, established in 1960. TAT encourages both Thai and

international tourists to travel in and around Thailand, by providing information and data on tourist areas to the public, publicising Thailand, setting development plans for tourist destinations via management studies, and supporting the training and advancement of personnel in the field of tourism. There are now 35 regional offices all over Thailand and 15 overseas offices. The first overseas office was opened in New York in 1965 (2015: <http://www.tourismthailand.org/about-tat/tat-history>).

### **2.3.1.2 Policy & Marketing Plan**

Central to the function of the TAT is their policy and marketing plan, which includes development and promotional functions. These are itemised below:

- To promote the tourism industry, creating jobs and increasing income to help the country's economy;
- To promote and develop marketing strategies in order to increase new tourist markets, appealing to quality overseas tourists and encouraging Thai tourists;
- To promote cooperation at all levels domestically and internationally, to allow the development of tourism markets, to make Thailand the tourism hub of South-East Asia;
- To develop organizations, management and resources to strengthen international competition and good governance; and
- To expedite the advancement of a technological system for capturing business activity information (e-tourism) via the internet.

(2015: <http://www.tourismthailand.org/about-tat/policy-marketing-plan>)

## **2.3.2 Department of Tourism**

### **2.3.2.1 Background**

TAT develops tour services and tourist attractions, including support for tour operators business and guides, in order to contribute to the economy (2014: Bureau of Tourism Business and Guide Registration, Department of Tourism).

### **2.3.2.2 Responsibilities**

The Department of Tourism's duties are as follows:

1. To study, analyse, research and collect statistical data regarding tourism and use this to create a roadmap for developing tourism in compliance with the national tourism development plan;
2. To develop tourism service plans, and promote and support their implementation;
3. To create development plans for registration of tour guide businesses and tourism sites, and promote and support their implementation;
4. To implement all tasks in compliance with the laws concerning tour guide businesses (Act of Tourism and Guide Registration 2008) and other related laws;
5. To evaluate the outcomes of tourism development;
6. To promote and support all matters regarding films that use Thailand as a location, such as productions, administration and other activities involved; and
7. To conduct any other activities regulated by law to be under the office's responsibility as assigned by the ministry or the cabinet of ministers.

In addition, the Department of Tourism is responsible for operating tour guide licenses in Thailand. According to royal decree, the Bureau of Tourism Business and Guide Registration is charged with the following tasks:

1. To issue, renew, suspend and cancel license and receive tour guide business fees;
2. To keep all documents and update data and history of tour guide businesses;

3. To coordinate, promote and support related organizations to ensure that operations of tour guide businesses are compliant with the law; and
4. To act as the secretary of the committee for tour guide businesses and all work related to subcommittees designated by the committee for tour guide businesses.

(2015: <http://www.tourism.go.th/home/details/6/115/473>,  
<http://www.tourism.go.th/home/details/6/116/474>)

**TAT** and the Department of Tourism are under the supervision of the Ministry of Tourism and Sports. The two organisations were established for different purposes: the mission of TAT is to promote tourism in Thailand and encourage tourists around the world (both Thai and foreign tourists) to travel in and around the country, whereas the Department of Tourism supports the tourism industry and takes responsibility for tourist attractions. Both strongly influence the tourism industry in Thailand and have helped it become one of Thailand's most important industries. However, there are other important Thai tourism associations; these are individual operations, not under the control of the Thai government, as follows.

### **2.3.3 Tourism associations in Thailand**

As the tourism industry is large and very important, there are many associations that support tourism businesses in Thailand:

- Association of Thai Tourism Marketing (ATTM) <http://www.attm.biz>
- Association of Thai Travel Agents (ATTA)  
<http://www.atta.or.th/HomeUI.aspx>
- Thai Car Rental Association (TCRA) <http://www.tcra.or.th>
- Thai Ecotourism and Adventure Travel Association (TEATA)  
<http://www.teata.or.th>
- Thai Hotels Association <http://thaihotels.org>
- Thai Medical and Wellness Tourism Association <http://www.tmta.or.th>
- Thai Spa Association <http://www.thaispaassociation.com>



- Thai Tourism Promotion Association (2015):  
<http://www.thaitourism.or.th>
- Thai Travel Agents' Association (TTAA) <http://www.ttaa.or.th>
- Tourism Authority of Thailand <http://thai.tourismthailand.org>
- Tourism Council of Thailand <http://www.thailandtourismcouncil.org>
- Professional Tourist Guide Association of Thailand (PGA)  
<http://www.thailandbestway.com/>

The organization most relevant to Thai tour guides is the Professional Tourist Guide Association of Thailand (PGA), established in 1975 (fifteen years after the TAT) with the objective of protecting legitimate rights and interests and raising the status of professional tour guides as they promote cultural, tradition and national identity; supporting tourism that contributes to the conservation of nature and environmental awareness; promoting professional guides to bring widespread recognition of the profession; supporting and promoting tourism; promoting welfare, fellowship, and brotherhood among members; providing assistance to cooperate and coordinate with other organizations and members; and creating public interest through campaigns, sports and entertainment articles (Professional Tourist Guide Association of Thailand, 2015).

## **2.4 Tourism in Thailand**

Thailand is a popular destination for travellers, recommended by many tourism websites:

Thailand is a wondrous kingdom, featuring Buddhist temple[s], exotic wildlife, and spectacular islands. Along with a fascinating history and a unique culture that includes delectable Thai food and massage, Thailand features a modern capital city, and friendly people who epitomize Thailand's "land of smiles" reputation.  
(2015: <http://www.tourismthailand.org/Thailand>)

Thailand is the most well-known and popular travel destination in Southeast Asia [...] the lure of Thailand is felt by millions of tourists each year. Enticed by the sparkling beaches of the islands in the south, the enigmatic temples and hill-tribes of the north, and the neon lights of Bangkok in between, exotic Thailand has something for [every] traveller.

(2014:

<http://www.wordtravels.com/Travelguide/Countries/Thailand>)

A great value-for-money holiday destination [...] Exotic and enticing, a holiday in Thailand is an unforgettable experience, promising both stunning cultural sights and a bit of fun and relaxation.

(2014:

<http://www.wordtravels.com/Travelguide/Countries/Thailand>)

Friendly and fun-loving, exotic and tropical, cultured and historic, Thailand radiates a golden hue from its glittering temples and tropical beaches to the ever-comforting Thai smile.

(2014: <http://www.lonelyplanet.com/thailand>)

With great food, a tropical climate, fascinating culture, majestic mountains and great beaches, Thailand is a magnet for travellers the world over.

(2014: <http://wikitravel.org/en/Thailand>)

These endorsements support the TAT, which advises tourists on Thailand's numerous cultural, natural and historical attractions, and which in turn attract tourists with different behaviours and demands. Places recommended by the TAT include:

**Culture and heritage:** Wat Maha That, Wat Si Chum, The Grand Palace, National Museum of Royal Barges, Wat Pho, Wat Pha That Doi Suthep, etc.

**Nature and park attractions:** Namtok Phliu National Park, Doi Suthep-Pui National Park, Doi Inthanon National Park, Huai Nam Dang National Park, Erawan National Park, etc.

**Islands and beaches:** Koh Chang Noi, Mu Kho Hong, Hat Karon, Koh Muk and Tham Morakot (Emerald Cave), Koh Ngam, etc.

**Mountains and National Parks:** Doi Luang Chiang Dao, Doi Ang Khang National Park, etc.

**Architecture:** Ratchaphruek Garden, Prommitr Film Studio, Chiang Mai Zoo, Chiang Mai Night Safari, The Catholic Church Chanthabuti, China Town, Bridge over the River Kwai, etc.

<http://uk.tourismthailand.org/Attraction>

TAT states that (2015), 'Thailand is a festival kingdom, celebrating numerous provincial and national holidays and hosting many regional and global events'. The following summary of events and festivals in Thailand's calendar show the variety of travel attractions.<sup>2</sup>

January:        New Year's Day (public holiday)  
                  Children's Day  
                  Bo Sang Umbrella Festival, Chiang Mai

February:      Chiang Mai Flower Festival  
                  Chinese Lunar New Year  
                  Trang Underwater Wedding  
                  Pattaya Bike Week  
                  Phuket International Blues Rock Festival

March:         Makha Bucha Day (public holiday)  
                  National Elephant Day  
                  National Muay Thai Day  
                  Pattaya International Music Festival

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<sup>2</sup> Adapted from <http://www.thaizer.com/thailand-events-festivals/>,  
[http://www.thaiwaysmagazine.com/thailand/thailand\\_festival.html](http://www.thaiwaysmagazine.com/thailand/thailand_festival.html),  
<http://uk.tourismthailand.org/See-and-Do/Events-and-Festivals>

April: Chakri Day (public holiday)  
 Songkran Thai New Year Water Festival (public holiday)  
 Chonburi Festival  
 Phuket Bike Week

May: National Labour Day (public holiday)  
 Coronation Day (public holiday)  
 Royal Ploughing Ceremony, Bangkok  
 Rocket Festivals, Isaan  
 Chiang Mai Inthakin City Pillar Festival  
 Ko Samui Yacht Regatta

June: Visakha Bucha Day (public holiday)  
 Hua Hin Jazz Festival

July: Phuket Yachting Race Week  
 Asahna Bucha Day (public holiday)  
 Khao Phansa (public holiday)  
 Ubon Ratchathani Candle Festival

August: Her Majestic Queen's Birthday/Mother's Day (public holiday)

September: Vegetarian Festival  
 King's Cup Elephant Polo, Hua Hin  
 Boat Races (September-October)

October: Chulalongkorn Day (public holiday)  
 Buffalo Racing Festival  
 Naga Fireballs  
 Awk Phansa (end of Buddhist Lent)

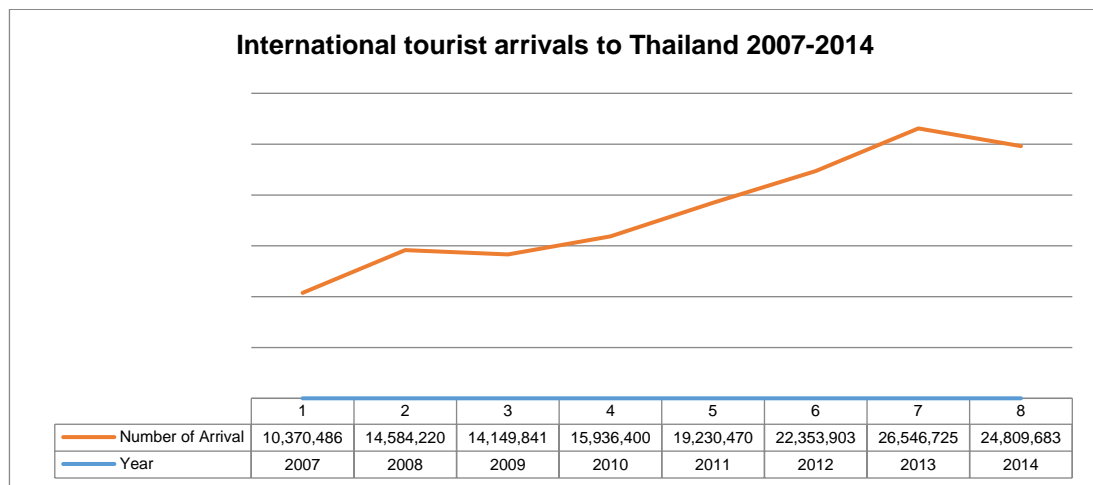
November: Elephant Round-up Festival  
 Loy Krathong Day or Festival of light  
 Yi Peng Lantern Festival  
 Monkey Banquet Festival  
 River Kwai Bridge Week (November or December)

December: His Majestic King's Birthday/Father's Day (public holiday)  
 Constitution Day (public holiday)  
 New Year's Eve (public holiday)

According to the TAT (2015),

Bangkok is one of the world's premier shopping destinations. Shopping in Thailand is world-class, featuring twenty-first-century shopping malls, multi-storey electronics malls, expensive local markets (such as the JJ weekend market) and local markets from Chai Mai to Udon Thani. Famous night markets such as Pathong and Sukhumvit Roads are the places to find cheap gifts. There are more activities which tourists who visit Thailand can do such as ecotourism/green travel, medical tourism, meditation and golf.

These various tourist attractions, events, festivals and activities can meet the demands of multiple tourists with different interests and behaviours, and may explain why the number of international tourists traveling to Thailand has increased every year since 2007 (see Figure 2).



**Figure 2 International tourist arrivals in Thailand 2007-2014**

Source: Author's own work based on TAT Intelligence Centre (2015)

Updated on website: 10/07/2015

As can be seen, the number of international tourists sagged slightly in 2014, caused by the political problems in Thailand that year. However, the Thai

government believes that the number of international tourists visiting Thailand will rise every year based on data from the Intelligence Centre, operated by the TAT (see Table 1).

**Table 1 Number of inbound tourists forecast**

Adapted from 1000 Source: TAT Intelligence Centre (2015)

Country	2014	2015	2016	2017
<b>ASIA</b>				
<b>SOUTH-EAST ASIA</b>				
BRUNEI	351.80	386.30	417.80	445.70
CAMBODIA	4,508.80	4,966.50	5,420.20	5,816.40
INDONESIA	9,433.70	9,977.60	10,480.60	10,968.80
LAOS	2,262.90	2,370.40	2,480.60	2,593.00
MALAYSIA	25,763.90	26,176.10	26,621.10	27,100.30
MYANMAR	876.70	964.80	1,041.40	1,102.10
PHILIPPINES	6,033.60	7,301.40	9,023.50	11,373.90
SINGAPORE	23,998.10	25,163.80	26,124.90	26,815.20
THAILAND	26,530.30	28,370.10	30,108.20	31,796.40
VIETNAM	7,900.70	8,425.30	8,944.90	9,447.40
<b>NORTH-EAST ASIA</b>				
CHINA	58,590.60	60,009.40	61,818.40	64,011.10
DPR. KOREA	155.60	167.30	180.80	196.60
REP. KOREA	13,665.20	14,713.10	15,651.50	16,440.60
HONG KONG	26,466.90	27,703.20	28,831.00	29,829.00
JAPAN	9,757.00	10,463.10	11,162.40	11,856.20
TAIWAN	9,032.70	9,874.10	10,547.90	11,131.00
OTHERS	-	-	-	-
<b>SOUTH ASIA</b>				
BANGLADESH	812.10	892.00	977.80	1,071.80
BHUTAN	116.10	135.80	159.60	188.30

INDIA	8,900.50	9,835.20	10,839.70	11,935.10
NEPAL	1,045.00	1,112.80	1,186.90	1,269.70
PAKISTAN	899.70	933.50	970.90	1,016.30
SRI LANKA	961.50	1,084.50	1,216.60	1,361.00
<i>OTHERS</i>	-	-	-	-
<b>EUROPE</b>				
AUSTRIA	25,152.90	25,701.70	26,193.00	26,608.90
BELGIUM	7,613.50	7,665.50	7,712.40	7,752.50
DENMARK	9,934.00	10,089.90	10,259.30	10,430.50
FINLAND	4,690.10	4,886.00	5,073.00	5,257.80
FRANCE	84,483.30	86,159.30	88,096.50	89,694.30
GERMANY	32,527.80	33,286.50	33,926.30	34,334.90
IRELAND	6,890.00	7,206.10	7,583.50	8,025.40
ITALY	45,441.60	46,211.40	47,122.70	48,180.50
HOLLAND	12,379.20	12,644.50	12,889.80	13,124.30
NORWAY	5,389.90	5,503.80	5,605.20	5,696.20
RUSSIA	29,603.30	31,290.50	32,774.70	34,115.40
SPAIN	61,149.80	62,930.70	64,652.00	66,364.00
SWEDEN	11,172.80	11,293.00	11,434.30	11,598.60
SWITZERLAND	12,288.20	12,436.20	12,685.90	13,075.80
UNITED KINGDOM	29,259.50	29,704.90	30,168.20	30,455.70
<b>EASTERN EUROPE</b>				
BULGARIA	7,533.00	7,886.30	8,228.00	8,567.20
CZECH REPUBLIC	15,509.10	16,188.00	16,871.20	17,581.40
HUNGARY	11,190.20	11,491.40	11,846.50	12,193.70
POLAND	15,038.70	15,401.20	15,766.40	16,156.70
ROMANIA	8,567.60	8,905.60	9,310.70	9,775.20
SLOVAKIA	3,889.20	4,005.70	4,121.80	4,238.90
CIS	-	-	-	-

<i>OTHERS</i>	-	-	-	-
<b>THE AMERICAS</b>				
ARGENTINA	5,322.90	5,210.40	5,290.90	5,423.80
BRAZIL	6,509.20	6,879.30	7,259.80	7,575.00
CANADA	16,435.30	17,028.30	17,324.90	17,748.10
MEXICO	24,555.10	25,298.80	26,100.90	27,001.60
USA	72,197.00	74,908.10	77,618.00	80,499.00
<i>OTHERS</i>	-	-	-	-
<b>OCEANIA</b>				
AUSTRALIA	6,707.90	7,008.30	7,320.40	7,643.50
NEW ZEALAND	2,816.00	2,930.40	3,068.20	3,215.80
<i>OTHERS</i>	-	-	-	-
<b>MIDDLE EAST</b>				
EGYPT	11,684.40	12,426.20	13,250.70	14,189.10
IRAN	2,432.90	2,523.80	2,631.90	2,760.00
ISRAEL	3,368.90	3,626.80	3,950.70	4,358.20
KUWAIT	570.70	592.90	617.90	645.90
OMAN	2,231.30	2,342.00	2,470.60	2,616.90
SAUDI ARABIA	20,652.40	23,300.20	26,536.50	30,504.80
UAE	12,425.40	13,578.10	14,731.50	16,049.40
<i>OTHERS</i>	-	-	-	-

Updated on website: 10/07/2015

In Table 1, the researcher presumes that the TAT Intelligence Centre categorises countries based on marketing information. For example, TAT uses 'Europe' and 'Eastern Europe' instead of 'EU countries' and 'non-EU countries'; Russia is listed under 'Europe' instead of under 'Asia' or 'Eastern Europe'. This may be a way of grouping tourists by their behaviour for the purposes of promotion and advertising. From this table, it can be seen that the expected number of international tourists visiting Thailand shows a positive trend. From the researcher's viewpoint, the reasons behind the expected growth in the number of international tourists may be explained by the following factors.



Firstly, the number of languages tour guide licenses in Thailand cover is very broad. Thailand has tour guides that speak languages including English, Chinese, Japanese, French, Russian, Spanish, Korean, German, Danish, Dutch and Portuguese (Appendix 1). Secondly, Thailand is ready for a tourism boom as there has been a growth in the number of tourism support businesses, such as travel agencies, accommodation, restaurants and transportation businesses. For example, the number of rooms in Thailand is over 450,000 and on average around 35% is occupied. In 2014, over 66 million Thai and foreigners rented a room (etatjournal, 2015). In addition, travel advisor websites describe the convenience of travelling in Thailand:

Tourists can travel from [the] north to [the] south of Thailand by trains and buses [which are] are cheap and there are multiple budget airfares with many special offers.

(<http://travellhappy.info/thailand/how-much-money-do-i-need-for-thailand/>)

Furthermore, the most important businesses supporting tourism in Thailand are travel agencies. Thailand has a large number of travel agencies: beyond the 2,363 inbound travel companies, there are more specific travel companies such as those providing jungle tours, diving tours or historical and culture tours (see Appendix 4).

The last important thing that encourages tourists to visit to Thailand is value for money, as recommended by many websites aimed at tourists:

Travel around Thailand [is] quite good value for money. The basic unit of Thai currency is the baht [of] which there are 0.018 [to the] British Pound rate on 13 December 2015. Budget tourists can only spent 1000 baht [£18] per day. [A] basic guesthouse room [costs around] 400-1000 baht [and a] market street stall meal [costs around] 40-100 baht [and] one beer [costs around] 100 baht and

public transport around town is 20-50 baht and tipping is appreciated and not standard.

(<http://www.lonelyplanet.com/thailand/money-costs>)

## **2.5 Conclusion**

In summary, Thailand is a beautiful country which is very much bigger than (for example) the UK, and thus there is physical space to absorb large populations of tourists each year, which a crowded country like the UK would be unable to do. Thailand also has a rich history, multiple tourist attractions and diverse environments that can attract millions of tourists from around the world each year. Organizations in Thailand in both the government sector and private organizations support each other, and this strong direct support of the tourism business in Thailand has allowed it to become successful.

# Chapter Three

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## 3. Tour Guide Background

### 3.1 Introduction

Tour guiding services are a core element of multiple tour services provided by tour operator companies. As Huang *et al.* (2010: p.3) state, 'tour guides are front-line employees in the tourism industry who play an important role in shaping tourists' experiences in a destination'. Tour guides can make or break a trip (Zhang *et al.*, 2004). Mossberg (1995) cited by Chang (2006) describes tour guides' performances as the key factor that differentiates a tour from its competitors. It is subsequently important to understand tour guide performance to facilitate improvements and increase the quality of service. In brief, it is evident that the financial success and longevity of a tour guiding business depends on the performance of tour guides within destinations (Zhang *et al.*, 2004).

### 3.2 Meaning of a tour guide

According to the World Federation of Tourist Guide Association (WFTGA), a tour guide is:

a person who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area which [that] person normally possesses and [an] area-specific qualification [is] usually issued and/or recognised by the appropriate authority.

(2012: <http://www.wftga.org/tourist-guiding/what-tourist-guide>)

This suggests that a tour guide would typically be someone who resides or has grown up in the tourist destination and has a close association with the culture and history of the area. It also emphasises that historical events and cultural practices are not completely objective, subject to varying constructs and interpretations. The WFTGA also distinguish a tour manager/tour director or escort from a tour guide:

a person who manages an itinerary on behalf of the tour operator ensuring the programme is carried out as described in the tour operator's literature and sold to the traveller/consumer and who gives local practical information.

(2015: <http://www.wftga.org/tourist-guiding/what-tourist-guide>)

In this research, 'tour guide' refers to a person who accompany groups everywhere, guides clients in their preferred language, and presents Thai cultural, heritage, natural and tourist attractions throughout a trip.

### 3.3 The tour guides' role

According to the WFTGA (WFTGA, 2012: <http://www.wftga.org/tourist-guiding/code-guiding-practice>), a 'tour guide is a person who is expected to provide a professional service to visitors in care and providing an understanding of the place visited', although the criteria of this professional service are not specified, nor is guidance provided on the how the understanding of place is interpreted. Within the WFTGA code, tour guides are expected to act as representatives of the host country (in most cases 'their' country), in bringing credit to the country visited and promoting it as a tourist destination. This emphasis on the promotion of a positive national image inevitably raises questions of how history and culture are interpreted and what is included. Also, tour guides are expected by the WFTA to treat local customs and the environment, including wildlife, sights and monuments, with due respect.

The importance of the role of the tour guide to the visitor experience is emphasised by Ap *et al.* (2001, p.551), who observe that:

Tour guide[s] are one of the key front-line players in the tourism industry. Through their knowledge and interpretation of a destination's attractions and culture, and their communication and service skills, they have the ability to transform the tourists' visit from a tour into an experience.

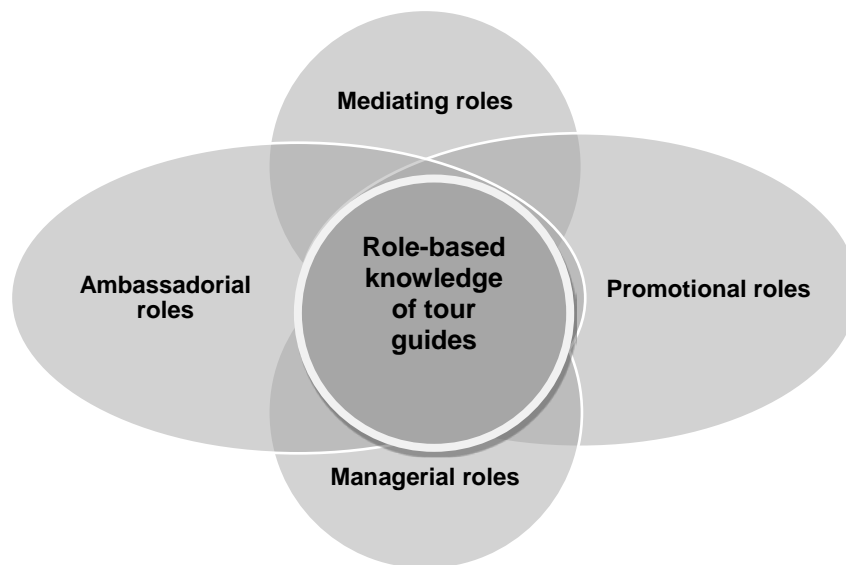
Guides have a key role as interlocutor to help tourists make sense of the environments they are visiting: to bring them to life, to provide interpretations and constructs for the objects of tangible history and intangible aspects of culture presented to the visitor. From a business perspective, they are key in making the tourist experience both informative and enjoyable, an experience to be enjoyed in the moment and to recollect favourably later.

The growth in global tourism demand during recent decades has meant more people in the role of tourists being brought into contact with other cultures and natural environments than at any time in human history. The advent of this hyper-mobility means that the role of the tour guide has become central to many

peoples' experiences of foreign cultures and places. Several empirical studies have been conducted in an attempt to understand this interaction between tour guides and tourists at in various locales around the world. Many researchers investigated the role of tour guide in order to understand the reality of the tour guide role, and the results were as follows.

Based on research with the Madrichs people guiding youth groups in Israel, Cohen *et al.* (2002) found that the Madrichs operated in a fashion that was different from the typical professional tour guide. Notably, they accompany rather than lead the group, acting in an informal fashion and becoming part of the group whilst maintaining their role as an outsider. This was suggested as appropriate for young people, rather than a more formal guided tour.

Kong *et al.* (2009) describe the tour guide role based on conditions and environment in several pieces of research since 1981 and conclude that the role of a tour guide depends on the objectives of the tour group. The tour guide can be, for example, an actor, ambassador, interpreter, organizer, entertainer, group leader, teacher, host/hostess, caretaker, company representative, motivator, environmentalist, linguist, cultural operator, geographer, cultural mediator, publicist and protector on the trip. Areej (2009) created a 'role-based knowledge' model shown in Figure 3, which focuses on a classification of tour guides' tasks, deconstructed according to four thematic and overlapping roles (ambassadorial, managerial, promotional, and mediating roles).



**Figure 3 Tour Guides' Operational Roles in the Tourism Industry**

(Adapted from Areej, 2009)

Figure 3 emphasises the multi-faceted character of being a tour guide and the range of expected knowledge and skills required. Central to the role is knowledge of the culture and environment; however, the other roles are not cerebral, but rely upon skills of management and interaction with the clients. An important role of the tour-guide is as a representative of the organisation they work for (or of their own business); they must be able to mediate with clients in a way that reduces dissatisfaction when problems and complaints arise. The ambassadorial and promotional roles of the tour guide as a representative of their nation are roles that they fulfil either consciously or sub-consciously. It is their discourse that will influence the tourist's construction of an image of a place, either positively or negatively, and they thus have a central role and power in this construction. Subsequently, in countries where power is centralised and there is an absence of democratic processes (e.g. North Korea), tour guides are often highly regulated in terms of who is permitted to perform such a role and what they are permitted to say. In other countries, this discourse may be influenced by the market rather than politics, as tipping is more likely when a positive and joyful image of a place is presented. However, this depends upon

the context; for example up-beat and positive tour guide interpretations of the Nazi concentration camps or Pol Pot's Killing Fields would probably be found inappropriate by the majority of the tourist market. The characteristics of the tour guide, their personality and ease of interaction are also likely to influence how their role as an 'ambassador' is judged by the tourists. The fourth role (managerial) involves the manouvering of and caring for tour groups, alongside any organisational management functions required.

There are two kinds of tour guides: permanent tour guides that work for a travel agency, and freelance tour guides who usually work tour-by-tour and are paid hour-by-hour. There are three kinds of travel systems in Thailand: domestic, inbound and outbound tours. On outbound tours, the guides take tourists outside Thailand and are called 'tour leaders'. The role of this kind of tour guide is to prepare everything the tourists could need during the trip, and solve problems that might happen during the trip, contacting local travel agencies to make the trip run smoothly. In addition, the outbound tour guide is not allow to guide or give any information to tourists, and this makes this kind of tour guide more like a group leader, interpreter or organizer of the trip. For domestic and inbound tours, the guides' duties are to lead visitors around Thailand, giving information about tourist attractions and taking responsibility for the trip. This kind of tour guide is responsible throughout the trip and needs to act as an actor, interpreter, organizer, entertainer, caretaker, company representative and cultural mediator during the trip. This research is going to focus on how their performance influences the tourist experience.



### **3.4. Overview of literature on tour guides**

#### **3.4.1 Tour guide research in Thailand**

Investigation of the elements that affect the performance of professional tour guides in Thailand is important because tour guides may be the only Thai person that tourists communicate with and they spend almost all of their trip in Thailand with the guide. They represent the Thai people, in the tourists' opinions. However, there is no study looking at causal factors that influence the performance of Thai tour guides. Moreover, studies of how the performance of tour guides influences the tourist experience in Thailand are limited. In order to fill this gap, scholars should critically evaluate the perspectives of tour operators and tourists on the causal factors that influence the performance of tour guides in Thailand: how they can deliver a high quality tour guide service to tourists and how this can lead to success in the tour guide business in Thailand, thereby contributing to the overall image of Thailand as a holiday destination.

**Table 2 Review of empirical work relating to tour guide performance**

<b>Title of the study</b>	<b>Author(s)</b>	<b>Institute</b>
The effect of interpersonal communication competencies on customer service quality perception and after service behavior [u]ral intention: A case study of tourist guide and customer of travel agencies under Tourism Authority of Thailand Licenses	Nichamon Chanthongkaew (1999)	Kasetsart University Graduate School
The expectation of tour guide characteristics from travel agencies	Toorsakul Sakulsirichart (2010)	Loei Rajabhat University
The potential of traditional tourist guides to become ecotourism leaders	Sukanya Kannasombat (2011)	Mahidol University Graduate School
International tourists' and stakeholders' expectations of competency and ability of monastery tour guides	Patarapol Aisi (2004)	Mahidol University Graduate School
European tourists' perception on communication barriers toward Thai tour guides	Chairat Jiratiwatanakul (2010)	Ramkhamhaeng University
Perception of International Tourists on Selected Attributes of Tour Guide Service in Bangkok	Busarin Wongwiwattana (2004)	Assumption University Graduate School
The Satisfaction of United Kingdom Tourists towards Chiang Mai Tourism	Boonlert Pereira (1999)	Chiand Mai University Graduate School
International Tourist Satisfaction and Destination Loyalty : Bangkok, Thailand	Siriporn Mcdowall (2010)	Asia Pacific Journal of Tourism Research

**Source:** Research Library of National Research Council of Thailand, Thai-Journal Citation Index Centre, Thai National Research Repository, Thai Thesis Database, Thai Research Database, Digital Research Information Centre (DRIC). Updated on website: 12/11/2015

The quantity of tour guide performance research in Thailand shows that there is less concern from an academic viewpoint about tour guide performance. In summary, all the research concludes that tourists were satisfied and rate the quality of tour guiding service in Thailand as of a high standard. However, in order to provide specific information to the tourism industry in Thailand, Thai tour guide performance needs to be more deeply investigated.

#### **3.4.2 Literature on tour guides**

The number of studies on tour guides has increased in recent years with many studies related to the principles of tour guiding. For example, Huang and Wang (2007) evaluated how mainland Chinese tourists perceive the performance and importance of the inter-cultural competence of tour guides in Great Britain. The study indicates that tourists expected tour guides to have high performance in communication skills, problem-solving and understanding different cultural perspectives and behaviour. However, British tour guides required training to improve their understanding of British culture and traditions, and their ability to deal with emergencies. Ap and Wong (2001) used focus group interviews and two sets of in-depth interviews with thirteen individuals involved in tourism in Hong Kong, looking for ways to improve the standard of service. Their research found that tour operators and the Hong Kong government were responsible for improving the performance of the tour guides via basic training courses. Similarly, Kong *et al.* (2009) found that the permanent and freelance certificated tour guides in China wanted the Chinese government and travel agencies providing training programs to improve their professional tour guiding skills for their career development. In particular, they believed that communication skills, professional, ethical and teamwork skills were the most important. Wang *et al.* (2010) used both qualitative interviews with 24 group package tour leaders and a quantitative survey with 310 group package tour leaders to identify the

challenges of being a tour leader in Taiwan. The study separated the data collection into three parts: before, during and after a trip. The results found that *before* the trip most tour leaders faced problems about trip introductions, visas and passport issues. *During* the trip the risks were not being able to generate a suitable atmosphere, lost and stolen property and airports (for example, prohibited and taxable items) and the drivers' attitude and professionalism in some countries (for example, some female tour guides were sexually harassed by bus drivers). *After* the trip, problems related to tourists' complaints.

Some studies concerning tour guide performance assess it in terms of how tourists perceive the performance of tour guides. For example, Huang *et al.* (2010) investigated the relationship between tour guide performance and tourists' satisfaction in three areas: satisfaction with guiding service, tour service and the overall tour experience. The research sample were Chinese- and English-speaking tourists on a package tour in Shanghai and the results indicate that the English-speaking tourists perceived tour guide performance to be better than the Chinese in the majority of attributes. In addition, the results reveal that tourist satisfaction depends on tour guide performance. Moreover, tourists' satisfaction with tour service depends on their satisfaction with guiding services and this leads to satisfaction with the overall experience.

There are some points that concern tour guides as cultural brokers. For example, Smith and Brent (2001) verify the responsibility of the cultural broker as the mediator between hosts and guests, responsible for ethnic imaging and cultural trait selection. At the local level, guides are cultural brokers, but as tourism has grown from a business to an industry, others including travel agents, government at all levels, and international agencies have assumed leadership.

### 3.5 Tour guide performance attributes

In research into the service quality of tour guiding (Chapter 4), the common performance attributes or indicators that emerged from the studies to evaluate tour guide performance include: following the code of ethics in the profession; organizing tour-related activities; cooperating with other service staff; good time management, delivering the service promised in itinerary; briefing tourists on the daily itinerary; attention to detail; knowledge (of a destination's culture, history and customs, local people's lifestyle and tourist attractions); proficiency in tour-guiding language; good presentation skills; good interpersonal communication skills; problem-solving; coping with unexpected incidents; showing sound judgment; handling customer comments well; understanding customers' culture; showing passion for the work; being well trained, courteous, friendly, and able to generate a friendly atmosphere among tour group members; good grooming and appearing neat and appropriate; being willing to help customers; informing tourists of safety regulations and providing safety and first aid equipment; responding to customer requests; promptness, punctuality, respect, honesty and trustworthiness; a good sense of humour and responsibility; having the interests of customers at heart; and introducing customers to reliable shops.

In order to enhance the understanding of the similarities and differences between Thai tour guide performance and guides in other countries, the researcher analysed and grouped items based on similar categories to those used by Parasuraman *et.al.*'s SERVQUAL model. A diagram, Figure 4, was created with the aim of making it easier to compare and understand the performance of tour guides when comparing tour guides in Thailand using the SERVQUAL model). The attributes were grouped into five categories: tangibles, reliability, responsiveness, assurance and empathy (Table 5). Those five categories were used to create a questionnaire to better understand the tour guide performance attributes in Thailand. According to Kandampully *et.al.* (2001), Parasuraman, Zeithaml, and Berry (1988, 1994a) are among the most recognized researchers in the area of service quality. Their development and refinement of the SERVQUAL model has produced a generic measure of

service quality through the examination of twenty-two service items, which factor into five basic service dimensions consisting of reliability, tangibles, responsiveness, assurance, and empathy.

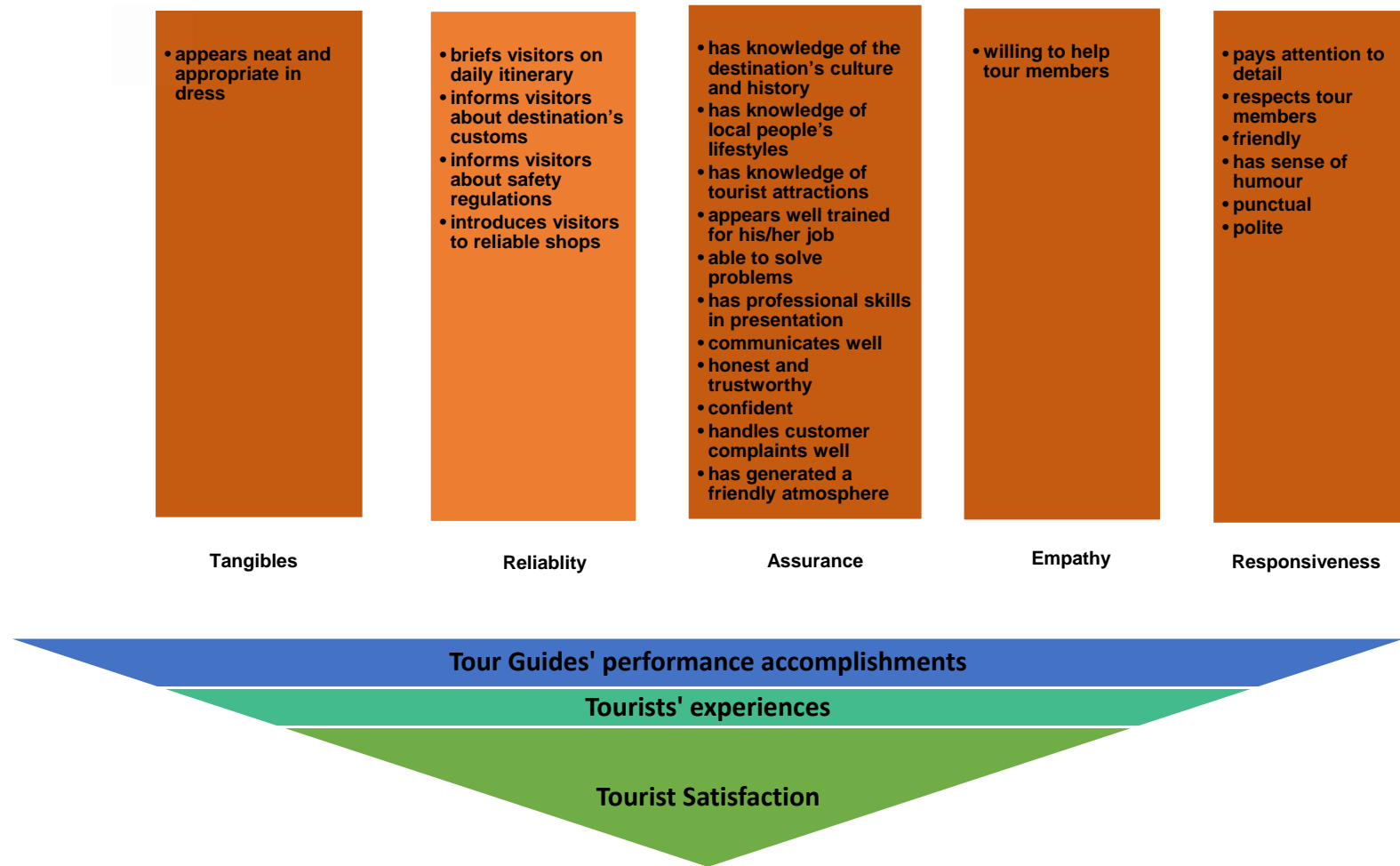


Figure 4 Understanding Tour Guides' performance in this research

### 3.6 Becoming a tour guide

#### 3.6.1 Types of tour guide licenses in Thailand

Thailand is a member of the World Federation of Tourist Guide Associations. To ensure that tour guides represent Thai culture accurately and bring credit to Thailand, there are many types of tour guide licenses and travel agencies to support the specific needs of tourists (Tourism Centre, 2014). According to the Tourism Centre (2015), there are two types of tour guide license in Thailand. Table 3 shows the tour guide classification according to the type of license registered from five different branches of the Bureau of Tourism Business and Guide Registration all over Thailand. Tour guides in Thailand are legally obliged to wear a license while leading a trip.

**Table 3 Tour guide license registration categories in Thailand**

Types of license	Overview	The Bureau of Tourism Business and Guide Registration				
		Bangkok	Northern	Southern county 1	Southern county 2	North-East
<b>1. General tour guide</b>	<b>24,512</b>	<b>17,381</b>	<b>4,474</b>	<b>581</b>	<b>1,229</b>	<b>847</b>
Bronze	23,531	16,477	4,414	578	1,225	837
Gold	981	904	60	3	4	10
<b>2. Specific tour guide</b>	<b>7,043</b>	<b>1,872</b>	<b>2,471</b>	<b>533</b>	<b>1,901</b>	<b>266</b>
Pink	4,231	1,164	1,711	217	974	165
Blue	847	424	260	18	86	59
Green	405	12	361	19	10	3
Red	2	2	0	0	0	0
Orange	30	1	0	17	12	0
Yellow	1,178	167	16	261	731	3
Purple	296	99	113	1	47	36
Brown	54	3	10	0	41	0
<b>Summary</b>	<b>31,555</b>	<b>19,253</b>	<b>6,945</b>	<b>1,114</b>	<b>3,130</b>	<b>1,113</b>









Types of license	Overview	The Bureau of Tourism Business and Guide Registration				
		Bangkok	Northern	Southern county 1	Southern county 2	North-East
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Bronze	23,531	16,477	4,414	578	1,225	837
Gold	981	904	60	3	4	10
<b>2. Specific tour guide</b>	<b>7,043</b>	<b>1,872</b>	<b>2,471</b>	<b>533</b>	<b>1,901</b>	<b>266</b>
Pink	4,231	1,164	1,711	217	974	165
Blue	847	424	260	18	86	59
Green	405	12	361	19	10	3
Red	2	2	0	0	0	0
Orange	30	1	0	17	12	0
Yellow	1,178	167	16	261	731	3
Purple	296	99	113	1	47	36
Brown	54	3	10	0	41	0
<b>Summary</b>	<b>31,555</b>	<b>19,253</b>	<b>6,945</b>	<b>1,114</b>	<b>3,130</b>	<b>1,113</b>



(Tourism Centre, 2014) Updated on website: 10/03/2014

Table 3 shows the tour guide classification according to the type of license registered from five different branches of the Bureau of Tourism Business and Guide Registration all over Thailand.

**Table 4 Types of tour guide license categories in Thailand**

Categories	Colour of card	Minimum education	Specific areas	Types of tourists and responsibility	Training Hours	Training topic (Academic knowledge)	Training topic (Specific knowledge)	Training English	Field trip
<b>General tour guide</b>	Bronze licence 	Diploma or bachelor's degree	Around the Kingdom	Thai people and foreigners around the Kingdom.	218	54	104	60	5 trips. One Grand palace and Emerald Buddha temple Others chosen from a list of 12
	Gold licence 	Diploma or bachelor's degree	Around the Kingdom	Thai people only around the Kingdom.	149	51	98	-	5 trips. One grand palace and emerald Buddha temple. Others chosen from a list of 12
<b>Specific tour guide</b>	Pink licence 	Lower secondary school, formative high school	Provinces indicated and connected areas	Thai people and foreigners around the provinces indicated and	63	20	20	15	The province that set the training

				connected areas.					program and connected provinces for 8 hours
	<p>Blue licence</p> 	Lower secondary school, formative high school	Provinces indicated and connected areas	Thai people only around the provinces indicated and connected areas.	48	20	20	-	The province that set the training program and connected provinces for 8 hours
	<p>Green licence</p> 	Lower secondary school, formative high school	Hiking	Thai people and foreigners in the forest zone.	90	40	20	15	The province that set the training program for 15 hours
	<p>Red licence</p> 	Masters degree or Doctorate in social science or humanities with study major as	Cultural	Thai people and foreigners. Their work relates to the history of archaeology and Thai literature	90	-			

		history or archaeology or art and cultural or literature and have experience as lecturer in tour guide training program field trip for at least 5 years		around the Kingdom.					
	<p>Orange licence</p>  <p>The image shows an orange tourist guide licence card for KASIPAT SRISUAY. It includes a photo of the holder, the name 'นาย กษิพัทธ์ นิลธวัช', the year '2014', and the ID number '0.1234 56789 00 1'.</p>	Lower secondary school, formative high school	Marine	Thai people and foreigners in the marine zone only.	100	35	20	15	The province that set the training program for 30 hours
	<p>Yellow licence</p>  <p>The image shows a yellow tourist guide licence card for KASIPAT SRISUAY. It includes a photo of the holder, the name 'นาย กษิพัทธ์ นิลธวัช', the year '2014', and the ID number '0.1234 56789 00 1'.</p>	Lower secondary school, formative high school	Seashore	Thai people and foreigners in the marine zones or islands, as well as attractions no more than forty sea miles from land.	48	10	15	15	The province that set the training program for 8 hours



	<p>Purple licence</p>  <p>The image shows a purple tourist guide licence card. At the top, it says 'กรมส่งเสริมการค้าระหว่างประเทศ กระทรวงพาณิชย์' and 'สมาคมมัคคุเทศก์ไทย TOURIST GUIDE'. Below that, it says 'นาย กษิพัทธ์ ศรีบุญ' and 'KASIPAT SIRSUAY'. It also includes the year '2014', the month '07', the day '20', and the ID number '0.1234 56789.00.1'.</p>	Lower secondary school, formative high school	Local natural attractions	Thai people and foreigners only within the natural attractions named on the card.	50	30	12	-	The province that set the training program for 8 hours
	<p>Brown licence</p>  <p>The image shows a brown tourist guide licence card. At the top, it says 'กรมส่งเสริมการค้าระหว่างประเทศ กระทรวงพาณิชย์' and 'สมาคมมัคคุเทศก์ไทย TOURIST GUIDE'. Below that, it says 'นาย กษิพัทธ์ ศรีบุญ' and 'KASIPAT SIRSUAY'. It also includes the year '2014', the month '07', the day '20', and the ID number '0.1234 56789.00.1'.</p>	Lower secondary school, formative high school	Local cultural	Thai people and foreigners to local cultural traditions, culture, history, geography and sites of archaeological interest only within the local cultural tourism sources named on the card.	44	24	12	-	8

Table 4 shows the ten types of Thai tour guides. The specific tour guides (pink, blue, green, red, orange, yellow, purple and brown) can only lead tours in specific areas, whereas the bronze and gold licensed guides can take tourists around the country. However, the bronze is the only type permitted to lead foreigners around the country, and these are the majority of tour guide registrations in Thailand, as shown in Table 4.

As shown in Tables 3 and 4, the bronze license is most important because it is the most common tour guide license in Thailand. This thesis will take interest only in general tour guides (bronze) as this is only one tour guide license which be able to take all Thai and foreign tourists around Thailand, as will be explained in the next section.

### **3.6.2 How to become a general tour guide (bronze) in Thailand**

The Bureau of Tourism Business and Guide Registration established the tour guide licensing and registration system on behalf of TAT. There are two pathways to becoming a licensed general tour guide (bronze) in Thailand. First, candidates who possess a bachelor's degree in a related area (e.g. tourism or travel management) and have studied at least one subject related to tour guiding will automatically receive a tour guide license once they register with the Bureau. Secondly, people who have a bachelor's degree in another area are required to take a short professional tour guide training program run by institutions under the supervision of TAT.

### **3.6.3 Training tour guides in Thailand**

**Syllabus of the General Guides' Training Course for Thai and Foreign Tourists**  
(Department of Tourism, 2015)

#### Qualifications

- Must have graduated with a diploma or bachelor's degree;
- Must speak Thai fluently;
- Must be of Thai nationality;
- Must have a good personality suitable to a service industry;
- Must have knowledge, ability and communication skills;

- No alcoholism or drug addiction;
- No communicable diseases; and
- No revocation of travel agency license or tour guide license in the previous five years.

### Hours

A minimum of 218 hours training with the following subjects covered:

#### Basic knowledge (not less than 54 hours)

- Tourism and government promotion and policy (3 hours)
- Tourist behaviour (6 hours)
- Service Psychology and human relations (6 hours)
- Rhetoric (6 hours)
- Laws related to tourism and tour guide (3 hours)
- Economic, social and political affairs (3 hours)
- Tourism geography (6 hours)
- Ecosystems, environment and nature (6 hours)
- The safety of tourists (9 hours)
- Basic knowledge of Meetings, Incentives, Conferencing and Exhibition (MICE) service (3 hours)
- Analysis of integration for tourism (3 hours)

#### Specific knowledge (not less than 104 hours)

- the role, duty and ethics of tour guides (18 hours)
- Thai history for tourism (6 hours)
- Thai society (6 hours)
- Thai wisdom (6 hours)
- Buddhism and other religions in Thailand (6 hours)
- Thai history, art and archaeology (12 hours)
- Thai literature for tourism (6 hours)
- Thai dance, art and music (6 hours)
- Thai traditions and festivals (6 hours)
- Thai food (6 hours)
- Social heritage and folk wisdom (6 hours)
- Tourist attractions in Thailand and conservation (6 hours)

- Sustainable tourism management (6 hours)
- Basic knowledge of airlines and banking businesses (5 hours)
- In and out of the kingdom and customs declarations (3 hours)

Field trip

One main trip to the Grand Palace and temples of importance in Bangkok, and four other trips chosen from twelve routes across a range of provinces in Thailand. The guide must have a professional tour guide license to lead the trip.

Route 1: The Grand Palace and temples of importance in Bangkok

Route 2: Lampang, Lamphun, Chiang Mai and Chiang Rai

Route 3: Kamphaeng Phet, Phitsanulok and Sukhothai

Route 4: Nakhon Ratchasima, Buriram, Sisaket, Surin, Ubon Ratchathani and Amnat Charoen

Route 5: Phra Nakhon Si Ayutthaya, Lopburi, Ang Thong and Singburi

Route 6: Nakhon Pathom, Kanchanaburi, Samut Sakhon, Samut Songkhram, Ratchaburi, Phetchaburi and Suphanburi

Route 7: Chonburi, Rayong, Chanthaburi and Trat

Route 8: Chumphon, Ranong, Surat Thani, Nakhon Si Thammarat and Phatthalung

Route 9: Phuket, Phang Nga, Krabi and Trang

Route 10: Songkhla, Satun, Yala, Narathiwat and Pattani

Route 11: Khon Kaen, Chaiyaphum, Loei, Nong Bua Lamphu, Udon Thani and Nong Khai

Route 12: Maha Sarakham, Roi Et, Yasothon, Kalasin, Sakon Nakhon, Nakhon Phanom and Mukdahan

After training for 218 hours, a candidate must pass at a rate of at least 70% for the theory paper test and 75% for the field trip. For the various licenses, not only are the hours of training different, but the academic knowledge subject and the specific knowledge subjects differ as well. For example, both bronze and pink licenses allow guides to lead Thai and foreign tourists, but pink licence guides can only cover specific areas. Tour guide basic knowledge training is not less than 54 hours for bronze, whereas the pink card only requires 30 hours; specific knowledge training for the bronze licence is not less than 104 hours, whereas the pink card only requires 24 hours.



The training guide programs in Thailand normally are of varying lengths. For example, the training program for bronze cards has two different formats: eight hours per day from Monday to Friday or eight hours per day over weekends until they have trained for the minimum of 218 hours.

According to Jane Order Guiding Document Worldwide January (World federation of Tourist Guide Associations, of which Thailand is a member), the main problems in Thailand are illegal guiding, late payments, low fees/remuneration and no social security.

#### **3.6.4 Tour guide training programs in other countries**

As stated in chapter one, the tourism industry brings enormous income to many countries. Therefore, every country that has their own guide certificate license is developing their training program in order to improve their skills. Black and Ham (2005) used mixed methods in their study, including a telephone survey, in-depth interviews, focus group interviews, on-site questionnaires and secondary data analysis collected from stakeholders, including an eco-guide steering committee and project team members, eco-guide program assessors, protected area managers, nature-based tour operators and a representative of the Department of Industry, Science and Resources. The study aimed to critically analyse the development of the Australian Eco-Guide Program to build a general model for tour guide certification. The results show a particular concept of building tour guide certification: including experts from the beginning, such as advisors, committees, key stakeholders; clear programme aims and objectives and program ownership; and literature on other tour guide and certification programmes to create the program content. The program was piloted, endorsed by the advisory committee, and implemented. On-going evaluation and feedback from customers and the industry will be used to amend the tour guide program. In addition, the curricula of training tour guide programmes in many countries include: introduction of tourism service, introduction to guiding service, tourism context, national basic knowledge, national legislation, national tourism legacy, history and geography of the nation, national art and folklore, guiding basics, guiding techniques, communication skills, customer relations, tour guide responsibilities, human relationships, ethics, first aid, and fieldwork (McDonnell, 2001; Prakash and Chowdhary, 2010; Calvo, 2010; Yi-Ping, 2000). Calvo (2010) studied tour guides in Costa Rica, and found that the tour

guide must have Costa Rican nationality because immigrants from other countries don't have sufficiently comprehensive knowledge of the country.

In summary, a tour guide is more than just a person guiding tourists around a foreign destination but is an individual that builds and bridges the gap between the host city and what the guest demands. Therefore it should be considered that anyone can be a tourist, but not everyone can be a tour guide, and this is how tour guide training influences visitors' satisfaction (Smith, 2001).

### **3.7 Conclusion**

In conclusion, tour guide services play an important role in the tourism industry, as 'cultural brokers' and the power of tour guides can influence and represent cultures and history.

The role of tour guides can differ according to the objectives of the tour group or the purpose of the trip. This chapter included a review of the relevant literature to understand the key themes of performance and processes and elements of the tour guide training program. The researcher hopes that the findings from this chapter will help the reader to understand tour guides.

# Chapter Four

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## 4. Service Quality

### 4.1 Introduction

Service quality is crucial to understanding how tourists judge services in this research. This chapter provides a brief analysis of literature related to service quality. The characteristics of service, the service quality model and the relationship between service quality and customer satisfaction in the tourism industry were included to help investigate the elements that affect the performance of professional tour guides in Thailand.

### 4.2 Characteristics of service

Understanding the characteristics that a service product provides allows companies to produce good quality services to customers. The literature shows that the characteristics of good service are:

- (1) *Intangibility*: Parasuraman *et al.* (1985) and Cascade Business News (2015) agree that most services are intangible. Parasuraman *et al.* (1985, p.42) state that most services cannot be counted, measured, inventoried, tested, or verified in advance of sale. Kandampully *et al.* (2001) specify that the tourism industry as a whole suffers from the intangibility of its products, as there is a lack of physical customer interaction with the end result, therefore potentially hindering the market to those whom are more risk adverse, as these individuals are able to book, use and enjoy tour packages.
- (2) *Heterogeneity*: Parasuraman *et al.* (1985, p.42) explain that 'service[s], especially those with a high labo[u]r content, are heterogeneous: their performance often varies from producer to producer, from customer to customer, and from day to day'. This suggests that what customers think about a product may not match what the firm is trying to deliver. Williams and

Buswell (2003) suggest that this particular element of the model doesn't work, as it can turn a customer-focused service-based operation into a production line mentality. This particular element would be detrimental to the tourism industry as it eradicates the interaction between front-line staff and consumer.

- (3) *Inseparability*: Parasuraman *et al.* (1985) and Cascade Business News (2015) services and products cannot be separated. Williams and Buswell (2003) indicate that the customer must have direct input into the service that is being created or used by them.
- (4) *Perishability*: the service cannot be stored, which means that if the services are not sold today, the firm cannot 'keep' it for sale tomorrow. This is important, as Williams and Buswell (2003) state that failing to secure a sale on a particular date and time can result in a negative financial impact on the business. One of the techniques that could rectify this is yield management, as this can be deployed by the hotel sector of the tourism industry.
- (5) *Variability*: services are provided by many service providers, which makes service quality changeable and influenced by many factors, such as where, when and how the services were provided (and by whom).

In brief, the characteristics above suggest service characteristics similar to the tour guiding service in the researcher's view, as the guiding process has heterogeneity, inseparability and variability. In the travel company businesses, the programs are created before tourists commit to buy a package and travel companies provide the service by contacting directly supporting businesses such as airline companies, hotels, buses etc. Then, the directly supporting businesses provide services by contacting indirectly supporting businesses, such as petrol stations, laundry services, caterers etc. For example, airline businesses will contact another indirect supporting tour service to provide food, blankets, linen etc. The tourist who buys the package will receive the tour service at the same time as the airplane service, which already includes multiple services; this shows how the tour guiding service has heterogeneity, inseparability and variability. Also, the package tour that the travel companies create is specific to date and time, and so if not enough tourists buy the package for the company to break even, the company cannot store this package (i.e. perishability in the context of tour guiding).

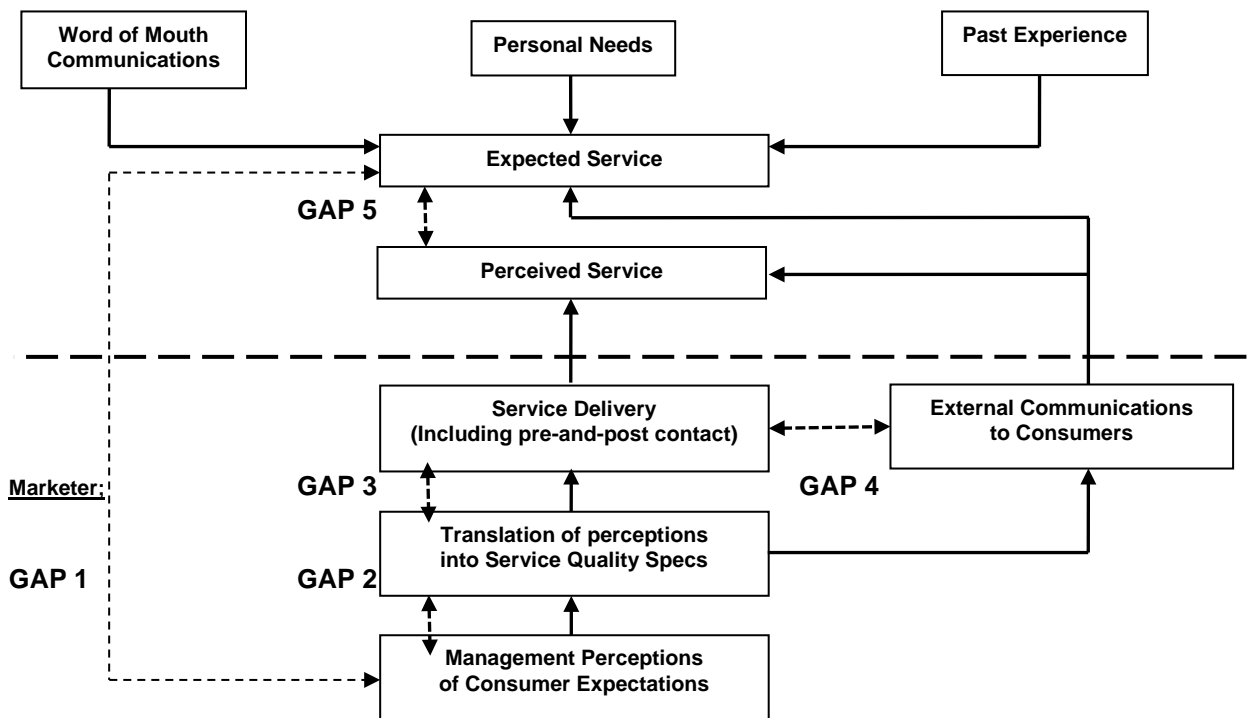
The last characteristic is intangibility. Tourists are likely to return to the company if they were satisfied with the overall package. According to Parasuraman *et al.* (1985, p.44), 'while quality in tangible goods has been described and measure by marketers, quality in service is largely undefined and unsearched'. Parasuraman *et al.* (1985) created a model of service call SERVQUAL to measure quality in service businesses.

### **4.3 Service Quality**

#### **4.3.1 SERVQUAL model**

Parasuraman *et al.* (1985) developed the conceptual model of service quality via in-depth interviews with executives and focus group interviews with consumers on four themes: what managers perceive as key attributes of service quality; problems that affect service; what clients perceive as key of qualities of service; and the perceptions of customers and service providers. These interviews were held with consumers and focus groups across four service establishments: a retail bank, a credit card company, a securities brokerage company and a product repair and maintenance company.

**Consumer:**



**Figure 5 Service quality**

(Parasuraman *et al.* (1985), p.44)

Parasuraman *et al.* (1985, pp.44-46) have defined five service gaps:

*Proposition 1:* The gap between customer expectations and management perceptions of those expectations will impact on the consumers' evaluation of service quality.

*Proposition 2:* The gap between management perceptions of consumer expectations and the firm's service quality specifications will affect service quality from the consumers' standpoint.

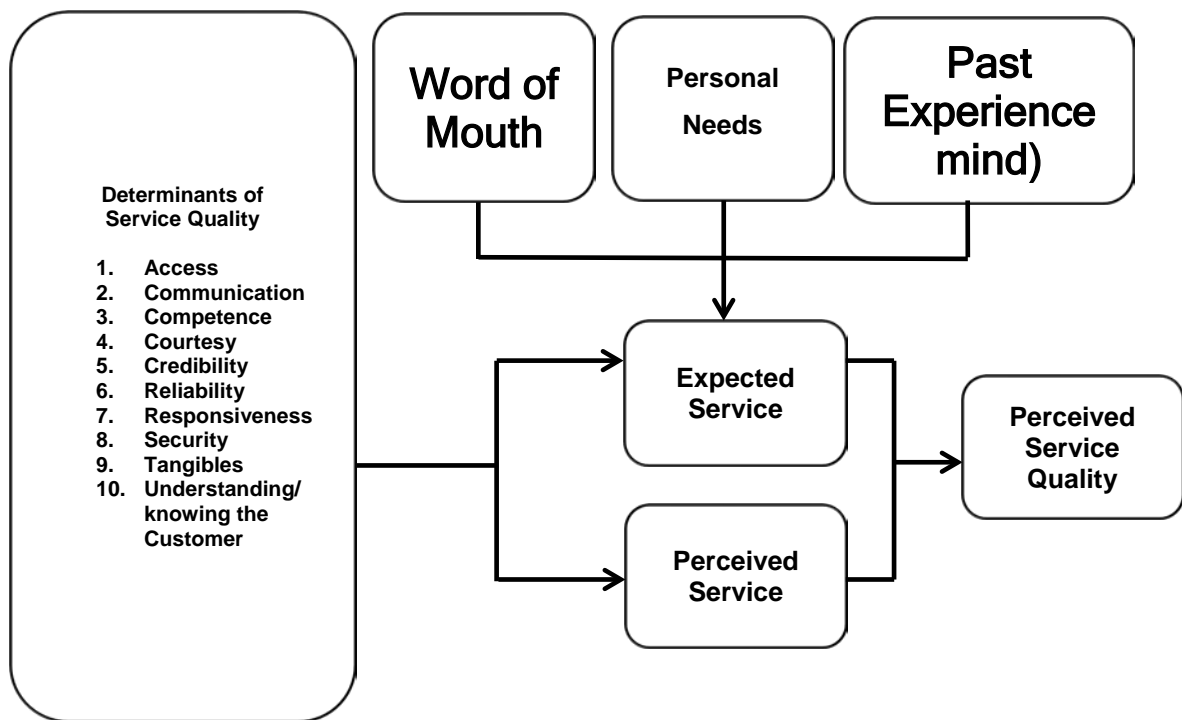
*Proposition 3:* The gap between service quality specifications and actual service delivery will affect service quality from the consumers' standpoint.

*Proposition 4:* The gap between actual service delivery and external communication about the service will affect service quality from the consumers' standpoint.

*Proposition 5:* The quality that a consumer perceives in a service is a function of the magnitude and direction of the gap between expected and perceived service. Parasuraman *et al.* (1985, p.46) suggest that service quality as perceived by a consumer depends on the size and direction of GAP 5 which, in turn, depends on the nature of the gaps associated with the design, marketing and delivery of services:

$$GAP5 = f (GAP1, GAP2, GAP3, GAP4).$$

The basic criteria have ten key categories: access, communication, competence, courtesy, credibility, reliability, responsiveness, security, tangibles and understanding/knowing the customer, which were termed ‘Service quality determinants’. Customer-perceived service quality was established by consumers’ comparison of expected service with perceived service against ten essential criteria.



**Figure 6 Perceived Service Quality.**

Parasuraman *et al.* (1985), p.44)

In this figure, Parasuraman *et al.* (1985, pp.48-49) indicate that,

(a) when expected service [is] greater than perceived service, perceived quality is less than satisfactory and will tend toward totally unacceptable quality, with [an] increased discrepancy between expected service and perceived service; (b) when expected service [is] equal to perceived service, perceived quality is satisfactory; (c) when expected service [is] less than perceived service, perceived quality is more than satisfactory and will tend toward ideal quality, with [an] increased discrepancy between expected service and perceived service.

Parasuraman *et al.* (1988) grouped the items in a multiple-item instrument (called SERVQUAL) into five dimensions: *tangibles* (physical facilities, equipment, and appearance of personnel); *reliability* (ability to perform the promised service dependably and accurately); *responsiveness* (willingness to help customers and provide prompt service); *assurance* (knowledge and courtesy of employees and their ability to inspire trust and confidence); and *empathy* (caring, individualized attention from the firm to its customers). In 1991 Parasuraman *et al.* reassessed their work in order to measure consumer perceptions of service quality. The reliability coefficients for the perception-minus-expectation gap scores for the twenty-two items in five dimensions were analysed by factor analysis.

Kandampully *et al.* state that (2001, p.103),

Parasuraman, Zeithaml, and Berry's (1998) service quality model (SERVQUAL) has been outlined in many papers in recent years. Despite criticism from a number of detractors, SERVQUAL remains the most commonly used diagnostic model for evaluating service quality strategies. The SERVQUAL Model assumes quality is a result of gap between people's expectation and their perceptions of service performance.

In accordance with Juwaheer (2004, p.351), 'The SERVQUAL scale is based on [a] gap model' (Parasuraman *et al.*, 1985), which suggests the gap between customers' expectations and their perceptions of actual performance drives the perception of service quality. Both the original version of SERVQUAL (Parasuraman *et al.*, 1988) and its revised version (Parasuraman *et al.*, 1991, 1994) contain five dimensions of service quality: tangibles, reliability, responsiveness, assurance and empathy. A number of publications have used the SERVQUAL framework and/or gap model in their research.



Some researchers who used the SERVQUAL gap model research have compiled their own dimensions of service quality:

**Tangibles.** Tan and Pawitra (2005) and Berry *et al.* (2001) grouped the items in the tangibles dimension in SERVQUAL as physical facilities, equipment, and appearance of personnel, similar to Kandampully *et al.* (2001), who stated that tangibles consist of the 'appearance of physical facilities, equipment, personal, and communications materials', and Juwaheer (2004), who stated the tangibles in SERVQUAL are physical facilities, equipment, appearance of personnel and presence of user. Deng (2007) identified tangibles as visual appeal, comprehensiveness, hygiene and cleanliness of physical facilities and availability of adequate fire and first aid facilities and instructions.

**Reliability.** Kandampully *et al.* state that (2001, p.54) reliability reflects the service provider's 'ability to perform service dependably and accurately', agreeing with Parasuraman *et al.* (1988). Juwaheer (2004), Tan *et al.* (2001) and Berry *et al.* (2001) argue that items in the SERVQUAL reliability dimension are the ability to perform the promised service dependably and accurately. Deng (2007) disagrees and suggested that items under reliability are reasonable prices, accurate information, reliability in handing customer service problems, and giving prompt service to the tourist at the promised time.

**Responsiveness.** The majority of research that used the SERVQUAL model in tourism research agrees that willingness to help customers and provide prompt service were key concepts in responsiveness (Parasuraman *et al.*, 1988; Kandampully *et al.*, 2001; Juwaheer, 2004; Tan and Pawitra, 2005; Berry *et al.*, 2001). Deng (2007) suggested not making excuses for not responding to customer requests, personal attention given by staff, willingness to help customers, and prompt responses to tourists' questions.

**Assurance.** Parasuraman *et al.* (1988), Kandampully *et al.* (2001), Juwaheer (2004), Tan and Pawitra (2005), Berry *et al.* (2001) and Tan and Pawitra (2005) felt the assurance dimension consists of knowledge and courtesy in employees and their ability to inspire trust and confidence.

In addition, Juwaheer (2004) felt that assurance should contain elements of the organization's credibility, competence and security.

**Empathy.** Tan and Pawitra (2005), Berry *et al.* (2001), Kandampully *et al.* (2001), and Tan and Pawitra (2005) suggest that items in empathy are caring and individualized attention to customers. Juwaheer (2004) added understanding of the participants' needs.

In addition, Deng (2007) combined the assurance and empathy dimensions. Similarly, Parasuraman *et al.* (1988) found these two dimensions could be combined, representing seven original dimensions: communication, credibility, security, competence, courtesy, understanding/knowing customers.

There are so many service quality models used in research now, but the SERVQUAL model originally defined by Parasuraman *et al.* (1985) is used widely to measure service quality in many research areas (Huang *et al.*, 2010; Ingram and Daskalakis, 1999; Brown and Swartz, 1989).

#### **4.3.2 Existing literature using SERVQUAL**

The SERVQUAL model of Parasuraman *et al.* (1985) was used in the literature and aims to measure the difference between expectations and perceived service quality. There are many perspectives on service quality from researchers.

Juwaheer (2004) used a modified SERVQUAL model to investigate how satisfied international tourists were with an hotel on Mauritius; Ingram and Daskalakis (1999) used a SERVQUAL model to investigate the gaps and misperceptions in hotels on Crete that have adopted the International Standard Organization quality accreditation ISO 9000 standard, which aims to increase quality in hotels. Both studies found that the guests gave tangibles as the first important satisfaction attribute, whereas for the managers, tangibles were bottom of their list. The researchers suggested that hotel managers should be aware of the negative effects of suboptimal perceptions of tangible quality, especially in long-stay hotels. The SERVQUAL model was used by Tan and Pawitra (2001, p.418), who mention that 'Customers access service quality by comparing the service level that they receive, against both the service level that they would have preferred and the service level that they are willing to accept'.

Service quality is defined as the difference between customer expectations and perceptions of service (Mak *et al.*, 2010, cited in Parasuraman *et al.*, 1988). Mak *et al.*

(2010) state that 'a customer's assessment of overall service quality depends on the gap 'between expectations and perceptions of the actual performance', in accordance with Parasuraman *et al.* (1985, p.42): 'service quality perceptions result from a comparison of consumer expectations with actual service performance'. Similarly, Alexandris and Kouthouris (2007) predict the quality of service by finding the gap between expectation and perception, which explains customer satisfaction and behaviour.

According to Huang *et al.* (2010, p.8), 'service performance is a concept closely related to service quality. Therefore, service personal performance can be used as more direct construct in service quality'. They are in agreement with Tian-Cole and Crompton (2003, p.71): 'service quality is the gap between expectations and performance, while satisfaction is a function of disconfirmation, which itself is a function of expectations and performance'. This agrees with Parasuraman *et al.* (1985, p.42 as above) and Brown and Swartz (1989, p.93): 'Satisfaction occurs when outcome meets or exceeds the client's expectations. Dissatisfaction occurs when a negative discrepancy is present between the client's anticipated outcome and the actual outcome'. Choi and Chu (2001) used a questionnaire instrument with 33 hotel attributes to measure travellers' perceptions, using factor analysis and multiple regression to examine travellers' overall satisfaction levels. The three most influential factors in travellers' overall satisfaction were staff service quality, room quality and value. The most influential factor in determining the satisfaction of travellers in Hong Kong hotels is staff service quality. Alegre and Garau (2010) aim to determine tourists' satisfaction with different attributes. Their study examines the impact of satisfaction- and dissatisfaction-based evaluations on both the tourists' overall satisfaction and their intention to return to the destination. There were two objectives in the study: to determine tourists' views, using dissatisfaction-based questions as opposed to satisfaction-based; and to evaluate the added value of including these dimensions of dissatisfaction in explanatory models of overall tourist satisfaction and the intention of tourists to return. As a result, data were obtained that support the hypothesis of the dual dimension to assessments of satisfaction. Moreover, the researcher notes that it is essential for policy-makers at 'sun and sand' destinations to consider the importance of initiatives that conserve the natural environment (this could be valid for other types of destinations as well). Similarly, Tan and Pawitra (2005, p.418) state that 'customer satisfaction is assessed from a comparison of what services were expected versus what customers perceive that they have actually received'. To date,

tourist satisfaction has been studied by many researchers, recently focusing mainly on the satisfaction attributes investigated.

According to Berry *et al.* (2001), the differentiation between prosperous and failing businesses is service quality, and organizations can create greater profits and customer loyalty by knowing how to satisfy customers. Service quality is used by many organizations to measure how customers perceive their service. Likewise, it has been agreed that service quality can be applied in the context of tour guides. The references above lead researchers to investigate the relationship between service quality and satisfaction, as the gap between expectations and perceptions is satisfaction. Customer satisfaction plays an important role in the hospitality industry, particularly tourism. The next stage of this research will investigate what affects service quality.

#### **4.3.3 Relationship between service quality and customer satisfaction in tourism**

Hernon *et al.* (1999) indicated that 'customer[s] remain loyal only as long as they are satisfied with the quality of the service or product provided'. Tian-Cole and Crompton (2003) investigated the relationship between service quality and visitor satisfaction, and their links to destination selection, and found that globally, visitor satisfaction and service quality are perceived as different. Service quality is defined by visitor expectation. However, some research indicates that service quality is antecedent to visitor satisfaction, while others found that visitor satisfaction is antecedent to service quality. This indicates that service quality and visitor satisfaction are different constructs and different reference standards. They also believed that improving service quality and visitor satisfaction would create loyal visitors, likely to recommend their selected destination to others. Tian-Cole and Crompton (2003) investigated the relationship between service quality and visitor satisfaction, and their links to destination selection, and found that worldwide, visitor satisfaction and service quality are perceived from different viewpoints. Service quality is cognitive, while visitor satisfaction is affective at the transaction level; and both service quality and visitor satisfaction are cognitive and affective components at the global level. Chang (2008) used a qualitative approach to modify SERVQUAL to assess travellers' perceptions of the service quality of Taiwanese package tours to Japan, Australia and mainland China, in order to evaluate travel agencies' performance. However, the SERVQUAL model has received many criticisms. Chang found that all dimensions (except tangibility) were significant in terms of service quality. In contrast, some scholars argue that the two constructs of service quality and

tourist satisfaction are different; Parasuraman *et al.* (1988, pp.15-16) state that 'service quality is related but not equivalent to satisfaction because perceived service quality is a global judgment, or attitude, relating to the superiority of the service, whereas satisfaction is related to a specific transaction'.

However, some scholars argue that service quality and tourist satisfaction are the same; Huang *et al.* (2010) point out research in marketing and consumer behaviour focused on service quality, especially customer satisfaction, and the majority of the researchers applied a SERVQUAL model. The relationship between service quality and satisfaction can be found in literature such as Parasuraman *et al.* (1985), which indicates that when customers perceive service quality to be high, customer satisfaction will be high. This supports Huang *et al.* (2010, p.8): 'satisfaction has always been associated with service quality conceptually and methodologically'. According to Tian-Cole and Crompton (2003, p.67),

since service quality and satisfaction share a common theoretical derivation, the conceptualizations of the two constructs overlap. This has resulted in some believing that service quality and satisfaction are the same construct and the differences between them are semantic rather than substantive.

According to Huang *et al.* (2010, p.8) 'satisfaction has always been associated with service quality conceptually and methodologically'. Huang *et al.* (2010, p.9) state that,

service quality was conceptualized as the gap between customer expectation and perception of a multitude of service attributes, customer satisfaction was also considered as a result of comparison of the service performance with expectation, moreover, the two constructs have served for each other in their operationalizations.

The majority of research into satisfaction is in marketing, and tourist satisfaction has been studied in much tourism research recently. It seems that both disciplines use similar methodology in search of the same answer (that is, customer satisfaction). Many researchers have investigated the relationship between customer satisfaction and service quality. Some believe that customer satisfaction and service quality directly affect each other, while others found no relationship. Tian-Cole and Crompton (2003, p.68)

stated that ‘although there is broad consensus that service quality and visitor satisfaction are different constructs, there is little agreement on the nature of their relationship’. According to Kandampully *et al.* (2001, p.104),

At the heart of the discussion is the assumption that, for service marketers, such as those in hospitality, tourism, and leisure, service quality impact[s] on satisfaction directly and so, is the crucial variable marketers need to control strategically if they are to be successful in the long term. This has led to suggestions that customer service is the key operational variable and that, if service quality is improved, customer satisfaction and, hopefully, profitability will be improved.

Kandampully *et al.* also confirm that (2001, p.105),

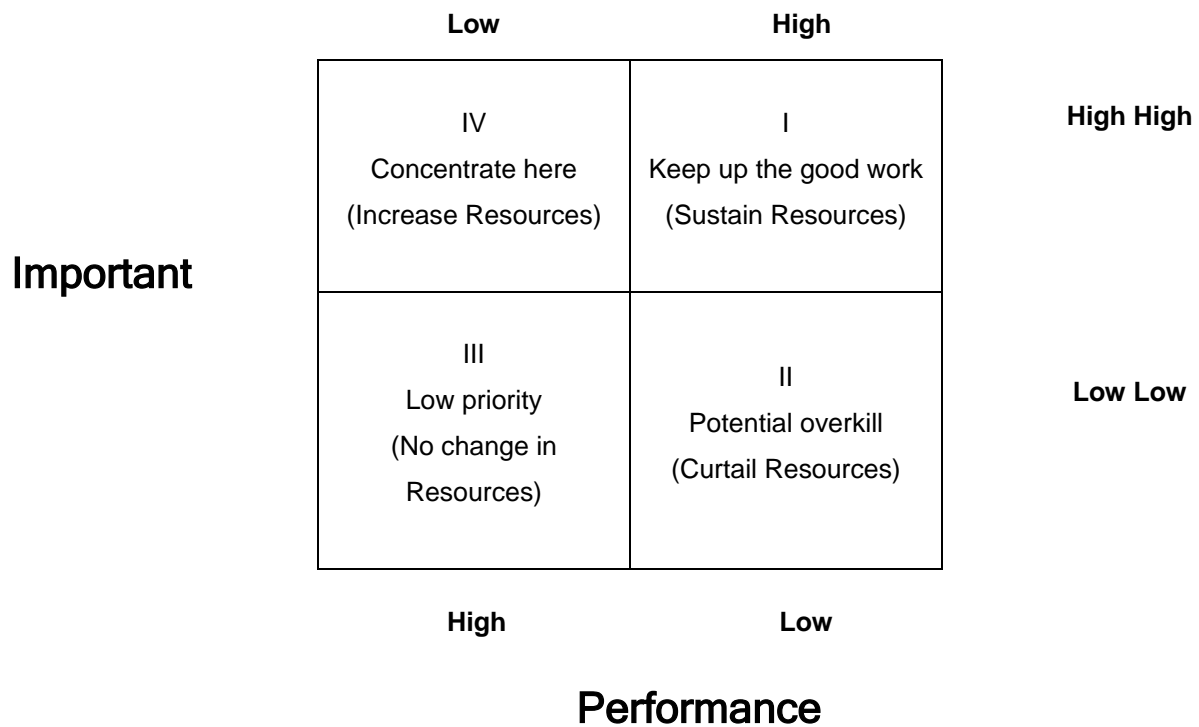
It should be kept in mind that service quality is a global measure of a number of quality dimensions. (e.g., the tangibles, reliability, responsiveness, assurance, and empathy dimension suggested in Parasuraman, Zeithaml, and Berry’s [1998 study]. 4.4 IPA technique

Important-performance analysis (IPA) was created to understand customer feedback on service performance. Martilla and James (1977, p.77) stated that,

Firms conducting attribute research to measure consumer acceptance of particular features of their marketing programs frequently encounter problems in translating the results into action. Several factors may contribute to this situation, but two are particularly troublesome:

1. Management may find it difficult to understand the practical significance of research findings expressed in terms of “coefficients of determination” and “levels of stress”
2. The research may have examined only one side of the consumer acceptance question – either attribute importance or attribute performance – rather than both.

In accordance with Martilla and James (1977) the importance-performance grid can be split into quadrants, as in Figure 7.



**Figure 7 IPA framework**

**(adapted from Martilla and James, 1977)**

Initially, this was a beneficial technique for marketing. However, the IPA technique also proved a popular managerial tool. It is widely used by many researchers in diverse areas and is a popular technique for evaluating hospitality and tourism. The IPA technique has gained widespread use to evaluate tour guide performance in several studies, including some of the following studies discussing tour guides.

Using a revised importance-performance analysis, Deng (2007) investigated Taiwanese hot springs tourism and found that overseas tourists rated hot springs in Taiwan service between 'average' and 'satisfied'. Zhang and Chow (2004) evaluated Hong Kong tour guides' performance as perceived by mainland Chinese visitors using the IPA model. The results showed that the majority of the Hong Kong tour guide service quality performance attributes were in the 'keep up the good work' quadrant, which meant tourist were satisfied with their service. However, the other service quality performance attributes were in the 'concentrate' quadrant, which showed that qualifications and professionalism of the inbound tour guide in Hong Kong needed to improve, with more training and a monitoring system.

Coghlan (2012) used a modified version of IPA to carry out a case study on the Great Barrier Reef in Queensland, Australia to find the different attributes that impact visitor satisfaction. The results show that all of attributes meet the tourists' expectations. However, there are other factors that cannot be controlled, and which impact on tourists' satisfaction, such as coral quality or weather. Overall, he believes that IPA is a useful tool to investigate visitor satisfaction.

Hemmasi *et al.* (2011) suggest that IPA is more useful than SERVQUAL. They point out that the SERVQUAL scales do a scanty job in discriminating 'service quality' from 'satisfaction' in what is being measured. Sethna (1982), cited by Hemmasi *et al.* (2011, p.28) stated that 'the important performance model has been found to be conceptually valid and a powerful technique for identifying service quality areas requiring remedial strategic actions'. Therefore, IPA technique is a popular managerial tool which can be used as evaluate service quality and this research will use both SERVQUAL model and IPA technique to understand Thai tour guide service quality.

#### **4.5 Conclusion**

Service quality is a technique used by the majority of researchers interested in customer satisfaction. There is much research on service quality, and this study will use both the SERVQUAL model and IPA technique, as both SERVQUAL and IPA are useful and effective techniques, tested in the vast majority of relevant and similar research.



# Chapter Five

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## 5. Research Methodology

### 5.1 Introduction

The purpose of this chapter is to provide an overview of the paradigm of this research; the research design; a description of the research methodology, process, and instrumentation; the pilot study; and an outline of the data analysis process that will be applied, in order to understand causal factors that influence the performance of tour guides in Thailand.

The surveys were employed to gather data on the influences affecting tourists' satisfaction with tour guide services in Thailand. The respondents were international tourists who had participated in a tour group in Thailand within the past two years. The theory used in this research is adopted from the SERVQUAL model, and is used as the main conceptual framework to underpin the research investigation, necessitating measurement of various service quality dimensions of tour guiding in Thailand. The results will permit insights into how customers perceive service quality and the factors that affect these perceptions. Based upon a comprehensive literature search of empirical studies of tour guides in Thailand, the SERVQUAL model does not appear to have been used to assess service quality and customer satisfaction with tour guide services and the results of this study will help to fill this gap in knowledge.

### 5.2 Research Design

This section aims to clarify the research design employed by the researcher to fulfil the research objectives, beginning with justification of the research paradigm.

#### 5.2.1 Research paradigms – Positivism and Interpretivism

Guba (1990, p.17) has defined the term 'paradigm' as 'a basic set of beliefs that guides action, whether of the everyday garden variety or action taken in connection with a disciplined inquiry'. It is this set of beliefs that represent the researcher's worldview and

is normally referred to as a research paradigm (Phillimore and Goodson 2004), defining the boundaries of legitimate inquiry (Guba and Lincoln 1998). The selection of a research paradigm is directed by ontological, epistemological and methodological assumptions (Phillimore and Goodson 2004).

In the social sciences, ontology is concerned with the study of the nature of social reality, how it is constructed and the plurality of interpretations (Denzin and Lincoln 1998). As Phillimore and Goodson (2004, p.34) comment, 'Ontology is the study of being, and raises questions about the nature of reality whilst referring to the claims or assumptions that a particular approach to social enquiry makes about the nature of social reality.' Thus, whilst the acceptance of a natural reality and the use of science to try to unlock the laws that govern and control it to enhance understanding is fairly universal, there is contention about the reality of the social world, the independence of laws to govern its interaction, and appropriate research paradigms.

Linked to concerns of ontology, epistemology is concerned with the nature of knowledge and justifications or claims of what is presented as knowledge. As Tribe (2004, p.46) comments in the context of tourism studies, 'Knowing about how and what we know in tourism is an epistemological question, epistemology being that branch of philosophy which studies knowledge.' Central to epistemology is the methodological basis of the construction of knowledge with a variety of research paradigms available to investigate one particular research topic (Jennings 2010). Positivism borrows heavily from the natural sciences in attempting to establish causal factors that govern the behaviour of the social world, acknowledging the existence of only one 'real' world (Guba and Lincoln 1998) that may be studied from an objective perspective following established laws. As Jennings (2010, p.36) puts it: 'As a paradigm, positivism embraces a view of the world as being guided by scientific rules that explain the behaviour of phenomena through causal relationships'. Positivism can thus be characterised as: an ontological view of the world as consisting of causal relationships; an objective relationship between researcher and participants; the positionality of the researcher as an etic (outside looking in) in relation to the participants; a research design that is structured, systematic and transferable; the researcher identifying and testing relationships between the relevant variables; sampling based on random probability; data that is numerical and analysed according to statistical techniques; findings typically shown via statistical tables and graphic representations; and results that may be generalised to the wider study population (Jennings 2010).

The methodology of positivism is typically based upon quantitative methods, and statistical analysis is favoured because it lends objectivity and impartiality to the research separate to the values and beliefs of the researcher (Ritchie and Lewis 2003), helping to ensure an objective- and value-free relationship between researcher and researched, and also a value-free interpretation of the results (Jennings 2010). A distinct advantage of positivism as a research paradigm is that its use of quantitative methods lends objectivity to its approach, and scientific rigour to claims of more explanatory generalisations for the phenomenon being studied (Punch 2005). In contrast to the assumption that there is only one social reality favoured by positivism, interpretivism stresses the exploration and comprehension of the social world through individuals' constructions and perspectives, with explanations based upon meanings rather than causes (Goodson and Phillimore 2004). Within this paradigm, May (1993) suggests that research findings are the result of an interaction between the researcher and researched, necessitating careful reflexivity by the researcher on factors that may influence the results of the research to lend them validity (Marcus 1998). Whilst interpretivism and the employment of qualitative research methods are typically associated with producing rich and nuanced data that can enhance in-depth understandings of a research topic, criticism has also been made of their lack of ability to generate qualitative research findings that can be generalised to other contexts (Ritchie and Lewis 2003).

Veal (2001, p.32) notes that positivism is a framework of research similar to that adopted by the natural scientist, in which the researcher sees the phenomena to be studied from outside, with behaviour to be explained on the basis of data and observations objectively gathered by the researcher, using theories and models developed by him or her. The classic positivist approach uses the *hypothetical-deductive* model, which uses a deductive process (as discussed below) to test a pre-established hypothesis. If successful, this results in the establishment of 'law' – for example, Newton's law of motion. Many commentators are highly suspicious of such attempts to translate natural science approaches into the social sciences, arguing that it is inappropriate to draw conclusions about the causes and motivations of *human* behaviour based on the type of evidence used in natural sciences. Giddens (1974, p.2) noted that in social sciences, by the 1970s the term 'positivist' had almost become a term of abuse.

According to Veal (2001, p.32), 'Interpretive approaches to research place reliance on people providing their own explanations of their situation or behaviour.' The interpretive research tries to 'get inside' the minds of subjects and see the world from

their point of view. This of course suggests a more flexible approach to data collection, usually involving qualitative methods and generally an inductive approach. A number of variations exist within this category, as indicated in the 'associated terms' column. Veal goes on to say (2011, p.35) that 'The *quantitative* approach to research involves numerical data. It relies on numerical evidence to draw conclusions or to test hypotheses. To be sure of the reliability of the results it is often necessary to study relatively large numbers of people and to use computers to analyse the data.' She also defines the term *validity* as 'the extent to which the information presented in the research truly reflects the phenomena which the researcher claims it reflects' (2011, p.46) and *reliability* (*ibid.*) as 'the extent to which research findings would be the same if the research were to be repeated at a later date or with a different sample of subjects.'

### **5.2.2 Influence of research paradigm upon research design**

The choice of research paradigm will influence how the research is approached. Two main approaches are recognisable in social science research: 'deduction' and 'induction', the former strongly associated with positivism and the latter with interpretivism (Bryman 2004). Deduction is characterised by the use or adoption of a theory or model from which hypotheses are generated, which are then tested for validity through the process of data collection and statistical testing. The researcher usually commences with a hypothesis, which has been deductively derived and based on empirically-validated facts. Contrastingly, induction relies upon the generation of theory from a detailed exploration of rich and nuanced data collected through fieldwork. As Bryman (2004, p.9) put it, from 'an inductive stance, theory is the *outcome* of the research.' Thus the approaches can be understood as 'back-to-front' i.e. deduction places the theory at the beginning of the research, whilst induction places it as the final outcome. It is this that makes the inductive paradigm useful for filling theoretical gaps (Dann and Phillips 2001).

### **5.2.3 Chosen research paradigm and methodology**

Both research paradigms (positivism and interpretivism) were considered as possible frameworks for this research. Three significant factors led to the choice of positivism:

- the emphasis on unearthing causal factors that influence the performance of tour guides in Thailand;

- the adoption of the SERVQUAL model as providing the central theoretical framework for the research; and
- aiming to produce results that would have a general applicability to other contexts and environments within which tour guides operate.

Subsequent to these considerations, methodology was based on quantitative techniques that favour the objective analysis of causal factors. This section of the chapter continues to explain the research methodology utilised in both the pilot study and main study.

### **5.2.3.1 Research Techniques**

A researcher operating within the positivist paradigm will primarily use quantitative methods for data collection, utilising techniques such as questionnaires, observation, documentary analysis, experiments and quasi-experiments. Analyses are normally conducted through the application of statistical calculations, with results expressed in units of study as numeric representations. Subsequent to this emphasis on measurement, language or terms associated with a positivist research process include hypotheses, variables, probability (random) sampling, data, descriptive statistics, measures of association, inferential statistics, measuring central tendencies and mathematical formulae that enable the researcher to generate theories about the world. Emphasis is also placed on the use of a transparent methodological process that will permit other researchers to duplicate the same process of research and compare the results (Jennings 2010).

As in most research enquiries, this research involves analysis of secondary data and the generation of primary empirical data. The first phase of data collection involved the collection and critical evaluation of secondary data from relevant academic and practitioner literature. The second, empirical phase, involved telephone questionnaires and a questionnaire survey. The first phase included comparing and analysing the existing literature produced over a thirty-year period, discussing tour guide performance, tourist satisfaction and service quality research. The use of secondary data as a means of historical analysis to re-examine tourism phenomena is alluded to by Jennings (2010, p.75), who refers to 'retrospectivity', which is not something a primary data and/or empirical material source can provide. The use of secondary data also permits comparisons to be made between data and/or empirical material sets over time.

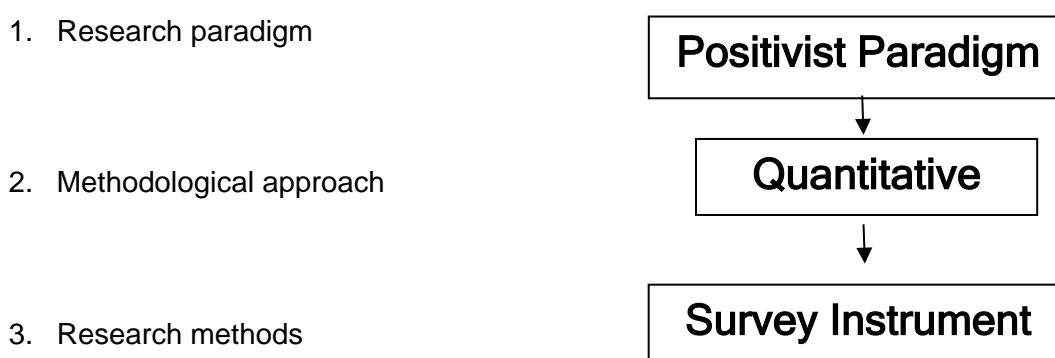
The literature review aimed to discover the characteristics of tour guide performance, identify the key relevant themes, and define the attributes of tour guiding

service quality. Analysis of the literature also helped in the construction of the questionnaire and interviews with tour operator managers. These took place by telephone during December 2013 with the aim of rechecking the key themes from the review of literature. The snowball technique was used in the telephone interview process, in which the researcher established a personal rapport before asking for suggestions of other tour guide managers that might agree to participate. The sample was judged to be large enough when interviewees started to repeat data already gathered. All of the interviewees' opinions, suggestions and discussion of their respective points of view were taped, and notes were taken to provide transcripts in the Thai language, which were then translated into English. The English transcripts were checked against the tape recording for accuracy. Member-checking processes were used at this point to verify the trustworthiness of the interview data.

The second phase of the research involved a questionnaire survey of foreign tourists from around the world who had been on a group package tour in Thailand within the past two years. Because of the political problems in Bangkok during the data collection, this was moved to Chiang Mai. Four hundred tourists (see sampling technique) were questioned by their tour guide. Each tour guide was allowed a maximum of 25 questionnaires.

### 5.2.3.2 Summarised Research Framework

The approach to the research is summarised in Figure 8.



**Figure 8 Reflective research paradigm**

### 5.2.3.3 Conceptual Framework of This Research

Jennings (2010, p.35) described methodology as,

the complementary set of guidelines for conducting research within the overlaying paradigmatic view of the world; and the methods are the specific tools of data and/or empirical material collection and analysis/interpretation/(re)construction that [the] researcher will use to gather information on the world and thereby subsequently build 'theory' or 'knowledge' about that world.

Jennings (2010, p.25) also stated that,

when considering the approach that may be used in a research project, the researcher has five options:

- a quantitative methodology
- a qualitative methodology
- a mixed method approach
- indigenous methodologies
- cross-cultural methodologies

In order to select the right methodology for this research, the researcher considered possible limitations of the study i.e. limited time and resources (Jennings 2010). In conclusion, the researcher decided to employ a positivist paradigm using quantitative methodological approaches to study factors influencing tour guide performance in Thailand. The diagram below summarises the research design adopted in this research.

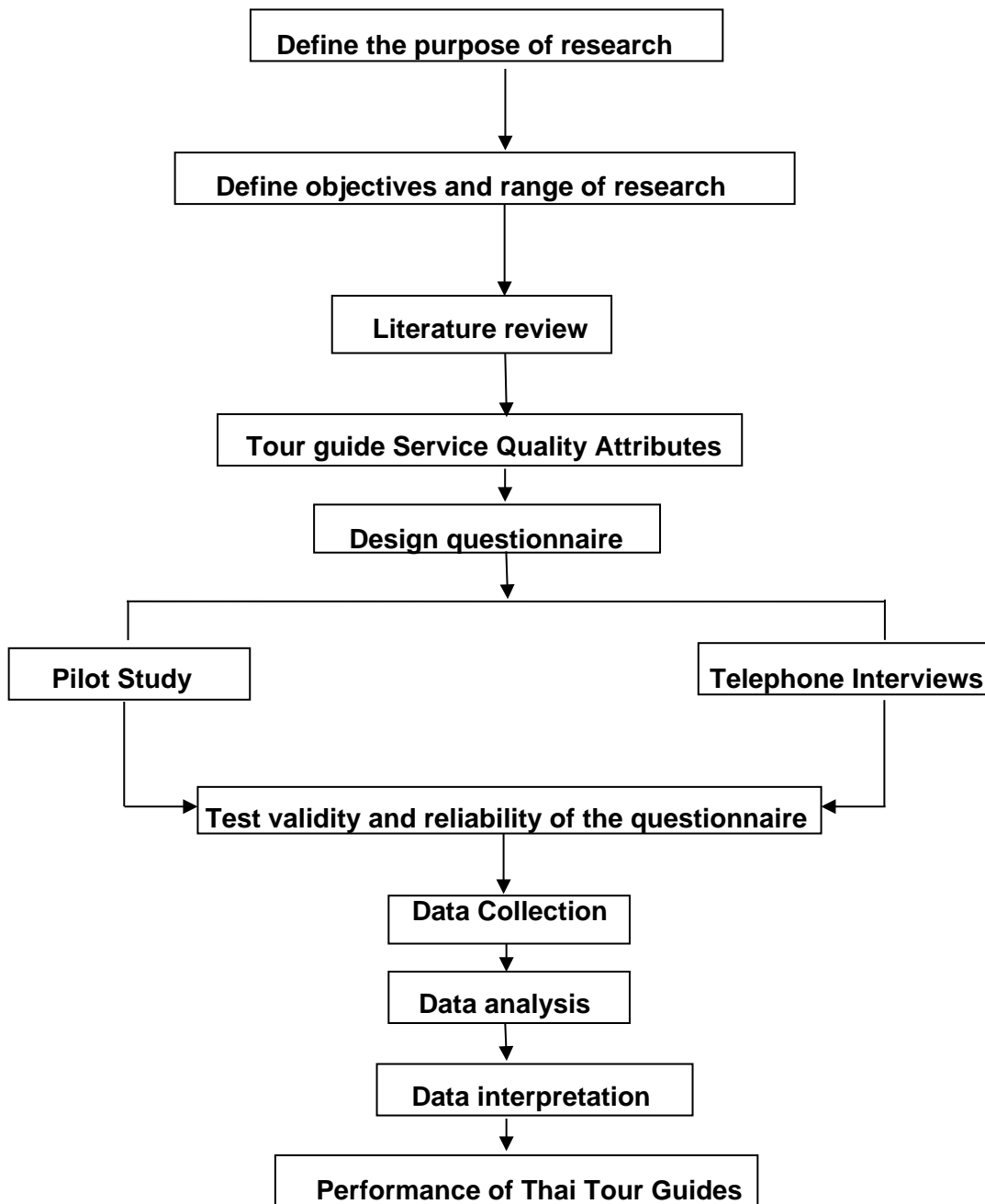
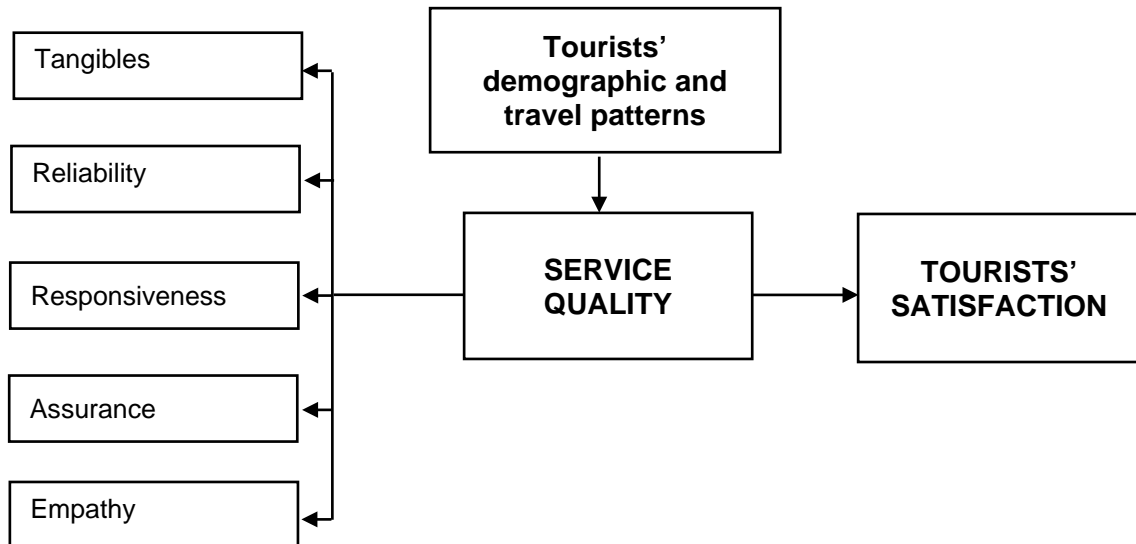


Figure 9 Reflective methodology



### 5.2.4 Conceptual Framework of the SERVQUAL model

Central to this research is the use of the Service Quality Model (SERVQUAL), devised by Parasuraman *et al.* (1985) and shown in Figure 10.



**Figure 10 Conceptual Framework**

#### **SERVQUAL – Tour Guide Service Quality Evaluating Model**

The researcher operationalised the five dimensions of service quality proposed by Parasuraman *et al.* (1985) as shown in Table 5.

**Table 5 Questionnaire adapted from Parasuraman *et al.* 1988**

<b>Service quality dimensions</b>	<b>Tourist expectation questions</b>	<b>Tourist perception questions</b>
<b>Tangibles</b>	Tour guide appears neat and appropriate in dress	Tour guide appeared neat and appropriately dressed
<b>Reliability</b>	Tour guide briefs visitors on daily itinerary	Tour guide briefed us on the daily itinerary
	Tour guide informs visitors about destination's customs	Tour guide informed visitors about destination's customs
	Tour guide informs visitors about safety regulations	Tour guide provided clear information on safety regulations
	Tour guide introduces visitors to reliable shops	Tour guide introduced us to reliable shops
<b>Responsiveness</b>	Tour guide is willing to help tour members	Tour guide was willing to help tour members
<b>Assurance</b>	Tour guide has knowledge of the destination's culture and history	Tour guide had knowledge of the destination's culture and history
	Tour guide has knowledge of local people's lifestyles	Tour guide had knowledge of local people's lifestyles
	Tour guide has knowledge of tourist attractions	Tour guide had knowledge of tourist attractions
	Tour guide appears well trained for his/her job	Tour guide appeared well trained for his/her job
	Tour guide is able to solve problems	Tour guide was able to solve problems
	Tour guide has professional skills in presentation	Tour guide had good presentation skills
	Tour guide communicates well	Tour guide communicated well
	Tour guide is honest and trustworthy	Tour guide appeared to be honest and trustworthy
	Tour guide is confident	Tour guide was confident
	Tour guide handles customer complaints well	Tour guide was capable of handling customer complaints
	Tour guide has generated a friendly atmosphere	Tour guide generated a friendly atmosphere
<b>Empathy</b>	Tour guide pays attention to detail	Tour guide paid attention to detail
	Tour guide respects tour members	Tour guide respected tour members
	Tour guide is friendly	Tour guide was friendly
	Tour guide has sense of humour	Tour guide had a sense of humour
	Tour guide is punctual	Tour guide was punctual
	Tour guide is polite	Tour guide was polite

Given the researcher's adherence to a positivist paradigm to evaluate causal factors of tour guides' performances and its reliance on tourists completing a questionnaire, it is necessary to consider sampling techniques and methods. According to Neuman (2011,

p.241), a population is 'the abstract idea of a large group of many cases from which a researcher draws a sample and to which results from a sample are generalized'. In this study, the target population constituted tourists who have been on a group package tour in Thailand within the past two years. Considerations that influence the sample size include: the overall size of population; the character of the population; its accessibility; and human and budgetary constraints (Finn *et al.*, 2008; Jennings, 2010). The sample in effect represents a sub-set of the population.

The study was carried out in Thailand based upon a research population of tourists who visited Thailand on package tours. In this research, sample size was determined by the number of tourists who visited Thailand in 2013 (26,546,725: see Appendix 1). The number of tourists on package tours during this period was 7,794,779 (see Appendix 1). Whilst the number of tourist arrivals to Thailand varies each year, this need not affect the sample size, as it is the absolute size of the sample that is most important for statistical validation (Veal 2006, p.288), not the size relative to the population (except when the population itself is small). Thus a sample size of 1,000 possesses equal validity whether investigating a sample of adults from a population of 100,000 or the students of a university with a population of 10,000.

In determining a suitable size for the sample, the researcher was concerned with the timeframe in which to conduct the research, and funding the survey (including associated costs such as travel and accommodation). In order to ensure that the sample is representative of the population and obtain a high degree of accuracy, the researcher should consider the members of the population in this study. The sample size was determined by the number of tourists who have recently visited Thailand as a part of tour groups. To achieve a level of precision of 95% in the results, the sample size was determined at 384 tourists (as per Veal 2006, p.288). The fieldwork collection period took place from January 1-July 31 2014 and was conducted in Bangkok and Chiang Mai (the second-largest city of Thailand and a popular tourist destination) as both cities have similar cultural attractions (see chapter 2) usually included in the itinerary for foreign tourists. According to Jennings (2010, p.137),

There are two classificatory systems for sampling: Non-random (non-probability) sampling and random (probability) sampling. Non-random sampling is generally associated with qualitative research methods (inductively based paradigms), whereas random sampling is generally

associated with quantitative research methods (deductively based paradigms).

However, for various reasons, such as the research approach and limited resources, non-random sampling and a non-probability sampling technique were used in this research. This means that not every unit of the population had an equal chance of being included in this sample (Jennings 2010). Convenience sampling was chosen for this research. Jennings (2010, p.139) stated that:

Convenience sampling refers to the selection of participants for study based on their proximity to the researcher and the ease with which the researcher can access the participants. These types of samples are not representative of the population from which they are drawn. Furthermore, the sample has a temporal frame to it – the sample only reflects those study units convenient to the researcher at the time the study was conducted.

Although there are many weak points of the convenience sampling technique that may affect the researcher, being able to collect the data quickly is what the researcher was most concerned with, because of the political unrest in Thailand during data-collection. Finn *et al.* (p.123) state that,

Sample size [should be] determined by the *degree of precision* and the *level of confidence* desired in the study. The precision is a degree of error that can be tolerated, whereas the level of confidence is the degree to which one can feel confident that the sample estimates approximate to the population parameters.

In brief, the sample of four hundred tourists who were currently on or had previously been on a group package tour in Thailand within the past two years was gathered by convenience sampling selection in this research.

## 5.3 Instrumentation

### 5.3.1 Design of questionnaires

Self-completion questionnaires were designed for data collection. There are some advantages and disadvantages; Jennings (2010, p.239) states these as follows.

The advantages of self-completion questionnaire include:

- The participant can complete the questionnaire at their own pace
- If left with the respondent, the questionnaire can be completed at a time convenient to the respondent

The disadvantages of self-completion questionnaire include:

- The researcher can never be sure that the targeted person has responded to the questionnaire, unless the researcher has personally handed the questionnaire to the respondent and waited for its completion
- The respondent is unable to seek clarification unless the researcher is present
- The respondent may not understand the language of the questionnaire, resulting in a partially completed or non-completed questionnaire
- Lower response rates result if the researcher is not present or a suitable time is not arranged for collection of the completed questionnaire.

In this study, data were collected by questionnaire. The researcher believes that questionnaire-based surveys are the most commonly-used technique in leisure and tourism research, because they are easily understood and mastered (Veal 1997). In addition, the researcher believes that a survey is a means of collecting quantitative evidence, as per Finn *et al.* (2000, p.87):

Survey research involves asking participants direct questions either as part of a face-to-face interview, by telephone interview or by post (self-administration). The normal survey tool is a series of printed questions in the form of a questionnaire or interview schedule of some sort.

Finn *et al.* also stated that (*ibid.*), 'a key objective of survey research is to obtain data which is representative of the population. In other words, research based on surveys is usually used to generalise from the sample to a larger population'. The questionnaires were designed considering the data needed to effectively fulfil the research aims and hypothesis (Jennings, 2010). According to Finn *et al.* (p.87), the purpose of the questionnaire is to obtain reliable and valid data on the subject being researched. From the literature review, the questionnaire was designed following the research objectives, literature review and telephone interviews.

The questionnaire took 10-15 minutes to complete. The first part included a cover letter informing the reader of the purpose of the survey, the ethics of the study and explaining that their responses will be confidential (see Appendix 3). There are two conditions in the questionnaire: the participants must be older than 15 years; and the participants must have been in a tour group in Thailand within the past two years. In the second part, closed questions collected the tourists' background demographic information. In accordance with Finn *et al.* (2000, p.95), 'the advantages of closed questions are that they are easy to analyse and quick to answer. The disadvantage is that the respondent may be forced into an answer which only approximates to what they want to say'. To avoid this problem, the researcher included open-ended questions.

There is a measurement of tourists' satisfaction in the third part of the questionnaire, which combines tourists' expectations and perceptions of tour guides' performance. The questionnaire was designed to make use of two sets of similar SERVQUAL dimensions questions, in order to calculate scores from the difference between expectations and satisfaction. The dimensions retained 23 attributes from definition of SERVQUAL model based on that created by Parasuraman, Zeithmal, and Berry (1985). There were tangibles (1 attribute), reliability (5 attributes), responsiveness (1 attribute), assurance (10 attributes) and empathy (6 attributes), as shown in Table 5. Finally, the questionnaire finished with an open-ended question, which the researcher believes is one where the interviewer asks a question without any prompting of the range of answers expected, and records the respondent's reply verbatim. According to Finn *et al.* (2000, p.95), open questions are particularly useful in determining a respondent's feeling on a topic or for identifying why (or how strongly) they hold a view.

Finn *et al.* (p.87) note that a simple scale may have two possible answers: YES/NO or AGREE/DISGREE. However, it is more common to find four- or five-point Likert scales in operation. A Likert scale requires respondents to indicate a degree of

agreement or disagreement with a statement or set of statements concerning a particular object. Usually they employ a five-point scale of 'strongly agree', 'agree', 'undecided', 'disagree' and 'strongly disagree'. In this research multi-item 5-point Likert scales were used because 'it is an easy scale for respondents to use and can be applied replied to a large number of items. Also it is easy to construct and administer' (Finn *et al.* 2000, p.96).

Overall tourist expectations of tour guides' performance were assessed with the following question: 'How important would you rate the following **aspects** of your tour guides' performance when you decided to take this trip?' The instrument was adapted from a multi-item 5-point Likert scale (Wade 2006) (1=not at all important, 2=slightly important, 3=moderately important, 4=very important, 5=extremely important). Overall tourist perception of their tour guides' performance was addressed via the following question: 'How satisfied were you with the following **perception** of your tour guides' performance on this trip?' The instrument used was another multi-item 5-point Likert scale (Wade M. 2006) (1=not at all satisfied, 2=slightly satisfied, 3=moderately satisfied, 4=very satisfied, 5=extremely satisfied).

### **5.3.2 Instrument translation**

The original questionnaire in English was translated into Mandarin, because the majority of tourists who visit Thailand speak either English or Mandarin (Appendix 3).

## **5.4 Data Analysis**

The results from the questionnaires were analysed using a statistics program (Appendix 4). Descriptive statistics such as frequency, mean and standard deviation were derived to examine tourists' demographic profiles and behaviours.

Factor analysis and regression analysis statistics were used to examine the relationship between 23 service quality attributes to assess how the performances of tour guides influences the satisfaction of foreign tourists. Analysis of variance (ANOVA) was used to find the relationship between tourists' demographic profiles and travel patterns on their perception of tour guide service quality variables.

Mean scores of tourist satisfaction with and perception of tour guides' performance were computed. After that, the mean scores of each guide performance attribute were

plotted on the IPA grid according to their perceived performance levels in order to find the relationship between two or more variables.

#### **5.4.1 Data coding**

A codebook was created for simplifying data entry. All data from questionnaires were converted into numbers for analyses. Each variable entered was double-checked to ensure validity and reliability.

#### **5.4.2 Factor Analysis**

According to Dennis and Duncan (2008, p.238), 'Factor analysis is one of a number of statistical procedures that can be used to try to identify patterns in fairly large sets of data with substantial numbers of variables.' The factor analysis used in this research aims to reduce the number of variables in order to make the key themes of tour guide service quality more significant.

The large numbers of service quality attributes from literature review in this research were 'reduced' into sub-themes to make analysis easier. Moreover, the research aims to explore service quality theoretical structure in order to identify sub-themes separately. Factor analysis was used to understand how variables can be grouped together as Thai tour guide service quality dimensions and to check the validity of the survey instrument. According to Mayers (2013, p.538), factor analysis examines construct validity, which is the degree to which a theory has been supported by a test.

#### **5.4.3 Regression Analysis**

Regression analysis was used to analyse the relationship between dependent variables and independent variables in this research. According to Hair *et al.* (2010, p.61),

Multiple regression analysis is a statistical technique that can be used to analyze the relationship between a single **dependent (criterion) variable** and several **independent (predictor) variables**. The objective of multiple regression analysis is to use the independent variables whose values are known to predict the single dependent value selected by the researcher. Each independent variable is weighted by the regression analysis procedure to ensure maximal prediction from the set of independent variables. The weights denote the relative contribution of the independent variables to the



overall prediction and facilitate interpretation as to the influence of each variable in making the prediction, although correlation among the independent variables complicates the interpretative process. The set of weighted independent variables forms the **regression variate**, a linear combination of the independent variables that best predicts the dependent variable.

In accordance with Hair *et al.* (2010, p.16), regression was used to predict and analyse the percentage relationship change between dependent and independent variables:

Multiple regression is the appropriate method of analysis when the research problem involves a single metric dependent variable presumed to be related to two or more metric independent variables. The objective of multiple regression analysis is to predict the changes in the dependent variable in response to changes in the independent variables. This objective is most often achieved through the statistical rule of least squares.

#### 5.4.3.1 Regression equations

According to Howitt and Cramer (2005, p.319),

simple regression is usually expressed in terms of the following regression equation:

$$Y = a + bX$$

predicted score on criterion variable                      intercept constant                      regression coefficient X predictor score

In other words, to predict a particular criterion score, we multiply the particular score of the predictor by the regression coefficient and add to it the intercept constant. Note that the value of the intercept constant and the regression coefficient remain the same for the equation, so the equation can be seen as describing the relationship between the criterion and the predictor.

When the scores of the criterion and the predictor are standardised to z-scores, the regression coefficient is the same as Pearson's correlation

coefficient and ranges from +1.00 through 0.00 to -1.00. Regression weights standardised in this way are known as beta weights.

In multiple regression, the regression equation is the same except that there are several predictors and each predictor has its own (partial) regression coefficient:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3+\dots$$

A partial regression coefficient expresses the relationship between a particular predictor and the criterion controlling for, or partialling out, the relationship between that predictor and all the other predictors in the equation. This ensures that each predictor variable provides an independent contribution to the prediction.

The researcher used this equation to examine the relationship between respondents' demographics and travel patterns, and respondents' satisfaction, from the gap between respondents' expectations and perceptions of 23 tour guide performance attributes.

#### **5.4.3.2 Regression variables**

The independent variable for analysis are respondents' demographics and travel patterns. Research questions that led to the selection of multiple dependent variables for each independent variable were related to respondents' satisfaction in part two of each tour guide performance attribute. In brief, the 23 tour guide performance attributes developed from the literature underlie the relationship between respondents' demographics and behaviours (independent variables) and tourists' satisfaction (dependent variables), which predict the underlying percentage of relationship change in chapter 7.

#### **5.4.4 ANOVA**

ANOVA (analysis of variance) was used in this research to examine the relationship between respondents' demographic and travel patterns across groups of tour guides.

Veal (1992, p.264) writes that, '[t]he t-test was used to examine differences between means two at a time. Analysis of variance (ANOVA) is used to examine more than two means at a time.'

The hypotheses tests of the relationship between two groups of variables were set into an ANOVA statistical program. The results from the statistic determined that both groups can be tested with ANOVA. A sig score equal or above 0.05 means that hypotheses are accepted, as shown in chapter 7.

#### **5.4.5 Important Performance (IPA) Technique**

Important-performance analysis (IPA) was developed by Martilla and James (1977) to solve problems in translating results into action. In order to understand the situation of tour guide performance in Thailand, an IPA model was applied. There are four quadrants in the model. Each attribute of tour guide performance was classified into four quadrants: 'keep up the good work', meaning that the attributes are high expectation and high satisfaction; 'concentrate here', meaning that the attributes are high expectation but low satisfaction; 'low priority', meaning that the attributes are low expectation but high satisfaction; and 'possible overkill', meaning that the attributes are low in terms of both expectation and satisfaction, and thus perhaps not relevant from tourists' point of view when assessing tour guide performance.

### **5.5 Pilot Study**

According to Jennings (2010, p.253), pilot studies enable the researcher to determine that the questions are valid and reliable measures; that the terms are understandable; that the question order flows; the suitability of the measures for analysis; and how long the tool takes to complete. The pilot study was planned for the end of September 2013 for two weeks before the main study at the beginning of October 2013. Bangkok was the main study area, because the majority of tour guides and travel agencies in Thailand are in Bangkok (Appendix 2). However, as mentioned earlier, the researcher faced considerable problems during the pilot study. There was a demonstration in Bangkok. Tourists were warned by their governments to be careful when visiting Thailand and many cancelled their trips, which forced the pilot study to finish in December 2013 and the main study was postponed to January 2014.

The questionnaire survey was used in the pilot study, but the results of the pilot study will not be used in the analysis process. The pilot study sample was fifty participants. According to Jennings (2010, p.254) most pilot studies should involve at least fifty participants in order to determine the effectiveness of the tool, its implementation and analytical capability. The fifty participants were divided into two groups to compare the results. According to Finn *et al.* (p.102),

the internal reliability of the survey can be tested using the split halves technique. The questionnaires from the pilot study are randomly allocated to two groups. The answers of the two groups are then compared. If similar results are obtained then this suggests that the questionnaires are reliable; reliability cannot, however, be confirmed.

After completing the pilot study, data collected were analysed in order to check the efficiency of the tool. Any mistakes in the questionnaire were corrected before the next stage of the process.

## **5.6 Conclusion**

This chapter showed how the positivism paradigm influences this research. Quantitative methodology was designed to answer the research objectives. A questionnaire survey was developed from secondary data the pilot study and telephone interviews, and was used in the data collection process. Parasuraman *et al.*'s (1985) model influenced the conceptual framework. Statistical programs were used to analysis the data using factor analysis, regression analysis, analysis of variance (ANOVA), and important performance (IPA) techniques were used to create a tour guide service quality evaluation model (TGSQEM).

# Chapter Six

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## 6. Developing the pilot study into the main study

### 6.1 Introduction

Pilot studies are the process by which the researcher checks the research tools before going into the field, in both qualitative and quantitative research (Jennings 2010). In order to test the reliability and validity of the survey, a pilot study was used in this research.

This chapter presents the results of both phases of the study. Phase one included the pilot study: a questionnaire survey with fifty tourists and telephone interviews with four tour operator managers. Phase two is the main study, which was created by amending the pilot study. The results from phase two provided a summary of factors that influence tour guide performance in Thailand.

### 6.2 Pilot study

Convenience sampling was used to select participants for the pilot study. Data from fifty international tourists who had participated in a tour group in Thailand within the past two years were collected with a questionnaire (Appendix 4). The pilot study was carried out in Bangkok, from October 1 to December 31 2013. The pilot study took longer than expected due to the political demonstrations described in chapter five. The results were checked and analysed in order to check the efficiency of the tool.

#### 6.2.1 Pilot study analysis process

In order to check the reliability of the pilot study survey, the split halves technique was used in this research, and the answers of the two groups were compared. Following Finn *et al.* the participants' surveys were divided into two groups in order to compare the results. The questionnaires from the pilot study were randomly allocated to each group and a cross-analysis of the responses by group was carried out. The results (Appendix 5) show that the questionnaires are reliable.

## **6.2.2 Pilot study results**

### **6.2.2.1 Respondents' demographics and behaviour**

This section provides a personal profile of the respondents. There were 50 respondents, and their personal information include gender, age, qualifications, marital status, occupation, income, relationship with fellow travellers, previous experience of purchasing packages, purpose of the trip and home continent.

The gender balance of the sample was almost 50/50 (48% of the sample were male and 52% female). The majority of respondents were in the age range 25-34 years old (40% of the sample) and the majority (58%) also had college or university degrees. Most people were married (44%) and 32% were traveling with their spouse, but a similar number (42%) were single. The majority were civil servants (38%) or businesspeople (30%). The vast majority (74%) earn more than 25,000 Baht per year. The majority of respondents had bought a package tour two or three times previously (42%), but 20% had done so six times or more. Almost all (94%) were visiting Thailand for leisure, and the vast majority (76%) came from Europe.

### **6.2.2.2 Respondents' expectations and perception**

To assess tourists' expectations of and satisfaction with service quality, the pilot study questionnaire created 23 tour guide service quality attributes, and a space to allow tourists to add anything else.

The results were that the most important things that tourists expected from Thai tour guides was honesty, trustworthiness and respect towards customers. However, these expectations were only just satisfied from the tourists' point of view. Overall, tourists were satisfied with tour guide services in Thailand in the majority of attributes. The tour guides impressed tourists by being polite, having a sense of humour, appearing neat and appropriate in dress, communicating well, having professional skills in presentation, briefing visitors on daily itinerary and paying attention to detail. All of these performance attributes were rated highly expectations (except politeness). Tourists also expected to see other performance attributes, such as guides appearing to be well-trained, confidence, generating a friendly atmosphere, informing visitors about safety regulations and destination's customs, being able to handle customer complaints and introduce visitors to reliable shops, but in these attributes the tour guides did not meet the tourists' expectations.

Tourists were satisfied that their tour guide had knowledge of the destination's culture, history and tourist attractions, and was punctual. They felt that their tour guide was able to solve problems, appeared honest and trustworthy, was friendly, generated a friendly atmosphere among group members, was respectful towards tourists and was willing to help.

The attributes that received a neutral score were knowledge of local people's lifestyle, providing clear information on safety regulations, paying attention to detail, cooperating with other service staff, handling customer complaints, good time management and introducing tourists to reliable shops. Only two things were named that tourists were very dissatisfied with, which were that tour guides were unable to solve problems and didn't respect customers. However, after finishing their trips, tourists rated themselves as moderately satisfied with these tour guide service qualities. At the end of the questionnaire, tourists were asked to rate the quality of the service. Overall 92% of tourists gave 6 to 10 points, which mean they were satisfied with the tour guides' service on this trip.

The questionnaire found that 48% of tourists agreed that tour guides were very influential in terms of how much they enjoyed the overall experience; 36% felt they had some influence; 14% said the tour guide did not affect the trip; 4% said their tour guide affected their trip in a negative or very negative way; and 2% were very disappointed.

### **6.2.3 Phenomenological telephone interviews with four tour operator managers**

The telephone interview questions were developed with reference to the research aims and objectives. Literature related to tour guide performances and service qualities was reviewed. Figure 4 was explained and the snowball technique used to recruit further participants. Hoyel *et.al* (2002) state that

When the research question concerns a special population whose members are difficult to locate, researchers might resort to snowball sampling as a means of gaining access to members of the population. **Snowball sampling** is a multistage sampling procedure by which a small initial sample "snowballs" into a sample large enough to meet the requirements of research design and data analysis.

The interviews began with the following statement: First, I would like to thank you for agreeing to participate in this interview. This interview is part of my PhD research *Factors influencing the performance of tour guides in Thailand*. Please allow me to record this interview so that I can type it up later. I also want to reassure you that your identity will be protected. If you wish, you may use a pseudonym for yourself or for anyone else you might want to mention in your interview, or you can simply describe the situation without using their names at all. If you use your real name I will change it when the interview is typed up.

### 6.2.3.1 Interviewees

- A. **Tour manager and owner**  
Male, 36 years old, 7 years of experience
- B. **Tour Manager**  
Male, 50 years old, 32 years of experience
- C. **Tour Manager**  
Female, 55 years old, 27 years of experience
- D. **Tour Manager and owner**  
Male, 25 years old, 3 years of experience

### 6.2.3.2 Telephone interview questions

- In your view, how important is the role of the tour guide in influencing the tourist experience?
- Do you think it is important that a tour guide should demonstrate that they are a professional in their field to tourists?
- Please describe how you think tour guide knowledge and communication skill influences experiences and interpretations of Thai culture.
- What characteristics and qualities make a good tour guide?
- How easy is it to become a tour guide in Thailand?
- How do you feel about tour guide training programs in Thailand?
- How do you see the role of the tour guide evolving in the future?

### 6.2.3.3 Interview summary

From the tour managers' point of view, a tour guide is key to a successful tour and can influence the whole trip. The characteristics tour managers think a good tour guide



should have are: empathy, modesty, respect for the customers, honesty, a service-oriented mind, an ability to explain, trustworthiness, responsibility, love and respect for their career, knowledge and understanding what tourists need. The two most important are good manners and a smile.

However, tour guides who have these qualities will not necessarily lead a trip successfully. In the tour managers' opinions, tour guides should show professionalism in their field in order to satisfy their customers, but not every tour guide can do this: it depends on their experience. They also feel that if tour guides appear neat and tidy, are good-looking and have a sense of humour and a pleasant voice, they can make tourists feel good and trust them at first impression. However, tour guide should judge from the characteristics of the group how much humour to use.

Tour managers agreed that a good tour guide must be expert in their job. For example, they must have knowledge of tourist attractions, be able to solve any problems that occur during the trip, dress well, be moral and honest, have a service-oriented mind and empathy, know how to provide information about Thailand in order to bring credit to the country and make the program work as promised. These qualities affect tourists' experience and will cause repeat business from these customers and via word of mouth. Tour managers also agreed that tour guides' knowledge and sense of responsibility will impress tourists and make them want to buy package tours again.

A good tour guide should give tourists basic information, such as the daily itinerary, and inform visitors about a destination's customs and culture. A good tour guide should offer deeper information after evaluating how to do so; for example, tourists from Asian countries may wish to take pictures during the trip, whereas tourists from European countries might prefer a tour guide to explain the site attractions, background and history. However, reliability is most important, such as taking tourists to reliable shops. Tour guides who are able to adapt to their customers will affect the standard of the tour greatly. For example, a good tour guide can explain Thai culture well, but this depends on the target customer. For example, Chinese tourists do not require much knowledge about Thai culture because Chinese tourists are usually already familiar with it. In brief, all the tour managers require the government to include more training about Thai culture on tour guide license training programs.

Some tour managers believe that becoming a tour guide in Thailand is very easy, while some believe it is very difficult. To become a certificated tour guide requires a good memory to pass exams on Thai culture, the nature of Thailand etc. However, illegal tour

guides just need to speak English and the tour managers wanted the government to address this concern, as it affects the image of tour guides in Thailand. Becoming a good tour guide is more difficult than getting the certificate; a tour guide requires experience, resourcefulness and intelligence to solve problems. However, too much information is put in the training program that does not affect a tour guide's career significantly, as everybody has basic knowledge from training, and so distinguishing themselves from each other takes experience. Moreover, there are many different tourists from many countries around the world, but the tour managers felt that the guides are all trained in the same way, which is not useful. The government should train guides depending on the target market. In addition, languages, a service-oriented mind, Thai history and ethics should be added to the training program.

Tourism and tour guide training programs are continually developed by government and travel businesses in Thailand. However, there are too many competitors in tourism and demands and tourists behaviour are always changing. A potential future crisis in tourism is languages. For example, French, German, Mandarin/Cantonese and Spanish are more in demand, so the new generations of tour guides have to be active and learn more. Three tour managers wished that the government would not allow foreigners to become tour guides because they do not understand Thai culture well enough; however, one manager felt that communication with tourists is more important than this understanding.

In brief, the interviews show that tour managers believe that tour guides have a direct effect on the success of a trip. The tour managers expect tour guides to be professional in their job. Guides should have qualities such as reliability, responsiveness, assurance and empathy, which matches Figure 4. In addition, tour managers all expected the government to support tourism, for example via law and policy, by providing tour guide training aimed at each specific market, and by addressing problems caused by illegal untrained tour guides.

#### **6.2.4 Amending the questionnaire**

After the pilot study was conducted, data analysis was carried out. Some important data needed to be changed in the questionnaire after feedback from participants: firstly, the researcher added 'student' in the same block as 'teacher' in employment status. Secondly, the researcher separated the answer in the question about average length of stay, as the original question gave only three possible answers. Finally, the researcher reworded a question to read 'How many times have you travelled using a package tour before?'

After the pilot study and discussion with tour operator managers, the researcher found some information needed to be added to the questionnaire. Firstly, 'number of traveling partners' was added, as the number traveling may relate to the travel experience and may explain tourist behaviour. Secondly, the researcher added a question about where the package tour was purchased. Thirdly, tourists were asked whether they would buy a package tour again at the end of the analysis process. Fourthly, 'length of travel' was added, as this may affect the total experience. Finally, the reason for buying a package tour in Thailand will draw out information advantageous for future research in other areas and responsible organizations in Thailand may use this information to develop advertisements. This information was solicited for the purpose of analysing the characteristics of respondents.

### **6.3 Main study**

The pilot study and telephone interview results were analysed and amended to create the main study instrument. The main study took place from 1 January to July 31 2014. The data collection was done by the tour guide of each tour group (limited to 25 questionnaires per guide). The tour guides were recruited via snowball sampling as before, and comprised 26 people carrying out 41 group tours. All of them have bronze tour guide licences, which means they can service both Thai people and foreigners around the kingdom and this is the only one type of tour guide with unlimited ability to provide services for foreigners around Thailand.

During the data collection, tour guides gave a questionnaire to each tourist to collect their demographic information, travel patterns and expectations; at the end of the trip, tourist were then asked to indicate whether these expectations had been met.

## **6.4 Conclusion**

This chapter described how the pilot study and main study were created. The questionnaire survey was used in both pilot study and main study. The scores from the data analysis are discussed in chapter 7 to find out which factors affect tour guide performances in the tourists' opinion.

# Chapter Seven

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## 7. Results

### 7.1 Introduction

As described in chapter 5, the pilot study aimed to test the validity and reliability of the research tool, whereas the main study aimed to answer the research objectives. Various statistical analysis programs are used in this research to assess causal factors that influence tour guide performance in Thailand.

This chapter will discuss the statistical results from the main study. The discussion in the first phase focuses on respondents' demographics and travel patterns. Statistical analysis includes factor analysis, regression analysis, analysis of variance (ANOVA) and the results of IPA (Important Performance Analysis).

### 7.2 Descriptive statistical results

#### 7.2.1 Respondents' demographics and travel patterns

This section provides a personal profile of the four hundred respondents. Their personal information was solicited for the purpose of analysing the characteristics of respondents.

##### 7.2.1.1 Gender of respondents

**Table 6 Gender of respondents**

<b>N = 400</b>	<b>N</b>	<b>Percentage</b>
<b>Gender</b>		
Male	202	50.5%
Female	198	49.5%

### 7.2.1.2 Age of respondents

**Table 7 Age of respondents**

<b>N = 400</b>	<b>N</b>	<b>Percentage</b>
<b>Age group</b>		
15-24	89	22.3%
25-34	125	31.3%
35-44	88	22.0%
45-54	53	13.3%
55-64	34	8.5%

The age distribution of respondents in Table 7 indicates that the largest group were 25-34 years old. The average age was 36.18 years old. The maximum age was 83 years old and minimum age was 18 years old.

### 7.2.1.3 Respondents' education level

**Table 8 Respondents' educational background**

<b>N = 400</b>	<b>N</b>	<b>Percentage</b>
<b>Education level</b>		
No education	32	8.0%
Primary and Elementary	14	3.5%
Secondary/high school	32	8.0%
College and university	65.3	65.3%
Postgraduate	61	15.3%

As shown in Table 8, the majority of respondents have college or university degrees (nearly two-thirds of the sample).

### 7.2.1.4 Respondents' marital status

**Table 9 Respondents' marital status**

<b>N = 400</b>	<b>N</b>	<b>Percentage</b>
<b>Marital status</b>		
Married	202	50.5%
Single	180	45.0%
Divorced	12	3.0%
Widow or widower	6	1.5%

Table 9 indicates that the greatest number of respondents were married (just over half of the sample), followed by those respondents who were single (45% of the sample). Respondents who are divorced or widowed were a very small group.

#### 7.2.1.5 Respondents' employment status

**Table 10 Respondents' employment status**

<b>N = 400</b>	<b>N</b>	<b>Percentage</b>
<b>Employment status</b>		
Businessperson	124	31.0%
Civil Servant	30	7.5%
Teacher/student	89	22.3%
Housewife	48	12.0%
Retired	15	3.8%
Clerk/White-collar worker	51	12.8%
Blue-collar worker	14	3.5%
Unemployed	22	5.5%
Other	7	1.8%

The largest group in the sample are businesspeople.

#### 7.2.1.6 Respondents' income (Monthly)

**Table 11 Respondents' income**

<b>N = 400</b>	<b>N</b>	<b>Percentage</b>
<b>Respondents' income</b>		
1-99,999 Baht	227	56.8%
100,000-199,999 Baht	27	6.8%
200,000-299,999 Baht	7	1.8%
300,000-399,999 Baht	4	1.0%
Did not answer this question	135	33.6%

Table 11 shows that most respondents have an income of less than 100,000 Baht. A significant number of people did not respond to this question (133 people or 33.3 per cent of the sample) and the average income of those that did answer was 72,542 Baht.<sup>3</sup>

#### 7.2.1.7 Respondents' home continent

<sup>3</sup> 50 Baht is roughly equal to £1. 100,000 Baht is therefore equivalent to an income of £2,000.

**Table 12 Respondents' home continent**

<b>N = 400</b>	<b>N</b>	<b>Percentage</b>
<b>Home continent</b>		
East Asia	157	39.3%
Europe	110	27.5%
The Americas	96	24.0%
South Asia	22	5.5%
Oceania	12	3.0%
Middle East	2	0.5%
Africa	1	0.3%

Table 12 shows that the largest group came from East Asia (nearly 40% of the sample).

#### **7.2.1.8 Respondents' purpose of travel**

**Table 13 Respondents' purpose of travel**

<b>N = 400</b>	<b>N</b>	<b>Percentage</b>
<b>Purpose of travel</b>		
Vacation/leisure	283	70.8%
Business	34	8.5%
Attending a convention/meeting	40	10.0%
Honeymoon	28	7.0%
Visit friend	13	3.3%
Other	2	0.5%

Table 13 shows that the overwhelming majority of respondents visited Thailand for vacation and leisure, with smaller numbers visiting for other purposes.

#### **7.2.1.9 Respondents' companions**

**Table 14 Respondents' companions**

<b>N = 400</b>	<b>N</b>	<b>Percentage</b>
<b>Respondents' companions</b>		
Nobody else	63	15.8%
Friends	144	36.0%
Boyfriend/girlfriend	37	9.3%
Husband/wife	108	27.0%
Family member(s)	48	12.0%



Table 14 shows that around a third of respondents travel with friends, and the number of respondents who travel with a spouse (husband/wife) is also high. The fewest travel with a boyfriend/girlfriend (9.3 per cent of the sample).

#### 7.2.1.10 Number traveling in a group

**Table 15 Number traveling in a group**

<b>N = 400</b>	<b>N</b>	<b>Percent</b>
<b>Number traveling in a group</b>		
One person	65	16.3%
2-3 person	255	63.8%
5 or more person	80	20.0%

As illustrated by Table 15, almost two thirds of people travel in a group of two to four people, whereas traveling in a group of five or more and traveling alone are about equal.

#### 7.2.1.11 Length of trip

**Table 16 Length of trip**

<b>N = 400</b>	<b>N</b>	<b>Percentage</b>
<b>Length of trip</b>		
1-3 days	31	7.8%
4-6 days	125	31.3%
7-9 days	161	40.3%
More than 9 days	83	20.8%

As can be seen, trips in Thailand tend to be fairly long, with the largest group visiting for between seven and nine days, but over a fifth staying longer.

#### 7.2.1.12 Previous purchase of a package tour

**Table 17 Previous purchase of a package tour**

<b>N = 400</b>	<b>N</b>	<b>Percentage</b>
<b>Previous purchase of a package tour</b>		
Never	220	55.0%
Once	83	20.8%
2-3 times	60	15.0%
4-5 times	30	7.5%
6 times or more	7	1.8%

Table 17 shows that the majority had never bought a package tour before.

### 7.2.1.13 Places in which tourists bought package tours

**Table 18 Places in which tourists bought package tours**

<b>N = 400</b>	<b>N</b>	<b>Percentage</b>
<b>Places in which tourists bought package tours</b>		
My country	225	56.3%
In Thailand	175	43.8%

Table 18 shows that about half of the sample bought the package tour in their own countries, whereas slightly fewer decided to buy a package tour in Thailand.

### 7.2.2 Summary of respondents' demographics and travel patterns

The sample was four hundred tourists at a 95% degree of precision who were currently on or had previously been on a group package tour in Thailand within the past two years, recruited by convenience sampling. Data collection was done in Bangkok (the capital of Thailand) and Chiang Mai (the biggest city in the north of Thailand) from January 1 to July 31 2014. The study sample was almost equally balanced in terms of gender and with an average age of 35 years. The majority had college or university degrees; most were married, but a slightly smaller number were single. The majority of respondents are businesspeople earning 1-99,999 Baht per month (around £2,000). The majority of respondents came from East Asia and visited Thailand for vacation and leisure. Most respondents travelled with friends, in a group of two to four people. Seven to nine days was the most popular length of trip and the majority of respondents had never bought a package tour before. Most respondents bought package tours in their own countries, rather than in Thailand. The results of this research are in line with other studies of tourists in Thailand (2015), and therefore we can be confident of generating results representative of wider trends in Thai tourism.

## **7.3 Factor analysis**

### **7.3.1 Factor analysis result**

As explained in chapter 5, factor analysis was employed to extract the 23 service quality attributes into a set of service quality dimensions. Exploratory factor analysis VERIMAX rotation was employed to identify satisfaction with Thai tour guide service quality as a result of the gap between respondents' expectations and perceptions, based on the 23 performance attributes. Results were calculated and analysed (Appendix 4).

**Table 19 VERIMAX rotation factor component matrix**

	Rotated Component Matrix <sup>a</sup>							
	Component							
	1	2	3	4	5	6	7	8
Professional skills in presentation	.632							
Briefed visitor on daily itinerary	.809							
Informed visitors about destination's customs	.815							
Informed visitors about safety regulations	.504	.472						
Introduced visitors to reliable shops		.707						
Communicated well		.839						
Handled customer complaints well		.597						
Knowledge of destination's culture and history				.698				
Knowledge of local people's lifestyle				.761				
Knowledge of tourist attractions				.464				.493
Paid attention to detail								.692
Confident					.653			
Appeared well trained for his/her job					.626			
Able to solve problems							.581	.420
Generate friendly atmosphere							.803	
Honest and trustworthy			.494				.618	
Respected tour members			.766					
Friendly			.764					
Willing to help tour members						.612		
Had a sense of humour						.713		
Appeared neat and appropriate in dress						.732		
Punctual					.540			
Polite					.658			

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.<sup>a</sup>

a. Rotation converged in 14 iterations.

The large numbers of service quality attributes extracted from Table 3 were 'reduced' into sub-themes to make analysis easier. Moreover, the research aims to explore the theoretical structure of service quality in order to identify tourist satisfaction's sub-themes separately. Factor analysis was used to understand how variables can be grouped together as Thai tour guide service quality dimensions and to check the validity of the survey instrument tool. According to Mayers (2013, p.538), factor analysis examines construct validity, which is the degree to which a theory has been supported by a test.

Table 19 shows that the 23 performance attributes were grouped into 8 groups. Next, each group of performance attributes was named by the researcher.

**Table 20 Tourist satisfaction factors from factor analysis statistic**

Item statement (n=23)	Factor loading							
	F1	F2	F3	F4	F5	F6	F7	F8
<b>Factor 1: Reliability (Informative)</b>								
Professional skills in presentation	.632							
Briefed visitors on daily itinerary	.809							
Informed visitors about customs	.815							
Informed visitors about safety regulations	.504							
<b>Factor 2: Personal traits</b>								
Introduced visitors to reliable shops		.707						
Communicated well		.839						
Handled customer complaints well		.597						
<b>Factor 3: Empathy 1 (service mind)</b>								
Respected tour members			.766					
Friendly			.764					
<b>Factor 4: Assurance 1 (Knowledgeable)</b>								
Knowledge of the destination's culture and history				.698				
Knowledge of local people's lifestyle				.761				
<b>Factor 5: professionalism</b>								
Confident					.653			
Appears well trained for his/her job					.626			
Punctual					.540			
Polite					.658			

Item statement (n=23)	Factor loading							
	F1	F2	F3	F4	F5	F6	F7	F8
<b>Factor 6: Attitude</b>								
Willing to help tour members						.612		
Had a sense of humour						.713		
Appeared neat and appropriate in dress						.732		
<b>Factor 7: Assurance 2 (Generate friendly atmosphere)</b>								
Able to solve problems							.581	
Generated a friendly atmosphere							.803	
Honest and trustworthy							.618	
<b>Factor 8: Empathy 2 (cautious)</b>								
Paid attention to detail								.692
Knowledge of tourist attractions								.493

### 7.3.2 Discussion of factor analysis result

Satisfaction with Thai tour guide service quality (derived from the gap between respondents' expectations and perceptions) was calculated and analysed. The remaining factors equal to or greater than 0.50 (were integrated into 8 factors. The factors were named reliability (informative), personal traits, empathy 1 (service-oriented mind), assurance 1 (knowledgeable), professionalism, attitude, assurance 1 (generating a friendly atmosphere) and empathy 2 (cautious) by the researcher.

The 'reliability' (informative) factor referred to professional skills in presentation, briefing visitors on daily itinerary and informing visitors about destination's customs and safety regulations. The 'personal trait' factor contained introducing visitors to reliable shops, communicating well and handling customer complaints well. The 'empathy 1' (service-oriented mind) factor included respecting tour members and being friendly. The 'assurance 1' (knowledgeable) factor comprised knowledge of the destination's culture, history and local people's lifestyles. 'Professionalism' contained confidence, appearing well-trained, punctuality and politeness. The 'attitude factor' consists of being willing to help tour members, having a sense of humour, and appearing neat and appropriate in dress. 'Assurance 2' (generating a friendly atmosphere) factor referred to being able to solve problems, generating a friendly atmosphere and being honest and trustworthy. The

final factor is 'empathy 2' (cautious) which can be described as attention to detail and the tour guide having knowledge of tourist attractions.

These eight key themes of tour guide service quality performance have influenced the respondents' trip experience, which can be a model of a Thailand tour guide service quality model.

## **7.4 Regression**

### **7.4.1 Regression analysis result**

Regression analysis was used to measure and identify the impact of eight factors of service quality (chapter 7.3) on tourists' overall satisfaction. Regression analysis was performed as an enter regression analysis using the eight factors of tour guide service quality. The factors with various degree of significance in the regression analysis were then ranked by the beta coefficients. All attributes were expected to support one of the hypotheses below:

H<sub>0</sub>: Tourists' overall satisfaction with tour guide performance does not have a relationship with service quality.

H<sub>1</sub>: Tourists' overall satisfaction with tour guide performance has a relationship with service quality.

The equation that presents the relationship between service quality factors and tourists' satisfaction with their tour guides can be written as  $y = a + bx$ , where Y is the tourists' overall satisfaction and X is eight factors of service quality

### **7.4.2 Discussion of regression analysis result**

The coefficient of determination (R<sup>2</sup>) in appendix 4 represents the results of the regression analysis that can be perceived as 61.9 per cent confirming a result in terms of predicting the variance of the travellers' overall satisfaction levels with the eight factors of service quality.

Appendix 4 also indicates that that sig=0.000 < 0.05, meaning tour guide performance attributes have a relationship with eight factors of service quality in terms of satisfaction, and at least one attribute can predict an independent variable.

**Table 21 Tourists' overall satisfactions with service quality.**

Factor	B	Beta	t	Sig
Constant	2.080		147.660	.000
Factor 1	.128	.346	2.153	.032
Factor 2	.123	.329	-3.340	.001
Factor 3	.124	.340	2.525	.012
Factor 4	.124	.346	3.543	.000
Factor 5	.117	.317	-2.118	.035
Factor 6	.102	.261	2.592	.010
Factor 7	.082	.220	-2.233	.027
Factor 8	.039	.102	-2.018	.045

Table 21 confirms that the hypothesis H<sub>0</sub> was rejected, which mean tourists' overall satisfaction with tour guide performance has a relationship with service quality.

The equation which presents the relationship between these eight factors and respondents' satisfaction with their tour guides can be written as follows:

$$y = 2.080 + 0.128 \text{ Factor 1} + 0.123 \text{ Factor 2} + 0.124 \text{ Factor 3} + 0.124 \text{ Factor 4} + 0.117 \text{ Factor 5} + 0.102 \text{ Factor 6} + 0.082 \text{ Factor 7} + 0.039 \text{ Factor 8}$$

(0.032)                      (0.001)                      (0.012)                      (0.000)  
 (0.035)                      (0.010)                      (0.027)                      (0.045)

- |                                                |                                                            |
|------------------------------------------------|------------------------------------------------------------|
| Factor 1: Reliability (informative)            | Factor 5: Professionalism                                  |
| Factor 2: Personal traits                      | Factor 6: Attitude                                         |
| Factor 3: Empathy 1<br>(service-oriented mind) | Factor 7: Assurance 2<br>(generated a friendly atmosphere) |
| Factor 4: Assurance 1 (knowledgeable)          | Factor 8: Empathy 2 (cautious)                             |

The equation above explores which tour guide service quality factors were significant in terms of tourists' satisfaction. The results indicate that all eight factors have a relationship with tourist satisfaction.



- for every unit that the Reliability (informative) score increases by, respondents' satisfaction increases by .128 of a point;
- for every unit that the Personal traits score increases by, respondents' satisfaction increases by .123 of a point;
- for every unit that the Empathy 1 (service-oriented mind) score increases by, respondents' satisfaction increases by .124 of a point;
- for every unit that the Assurance 1 (knowledgeable) score increases by, respondents' satisfaction increases by .124 of a point;
- for every unit that the Professionalism score increases by, respondents' satisfaction increases by .117 of a point;
- for every unit that the Attitude score increases by, respondents' satisfaction increases by 0.102 of a point;
- for every unit that the Assurance 2 (generated a friendly atmosphere) score increases by, respondents' satisfaction increases by 0.082 of a point; and
- for every unit that the Empathy 2 (cautious) score increases by, respondents' satisfaction increases by 0.039 of a point.

## **7.5. ANOVA**

### **7.5.1 ANOVA results**

Analysis of variance (ANOVA) was used in this research to find out whether and how tourists' demographics and travel patterns affect their opinions of or their satisfaction with these eight service quality factors. The ANOVA statistical results (Appendix 4) show the tourists' demographics and travel patterns. Those that affect their satisfaction levels are: education, marital status, employment status, purpose of travel, number travelling, respondents' companions, length of travel and previous purchase of a package tour. Gender and age, monthly income, respondents' home continent and where they bought their package tour did not appear to affect their satisfaction levels, as show in Table 22.

**Table 22 Demographics and travel patterns that affect respondents' views of tour guides**

Factor	Education		Marital status		Employment status		Purpose of travel		Number travelling		Respondents' companions		Length of trip		Previous purchase of a package tour	
	F.	Sig.	F.	Sig.	F.	Sig.	F.	Sig.	F.	Sig.	F.	Sig.	F.	Sig.	F.	Sig.
<b>Factor 1 : Reliability</b>	.967	.425	.991	.397	1.077	.378	1.242	.289	2.618	.074	1.035	.389	1.426	.235	1.924	.106
<b>Factor 2 : Personal traits</b>	.339	.852	.715	.544	1.827	.071	1.279	.272	.935	.393	2.591	.036**	2.114	.098	.672	.612
<b>Factor 3 : Empathy 1 (service-oriented mind)</b>	1.576	.180	1.429	.234	2.090	.036*	1.572	.167	.217	.805	2.532	.040*	1.272	.284	.827	.509
<b>Factor 4 : Assurance 1 (knowledgeable)</b>	.564	.689	2.203	.087	1.416	.188	2.534	.028*	.396	.673	.408	.803	.462	.709	1.381	.240
<b>Factor 5: Professionalism</b>	1.478	.208	1.679	.171	1.972	.049*	3.579	.004*	7.142	.001*	3.128	.015*	1.353	.257	.099	.983
<b>Factor 6: Attitude</b>	4.294	.002*	.687	.560	1.406	.192	1.260	.280	2.481	.085	4.691	.001*	3.542	.015*	3.198	.013*
<b>Factor 7: Assurance 2 (generated a friendly atmosphere)</b>	.599	.663	.363	.780	1.822	0.71	1.325	.253	.376	.687	1.071	.370	.951	.416	2.077	.083
<b>Factor 8: Empathy 2 (cautious)</b>	.466	.761	4.709	.003*	1.807	.074	1.266	.278	2.065	.128	1.232	.296	3.958	.008*	3.624	.006*

Sig scores equal to or greater than 0.05 will be removed. These results can be double-checked in post hoc multiple comparisons (Appendix 4), as discussed below.

### 7.5.2 Discussion of ANOVA results

In order to extract detail from what tourist's demographics and travel patterns have to do with their perceptions of tour guide service quality, post hoc tests multiple comparisons (Appendix 4) are shown in tables below.

#### 7.5.2.1 Education

**Table 23 Tourists education levels that affected satisfaction levels**

Factor	I	J	Mean difference (I-J)	Std. Error	Sig.
<b>Factor 6: Attitude</b>	<b>Secondary/high school</b>	No education	-.65731821*	.24597188	.008
		Primary and elementary school	-.45443887	.31527197	.150
		College and university	-.44520314*	.18428247	.016
		Postgraduate	-.84085119*	.21475685	.000

Table 23 shows that tourists who have a secondary/high school education perceive tour guide service quality differently from those with no education, and from those with primary and elementary school, college and university and postgraduate education.

#### 7.5.2.2 Respondents' marital status

**Table 24 Respondents' marital status**

Factor	I	J	Mean difference (I-J)	Std.Error	Sig.
<b>Factor 8: Empathy 2 (cautious)</b>	<b>Married</b>	Single	-.29172305	.10109905	.004
		Divorced	-.71377212	.29306766	.015
		Widow or widower	-.70367608	.40860877	.086

Table 24 shows how the marital status of tourists affects their perceptions of tour guide service quality on Factor 8. Married tourists perceive tour guide service quality differently from those who are single, divorced, widows or widowers.

### 7.5.2.3 Respondents' employment status

**Table 25 Respondents' employment status**

Factor	I	J	Mean difference (I-J)	Std. Error	Sig.
<b>Factor 3:</b> <b>Empathy 1</b> <b>(service-oriented mind)</b>	<b>Retired</b>	Businessperson	-.49697547	.27043009	.067
		Civil servant	-1.06232340	.31282689	.001
		Teacher/student	-.74353929	.27610872	.007
		Housewife	-.66382028	.29262277	.024
		Clerk/White-Collar worker	-.76804005	.29056636	.009
		Blue-collar worker	-.78657473	.36761518	.033
		Unemployed	-.71739285	.33124397	.031
		Other	-.81447837	.45281497	.073
<b>Factor 5:</b> <b>Professionalism</b>	<b>Blue-collar worker</b>	Businessperson	-.77102214	.27923697	.006
		Civil servant	-.40047039	.32056044	.212
		Teacher/student	-.70839518	.28475268	.013
		Housewife	-.63343126	.30082882	.036
		Retired	-.16970573	.36804217	.645
		Clerk/White-Collar worker	-.69101913	.29882423	.021
		Unemployed	-.95133135	.33859780	.005
		Other	-.56466002	.45846358	.219

Table 25 show how the different employment status of tourists affects their perceptions of tour guide service quality on Factors 3 and 5. Retired tourists have different opinions of tour guide service quality than all the other groups regarding Factor 3, and blue-collar workers have different views from all the other groups regarding Factor 5.

#### 7.5.2.4 Purpose of travel

Table 26 Purpose of travel

Factor	I	J	Mean difference (I-J)	Std.Error	Sig.
<b>Factor 4: Assurance 1 Knowledgeable</b>	<b>Honey- moon</b>	Vacation /leisure	-.51133418*	.19623396	.010
		Business	-.21026460	.25278050	.406
		Attending a convention/ meeting	-.43409514	.24406845	.076
		Visit friends	-.39339188	.33243554	.237
		other	-1.81006497*	.72499134	.013
<b>Factor 5: professionalism</b>	<b>Vacation/ leisure</b>	Business	-.48068320*	.17864487	.007
		Attending a convention/ meeting	-.19738553	.16625382	.236
		Honeymoon	-.63217486*	.19498516	.001
		Visit friends	-.27640829	.27917374	.323
		Other	-.80372019	.69840576	.251

Table 26 shows how different purposes of travel affect the perceptions of tour guide service quality regarding Factors 4 and 5. The table shows that tourists on honeymoon perceived tour guide service quality differently from all the other groups regarding Factor 4, and those who travel for vacation/leisure perceived tour guide service quality differently from all other groups regarding Factor 5.

### 7.5.2.5 Respondents' companions

Table 27 Respondents Companions

Factor	I	J	Mean difference (I-J)	Std. Error	Sig.
<b>Factor 2: Personal traits</b>	<b>Boyfriend/ girlfriend</b>	Nobody else	-.30441311	.20549094	.139
		Friends	-.26428905	.18286096	.149
		Spouse	-.42071244*	.18898837	.027
		A family member	-.64042033*	.21704601	.003
	<b>A family member</b>	Nobody else	.33600723	.19007912	.078
		Friends	.37613128*	.16535319	.023
		Boyfriend/ girlfriend	.64042033*	.21704601	.003
		Spouse	.21970789	.17210505	.202
<b>Factor 3: Empathy 1 (service-oriented mind)</b>	<b>Friends</b>	Nobody else	.26657935	.14990771	.076
		Boyfriend/ girlfriend	.37702305*	.18291423	.040
		Spouse	.32145093*	.12632737	.011
		A family member	.35815545*	.16540135	.031
<b>Factor 5: professionalism</b>	<b>Spouse</b>	Nobody else	.44027493*	.15686754	.005
		Friends	.29869906*	.12595759	.018
		Boyfriend/ girlfriend	.30455441	.18849006	.107
		A family member	.49358327*	.17165126	.004
<b>Factor 6: Attitude</b>	<b>Nobody else</b>	Friends	.24011910	.14833486	.106
		Boyfriend/ girlfriend	.48858188*	.20339414	.017
		Spouse	.51560456*	.15567737	.001
		A family member	.67170181*	.18813958	.000

Table 27 shows how the number of traveling companions affected their perceptions of tour guide service quality regarding Factors 2, 3, 5 and 6. Tourists who travelled with a boyfriend/girlfriend or family members perceived tour guide service quality differently from the other groups regarding Factor 2. Tourists who travel with friends had different views from the other groups regarding Factor 3; those travelling with their spouse differed from the other groups regarding Factory 5; and finally those travelling alone differed from the other groups regarding Factor 6.

### 7.5.2.6 Number travelling

**Table 28** Number traveling

Factor	I	J	Mean difference (I-J)	Std. Error	Sig.
<b>Factor 5: Professionalism</b>	<b>2-4</b>	1	.36118484*	.13685585	.009
		5 or more	.40645985*	.12621834	.001

Table 28 shows how the number travelling affects the perceptions of tour guide service quality regarding Factor 5. Those with 2-4 people in their group perceived tour guide service quality differently from the other groups regarding Factor 5.

### 7.5.2.7 Length of trip

**Table 29** Length of trip

Factor	I	J	Mean difference (I-J)	Std. Error	Sig.
<b>Factor 6: Attitude</b>	<b>more than 9 days</b>	1-3 days	-.46790431*	.20850742	.025
		4-6 days	-.42879731*	.14025766	.002
		7-9 days	-.25935019	.13385417	.053
<b>Factor 8: Empathy 2 (cautious)</b>	<b>4-6 days</b>	1-3 days	.44151902*	.19844936	.027
		7-9 days	.23354583*	.11790666	.048
		more than 9 days	.43994918*	.14004283	.002

**Table 29** shows how the length of a trip affects the perceptions of tour guide service quality regarding Factors 6 and 8. Those who travel for more than nine days perceived

tour guide service quality differently from the other groups regarding Factor 6, and those who travel for 4-6 days perceived tour guide service quality differently from all the other groups regarding Factor 8.

#### 7.5.2.8 Previous purchase of a package tour

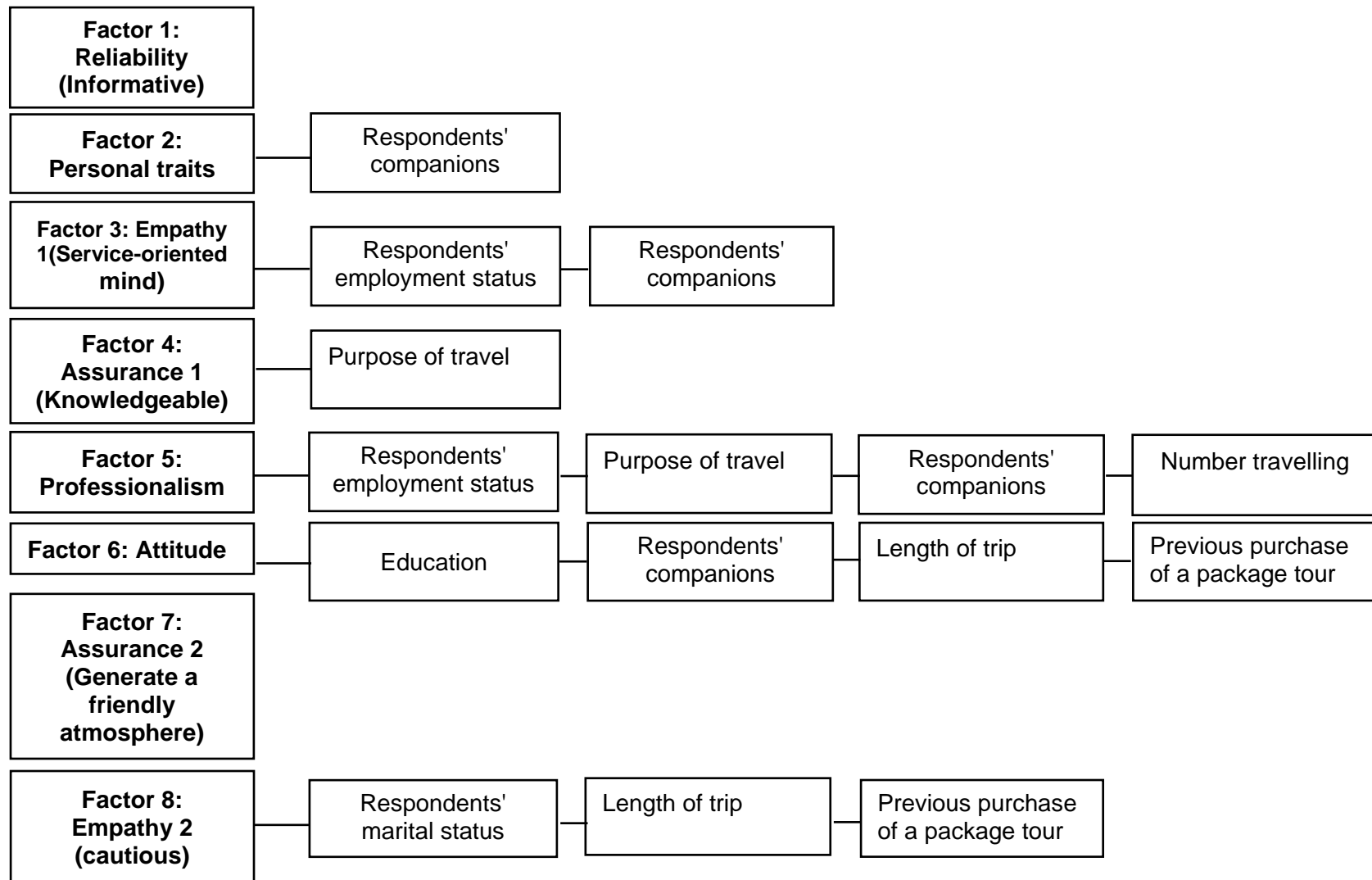
**Table 30** Previous purchase of a tour package

Factor	I	J	Mean difference (I-J)	Std. Error	Sig.
<b>Factor 6: Attitude</b>	<b>4-5 times</b>	Never	-.64590474*	.19251517	.001
		Once	-.46907673*	.21072034	.027
		2-3 times	-.67298410*	.22118309	.003
		6 times or more	-.63716831	.41520075	.126
<b>Factor 8: Empathy 2 (cautious)</b>	<b>4-5 times</b>	Never	-.69236256*	.19211456	.000
		Once	-.74831037*	.21028185	.000
		2-3 times	-.65352526*	.22072283	.003
		6 times or more	-.83942142*	.41433676	.043

**Table 30** shows how whether a tourist had previously purchased a package tour affected their views regarding Factors 6 and 8. Those who have taken a package tour 4 or 5 times previously perceived tour guide service quality differently from all the other groups regarding both Factors 6 and 8.

In brief, none of the tourists' demographics or travel patterns influenced their views regarding Factors 1 and 7. Figure 11 on the next page shows the relationship between tourists' demographics and travel patterns across the service quality performance factors.





## 7.6 IPA technique

### 7.6.1 Important-performance analysis (IPA) result

IPA was employed to compare respondents' expectations and perceptions with 23 tour guide performance attributes. Respondents were asked to give a rating on a multi-item five-point Likert scale (see Appendix 3). The mean score of each service quality attribute was then used statistical programs, as shown in Table 31.

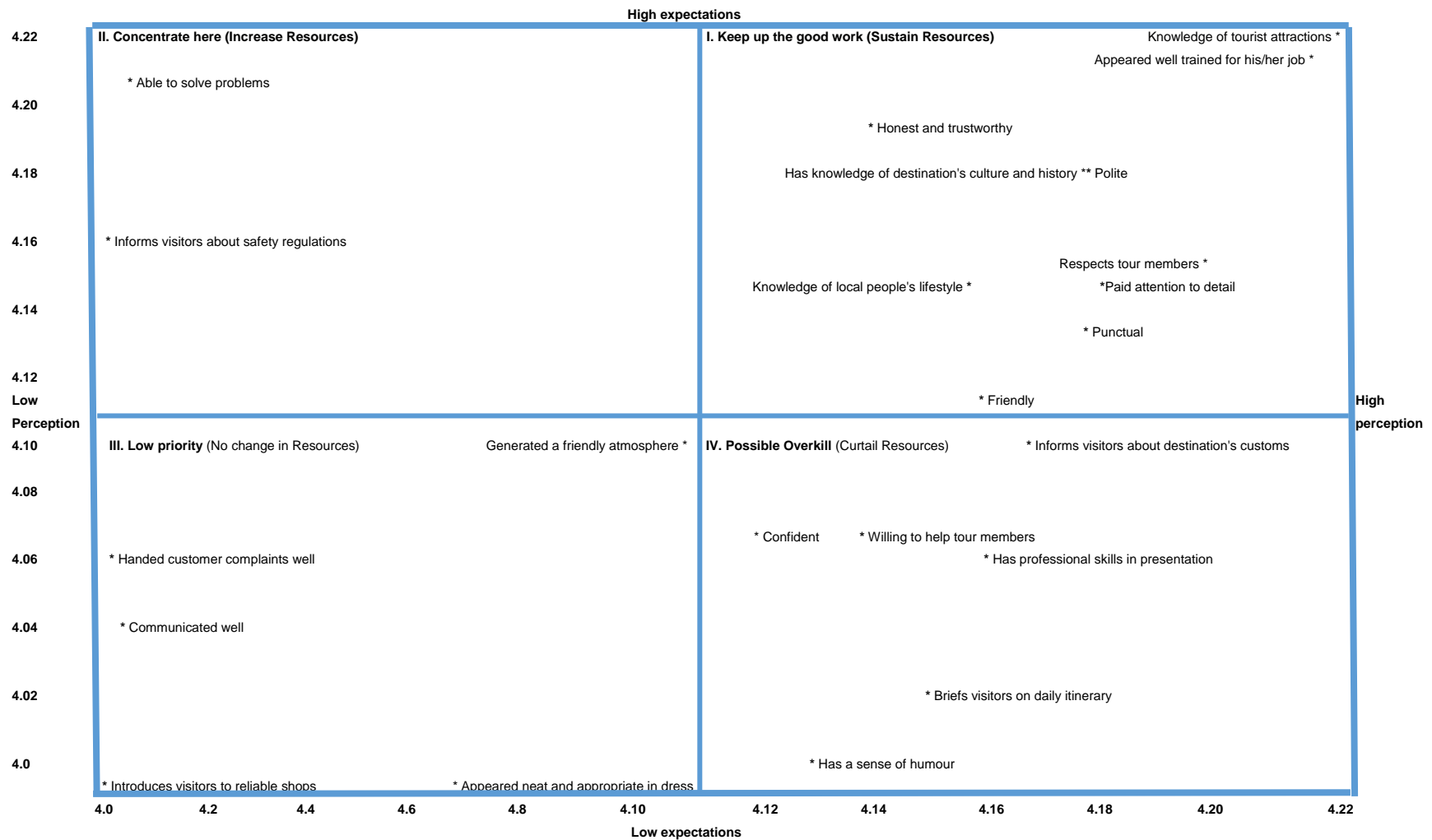
**Table 31 Tourists' expectations and perceptions of tour quality**

Item statement (n=23)	Factor loading	
	Expectation	Perception
Tour guide has professional skills in presentation	4.06	4.16
Tour guide briefs visitors on daily itinerary	4.02	4.15
Tour guide informs visitors about destination's customs	4.10	4.17
Tour guide informs visitors about safety regulations	4.16	4.05
Tour guide introduces visitors to reliable shops	3.91	4.01
Tour guide communicates well	4.04	4.06
Tour guide handles customer complaints well	4.06	4.05
Tour guide has knowledge of destination's culture and history	4.18	4.18
Tour guide has knowledge of local people's lifestyle	4.15	4.16
Tour guide has knowledge of tourist attractions	4.22	4.23
Tour guide pays attention to detail	4.15	4.18
Tour guide appeared well-trained for his/her job	4.22	4.22
Tour guide was able to solve problems	4.21	4.08
Tour guide generated a friendly atmosphere	4.10	4.11
Tour guide was honest and trustworthy	4.19	4.14
Tour guide respects tour members	4.15	4.20
Tour guide is confident	4.06	4.12
Tour guide is friendly	4.11	4.16
Tour guide is willing to help tour members	4.07	4.14
Tour guide has a sense of humour	4.00	4.13
Tour guide appeared neat and appropriate in dress	3.99	4.07
Tour guide is punctual	4.13	4.18
Tour guide is polite	4.18	4.18
<b>Expectation; Mean = 4.11, Max = 4.22, Min = 3.91</b>		
<b>Perception; Mean = 4.14, Max = 4.23, Min = 4.01</b>		

In Table 31, standard deviation (see Appendix 4) shows the data gather together rather than spread out, showing that the data are capable which represent by the narrow band justify of the mean scores. After that, mean scores for each service quality attribute were plotted onto an IPA grid. The a-axis and y-axis represent attribute performance and attribute important and these two axes divide the IPA grid into four quadrants. Attributes falling in different quadrant allow us to understand various attributes, as Geng and Chu (2012, p.1497) explained in chapter 5.

### **7.6.2 Discussion of important-performance technique analysis (IPA)**

Mean scores of each tourist's expectation and perception attributes were calculated and plotted into a graphical IPA grid, according to their perceived performance levels in order to translate the results of tour guide performance situation in Thailand.



**Figure 12 The relationship between tourists' expectation and satisfaction adapted from the original IPA framework (Martilla and James, 1977)**

The four quadrants in Figure 12 are formed according to the mean scores of importance attached to the performance ratings. The mean expectation rating and perception rating of Thai tour guide service quality performance were 4.10 and 4.14. Each tour guide performance attribute has been plotted onto a grid displaying the respondents' expectations and respondents' perceptions of tour guide performance service quality attributes, which can be explained as follows.

#### **I. Keep up the good work (Sustain Resources)**

The attributes that tourists have high expectations and high perceptions of are: 'tour guide has knowledge of tourist attractions' (expectation mean score 4.22, perception mean score 4.23), 'tour guide appears well trained for his/her job' (expectation mean score 4.22, perception mean score 4.22), 'tour guide is honest and trustworthy' (expectation mean score 4.19, perception mean score 4.14), 'tour guide has knowledge of destination's culture and history' (expectation mean score 4.18, perception mean score 4.18), 'tour guide is polite' (expectation mean score 4.18, perception mean score 4.18), 'tour guide respects tour members' (expectation mean score 4.15, perception mean score 4.20), 'tour guide has knowledge of local people's lifestyle' (expectation mean score 4.15, perception mean score 4.16), 'tour guide paid attention to detail' (expectation mean score 4.15, perception mean score 4.18), 'tour guide was punctual' (expectation mean score 4.13, perception mean score 4.18) and 'tour guide is friendly' (expectation mean score 4.11, perception mean score 4.16)

In this quadrant are the attributes tourists expect most of: 'tour guide has knowledge of tourist attractions' (expectation mean score 4.22). Lowest expectations were for 'tour guide is friendly', equal to 'tour guide informs visitors about destination's customs' (expectation mean score 4.11).

The attribute tourists perceived as best in this quadrant is 'tour guide has knowledge of tourist attractions' (satisfaction mean score 4.23), and lowest perception is 'tour guide is honest and trustworthy' (satisfaction mean score 4.14).

#### **II. Concentrate here**

The attributes that tourists have high expectations of, but low perceptions of, are: 'tour guide is able to solve problems' (expectation mean score 4.21, perception mean score 4.08) and 'tour guide informs visitors about safety regulations' (expectation mean score 4.16, perception mean score 4.05),

In this quadrant, the attribute tourists expect most of is 'tour guide is able to solve problems' (expectation mean score 4.21) and lowest expectation is 'tour guide informs visitors about safety regulations' (expectation mean score 4.16).

In this quadrant, the attribute for which tourists have highest perception is 'tour guide is able to solve problems' (expectation mean score 4.08) and lowest perception is 'tour guide informs visitors about safety regulations' (expectation mean score 4.05).

### **III. Low priority**

The attributes that tourists have low expectations of and which were perceived as low are: 'tour guide generated friendly atmosphere' (expectation mean score 4.10, perception mean score 4.11), 'tour guide appears neat and appropriate in dress' (expectation mean score 3.99, perception mean score 4.07), 'tour guide handles customer complaints well' (expectation mean score 4.06, perception mean score 4.05), 'tour guide communicated well' (expectation mean score 4.04, perception mean score 4.06) and 'tour guide introduces us to reliable shops' (expectation mean score 3.91, perception mean score 4.01).

In this quadrant, the attribute which tourists expected most of is 'tour guide generated a friendly atmosphere' (expectation mean score 4.10) and lowest expectation is 'tour guide introduces visitors to reliable shops' (expectation mean score 3.91).

In this quadrant, the attribute of which tourists have highest perceptions is 'tour guide generated a friendly atmosphere' (perception mean score 4.11) and lowest perception is 'tour guide introduces visitors to reliable shops' (perception mean score 4.01).

### **IV. Possible Overkill**

The attributes that tourists have low expectations, but high perceptions of, are: 'tour guide informs visitors about destination's customs' (expectation mean score 4.10, perception mean score 4.17), 'tour guide is willing to help tour members' (expectation mean score 4.07, perception mean score 4.14), 'tour guide is confident' (expectation mean 4.06 score, perception mean score 4.12), 'tour guide has professional skills in presentation' (expectation mean score 4.06, perception mean score 4.16), 'tour guide briefs visitors on daily itinerary' (expectation mean score 4.02, perception mean score 4.15) and 'tour guide has a sense of humour' (expectation mean score 4.00, perception mean score 4.13).

In this quadrant, the attribute tourists expect most of is 'tour guide informs visitors about destination's customs' (expectation mean score 4.10) and lowest expectation is 'tour guide has a sense of humour' (expectation mean score 4.00)

The attribute of which tourists have highest perception in this quadrant is 'tour guide informs visitors about destination's customs' (satisfaction mean score 4.17) and lowest satisfaction is 'tour guide is confident' (perception mean score 4.12)

In summary, the IPA results in this chapter indicate that tour guides performed very well in ten out of 23 service quality attributes (knowledge of tourist attractions, tour guide appears well

trained for his/her job, tour guide is honest and trustworthy, knowledge of destination's culture and history, tour guide is polite, respects tour members, knowledge of local people's lifestyle, paid attention to detail, tour guide punctual and friendly (**'keep up the good work' quadrant**). Thai tour guides fell into the increase resources (**concentrate here quadrant**) in two out of 23 service quality attributes (able to solve problems and informs visitors about safety regulations). Five service quality attributes require no change in resources (**low priority quadrant**) (generated a friendly atmosphere, communicate well, handling customer complaints well, appearing neat and appropriate in dress and introduce visitors to reliable shops). Finally, in the **possible overkill quadrant** were the remaining six attributes (inform visitors about destination's customs, confident, willing to help tour members, professional skills in presentation, briefing visitors on daily itinerary and has a sense of humour).

## 7. 7 Conclusion

As outlined earlier in this chapter, the first statistics used in the main study in this research are descriptive, applied to explore a general picture of the respondents' personal information profiles and travel patterns. The second set of statistics used in this research includes factor analysis, regression analysis, analysis of variance (ANOVA) and IPA (Important Performance Analysis). Descriptive statistics were used to provide a general overview of the respondents and their behaviour.

In the next chapter, all the statistical results from this research will be analysed together to evaluate the quality of service in tourism areas, examining the relationship between respondents' demographics and behaviours and Thai tour guide service quality.

# Chapter Eight

## 8. Analysis and discussions of research findings

The aim of this research is to evaluate the performance of tour guides in Thailand and understand how this impacts on the tourist experience. The research used multiple statistical techniques in pursuit of this and all the statistical outcomes are analysed in this chapter.

### 8.1 The pathway of statistical techniques used to assess tourists' ratings of expected and actual tour guiding services in Thailand

All the statistical techniques used in this research aim to confirm that the results give a true picture of the factors that influence the performance of tour guides in Thailand. Figure 11 shows the pathway of statistical techniques.

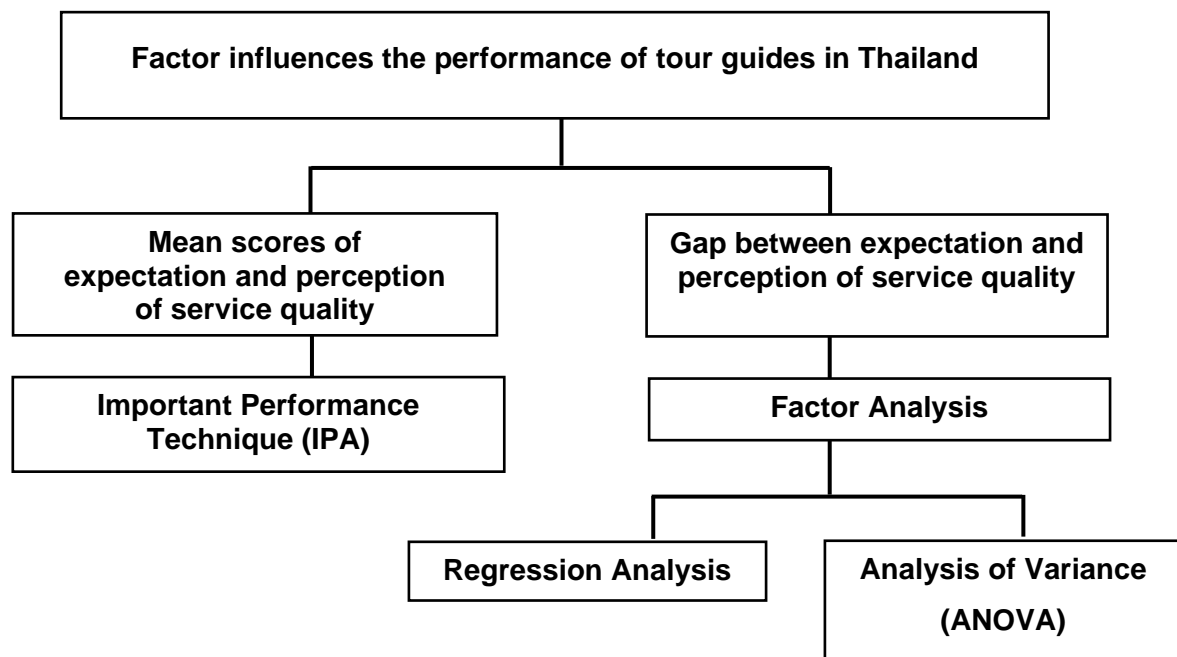


Figure 11 Influences on the performance of tour guides in Thailand

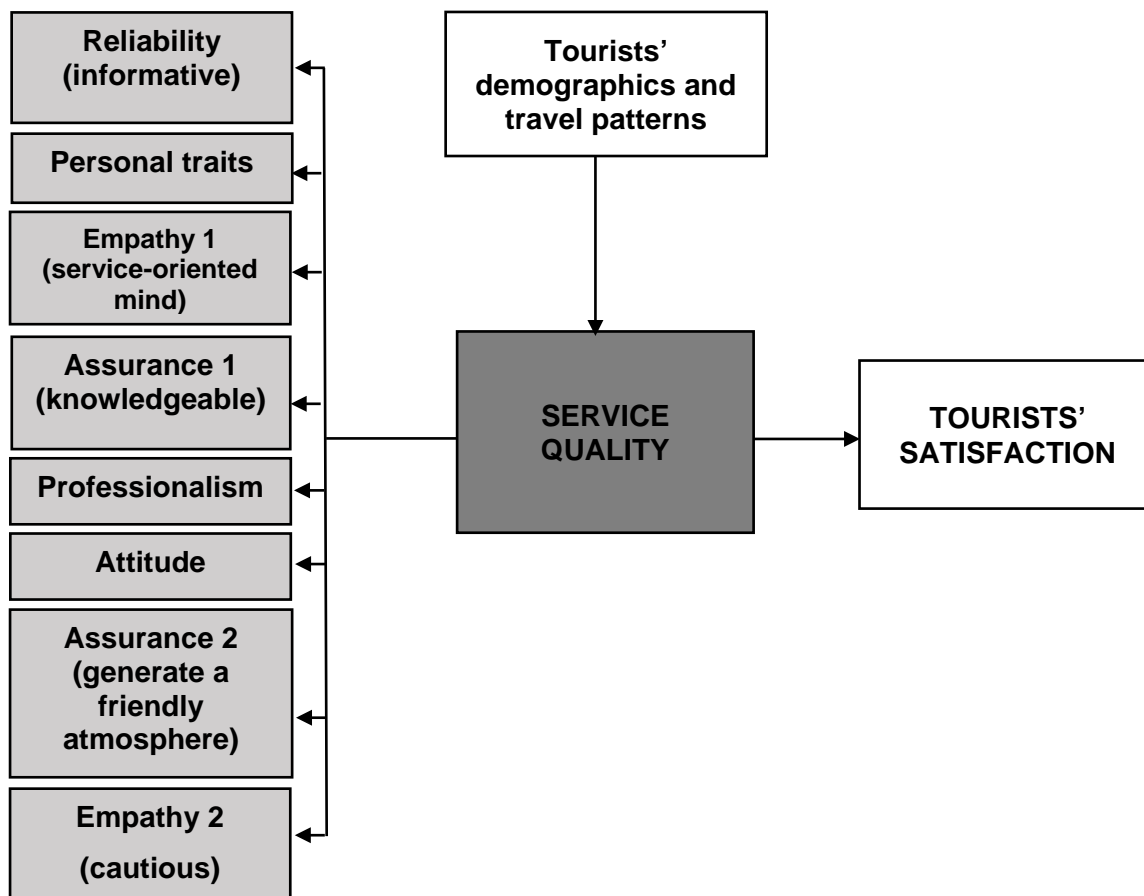
The statistics used in this research were separated into two groups. The first group combined factor analysis, regression analysis and analysis of variance (ANOVA), and aims to meet the aim and objectives of the research. In the second group, important performance analysis (IPA) was used to classify tour guide performance in Thailand (see Table 32).



**Table 32 Statistics used to achieve the research aims and objectives**

<b>Statistical analysis used</b>	<b>Objective</b>	<b>Result</b>
<b>Factor Analysis</b>	To classify the factors influencing the performance of tour guides in Thailand.	All eight factors of Thai tour guide service quality were apparent after factor analysis, which was then used to develop the tour guide Service Quality Evaluation Model.
<b>Regression Analysis</b>	To measure and identify how each factor impacts the overall tourist experience	Eight factors resulting from factor analysis were put into the equation in order to classify the effect of each factor on service quality.
<b>Analysis of Variance (ANOVA)</b>	To investigate how tourists' behaviour and travel patterns influence their satisfaction with tour guide service quality.	Only tourists' behaviour and travel patterns that affect the factors of Thai tour guide service quality were considered.
<b>Important Performance Technique (IPA)</b>	To evaluate the performance of tour guides in Thailand	The 23 tour guide performance attributes were classified and analysed to better understand the performance of tour guides in Thailand.

Figure 11 and Table 32 show that the process started with factor analysis, the results of which were used for regression analysis, and analysis of variance statistics was used to examine how each dimension influences tourist satisfaction with tour guide performance. The results of this research can be used to develop the tour guide Service Quality Evaluating Model, as in Figure 12.



**Figure 12 Tour Guide Service Quality Evaluating Model (TGSQEM)**

As can be seen in Figure 11, the **Tour Guide Service Quality Evaluating Model (TGSQEM)** starts from the gap between expectations and performance in the 23 tour guide performance attributes (see Table 5). The results were then put into groups to facilitate factor analysis. This suggested that the research was broadly in line with service quality literature in terms of which attributes were most important. New factors different from SERVQUAL were named based on the characteristics of each service quality attribute.

Offering the best service and achieving the highest levels of customer satisfaction is considered the most important factor in the tourism business, in every country. According to Zhang *et al.* (2004, p.1), 'The success of the tourism industry very much depends on the performance of tour guides in each destination'. While Thailand is unique, every country has different attractions, traditions, culture, history and heritage that may or may not be of interest to tourists. In brief, this model is suitable for Thailand only, because an understanding of Thailand guided the performance of the tour guides. However, the model could be transferred to other settings or populations in other countries by using the same research methods: the

statistical process will create a suitable model relevant to that country, which could be same as, or different from, this research.

## **8.2 Research findings**

### **8.2.1 Respondents' demographics and travel patterns**

As described in chapter 7, the people in the sample varied in how they responded to each question. For example, there are likely to be balanced answers regarding the gender of respondents, age of respondents, marital status, employment status, respondents' home continent, respondents' companions, length of trip, and places in which tourists bought package tours. However, the answers regarding respondents' education level, income, purpose of travel, number of travellers and previous purchase of a package tour were extremely different.

### **8.2.2 The TGSQEM model differs from the SERVQUAL model**

Grounded in the literature reviewed in chapter 4, the research used the same process to investigate the dimensions of service quality. However, the results show that Thai tour guide service quality dimensions have eight dimensions (reliability (informative), personal traits, empathy 1 (service-oriented mind), assurance 1 (knowledgeable), professionalism, attitude, assurance 1 (generating a friendly atmosphere) and empathy 2 (cautious)), whereas the original model had five (tangible, reliability, responsiveness, assurance and empathy). Also, some important dimensions of service quality generally are intangible. However, this does not mean that the tangible dimensions are not important for tourists who travel to Thailand, but rather that the categories are different.

These eight dimensions influence Thai tour guide service quality. As can be seen, the two most important service quality dimensions were empathy and assurance, which combine a service-oriented mind, caution, knowledge and the ability to generate a friendly atmosphere (Table 20). In addition, the personal qualities of tour guides are important, as can be seen in three service quality dimensions (personal traits, professionalism and attitude) in the model.

### **8.2.3 Tourists' overall satisfaction with tour guide performance has a relationship with service quality**

Regression analysis was used to test the hypothesis that 'Tourists' satisfaction with tour guide performance has a relationship with service quality'. The results indicate that tourists' satisfaction with tour guide performance is influenced by tour guide service quality. The eight key themes of tour guide service quality performance identified have influenced the respondents' trip experience. However, they did not have an equal impact on tourists' satisfaction with service quality. Reliability (informative) was the most influential, followed by empathy 1 (service-oriented mind) and assurance 1 (knowledgeable), followed by personal traits, professionalism, attitude, assurance 2 (generated a friendly atmosphere) and empathy 2 (cautious).

### **8.2.4 The relationship between eight dimensions from TGSQEM model and respondents' demographics and travel patterns**

The results from ANOVA reveal the relationship between respondents' demographics and travel patterns and each tour guide performance dimension. They show that the different backgrounds of respondents, their demographics and travel patterns do not have a relationship with the data on reliability (informative) and assurance 2 (generate a friendly atmosphere). However, there was a relationship between respondents' demographics and travel patterns and the data on professionalism and attitude. There is also a relationship between the traveling companion(s) of a tourist and their view of personal traits, empathy 1, professionalism and attitude.

It can be seen that satisfaction with each service quality factor depends on the background of the tourist. For example, the retired need more attention than other tourists, and the purpose of travel seems to have made the respondents perceive service quality differently.

### **8.2.5 The high standard of performance for tour guides in Thailand**

Discussion of the IPA technique results reveals the relationship between tourists' expectations and satisfaction levels. This research investigated the elements that affect the performance of professional tour guides. The gap between tourists' expectations and perceptions of tour guide service quality shows how tourists perceive the quality of service.

The expectation result indicated that important qualities of service in order to become a good tour guide in Thailand were considered to be: knowledge of tourist attractions, and knowledge of a destination's culture and history. This confirms the other results that knowledge is one of the performance attributes that tourists are particularly concerned about. However, tour guides should concentrate on their other abilities (such as problem-solving), as this is another thing that tourists rate highly. Being honest and trustworthy, polite and able to show they were well trained for their job were all important. In contrast, tourists rate introducing tourists to reliable shops, appearing neat and appropriate in dress, having a sense of humour, briefing visitors on daily itinerary, handling customer complaints well, having professional skills in presentation and confidence as attributes they did not expect to see in Thai tour guides. It may be that they think these attributes were not important, and/or that the respondents think Thai tour guides don't have these qualities.

The data reveal that Thai tour guides have a high performance in knowledge of tourist attractions, showed they were trained well, respected tour members, had good knowledge of destination's culture and history, were punctual, paid attention to detail and were polite. Some of these results match what the tourist expected, but some do not. However, the number of service quality attributes that Thai tour guides performed less well in are few compared with those in which they had high performance.

This research indicated that the different backgrounds of respondents affected their expectations and perceptions. These results are useful to the organizations responsible for providing certificated tour guide training programs in Thailand, travel agencies and tour guides. Such organisations can use this information to improve the tour guiding service in Thailand in order to increase the satisfaction of tourists. For example, presentation skills are not important in tourists' view, so guides could spend less time working on these and more time developing other skills that are more important to tourists. If Thailand is to impress tourists, we need to be perfect and improve every performance skill.

### **8.2.6 The performance of tour guides influences the experience of foreign tourists**

Multiple results in this research indicate that, overall, tour guides in Thailand achieve high standards. However, there are still many ways to improve these already good results. For example, from the regression analysis we can see that the tourists' perceptions of tour guiding service quality performance comes from the relationship between respondents' demographics and travel patterns. Therefore, there is no guarantee that if tour guides are doing very well in some performance attributes only, this will lead to high satisfaction for tourists, and if tour guides perform very well but do not reach the tourists' standards, they may still be dissatisfied with the service.

This research found multiple tour guide service quality performance attributes that influence the experience of foreign tourists. However, the attribute that most influenced tour guide service quality in Thailand is whether or not a tour guide informs visitors about destination's customs; conversely, the attribute that had the greatest negative effect on tour guide service quality in Thailand is lack of attention to detail.

The results of this study have confirmed previous findings that the dimension that have a positive effect on tourist satisfaction were those which tourists rated as high expectation and high performance (informed visitors about destination's customs; appeared well trained; had knowledge of tourist attractions, local people's lifestyle, destination's culture and history; were polite and friendly; paid attention to detail; and respected tour members). In contrast, the attributes that influenced tourist satisfaction negatively were poor information about safety regulations, an inability to solve problems, lack of honesty and trustworthiness and failing to generate a friendly atmosphere, as tourists expected high performance in those areas. TGSQEM has expanded on the SERVQUAL concepts, from five to eight dimensions. Similarly, there are four dimensions from TGSQEM similar to those in the SERVQUAL.

In conclusion, improving the tourists' perception of tour guide service quality in Thailand can improve their satisfaction with the service. If tour guides try to understand and focus on improving the right areas, as described, they can increase the success of their business. In brief, according to Mayers (2013, p.401), 'the 'success' of the linear regression model depends on how 'well' we can predict the outcome'. Tourists' perceptions and expectations of these 23 attributes and respondents' demographics and behaviours overall are fairly predictable. Therefore, adoption of regression analysis should be compared with other statistical analysis in order to understand factors that influence tour guide performance in Thailand. Grounded in the literature, guides are doing well in the reliability dimension and empathy dimension in the SERVQUAL model.

This research reveals that some service quality attributes of Thai tour guide were a surprise to tourists: they weren't expecting such a high performance in briefing on daily itinerary or the kindness of the tour guides, but tour guides performed very well in these areas.

However, there were other aspects of service that need more training. The TGSQEM contains eight factors relating to tour guiding service that were found to be key in the success of the trip experience for tourists. Furthermore, this study provides useful information related to tour guiding service quality in Thailand.

### **8.3 Conclusion**

All the results in this chapter contribute to knowledge in order to improve tour guide service quality in Thailand. The results indicate that the TGSQEM model is different from the SERVQUAL model. The tourists expected to see eight service quality dimensions from Thai tour guides and they perceive each service quality dimension differently depending on their behaviours and travel patterns. empathy and assurance were the two most important service quality dimensions.

Overall, tourists' feel that tour guides in Thailand perform well and the quality of service provided by the Thai tour guides was high. However, the eight key themes of Thai tour guide service quality unequally impact on tourists' satisfaction. Reliability (informative) was the most influential, whereas empathy 2 (cautious) was less influential. Overall, tour guides in Thailand achieve high standards. On the other hand, the effect from some service quality performances were less good and it is the responsibility of the TAT, travel agencies and the guides themselves to develop the performance in these areas in order to satisfy tourists who visit Thailand.

# Chapter Nine

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## 9. Conclusion

This chapter concludes all research results presented in the previous chapters and unpacks the contribution to knowledge about tour guiding services in Thailand. The research was motivated by the need to better understanding the tour guiding service quality contexts. This study began by discussing the concept of the SERVQUAL model, which is frequently used in tourism-related studies, and followed this by expanding the model in order to extract the Tour Guide Service Quality Evaluating Model (TGSQEM).

### 9.1 Revisiting the research objectives

The five objectives in this research were to understand factors influencing tour guide performance in Thailand. The research found that the popular variables used in researches to understand the performance of tour guide have twenty-three attributes, which were grouped into five dimensions of service quality, based on the service quality model (SERVQUAL) of Parasuraman et al.

The survey of tourists' expectations of and satisfaction with Thai tour guides found that the knowledge of tour guides was the most important factor when attempting to satisfy tourists. However, communication skills were a significant problem for Thai tour guides, which raises the question of how the tour guide can express their knowledge to tourists when they have limited communication skills? The tour operators also confirmed that communication skills were a big problem for tour guides, whereas knowledge is the best quality in Thai tour guides, as the tour guide training program in Thailand requires this to get the tour guide license.

### 9.2 Reflections on the research process

The methodology in this research was set in order to answer the research objectives. The statistics used to establish the TGSQEM model followed the process used to create the SERVQUAL model. The process started with finding the gap between expectation and perception in twenty-three tour guide performance attributes. All statistics were used to better understand tour guide performance in Thailand using the TGSQEM model.



The SERVQUAL model from Parasuraman et al. 1998 was extended into the TGSQEM model in this research, and can be used to summarize the relative performance and service quality of Thai tour guides. The methodology can also be used to create a unique model for each country.

### **9.3 Contributions to knowledge**

Most researchers use quantitative research techniques and questionnaires to investigate the tourist experience of tour guiding services, and this research also used multiple statistical techniques. The result is the TGSQEM, which is a contribution to knowledge of the factors that influence the performance of tour guides in Thailand. This differs from the literature. The TGSQEM model suggests that the quality of tour guiding services in Thailand is different from that other countries, and it is advantageous for TAT (or other organizations, or tour guides themselves) to use this as a model to improve the quality of service.

The expectations and perceptions of tour guide performance results led to the outcome of eight dimensions of service quality in TGSQEM model, contrary to the literature, in which service quality usually has five service dimensions. The differentiation of factors that influence the satisfaction of service may be caused by the time at which the research was done, the character of the service and place in which the research was conducted. However, the researcher assumes that this difference in results is because tour guiding services have a different character from other services and Thailand is a unique country that attracts diverse tourists. The TGSQEM also relates to tourist overall satisfaction.

To sum up, this research aimed to investigate factors that influence tour guide performance in Thailand, in order to provide a model to establish tour guiding programs suitable to the tourist demographic. The methodology used a multiple theory framework and has made three contributions to knowledge. Firstly, tourists' experience is derived from assessing tour guide service quality performance attributes. The results show that eight factors influence tour guide performance in Thailand, and more specifically, explained what kind of tourist attributes influence each factor. Second, each tourist behaviour and feature of travel pattern can help TAT and other organizations create personal, tailored services that match the needs of different groups. Third, we can speculate on what the most experienced tourists expect and attempt to provide it.

In order to provide a high quality of service, tour guides, travel agencies or any organization related to or gaining an advantage from the tour guide business in Thailand needs to be concerned with what tourists expect. This research found that the different tourists' demographics and travel patterns affect perceptions of tour guide performance service quality in Thailand. These results provided clear information for satisfying tourists. For example,

female tourists placed greater emphasis on politeness and being introduced to reliable shops than male tourists. Enhancing the tourist experience is a key concept in travel marketing. The results of the study suggest that tour guiding service providers should implement TGSQEM when exporting the tour guiding service.

#### **9.4 Limitations of the study**

There are certain limitations to this research that need to be highlighted as a matter of awareness for future research studies in the domain of tour guiding. The research was conducted in Thailand and therefore possesses a Thai specific cultural sensitivity and context. Subsequently, any attempts to generalise the results of this research to other countries needs to be treated with caution and recognise that cultural nuances will inform how tour guiding is performed and conducted.

During the course of this research political events within Thailand also influenced the physical location for the fieldwork. The original chosen fieldwork are to collect data was in Bangkok, as the majority of travel agencies are located there and it is the starting point for most package tours within Thailand. The political challenges in Thailand during the data-collection process, affected the group package tours with many being cancelled resulted in it taking almost two months to complete the pilot study. Subsequently, the researcher decided to collect data for the main study from the second major city of Thailand, Chiang Mai alongside Bangkok. The same methodological procedures in both cities were pursued as was the approach to the selected sampling to help ensure the validity and rigour of the results.

The sampling of the population was one that was influenced by cultural practices with the snowball technique being utilised both in the telephone interviews and questionnaire stages of the research as explained in Chapter 5. Subsequently, the questionnaire sample cannot be treated as being a random sample of the population and as not every member of the population had a random chance of participation. Also as a consequence of the snowballing technique a total of 26 tour guides out of the 41 group tours who participated in this research possess held bronze tour guide licences, which means the study is biased towards one category of licenced tourism guide.

The last limitation of the research relates to the practice of many of the participants not responding to the open-ended questions in the questionnaire. This inhibited the collection of data that could have added a further informed richness during analysis. It subsequently recommended that researchers consider carefully the best means for securing this type of data in the future to ensure a deeper understanding of the performance of tour guides in Thailand.

## 9.5 Conclusion

Offering the best service and achieving the highest levels of customer satisfaction is considered the most important factor to earn income. In order to gain customer loyalty and repeat custom, businesses providing services should consider quality to be most important. However, service providers need to find which service dimensions are important for customers in tourism services, especially tour guide services. This research investigated the elements that affect the performance of professional tour guides, to comprehend how the performance of tour guides influences the experiences and satisfaction levels of inbound tourists in Thailand.

This research identifies a number of factors affecting tour guide service quality performance in Thailand, called 'Tour Guide Service Quality Evaluating Model (TGSQEM)', which contains eight factors relating to tour guiding service that were found to be key in the success of the trip experience to tourists. Furthermore, this study provides useful information related to tour guiding service quality in Thailand.

Firstly, service quality dimensions: in order to provide a high quality of service, tour guides, travel agencies or any organization related to or gaining an advantage from the tour guide business in Thailand needs to be concerned with what tourists expect. This research provided clear information for satisfying the tourists. This research reveals that some service quality attributes of Thai tour guide were a surprise to tourists. However, there were other aspects of service that need more training in order to increase satisfaction with their service. The expectations and perceptions of tour guide performance results led to the outcome of eight dimensions of service quality, contrary to the literature (in which service quality usually has five dimensions). Therefore, the differentiation of the factors that influence satisfaction with the service may be caused by the time at which the research was done, the character of the service and the place in which the research was conducted. The researcher assumes that this difference in results is because tour guiding services have a different character from other services and Thailand is a unique country that attracts diverse tourists. Thailand is unique: the many tourist attractions and scenery are special and different from other countries. For example, the history of Thai culture has several periods of kingdom, each of which has a different history, tradition, costume; food tradition etc., all of which tour guides must show knowledge of. In addition, natural attractions are diverse, as Thailand has many beaches and mountains, each of which is unique. Thus, the results in this research should only be applicable to Thailand, but can be generalizable to other areas by using the same statistical process.

Secondly, the high standard of tour guides in Thailand: this research investigated the elements that affect the performance of professional tour guides. The difference between tourists' expectations and perceptions of tour guides shows how tourists perceive the quality

of service. This research indicated that the backgrounds of respondents affects their expectations and perceptions. These results are useful to the organizations responsible for providing certificated tour guide training programs in Thailand, travel agencies or tour guides. Such organisations can use this information to improve the tour guiding service in Thailand in order to increase the satisfaction of tourists. For example, presentation skills are not important in tourists' view. The research found that the knowledge of tour guide has the largest influence on the overall service quality. The results provide suggestions on tourism policy for the development of the tourism industry. It is necessary to create a better tour guide training program. Furthermore, this study provides information about tourists who visit Thailand that could also be used to develop the performance tour guide industry.

The results of this study have confirmed the prior findings that the dimension that have a positive effect on tourist satisfaction were those which tourist rated as high expectation and high performance (informed visitors about destination's customs; appeared well trained; had knowledge of tourist attractions, local people's lifestyle, destination's culture and history; were polite and friendly; paid attention to detail; and respected tour members). In contrast, the attributes that influenced tourist satisfaction in a negative way were poor information about safety regulations, an inability to solve problems, lack of honesty and trustworthiness and failing to generate a friendly atmosphere, as tourists expected high performance in those areas.

In conclusion, improving the tourists' perception of tour guide service quality in Thailand can improve their satisfaction with the service. If tour guides try to understand and focus on improving in the right areas, as described, they can increase the success of their business. In brief, according to Mayers (2013, p. 401). Tourists' perceptions and expectations of these 23 attributes and respondents' demographics and behaviours overall are fairly predictable. Therefore, regression analysis should be compared with other statistical analysis in order to understand factors that influence tour guide performance in Thailand.

Lastly, reasons that **Tour Guide Service Quality Evaluating Model (TGSQEM)** was developed: this research aimed to investigate factors that influence tour guide performance in Thailand, in order to provide a model to establish tour guiding programs suitable to the tourist demographic and travel patterns. The methodology used multiple theory framework and methodology and has made three contributions to knowledge: tourists' experience is derived from assessing tour guide service quality performance attributes; tourist attributes influence each factor; and each tourist behaviour and feature of their travel pattern can help TAT and other organizations create personal, tailored services that match the needs of different groups, and we can speculate on what the most experienced tourists expect and attempt to provide it.

This TGSQEM model may lead us to understand that the quality of tour guiding services in Thailand is different from other countries, and it is advantageous for TAT to adjust

the tour guide training program (or the other organizations, including even tour guide themselves) to use this to improve the quality of service.

To earn more income by gain customer loyalty and repeat custom from the uniqueness of a country like Thailand, Thai tour guides need to be unique as well. The researcher does not wish to find fault with the tour guide training program in Thailand, but to be objective. It is possible to enhance the conceptual development of the tour guide training in Thailand, as tour guide service quality in Thailand can make a difference in the success of the Thai tourism industry.

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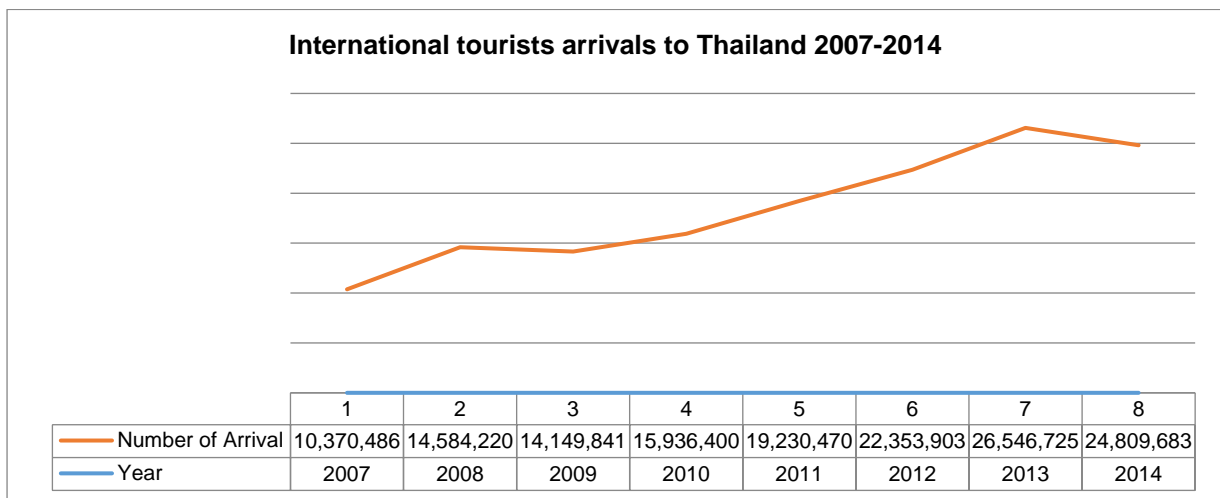
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## Appendices

### Appendix 1: Tourist statistics

#### A: International tourist arrivals in Thailand 2007-2014

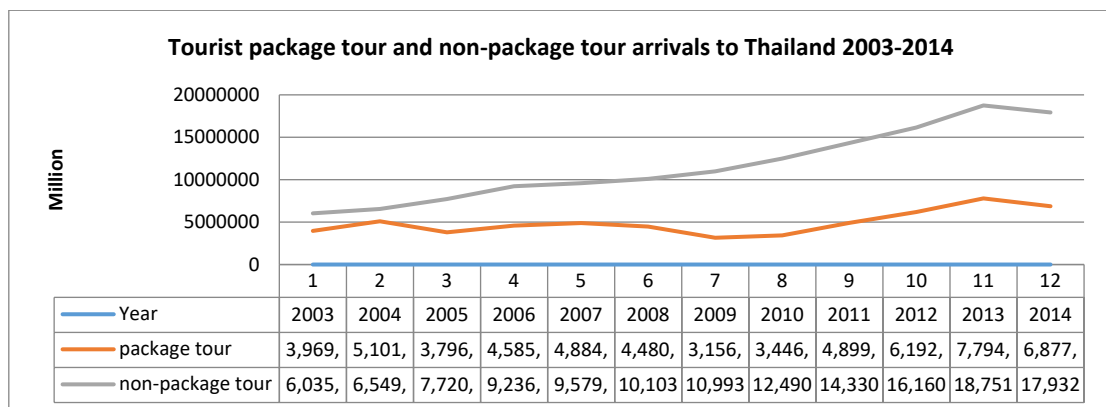
Source: TAT Intelligence Centre (2015)



Updated on website: 10/07/2015

#### B: Tourist package tour and non-package tour arrivals to Thailand from 2003 to 2014

Source: TAT Intelligence Centre (2015)



Updated on website: 10/07/2015

#### C: International tourist arrivals to Thailand by continent: comparing 2013 and 2014

Source: TAT Intelligence Centre (2015)

Continent	2013		2014		% 2013/2012
	Number	%Share	Number	%Share	
East Asia	15,911,375	59.94	12,525,214	56.03	27.03
Europe	6,305,945	23.75	5,650,619	25.28	11.60
The Americas	1,166,633	4.39	1,083,433	4.85	7.68
South Asia	1,347,585	5.08	1,286,861	5.76	4.72
Oceania	1,021,936	3.85	1,046,755	4.68	-2.37
Middle East	630,243	2.37	605,477	2.71	4.09
Africa	163,008	0.61	155,544	0.70	4.80
<b>Grand Total</b>	<b>26,546,725</b>	<b>100</b>	<b>22,353,903</b>	<b>100</b>	<b>18.76</b>

Updated on website: 10/07/2015

#### D: Tourists' travel arrangements: comparing group tours and non-group tours from 2003-2014

Source: TAT Intelligence Centre (2015)

YEAR	Non-Package Tour			Package Tour		
	Number of arrivals	Length of Stay	Tourism Receipt (Million Baht)	Number of arrivals	Length of Stay	Tourism Receipt (Million Baht)
<b>2003</b>	6,035,271	9.49	206,174.17	3,969,182	6.20	103,094.85
<b>2004</b>	6,549,091	9.44	242,482.73	5,101,612	6.44	141,877.04
<b>2005</b>	7,720,238	9.28	273,994.18	3,796,698	6.01	93,386.18
<b>2006</b>	9,236,552	10.01	363,803.09	4,585,250	5.82	118,516.08
<b>2007</b>	9,579,265	10.49	404,684.64	4,884,963	6.63	143,097.17
<b>2008</b>	10,103,657	10.90	447,456.76	4,480,563	6.38	127,063.76
<b>2009</b>	10,993,202	9.82	425,530.20	3,156,639	6.07	84,724.85
<b>2010</b>	12,490,049	9.87	491,711.20	3,446,351	6.40	101,082.89
<b>2011</b>	14,330,871	10.65	626,178.46	4,899,599	6.68	150,038.74
<b>2012</b>	16,160,958	11.10	767,474.88	6,192,945	7.20	216,453.48
<b>2013</b>	18,751,946	10.95	920,452.05	7,794,779	7.21	216,453.48
<b>2014</b>	17,932,662	10.88	911,461.05	6,877,021	7.09	261,337.12

Updated on website: 19/08/2015

#### Appendix 2: The number of licensed travel agencies and tour guides in Thailand

**A: The number of licensed travel agencies in Thailand**

Source: Tourism Centre (2014)

Details	Overview	The Bureau of Tourism Business and Guide Registration				
		Bangkok	Northern	Southern county 1	Southern county 2	North-East
<b>Travel Agencies</b>						
Licenses Granted	15,391	6,876	2,285	723	5,097	410
Licenses Cancelled	7,937	3,514	1,236	408	2,569	210
<b>The Number of Travel Agencies remaining</b>	<b>7,454</b>	<b>3,362</b>	<b>1,049</b>	<b>315</b>	<b>2,528</b>	<b>200</b>

Updated on website: 10/03/2014



**B: The number of licensed Thai tour guide classification according to the market in Thailand by language spoken**

Source: Tourism Centre (2014)

No.	NUMBER of tour guides	Market	No.	NUMBER of tour guides	Market	No.	NUMBER of tour guides	Market
1	69	Cambodian	12	146	Laotian	23	39	Danish
2	9,808	Mandarin	13	79	Swedish	24	25	Dutch
3	1,001	Other Chinese languages	14	467	Spanish	25	2	Flemish
4	6,692	Japanese	15	50,645	English	26	1,077	German
5	27	Norwegian	16	66	Arabic	27	189	Vietnamese
6	2,329	French	17	306	Italian	28	28	Portuguese
7	29	Burmese	18	30	Indian	29	3	Polish
8	2	Finnish	19	340	Indonesia	30	17	Taiwan
9	470	Malay	20	8	Hindi	31	1,261	Thai
10	274	Malaysia	21	22	Cantonese	32	192	Other
11	610	Russian	22	1,168	Korean			

Updated on website: 10/03/2014

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**A: Pilot study questionnaire**

Dear Tourists:

You are invited to participate in a research project entitled, 'Understanding causal factors that influence the performance of tour guides in Thailand'. This research is part of a PhD program at the University of Bedfordshire and all participants have been randomly chosen. Your participation will enhance the understanding of tourists' travel experiences. It will take approximately 15-20 minutes to complete this survey. Your name and other personal information will be removed. All participants have the right to withdraw their participation during the study. In order to participate in this research, you must be at least 15 years old.

Sincerely yours,

**Butsakorn Khornjamnong**  
**PhD Student**  
**INTOUR**  
**University of Bedfordshire**  
[Butsakorn.khornjamnong@beds.ac.uk](mailto:Butsakorn.khornjamnong@beds.ac.uk)

**Prof. Andrew Holden**  
**Director of Study**  
**INTOUR**  
**University of Bedfordshire**





## **B: Main study questionnaire**

Dear Tourists:

You are invited to participate in a research project entitled, "Understanding causal factors that influence the performance of tour guides in Thailand". This research is part of a PhD program at the University of Bedfordshire and all participants have been randomly chosen. Your participation will enhance the understanding of tourists' travel experiences. It will take approximately 15-20 minutes to complete this survey. Your name and other personal information will be removed. All participants have the right to withdraw their participation during the study. In order to participate in this research, you must be at least 15 years old.

Sincerely yours,

**Butsakorn Khornjamnong**  
PhD Student  
INTOUR  
University of Bedfordshire  
[Butsakorn.khornjamnong@beds.ac.uk](mailto:Butsakorn.khornjamnong@beds.ac.uk)

**Andrew Holden**  
Director of Study  
INTOUR  
University of Bedfordshire



14. Please indicate how important would you rate the following **aspects** of your tour guides' performance were when you decided to take this trip:

How important would you rate the following characteristics of tour guides' performance in terms of providing a good experience?	Scale				
	Not at all important	Slightly important	Moderately important	Very important	Extremely important
14.1 Tour guide has professional skills in presentation					
14.2 Tour guide briefs visitors on daily itinerary					
14.3 Tour guide informs visitors about destination's customs					
14.4 Tour guide informs visitors about safety regulations					
14.5 Tour guide introduces visitors to reliable shops					
14.6 Tour guide communicates well					
14.7 Tour guide handles customer complaints well					
14.8 Tour guide has knowledge of the destination's culture and history					
14.9 Tour guide has knowledge of local people's lifestyle					
14.10 Tour guide has knowledge of tourist attractions					
14.11 Tour guide pays attention to detail					
14.12 Tour guide appears well-trained for his/her job					
14.13 Tour guide is able to solve problems					
14.14 Tour guide has generated a friendly atmosphere					
14.15 Tour guide is honest and trustworthy					
14.16 Tour guide respects tour members					
14.17 Tour guide is confident					
14.18 Tour guide is friendly					
14.19 Tour guide is willing to help tour members					
14.20 Tour guide has a sense of humour					
14.21 Tour guide appears neat and appropriate in dress					
14.22 Tour guide is punctual					
14.23 Tour guide is polite					

15. Please indicate how satisfied you were with the following **perceptions** of your tour guides' performance on this trip.

How satisfied were you with each of these experiences on this trip?	Scale				
	Not at all satisfied	Slightly satisfied	Moderately satisfied	Very satisfied	Extremely satisfied
15.1 Tour guide had good presentation skills					
15.2 Tour guide briefed us on the daily itinerary					
15.3 Tour guide informed about destination's customs					
15.4 Tour guide provided clear information on safety regulations					
15.5 Tour guide introduced us to reliable shops					
15.6 Tour guide communicated well					
15.7 Tour guide was capable of handling customer complaints					
15.8 Tour guide had knowledge of the destination's culture and history					
15.9 Tour guide had knowledge of local people's lifestyle					
15.10 Tour guide had knowledge of tourist attractions					
15.11 Tour guide paid attention to detail during tours					
15.12 Tour guide appeared well-trained for his/her job					
15.13 Tour guide was able to solve problems					
15.14 Tour guide generated a friendly atmosphere among group members					
15.15 Tour guide appeared to be honest and trustworthy					
15.16 Tour guide was respectful towards tourists					
15.17 Tour guide was confident					
15.18 Tour guide was friendly					
15.19 Tour guide was willing to help tour members					
15.20 Tour guide showed a sense of humour					
15.21 Tour guide appeared neat and appropriately dressed					
15.22 Tour guide was punctual					
15.23 Tour guide was polite					

16. Did the tour guide have an influence on your experience?





Dear Tourists:

You are invited to participate in a research project entitled, 'Understanding causal factors that influence the performance of tour guides in Thailand'. This research is part of a PhD program at the University of Bedfordshire and all participants have been randomly chosen. Your participation will enhance the understanding of tourists' travel experiences. It will take approximately 15-20 minutes to complete this survey. Your name and other personal information will be removed. All participants have the right to withdraw their participation during the study. In order to participate in this research, you must be at least 15 years old.

Sincerely yours,

敬爱的游客朋友们：

您现在被邀请参加一项研究课题—了解影响泰國導遊的工作表現的因素。这项研究课题是贝德福德大学的博士学位研究项目的一个组成部分，并且所有的参与者都是被随机选择的。你的參與會令我們更加透徹了解旅遊的意義，调查研究大约会进行15—20分钟的时间，您的姓名以及其他您的个人信息将会被匿名管理，在这项学习研究过程中您有权利表示退出。參加者年齡須為十五歲或以上。

谢谢，敬上

**Butsakorn Khornjamnong**  
**PhD Student**  
**INTOUR**  
**University of Bedfordshire**  
[Butsakorn.khornjamnong@beds.ac.uk](mailto:Butsakorn.khornjamnong@beds.ac.uk)

**Prof. Andrew Holden**  
**Director of Study**  
**INTOUR**  
**University of Bedfordshire**

1. Gender 性别  
 Male男  Female女
2. Age ..... years old 年齡
3. What is the highest level of education that you have obtained? 您的最高学历是

- No formal education 没接受过正式教育       Primary and elementary school 小学
- Secondary/high school 中学       College and university 大学
- Postgraduate 研究生或以上
4. Marital status 婚姻状况
- Married 已婚       Single 单身       Divorced 离婚
- Widow or widower 丧偶       Other 其他.....
5. What is your current employment status? 您是从事什么工作的?
- Businessperson 商人       Civil servant 公务员       Teacher/Student 教师或学生
- Housewife 家庭主妇       Retired 退休       Clerk/White-collar worker 白领职员
- Blue-collar worker 蓝领工人       Unemployed 沒有工作       Other 其他.....
6. Monthly Income ..... (Baht) 平均每月收入
7. Which continent are you from? 从哪里来
- East Asia 东亚       Europe 欧洲       The Americas 美洲
- South Asia 南亚       Oceania 大洋洲       Middle East 中东
- Africa 非洲       Other 其他.....
8. What was the purpose of your trip? Please check all that apply. 你這次旅行的目的是什麼? 可以選擇一項或以上
- Vacation/leisure 度假休闲       Business 商旅
- Attending a convention/meeting 参加会议       Honeymoon 蜜月度假
- Visit friend 探訪親友       Other 其他.....
9. On this trip, I travelled with: 你和谁一起来的
- Nobody else 没人       Friends 朋友
- A boyfriend/girlfriend 男/女朋友       Husband/wife 丈夫/妻子
- A family member 家人       Other 其他.....
10. Number of traveling partners 旅行伙伴的人數
- 1       2-4       5 or more 5个或以上
11. The average of length of travel: 假期长度
- 1-3 days 一至三天       4-6 days 四至六天
- 7-9 days 七至九天       more than 9 days 多於九天
12. How many times have you travelled using a package tour before? 您以前跟团走过吗?
- Never 沒有       Once 一次       2-3 times 兩至三次
- 4-5 times 四至五次       6 times or more 六次或以上

13. I bought package tour from....我在...办理的跟团旅游

- My country 家乡       In Thailand 泰国       Other.....其他

14. Please indicate how important the following aspects of your tour guides' performance were when you decided to take this trip: 請你表明當你決定參加這一次旅遊時 以下列出有關導遊表現的因素有多重要:

How important would you rate the following characteristics of tour guides' performance in terms of providing a good experience? 为了获得一段更美好的旅程, 你认为下面哪一项导游技能是重要的	Scale				
	Not at all important 非常不重要	Slightly important 不重要	Moderately important 无所谓	Very important 重要	Extremely important 非常重要
14.1 Tour guide has professional skills in presentation 導遊擁有專業的講解技巧					
14.2 Tour guide briefs visitors on daily itinerary 導遊能作每日路線簡介					
14.3 Tour guide informs visitors about destination's customs 導遊能講解旅遊目的地的風土習慣					
14.4 Tour guide informs visitors about safety regulation 導遊能跟旅客說明安全守則					
14.5 Tour guide introduces visitors to reliable shops 導遊能介紹可靠的購物商店					
14.6 Tour guide communicates well 導遊暢心溝通					
14.7 Tour guide handles customer complaints well 導遊能夠妥善處理投訴					
14.8 Tour guide has knowledge of the destination's culture and history 導遊對要去往的目的地的風土人情非常了解					
14.9 Tour guide has knowledge of local people's lifestyle 導遊很了解當地人的生活方式					
14.10 Tour guide has knowledge of tourist attractions 導遊對旅遊景點非常了解					
14.11 Tour guide paid attention to detail 導遊對細節很用心					
14.12 Tour guide appeared well-trained for his/her job 導遊接看似接受了足夠的培訓					
14.13 Tour guide was able to solve problems 導遊能夠解決問題					
14.14 Tour guide has generate friendly atmosphere 導遊能帶動一種祥和的氣氛					
14.15 Tour guide appears honest and trustworthy 導遊很真誠					
14.16 Tour guide respects tour members 導遊尊敬遊客					
14.17 Tour guide is confident 導遊很有自信					
14.18 Tour guide is friendly 導遊很友善					
14.19 Tour guide is willing to help tour members 導遊對遊客無微不至					

14.20 Tour guide has a sense of humour 导游有幽默感					
14.21 Tour guide appears neat and appropriate in dress 导游衣著得體合宜					
14.22 Tour guide is punctual 导游很守时					
14.23 Tour guide is polite 导游很有礼貌					

15. Please indicate how satisfied you were with the following perceptions of your tour guides' performance on this trip: 請表明在旅途中你對導遊的表現是否滿意:

How satisfied were you with each of these experiences on this trip?	Scale				
	Not at all satisfied 非常不滿意	Slightly satisfied 不滿意	Moderately satisfied 中立	Very satisfied 滿意	Extremely satisfied 非常滿意
15.1 Tour guide had good presentation skills 導遊擁有即好的講解技巧					
15.2 Tour guide briefed us on the daily itinerary 導遊能作了每日路線簡介					
15.3 Tour guide informed us about destination's customs 導遊能講解旅遊目的地的風土習慣					
15.4 Tour guide provided clear information on safety regulations 導遊能跟旅客說明安全守則					
15.5 Tour guide introduced us to reliable shops 導遊能介紹可靠的購物商店					
15.6 Tour guide communicated well 導遊暢心溝通					
15.7 Tour guide was capable of handling customer complaints 導遊能夠妥善處理處理投訴					
15.8 Tour guide had knowledge of the destination's culture and history 導遊對要去往的目的地的風土人情非常了解					
15.9 Tour guide had knowledge of local people's lifestyle 導遊很了解當地人的生活方式					
15.10 Tour guide had knowledge of tourist attractions 導遊對旅遊景點非常了解					
15.11 Tour guide paid attention to detail 導遊對細節很用心					
15.12 Tour guide appeared well-trained for his/her job 導遊接看似接受了足夠的培訓					
15.13 Tour guide was able to solve problems 導遊能夠解決問題					
15.14 Tour guide generated a friendly atmosphere among group members 導遊能帶動一種祥和的氣氛					
15.15 Tour guide appeared to be honest and trustworthy 導遊很真誠					
15.16 Tour guide was respectful towards tourists 導遊對遊客很有禮貌					
15.17 Tour guide was confident 導遊很有自信					
15.18 Tour guide was friendly 導遊很友善					



## Appendix 4: Statistical results

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### A: The split half coefficient technique tests the reliability of the pilot study questionnaire

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.894
		N of Items	25 <sup>a</sup>
	Part 2	Value	.920
		N of Items	25 <sup>b</sup>
	Total N of Items		50
Correlation Between Forms		.811	
Spearman-Brown Coefficient	Equal Length		.896
	Unequal Length		.896
Guttman Split-Half Coefficient		.895	

**B: Respondents' demographics and travel patterns from main study**

**a) Descriptive Statistic**

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Gender	400	1	2	598	1.49	.501
Age	400	2	83	14445	36.11	13.004
Education	400	1	5	1505	3.76	1.019
Marital status	400	1	4	622	1.56	.631
Employment status	400	1	9	1361	3.40	2.269
Monthly income	268	1300	1000000	1978634 2	73829.63	117236.547
Home continent	400	1	7	832	2.08	1.123
Purpose of travel	400	1	6	660	1.65	1.158
Companions	400	1	5	1134	2.84	1.310
Number travelling	400	1	3	815	2.04	.602
Length of travel	400	1	4	1096	2.74	.874
Previous purchase of package tours	400	1	5	721	1.80	1.059
Place in which tourists bought package tour	400	1	2	575	1.44	.497
Valid N (list-wise)	268					

**b) Gender of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	202	50.5	50.5	50.5
	Female	198	49.5	49.5	100.0
	Total	400	100.0	100.0	

c) Age of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.3	.3	.3
	18	2	.5	.5	.8
	19	3	.8	.8	1.5
	20	4	1.0	1.0	2.5
	21	12	3.0	3.0	5.5
	22	22	5.5	5.5	11.0
	23	25	6.3	6.3	17.3
	24	20	5.0	5.0	22.3
	25	20	5.0	5.0	27.3
	26	12	3.0	3.0	30.3
	27	10	2.5	2.5	32.8
	28	20	5.0	5.0	37.8
	29	6	1.5	1.5	39.3
	30	13	3.3	3.3	42.5
	31	11	2.8	2.8	45.3
	32	15	3.8	3.8	49.0
	33	10	2.5	2.5	51.5
	34	8	2.0	2.0	53.5
	35	14	3.5	3.5	57.0
	36	10	2.5	2.5	59.5
	37	4	1.0	1.0	60.5
	38	10	2.5	2.5	63.0
	39	8	2.0	2.0	65.0
	40	14	3.5	3.5	68.5
	41	8	2.0	2.0	70.5
	42	8	2.0	2.0	72.5
	43	6	1.5	1.5	74.0
	44	6	1.5	1.5	75.5
	45	4	1.0	1.0	76.5
	46	4	1.0	1.0	77.5
	48	8	2.0	2.0	79.5
	49	4	1.0	1.0	80.5
	50	10	2.5	2.5	83.0
	51	4	1.0	1.0	84.0



52	11	2.8	2.8	86.8
53	5	1.3	1.3	88.0
54	3	.8	.8	88.8
55	5	1.3	1.3	90.0
56	1	.3	.3	90.3
57	3	.8	.8	91.0
58	4	1.0	1.0	92.0
59	4	1.0	1.0	93.0
60	3	.8	.8	93.8
61	6	1.5	1.5	95.3
62	5	1.3	1.3	96.5
63	1	.3	.3	96.8
64	2	.5	.5	97.3
65	3	.8	.8	98.0
66	3	.8	.8	98.8
68	3	.8	.8	99.5
70	1	.3	.3	99.8
83	1	.3	.3	100.0
Total	400	100.0	100.0	

**d) Respondents' education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No education	32	8.0	8.0	8.0
	Primary/elementary school	14	3.5	3.5	11.5
	Secondary/high school	32	8.0	8.0	19.5
	College and university	261	65.3	65.3	84.8
	Postgraduate	61	15.3	15.3	100.0
	Total	400	100.0	100.0	

**e) Respondents' marital status**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	202	50.5	50.5	50.5
	Single	180	45.0	45.0	95.5
	Divorced	12	3.0	3.0	98.5
	Widow or widower	6	1.5	1.5	100.0
	Total	400	100.0	100.0	

**f) Respondents' employment status**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Businessperson	124	31.0	31.0	31.0
	Civil servant	30	7.5	7.5	38.5
	Teacher/student	89	22.3	22.3	60.8
	Housewife	48	12.0	12.0	72.8
	Retired	15	3.8	3.8	76.5
	Clerk/white-collar worker	51	12.8	12.8	89.3
	Blue-collar worker	14	3.5	3.5	92.8
	Unemployed	22	5.5	5.5	98.3
	Other	7	1.8	1.8	100.0
	Total	400	100.0	100.0	

**g) Respondents' income (Baht)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1300	1	.3	.4	.4
	5000	1	.3	.4	.7
	6000	1	.3	.4	1.1
	7000	1	.3	.4	1.5
	10000	7	1.8	2.6	4.1
	12000	1	.3	.4	4.5
	13000	3	.8	1.1	5.6
	13600	1	.3	.4	6.0
	15000	6	1.5	2.2	8.2
	15700	1	.3	.4	8.6
	16000	1	.3	.4	9.0
	18000	4	1.0	1.5	10.4
	20000	23	5.8	8.6	19.0
	21000	1	.3	.4	19.4
	22000	4	1.0	1.5	20.9
	23000	4	1.0	1.5	22.4
	24000	4	1.0	1.5	23.9
	25000	12	3.0	4.5	28.4
	26000	2	.5	.7	29.1
	26166	2	.5	.7	29.9
	26440	1	.3	.4	30.2
	27000	2	.5	.7	31.0
	28000	1	.3	.4	31.3
	29000	1	.3	.4	31.7
	29400	1	.3	.4	32.1
	30000	26	6.5	9.7	41.8
	30070	1	.3	.4	42.2
	32000	1	.3	.4	42.5
	33000	1	.3	.4	42.9
	34000	1	.3	.4	43.3
	35000	6	1.5	2.2	45.5
	36000	4	1.0	1.5	47.0
	38000	4	1.0	1.5	48.5
	40000	9	2.3	3.4	51.9
	42000	1	.3	.4	52.2

43000	1	.3	.4	52.6
45000	3	.8	1.1	53.7
46000	1	.3	.4	54.1
47000	1	.3	.4	54.5
48000	3	.8	1.1	55.6
50000	15	3.8	5.6	61.2
55000	1	.3	.4	61.6
56000	3	.8	1.1	62.7
60000	10	2.5	3.7	66.4
62500	1	.3	.4	66.8
63000	1	.3	.4	67.2
65000	5	1.3	1.9	69.0
70000	10	2.5	3.7	72.8
72000	2	.5	.7	73.5
75000	3	.8	1.1	74.6
78000	1	.3	.4	75.0
80000	11	2.8	4.1	79.1
84000	1	.3	.4	79.5
85000	1	.3	.4	79.9
90000	1	.3	.4	80.2
100000	10	2.5	3.7	84.0
120000	10	2.5	3.7	87.7
140000	1	.3	.4	88.1
150000	9	2.3	3.4	91.4
200000	11	2.8	4.1	95.5
250000	3	.8	1.1	96.6
281000	1	.3	.4	97.0
300000	3	.8	1.1	98.1
348000	1	.3	.4	98.5
400000	1	.3	.4	98.9
1000000	3	.8	1.1	100.0
Total	268	67.0	100.0	
Missing	99	132	33.0	
Total	400	100.0		

**h) Respondents' home continent**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	East Asia	157	39.3	39.3	39.3
	Europe	110	27.5	27.5	66.8
	The Americas	96	24.0	24.0	90.8
	South Asia	22	5.5	5.5	96.3
	Oceania	12	3.0	3.0	99.3
	Middle East	2	.5	.5	99.8
	Africa	1	.3	.3	100.0
	Total	400	100.0	100.0	

**i) Respondents' purpose of travel**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vacation/leisure	283	70.8	70.8	70.8
	Business	34	8.5	8.5	79.3
	Attending a convention/meeting	40	10.0	10.0	89.3
	Honeymoon	28	7.0	7.0	96.3
	Visiting friends	13	3.3	3.3	99.5
	Other	2	.5	.5	100.0
	Total	400	100.0	100.0	

**j) Relationship between tourists and companions**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nobody else	63	15.8	15.8	15.8
	Friends	144	36.0	36.0	51.8
	A boyfriend/girlfriend	37	9.3	9.3	61.0
	Husband/wife	108	27.0	27.0	88.0
	A family member	48	12.0	12.0	100.0
	Total	400	100.0	100.0	

**k) Number traveling**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	65	16.3	16.3	16.3
2-4	255	63.8	63.8	80.0
5 or more	80	20.0	20.0	100.0
Total	400	100.0	100.0	

**l) Length of travel**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-3 days	31	7.8	7.8	7.8
4-6 days	125	31.3	31.3	39.0
7-9 days	161	40.3	40.3	79.3
more than 9 days	83	20.8	20.8	100.0
Total	400	100.0	100.0	

**m) Previous purchase of package tours**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	220	55.0	55.0	55.0
Once	83	20.8	20.8	75.8
2-3 times	60	15.0	15.0	90.8
4-5 times	30	7.5	7.5	98.3
6 times or more	7	1.8	1.8	100.0
Total	400	100.0	100.0	

**n) Places in which tourists bought package tours**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Home country	225	56.3	56.3	56.3
In Thailand	175	43.8	43.8	100.0
Total	400	100.0	100.0	

**C: Factor analysis result**

Communalities

160

	Initial	Extraction
Professional skill in presentation	1.000	.615
Briefs visitors on daily itinerary	1.000	.730
Informs visitors about destination's customs	1.000	.721
Informs visitors about safety regulations	1.000	.582
Introduces visitors to reliable shops	1.000	.620
Communicates well	1.000	.762
Handles customer complaints well	1.000	.497
Knowledge of destination's culture and history	1.000	.532
Knowledge of local people's lifestyle	1.000	.633
Knowledge of tourist attractions	1.000	.551
Attention to detail	1.000	.637
Confidence	1.000	.559
Appears well trained for his/her job	1.000	.579
Able to solve problems	1.000	.714
Generates a friendly atmosphere	1.000	.692
Honest and trustworthy	1.000	.710
Respects tour members	1.000	.646
Friendly	1.000	.670
Willing to help tour members	1.000	.532
Has a sense of humour	1.000	.633
Appears neat and appropriate in dress	1.000	.620
Punctual	1.000	.583
Polite	1.000	.506

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues	Extraction Sums of Squared Loadings	Rotation Sums of Squared Loadings
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	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.280	18.609	18.609	4.280	18.609	18.609	2.172	9.446	9.446
2	2.187	9.509	28.118	2.187	9.509	28.118	1.971	8.569	18.015
3	1.555	6.759	34.877	1.555	6.759	34.877	1.795	7.802	25.817
4	1.471	6.394	41.271	1.471	6.394	41.271	1.779	7.736	33.553
5	1.397	6.072	47.343	1.397	6.072	47.343	1.768	7.687	41.240
6	1.254	5.452	52.796	1.254	5.452	52.796	1.723	7.491	48.731
7	1.130	4.911	57.707	1.130	4.911	57.707	1.661	7.223	55.954
8	1.052	4.572	62.279	1.052	4.572	62.279	1.455	6.325	62.279
9	.996	4.332	66.611						
10	.886	3.853	70.464						
11	.798	3.470	73.934						
12	.723	3.142	77.076						
13	.632	2.749	79.826						
14	.631	2.744	82.570						
15	.585	2.542	85.112						
16	.531	2.309	87.421						
17	.513	2.231	89.652						
18	.492	2.139	91.791						
19	.444	1.930	93.722						
20	.408	1.774	95.495						
21	.378	1.644	97.140						
22	.347	1.510	98.650						
23	.311	1.350	100.000						

Extraction Method: Principal Component Analysis.



**Component Matrix<sup>a</sup>**

	Component							
	1	2	3	4	5	6	7	8
Professional skill in presentation	.459	-.441						
Briefs visitors on daily itinerary	.449	-.467						
Informs visitors about destination's customs	.477	-.552						
Informs visitors about safety regulations		-.538						
Introduces visitors to reliable shops	.459	-.475						
Communicates well	.417	-.407						
Handles customer complaints well	.437							
Knowledge of destination's culture and history	.408			.513				
Knowledge of local people's lifestyle	.421			.592				
Knowledge of tourist attractions	.443		-.415					
Attention to detail	.472							
Confidence	.456							
Appears well trained for his/her job	.451		.421					
Able to solve problems	.466							
Generates a friendly atmosphere	.413							
Honest and trustworthy	.400							
Respects tour members	.462							
Friendly	.440		-.421					
Willing to help tour members	.436							
Has a sense of humour	.556					.478		
Appears neat and appropriate in dress	.413					.421		
Punctual			.432					
Polite							.455	

Extraction Method: Principal Component Analysis.

a. 8 components extracted.

**Rotated Component Matrix<sup>a</sup>**

	Component							
	1	2	3	4	5	6	7	8
Professional skill in presentation	.632							
Briefs visitors on daily itinerary	.809							
Informs visitors about destination's customs	.815							
Informs visitors about safety regulations	.504	.472						
Introduces visitors to reliable shops		.707						
Communicates well		.839						
Handles customer complaints well		.597						
Knowledge of destination's culture and history				.698				
Knowledge of local people's lifestyle				.761				
Knowledge of tourist attractions				.464				.493
Attention to detail								.692
Confidence					.653			
Appears well trained for his/her job					.626			
Able to solve problems							.581	.420
Generates a friendly atmosphere							.803	
Honest and trustworthy			.494				.618	
Respects tour members			.766					
Friendly			.764					
Willing to help tour members						.612		
Has a sense of humour						.713		
Appears neat and appropriate in dress						.732		
Punctual					.540			
Polite					.658			

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.<sup>a</sup>

a. Rotation converged in 14 iterations.

**Component Transformation Matrix**

Component	1	2	3	4	5	6	7	8
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1	.415	.381	.345	.354	.344	.381	.324	.264
2	-.647	-.482	.235	.169	.365	.271	.243	.013
3	-.110	.349	-.552	-.272	.503	.096	.281	-.383
4	-.240	.218	-.369	.757	.079	-.073	-.415	.044
5	-.394	.542	.472	.050	-.311	-.053	.085	-.467
6	.113	-.060	.075	-.153	.026	.709	-.595	-.312
7	-.171	.248	.314	-.333	.521	-.329	-.468	.319
8	.377	-.308	.241	.251	.348	-.391	-.067	-.604

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

#### D: Regression result

```

REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT ser2
  /METHOD=STEPWISE FAC1_5 FAC2_5 FAC3_5 FAC4_5 FAC5_5 FAC6_5 FAC7_5 FAC8_5
a2 a6.

```

## Regression

Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	REGR factor score SAT2		Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
2	REGR factor score SAT5		Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
3	REGR factor score SAT1		Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
4	REGR factor score SAT6		Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
5	REGR factor score SAT3		Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
6	REGR factor score SAT7		Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
7	REGR factor score SAT4		Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
8	REGR factor score SAT8		Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: ser2

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.331 <sup>a</sup>	.110	.106	.34320
2	.451 <sup>b</sup>	.203	.197	.32529
3	.546 <sup>c</sup>	.299	.291	.30580
4	.636 <sup>d</sup>	.404	.395	.28232
5	.705 <sup>e</sup>	.497	.488	.25989
6	.744 <sup>f</sup>	.554	.544	.24519
7	.781 <sup>g</sup>	.609	.599	.22996
8	.787 <sup>h</sup>	.619	.608	.22740

a. Predictors: (Constant), REGR factor score SAT2

b. Predictors: (Constant), REGR factor score SAT2, REGR factor score SAT5

c. Predictors: (Constant), REGR factor score SAT2, REGR factor score SAT5, REGR factor score SAT1

d. Predictors: (Constant), REGR factor score SAT2, REGR factor score SAT5, REGR factor score SAT1, REGR factor score SAT6

e. Predictors: (Constant), REGR factor score SAT2, REGR factor score SAT5, REGR factor score SAT1, REGR factor score SAT6, REGR factor score SAT3

f. Predictors: (Constant), REGR factor score SAT2, REGR factor score SAT5, REGR factor score SAT1, REGR factor score SAT6, REGR factor score SAT3, REGR factor score SAT7

g. Predictors: (Constant), REGR factor score SAT2, REGR factor score SAT5, REGR factor score SAT1, REGR factor score SAT6, REGR factor score SAT3, REGR factor score SAT7, REGR factor score SAT4

h. Predictors: (Constant), REGR factor score SAT2, REGR factor score SAT5, REGR factor score SAT1, REGR factor score SAT6, REGR factor score SAT3, REGR factor score SAT7, REGR factor score SAT4, REGR factor score SAT8

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.862	1	3.862	32.787	.000 <sup>b</sup>
	Residual	31.332	266	.118		
	Total	35.194	267			
2	Regression	7.153	2	3.577	33.801	.000 <sup>c</sup>
	Residual	28.041	265	.106		
	Total	35.194	267			
3	Regression	10.507	3	3.502	37.452	.000 <sup>d</sup>
	Residual	24.687	264	.094		
	Total	35.194	267			
4	Regression	14.231	4	3.558	44.636	.000 <sup>e</sup>
	Residual	20.963	263	.080		
	Total	35.194	267			
5	Regression	17.498	5	3.500	51.813	.000 <sup>f</sup>
	Residual	17.696	262	.068		
	Total	35.194	267			
6	Regression	19.502	6	3.250	54.065	.000 <sup>g</sup>
	Residual	15.691	261	.060		
	Total	35.194	267			
7	Regression	21.444	7	3.063	57.927	.000 <sup>h</sup>
	Residual	13.750	260	.053		
	Total	35.194	267			
8	Regression	21.800	8	2.725	52.698	.000 <sup>i</sup>
	Residual	13.393	259	.052		
	Total	35.194	267			

a. Dependent Variable: ser2

b. Predictors: (Constant), REGR factor score SAT2

c. Predictors: (Constant), REGR factor score SAT2, REGR factor score SAT5

d. Predictors: (Constant), REGR factor score SAT2, REGR factor score SAT5, REGR factor score SAT1

e. Predictors: (Constant), REGR factor score SAT2, REGR factor score SAT5, REGR factor score SAT1, REGR factor score SAT6

f. Predictors: (Constant), REGR factor score SAT2, REGR factor score SAT5, REGR factor score SAT1, REGR factor score SAT6, REGR factor score SAT3

g. Predictors: (Constant), REGR factor score SAT2, REGR factor score SAT5, REGR factor score SAT1, REGR factor score SAT6, REGR factor score SAT3, REGR factor score SAT7

h. Predictors: (Constant), REGR factor score SAT2, REGR factor score SAT5, REGR factor score SAT1, REGR factor score SAT6, REGR factor score SAT3, REGR factor score SAT7, REGR factor score SAT4

i. Predictors: (Constant), REGR factor score SAT2, REGR factor score SAT5, REGR factor score SAT1, REGR factor score SAT6, REGR factor score SAT3, REGR factor score SAT7, REGR factor score SAT4, REGR factor score SAT8

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.110	.021		100.546	.000
	REGR factor score SAT2	.123	.021	.331	5.726	.000
2	(Constant)	2.098	.020		104.939	.000
	REGR factor score SAT2	.120	.020	.325	5.924	.000
	REGR factor score SAT5	.114	.020	.306	5.577	.000
3	(Constant)	2.094	.019		111.326	.000
	REGR factor score SAT2	.119	.019	.320	6.212	.000
	REGR factor score SAT5	.125	.019	.335	6.471	.000
	REGR factor score SAT1	.113	.019	.310	5.989	.000
4	(Constant)	2.089	.017		120.184	.000
	REGR factor score SAT2	.121	.018	.326	6.838	.000
	REGR factor score SAT5	.128	.018	.343	7.169	.000
	REGR factor score SAT1	.122	.017	.335	6.987	.000
	REGR factor score SAT6	.117	.017	.326	6.836	.000
5	(Constant)	2.083	.016		129.933	.000
	REGR factor score SAT2	.123	.016	.333	7.585	.000
	REGR factor score SAT5	.127	.016	.339	7.708	.000
	REGR factor score SAT1	.122	.016	.335	7.584	.000
	REGR factor score SAT6	.121	.016	.337	7.672	.000
	REGR factor score SAT3	.112	.016	.305	6.955	.000
6	(Constant)	2.083	.015		137.715	.000
	REGR factor score SAT2	.129	.015	.348	8.406	.000
	REGR factor score SAT5	.122	.016	.326	7.840	.000
	REGR factor score SAT1	.123	.015	.337	8.101	.000
	REGR factor score SAT6	.126	.015	.352	8.462	.000
	REGR factor score SAT3	.112	.015	.305	7.380	.000
	REGR factor score SAT7	.094	.016	.240	5.774	.000
7	(Constant)	2.084	.014		146.906	.000
	REGR factor score SAT2	.126	.014	.341	8.768	.000
	REGR factor score SAT5	.121	.015	.324	8.312	.000
	REGR factor score SAT1	.126	.014	.346	8.857	.000
	REGR factor score SAT6	.124	.014	.346	8.860	.000
	REGR factor score SAT3	.117	.014	.319	8.210	.000
	REGR factor score SAT7	.101	.015	.258	6.591	.000
	REGR factor score SAT4	.088	.014	.236	6.059	.000
8	(Constant)	2.080	.014		147.660	.000

REGR factor score SAT2	.128	.014	.346	8.989	.000
REGR factor score SAT5	.123	.014	.329	8.518	.000
REGR factor score SAT1	.124	.014	.340	8.771	.000
REGR factor score SAT6	.124	.014	.346	8.981	.000
REGR factor score SAT3	.117	.014	.317	8.240	.000
REGR factor score SAT7	.102	.015	.261	6.744	.000
REGR factor score SAT4	.082	.014	.220	5.634	.000
REGR factor score SAT8	.039	.015	.102	2.626	.009

a. Dependent Variable: ser2



**Excluded Variables<sup>a</sup>**

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	REGR factor score SAT1	.278 <sup>b</sup>	5.028	.000	.295	1.000
	REGR factor score SAT3	.298 <sup>b</sup>	5.409	.000	.315	1.000
	REGR factor score SAT4	.199 <sup>b</sup>	3.504	.001	.210	.999
	REGR factor score SAT5	.306 <sup>b</sup>	5.577	.000	.324	1.000
	REGR factor score SAT6	.296 <sup>b</sup>	5.374	.000	.313	1.000
	REGR factor score SAT7	.234 <sup>b</sup>	4.158	.000	.248	.996
	REGR factor score SAT8	.131 <sup>b</sup>	2.286	.023	.139	.998
	Age of respondents	-.055 <sup>b</sup>	-.941	.348	-.058	.995
	Respondents' monthly income	.020 <sup>b</sup>	.347	.729	.021	1.000
2	REGR factor score SAT1	.310 <sup>c</sup>	5.989	.000	.346	.991
	REGR factor score SAT3	.294 <sup>c</sup>	5.665	.000	.329	.999
	REGR factor score SAT4	.197 <sup>c</sup>	3.672	.000	.220	.999
	REGR factor score SAT6	.301 <sup>c</sup>	5.818	.000	.337	.999
	REGR factor score SAT7	.217 <sup>c</sup>	4.060	.000	.242	.993
	REGR factor score SAT8	.148 <sup>c</sup>	2.720	.007	.165	.995
	Age of respondents	-.116 <sup>c</sup>	-2.087	.038	-.127	.960
	Respondents' monthly income	-.009 <sup>c</sup>	-.164	.870	-.010	.991
3	REGR factor score SAT3	.293 <sup>d</sup>	6.049	.000	.349	.999
	REGR factor score SAT4	.209 <sup>d</sup>	4.177	.000	.249	.997
	REGR factor score SAT6	.326 <sup>d</sup>	6.836	.000	.388	.994
	REGR factor score SAT7	.219 <sup>d</sup>	4.379	.000	.261	.993
	REGR factor score SAT8	.130 <sup>d</sup>	2.543	.012	.155	.992
	Age of respondents	-.098 <sup>d</sup>	-1.868	.063	-.114	.957
	Respondents' monthly income	.012 <sup>d</sup>	.227	.820	.014	.986
4	REGR factor score SAT3	.305 <sup>e</sup>	6.955	.000	.395	.998
	REGR factor score SAT4	.199 <sup>e</sup>	4.304	.000	.257	.996
	REGR factor score SAT7	.240 <sup>e</sup>	5.252	.000	.309	.989
	REGR factor score SAT8	.131 <sup>e</sup>	2.775	.006	.169	.992
	Age of respondents	-.062 <sup>e</sup>	-1.268	.206	-.078	.945
	Respondents' monthly income	.078 <sup>e</sup>	1.595	.112	.098	.950
5	REGR factor score SAT4	.217 <sup>f</sup>	5.179	.000	.305	.993
	REGR factor score SAT7	.240 <sup>f</sup>	5.774	.000	.337	.989

	REGR factor score SAT8	.127 <sup>f</sup>	2.924	.004	.178	.992
	Age of respondents	-.035 <sup>f</sup>	-.772	.441	-.048	.938
	Respondents' monthly income	.082 <sup>f</sup>	1.836	.067	.113	.950
6	REGR factor score SAT4	.236 <sup>g</sup>	6.059	.000	.352	.987
	REGR factor score SAT8	.137 <sup>g</sup>	3.370	.001	.205	.990
	Age of respondents	-.028 <sup>g</sup>	-.659	.511	-.041	.937
	Respondents' monthly income	.053 <sup>g</sup>	1.245	.214	.077	.935
7	REGR factor score SAT8	.102 <sup>h</sup>	2.626	.009	.161	.965
	Age of respondents	.014 <sup>h</sup>	.344	.731	.021	.910
	Respondents' monthly income	.061 <sup>h</sup>	1.521	.130	.094	.934
8	Age of respondents	.014 <sup>i</sup>	.336	.737	.021	.910
	Respondents' monthly income	.070 <sup>i</sup>	1.778	.077	.110	.927

a. Dependent Variable: ser2

b. Predictors in the Model: (Constant), REGR factor score SAT2

c. Predictors in the Model: (Constant), REGR factor score SAT2, REGR factor score SAT5

d. Predictors in the Model: (Constant), REGR factor score SAT2, REGR factor score SAT5, REGR factor score SAT1

e. Predictors in the Model: (Constant), REGR factor score SAT2, REGR factor score SAT5, REGR factor score SAT1, REGR factor score SAT6

f. Predictors in the Model: (Constant), REGR factor score SAT2, REGR factor score SAT5, REGR factor score SAT1, REGR factor score SAT6, REGR factor score SAT3

g. Predictors in the Model: (Constant), REGR factor score SAT2, REGR factor score SAT5, REGR factor score SAT1, REGR factor score SAT6, REGR factor score SAT3, REGR factor score SAT7

h. Predictors in the Model: (Constant), REGR factor score SAT2, REGR factor score SAT5, REGR factor score SAT1, REGR factor score SAT6, REGR factor score SAT3, REGR factor score SAT7, REGR factor score SAT4

i. Predictors in the Model: (Constant), REGR factor score SAT2, REGR factor score SAT5, REGR factor score SAT1, REGR factor score SAT6, REGR factor score SAT3, REGR factor score SAT7, REGR factor score SAT4, REGR factor score SAT8

E: ANOVA result

Oneway

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score SAT1	Between Groups	3.871	4	.968	.967	.425
	Within Groups	395.129	395	1.000		
	Total	399.000	399			
REGR factor score SAT2	Between Groups	1.365	4	.341	.339	.852
	Within Groups	397.635	395	1.007		
	Total	399.000	399			
REGR factor score SAT3	Between Groups	6.267	4	1.567	1.576	.180
	Within Groups	392.733	395	.994		
	Total	399.000	399			
REGR factor score SAT4	Between Groups	2.264	4	.566	.564	.689
	Within Groups	396.736	395	1.004		
	Total	399.000	399			
REGR factor score SAT5	Between Groups	5.885	4	1.471	1.478	.208
	Within Groups	393.115	395	.995		
	Total	399.000	399			
REGR factor score SAT6	Between Groups	16.626	4	4.157	4.294	.002
	Within Groups	382.374	395	.968		
	Total	399.000	399			
REGR factor score SAT7	Between Groups	2.407	4	.602	.599	.663
	Within Groups	396.593	395	1.004		
	Total	399.000	399			
REGR factor score SAT8	Between Groups	1.874	4	.469	.466	.761
	Within Groups	397.126	395	1.005		
	Total	399.000	399			

ONEWAY FAC6\_5 BY a3  
 /MISSING ANALYSIS  
 /POSTHOC=LSD ALPHA(0.05).

## Oneway

### ANOVA

REGR factor score SAT6

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.626	4	4.157	4.294	.002
Within Groups	382.374	395	.968		
Total	399.000	399			

## Post Hoc Tests

### Multiple Comparisons

Dependent Variable: REGR factor score SAT6

LSD

(I) Respondents' education	(J) Respondents' education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
No education	Primary and elementary school	.20287934	.31527197	.520	-.4169415	.8227002
	Secondary/high school	.65731821*	.24597188	.008	.1737405	1.1408959
	College and university	.21211507	.18428247	.250	-.1501820	.5744122
	Postgraduate	-.18353298	.21475685	.393	-.6057423	.2386764
Primary and elementary school	No education	-.20287934	.31527197	.520	-.8227002	.4169415
	Secondary/high school	.45443887	.31527197	.150	-.1653820	1.0742597
	College and university	.00923574	.26991532	.973	-.5214145	.5398860
	Postgraduate	-.38641232	.29157290	.186	-.9596411	.1868165
Secondary/high school	No education	-.65731821*	.24597188	.008	-1.1408959	-.1737405
	Primary and elementary school	-.45443887	.31527197	.150	1.0742597	.1653820
	College and university	-.44520314*	.18428247	.016	-.8075002	-.0829060
	Postgraduate	-.84085119*	.21475685	.000	-1.2630605	-.4186418
College and university	No education	-.21211507	.18428247	.250	-.5744122	.1501820
	Primary and elementary school	-.00923574	.26991532	.973	-.5398860	.5214145
	Secondary/high school	.44520314*	.18428247	.016	.0829060	.8075002
	Postgraduate	-.39564805*	.13992271	.005	-.6707344	-.1205617
Postgraduate	No education	.18353298	.21475685	.393	-.2386764	.6057423
	Primary and elementary school	.38641232	.29157290	.186	-.1868165	.9596411
	Secondary/high school	.84085119*	.21475685	.000	.4186418	1.2630605
	College and university	.39564805*	.13992271	.005	.1205617	.6707344

\*. The mean difference is significant at the 0.05 level.

ONEWAY FAC1\_5 FAC2\_5 FAC3\_5 FAC4\_5 FAC5\_5 FAC6\_5 FAC7\_5 FAC8\_5 BY Respondents' marital status /MISSING ANALYSIS.

**Oneway**

## ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score SAT1	Between Groups	2.974	3	.991	.991	.397
	Within Groups	396.026	396	1.000		
	Total	399.000	399			
REGR factor score SAT2	Between Groups	2.149	3	.716	.715	.544
	Within Groups	396.851	396	1.002		
	Total	399.000	399			
REGR factor score SAT3	Between Groups	4.272	3	1.424	1.429	.234
	Within Groups	394.728	396	.997		
	Total	399.000	399			
REGR factor score SAT4	Between Groups	6.550	3	2.183	2.203	.087
	Within Groups	392.450	396	.991		
	Total	399.000	399			
REGR factor score SAT5	Between Groups	5.012	3	1.671	1.679	.171
	Within Groups	393.988	396	.995		
	Total	399.000	399			
REGR factor score SAT6	Between Groups	2.067	3	.689	.687	.560
	Within Groups	396.933	396	1.002		
	Total	399.000	399			
REGR factor score SAT7	Between Groups	1.095	3	.365	.363	.780
	Within Groups	397.905	396	1.005		
	Total	399.000	399			
REGR factor score SAT8	Between Groups	13.744	3	4.581	4.709	.003
	Within Groups	385.256	396	.973		
	Total	399.000	399			

ONEWAY FAC8\_5 BY a4  
/MISSING ANALYSIS.

ONEWAY FAC8\_5 BY a4  
/MISSING ANALYSIS  
/POSTHOC=LSD ALPHA(0.05).

## Oneway

**ANOVA**

REGR factor score SAT8

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.744	3	4.581	4.709	.003
Within Groups	385.256	396	.973		
Total	399.000	399			

**Post Hoc Tests**

**Multiple Comparisons**

Dependent Variable: REGR factor score SAT8

LSD

(I) Respondents' marital status	(J) Respondents' marital status	Mean Difference (I- J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Married	Single	-.29172305*	.10109905	.004	-.4904810	-.0929651
	Divorced	-.71377212*	.29306766	.015	-1.2899351	-.1376091
	Widow or widower	-.70367608	.40860877	.086	-1.5069897	.0996376
Single	Married	.29172305*	.10109905	.004	.0929651	.4904810
	Divorced	-.42204907	.29407023	.152	-1.0001831	.1560849
	Widow or widower	-.41195303	.40932844	.315	-1.2166815	.3927755
Divorced	Married	.71377212*	.29306766	.015	.1376091	1.2899351
	Single	.42204907	.29407023	.152	-.1560849	1.0001831
	Widow or widower	.01009604	.49317077	.984	-.9594642	.9796563
Widow or widower	Married	.70367608	.40860877	.086	-.0996376	1.5069897
	Single	.41195303	.40932844	.315	-.3927755	1.2166815
	Divorced	-.01009604	.49317077	.984	-.9796563	.9594642

\*. The mean difference is significant at the 0.05 level.

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ONEWAY FAC1_5 FAC2_5 FAC3_5 FAC4_5 FAC5_5 FAC6_5 FAC7_5 FAC8_5 BY
Respondents' employment status
/MISSING ANALYSIS
/POSTHOC=LSD ALPHA(0.05).
    
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**Oneway**

**ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.
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REGR factor score	Between Groups	8.607	8	1.076	1.077	.378
SAT1	Within Groups	390.393	391	.998		
	Total	399.000	399			
REGR factor score	Between Groups	14.375	8	1.797	1.827	.071
SAT2	Within Groups	384.625	391	.984		
	Total	399.000	399			
REGR factor score	Between Groups	16.365	8	2.046	2.090	.036
SAT3	Within Groups	382.635	391	.979		
	Total	399.000	399			
REGR factor score	Between Groups	11.231	8	1.404	1.416	.188
SAT4	Within Groups	387.769	391	.992		
	Total	399.000	399			
REGR factor score	Between Groups	15.475	8	1.934	1.972	.049
SAT5	Within Groups	383.525	391	.981		
	Total	399.000	399			
REGR factor score	Between Groups	11.160	8	1.395	1.406	.192
SAT6	Within Groups	387.840	391	.992		
	Total	399.000	399			
REGR factor score	Between Groups	14.343	8	1.793	1.822	.071
SAT7	Within Groups	384.657	391	.984		
	Total	399.000	399			
REGR factor score	Between Groups	14.228	8	1.779	1.807	.074
SAT8	Within Groups	384.772	391	.984		
	Total	399.000	399			

ONEWAY FAC3\_5 FAC5\_5 BY a5  
 /MISSING ANALYSIS  
 /POSTHOC=LSD ALPHA(0.05).

## Oneway

### ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
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REGR factor score	Between Groups	16.365	8	2.046	2.090	.036
SAT3	Within Groups	382.635	391	.979		
	Total	399.000	399			
REGR factor score	Between Groups	15.475	8	1.934	1.972	.049
SAT5	Within Groups	383.525	391	.981		
	Total	399.000	399			

## Post Hoc Tests

### Multiple Comparisons

LSD

Dependent Variable	(I) Respondents' employment status	(J) Respondents' employment status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
REGR factor score SAT3	Businessperson	Civil servant	-.56534793*	.20127645	.005	-.9610674	-.1696284
		Teacher/student	-.24656382	.13743205	.074	-.5167621	.0236344
		Housewife	-.16684481	.16816548	.322	-.4974665	.1637769
		Retired	.49697547	.27043009	.067	-.0347035	1.0286545
		Clerk/White-Collar worker	-.27106458	.16456110	.100	-.5945999	.0524707
		Blue-collar worker	-.28959925	.27891301	.300	-.8379561	.2587576
		Unemployed	-.22041737	.22885391	.336	-.6703555	.2295208
		Other	-.31750289	.38430839	.409	-1.0730723	.4380665
	Civil servant	Businessperson	.56534793*	.20127645	.005	.1696284	.9610674
		Teacher/student	.31878411	.20884397	.128	-.0918135	.7293817
		Housewife	.39850312	.23023436	.084	-.0541491	.8511553
		Retired	1.06232340*	.31282689	.001	.4472902	1.6773566
		Clerk/White-Collar worker	.29428335	.22761500	.197	-.1532190	.7417857
		Blue-collar worker	.27574867	.32018853	.390	-.3537579	.9052552
		Unemployed	.34493056	.27767309	.215	-.2009885	.8908496
		Other	.24784503	.41523629	.551	-.5685301	1.0642202
	Teacher/student	Businessperson	.24656382	.13743205	.074	-.0236344	.5167621
		Civil servant	-.31878411	.20884397	.128	-.7293817	.0918135
		Housewife	.07971901	.17715310	.653	-.2685728	.4280108
		Retired	.74353929*	.27610872	.007	.2006958	1.2863827

	Clerk/White-Collar worker	-.02450076	.17373528	.888	-.3660729	.3170714
	Blue-collar worker	-.04303544	.28442232	.880	-.6022238	.5161530
	Unemployed	.02614644	.23553705	.912	-.4369311	.4892240
	Other	-.07093908	.38832529	.855	-.8344059	.6925277
Housewife	Businessperson	.16684481	.16816548	.322	-.1637769	.4974665
	Civil servant	-.39850312	.23023436	.084	-.8511553	.0541491
	Teacher/student	-.07971901	.17715310	.653	-.4280108	.2685728
	Retired	.66382028*	.29262277	.024	.0885094	1.2391312
	Clerk/White-Collar worker	-.10421977	.19893719	.601	-.4953402	.2869006
	Blue-collar worker	-.12275445	.30047981	.683	-.7135127	.4680038
	Unemployed	-.05357257	.25469543	.834	-.5543164	.4471713
	Other	-.15065809	.40023567	.707	-.9375413	.6362251
Retired	Businessperson	-.49697547	.27043009	.067	-1.0286545	.0347035
	Civil servant	-1.06232340*	.31282689	.001	-1.6773566	-.4472902
	Teacher/student	-.74353929*	.27610872	.007	-1.2863827	-.2006958
	Housewife	-.66382028*	.29262277	.024	-1.2391312	-.0885094
	Clerk/White-Collar worker	-.76804005*	.29056636	.009	-1.3393080	-.1967722
	Blue-collar worker	-.78657473*	.36761518	.033	-1.5093244	-.0638250
	Unemployed	-.71739285*	.33124397	.031	-1.3686349	-.0661508
	Other	-.81447837	.45281497	.073	-1.7047351	.0757784
Clerk/White-Collar worker	Businessperson	.27106458	.16456110	.100	-.0524707	.5945999
	Civil servant	-.29428335	.22761500	.197	-.7417857	.1532190
	Teacher/student	.02450076	.17373528	.888	-.3170714	.3660729
	Housewife	.10421977	.19893719	.601	-.2869006	.4953402
	Retired	.76804005*	.29056636	.009	.1967722	1.3393080
	Blue-collar worker	-.01853468	.29847754	.951	-.6053563	.5682870
	Unemployed	.05064720	.25233011	.841	-.4454463	.5467407
	Other	-.04643832	.39873465	.907	-.8303704	.7374938
Blue-collar worker	Businessperson	.28959925	.27891301	.300	-.2587576	.8379561
	Civil servant	-.27574867	.32018853	.390	-.9052552	.3537579
	Teacher/student	.04303544	.28442232	.880	-.5161530	.6022238
	Housewife	.12275445	.30047981	.683	-.4680038	.7135127

		Retired	.78657473*	.36761518	.033	.0638250	1.5093244
		Clerk/White-Collar worker	.01853468	.29847754	.951	-.5682870	.6053563
		Unemployed	.06918188	.33820496	.838	-.5957459	.7341096
		Other	-.02790364	.45793168	.951	-.9282201	.8724128
	Unemployed	Businessperson	.22041737	.22885391	.336	-.2295208	.6703555
		Civil servant	-.34493056	.27767309	.215	-.8908496	.2009885
		Teacher/student	-.02614644	.23553705	.912	-.4892240	.4369311
		Housewife	.05357257	.25469543	.834	-.4471713	.5543164
		Retired	.71739285*	.33124397	.031	.0661508	1.3686349
		Clerk/White-Collar worker	-.05064720	.25233011	.841	-.5467407	.4454463
		Blue-collar worker	-.06918188	.33820496	.838	-.7341096	.5957459
		Other	-.09708552	.42928204	.821	-.9410753	.7469043
	Other	Businessperson	.31750289	.38430839	.409	-.4380665	1.0730723
		Civil servant	-.24784503	.41523629	.551	-1.0642202	.5685301
		Teacher/student	.07093908	.38832529	.855	-.6925277	.8344059
		Housewife	.15065809	.40023567	.707	-.6362251	.9375413
		Retired	.81447837	.45281497	.073	-.0757784	1.7047351
		Clerk/White-Collar worker	.04643832	.39873465	.907	-.7374938	.8303704
		Blue-collar worker	.02790364	.45793168	.951	-.8724128	.9282201
		Unemployed	.09708552	.42928204	.821	-.7469043	.9410753
REGR factor score SAT5	Businessperson	Civil servant	.37055175	.20151024	.067	-.0256274	.7667309
		Teacher/student	.06262696	.13759169	.649	-.2078851	.3331390
		Housewife	.13759088	.16836081	.414	-.1934148	.4685966
		Retired	.60131641*	.27074420	.027	.0690199	1.1336130
		Clerk/White-Collar worker	.08000301	.16475224	.628	-.2439081	.4039141
		Blue-collar worker	.77102214*	.27923697	.006	.2220284	1.3200159
		Unemployed	-.18030921	.22911973	.432	-.6307700	.2701515
		Other	.20636211	.38475478	.592	-.5500849	.9628091
	Civil servant	Businessperson	-.37055175	.20151024	.067	-.7667309	.0256274
		Teacher/student	-.30792479	.20908654	.142	-.7189993	.1031497
		Housewife	-.23296087	.23050178	.313	-.6861388	.2202171
		Retired	.23076466	.31319025	.462	-.3849829	.8465123

	Clerk/White-Collar worker	-.29054874	.22787938	.203	-.7385709	.1574734
	Blue-collar worker	.40047039	.32056044	.212	-.2297674	1.0307081
	Unemployed	-.55086097*	.27799561	.048	-1.0974141	-.0043078
	Other	-.16418964	.41571859	.693	-.9815130	.6531338
Teacher/student	Businessperson	-.06262696	.13759169	.649	-.3331390	.2078851
	Civil servant	.30792479	.20908654	.142	-.1031497	.7189993
	Housewife	.07496392	.17735886	.673	-.2737324	.4236603
	Retired	.53868945	.27642943	.052	-.0047845	1.0821634
	Clerk/White-Collar worker	.01737605	.17393707	.920	-.3245929	.3593450
	Blue-collar worker	.70839518*	.28475268	.013	.1485573	1.2682331
	Unemployed	-.24293617	.23581063	.304	-.7065516	.2206792
	Other	.14373515	.38877634	.712	-.6206184	.9080888
Housewife	Businessperson	-.13759088	.16836081	.414	-.4685966	.1934148
	Civil servant	.23296087	.23050178	.313	-.2202171	.6861388
	Teacher/student	-.07496392	.17735886	.673	-.4236603	.2737324
	Retired	.46372553	.29296265	.114	-.1122536	1.0397047
	Clerk/White-Collar worker	-.05758787	.19916826	.773	-.4491626	.3339868
	Blue-collar worker	.63343126*	.30082882	.036	.0419868	1.2248757
	Unemployed	-.31790009	.25499126	.213	-.8192256	.1834254
	Other	.06877124	.40070055	.864	-.7190260	.8565684
Retired	Businessperson	-.60131641*	.27074420	.027	-1.1336130	-.0690199
	Civil servant	-.23076466	.31319025	.462	-.8465123	.3849829
	Teacher/student	-.53868945	.27642943	.052	-1.0821634	.0047845
	Housewife	-.46372553	.29296265	.114	-1.0397047	.1122536
	Clerk/White-Collar worker	-.52131340	.29090386	.074	-1.0932448	.0506180
	Blue-collar worker	.16970573	.36804217	.645	-.5538835	.8932949
	Unemployed	-.78162562*	.33162871	.019	-1.4336241	-.1296271
	Other	-.39495430	.45334092	.384	-1.2862451	.4963365
Clerk/White-Collar worker	Businessperson	-.08000301	.16475224	.628	-.4039141	.2439081
	Civil servant	.29054874	.22787938	.203	-.1574734	.7385709
	Teacher/student	-.01737605	.17393707	.920	-.3593450	.3245929

	Housewife	.05758787	.19916826	.773	-.3339868	.4491626
	Retired	.52131340	.29090386	.074	-.0506180	1.0932448
	Blue-collar worker	.69101913*	.29882423	.021	.1035158	1.2785224
	Unemployed	-.26031222	.25262320	.303	-.7569820	.2363575
	Other	.12635910	.39919779	.752	-.6584836	.9112018
Blue-collar worker	Businessperson	-.77102214*	.27923697	.006	-1.3200159	-.2220284
	Civil servant	-.40047039	.32056044	.212	-1.0307081	.2297674
	Teacher/student	-.70839518*	.28475268	.013	-1.2682331	-.1485573
	Housewife	-.63343126*	.30082882	.036	-1.2248757	-.0419868
	Retired	-.16970573	.36804217	.645	-.8932949	.5538835
	Clerk/White- Collar worker	-.69101913*	.29882423	.021	-1.2785224	-.1035158
	Unemployed	-.95133135*	.33859780	.005	-1.6170314	-.2856313
	Other	-.56466002	.45846358	.219	-1.4660222	.3367022
Unemployed	Businessperson	.18030921	.22911973	.432	-.2701515	.6307700
	Civil servant	.55086097*	.27799561	.048	.0043078	1.0974141
	Teacher/student	.24293617	.23581063	.304	-.2206792	.7065516
	Housewife	.31790009	.25499126	.213	-.1834254	.8192256
	Retired	.78162562*	.33162871	.019	.1296271	1.4336241
	Clerk/White- Collar worker	.26031222	.25262320	.303	-.2363575	.7569820
	Blue-collar worker	.95133135*	.33859780	.005	.2856313	1.6170314
	Other	.38667133	.42978066	.369	-.4582988	1.2316415
Other	Businessperson	-.20636211	.38475478	.592	-.9628091	.5500849
	Civil servant	.16418964	.41571859	.693	-.6531338	.9815130
	Teacher/student	-.14373515	.38877634	.712	-.9080888	.6206184
	Housewife	-.06877124	.40070055	.864	-.8565684	.7190260
	Retired	.39495430	.45334092	.384	-.4963365	1.2862451
	Clerk/White- Collar worker	-.12635910	.39919779	.752	-.9112018	.6584836
	Blue-collar worker	.56466002	.45846358	.219	-.3367022	1.4660222
	Unemployed	-.38667133	.42978066	.369	-1.2316415	.4582988

\*. The mean difference is significant at the 0.05 level.

ONEWAY FAC1\_5 FAC2\_5 FAC3\_5 FAC4\_5 FAC5\_5 FAC6\_5 FAC7\_5 FAC8\_5 BY purpose  
of travel  
/MISSING ANALYSIS

/POSTHOC=LSD ALPHA(0.05).

## Oneway

### Notes

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	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
Syntax	ONEWAY FAC1_5 FAC2_5 FAC3_5 FAC4_5 FAC5_5 FAC6_5 FAC7_5 FAC8_5 BY a8 /MISSING ANALYSIS /POSTHOC=LSD ALPHA(0.05).	
Resources	Processor Time	00:00:00.06
	Elapsed Time	00:00:00.06

### ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score SAT1	Between Groups	6.191	5	1.238	1.242	.289
	Within Groups	392.809	394	.997		
	Total	399.000	399			
REGR factor score SAT2	Between Groups	6.370	5	1.274	1.279	.272
	Within Groups	392.630	394	.997		
	Total	399.000	399			
REGR factor score SAT3	Between Groups	7.805	5	1.561	1.572	.167
	Within Groups	391.195	394	.993		
	Total	399.000	399			
REGR factor score SAT4	Between Groups	12.430	5	2.486	2.534	.028
	Within Groups	386.570	394	.981		

	Total	399.000	399			
REGR factor score	Between Groups	17.334	5	3.467	3.579	.004
SAT5	Within Groups	381.666	394	.969		
	Total	399.000	399			
REGR factor score	Between Groups	6.281	5	1.256	1.260	.280
SAT6	Within Groups	392.719	394	.997		
	Total	399.000	399			
REGR factor score	Between Groups	6.598	5	1.320	1.325	.253
SAT7	Within Groups	392.402	394	.996		
	Total	399.000	399			
REGR factor score	Between Groups	6.309	5	1.262	1.266	.278
SAT8	Within Groups	392.691	394	.997		
	Total	399.000	399			

ONEWAY FAC4\_5 FAC5\_5 BY a8  
 /MISSING ANALYSIS  
 /POSTHOC=LSD ALPHA(0.05).

## Oneway

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score	Between Groups	12.430	5	2.486	2.534	.028
SAT4	Within Groups	386.570	394	.981		
	Total	399.000	399			
REGR factor score	Between Groups	17.334	5	3.467	3.579	.004
SAT5	Within Groups	381.666	394	.969		
	Total	399.000	399			

## Post Hoc Tests

Multiple Comparisons

LSD

Dependent Variable	(I) Respondents' purpose of travel	(J) Respondents' purpose of travel	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
REGR factor score SAT4	Vacation/leisure	Business	.30106958	.17978902	.095	-.0523962	.6545354
		Attending a convention/meeting	.07723905	.16731861	.645	-.2517099	.4061880
		Honeymoon	.51133418*	.19623396	.010	.1255376	.8971308
		Visiting friends	.11794231	.28096173	.675	-.4344293	.6703140
		Other	-	.70287876	.065	-	.0831311
	Business	Vacation/leisure	-.30106958	.17978902	.095	-.6545354	.0523962
		Attending a convention/meeting	-.22383054	.23105353	.333	-.6780825	.2304214
		Honeymoon	.21026460	.25278050	.406	-.2867027	.7072319
		Visiting friends	-.18312728	.32300110	.571	-.8181485	.4518939
		Other	-	.72071407	.027	-	-.1828742
	Attending a convention/meeting	Vacation/leisure	-.07723905	.16731861	.645	-.4061880	.2517099
		Business	.22383054	.23105353	.333	-.2304214	.6780825
		Honeymoon	.43409514	.24406845	.076	-.0457442	.9139345
		Visiting friends	.04070326	.31622956	.898	-.5810051	.6624116
		Other	-	.71770481	.056	-	.0350401
	Honeymoon	Vacation/leisure	-.51133418*	.19623396	.010	-.8971308	-.1255376
		Business	-.21026460	.25278050	.406	-.7072319	.2867027
		Attending a convention/meeting	-.43409514	.24406845	.076	-.9139345	.0457442
		Visiting friends	-.39339188	.33243554	.237	-	.2601775
		Other	-	.72499134	.013	-	-.3847297
Visiting friends	Vacation/leisure	-.11794231	.28096173	.675	-.6703140	.4344293	
	Business	.18312728	.32300110	.571	-.4518939	.8181485	
	Attending a convention/meeting	-.04070326	.31622956	.898	-.6624116	.5810051	
	Honeymoon	.39339188	.33243554	.237	-.2601775	1.0469612	
	Other	-	.75235907	.060	-	.0624672	



Other	Vacation/leisure		1.29873079	.70287876	.065	-.0831311	2.6805927
	Business		1.59980037	.72071407	.027	.1828742	3.0167265
	Attending a convention/meeting		1.37596984	.71770481	.056	-.0350401	2.7869798
	Honeymoon		1.81006497	.72499134	.013	.3847297	3.2354003
	Visiting friends		1.41667310	.75235907	.060	-.0624672	2.8958134
REGR factor score SAT5	Vacation/leisure	Business	-.48068320	.17864487	.007	-.8318996	-.1294668
		Attending a convention/meeting	-.19738553	.16625382	.236	-.5242411	.1294700
		Honeymoon	-.63217486	.19498516	.001	1.0155163	-.2488334
		Visiting friends	-.27640829	.27917374	.323	-.8252647	.2724482
		Other	-.80372019	.69840576	.251	2.1767881	.5693478
Business	Vacation/leisure		.48068320	.17864487	.007	.1294668	.8318996
	Attending a convention/meeting		.28329767	.22958315	.218	-.1680635	.7346589
	Honeymoon		-.15149166	.25117185	.547	-.6452963	.3423130
	Visiting friends		.20427491	.32094557	.525	-.4267051	.8352549
	Other		-.32303699	.71612756	.652	1.7309461	1.0848721
Attending a convention/meeting	Vacation/leisure		.19738553	.16625382	.236	-.1294700	.5242411
	Business		-.28329767	.22958315	.218	-.7346589	.1680635
	Honeymoon		-.43478933	.24251524	.074	-.9115751	.0419964
	Visiting friends		-.07902276	.31421713	.802	-.6967746	.5387291
	Other		-.60633466	.71313746	.396	2.0083652	.7956959
Honeymoon	Vacation/leisure		.63217486	.19498516	.001	.2488334	1.0155163
	Business		.15149166	.25117185	.547	-.3423130	.6452963
	Attending a convention/meeting		.43478933	.24251524	.074	-.0419964	.9115751
	Visiting friends		.35576658	.33031997	.282	-.2936435	1.0051767
	Other		-.17154532	.72037762	.812	1.5878100	1.2447194
Visiting friends	Vacation/leisure		.27640829	.27917374	.323	-.2724482	.8252647
	Business		-.20427491	.32094557	.525	-.8352549	.4267051
	Attending a convention/meeting		.07902276	.31421713	.802	-.5387291	.6967746

	Honeymoon	-.35576658	.33031997	.282	-	.2936435
	Other	-.52731190	.74757118	.481	1.0051767	.9424154
Other	Vacation/leisure	.80372019	.69840576	.251	-	2.1767881
	Business	.32303699	.71612756	.652	1.0848721	1.7309461
	Attending a convention/meeting	.60633466	.71313746	.396	-	2.0083652
	Honeymoon	.17154532	.72037762	.812	1.2447194	1.5878100
	Visiting friends	.52731190	.74757118	.481	-	1.9970392

\*. The mean difference is significant at the 0.05 level.

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ONEWAY FAC1_5 FAC2_5 FAC3_5 FAC4_5 FAC5_5 FAC6_5 FAC7_5 FAC8_5 BY a9
/MISSING ANALYSIS
/POSTHOC=LSD ALPHA(0.05).

```

## Oneway

### ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score SAT1	Between Groups	4.139	4	1.035	1.035	.389
	Within Groups	394.861	395	1.000		
	Total	399.000	399			
REGR factor score SAT2	Between Groups	10.201	4	2.550	2.591	.036
	Within Groups	388.799	395	.984		
	Total	399.000	399			
REGR factor score SAT3	Between Groups	9.975	4	2.494	2.532	.040
	Within Groups	389.025	395	.985		
	Total	399.000	399			
REGR factor score SAT4	Between Groups	1.644	4	.411	.408	.803
	Within Groups	397.356	395	1.006		
	Total	399.000	399			
REGR factor score SAT5	Between Groups	12.249	4	3.062	3.128	.015
	Within Groups	386.751	395	.979		
	Total	399.000	399			
REGR factor score SAT6	Between Groups	18.095	4	4.524	4.691	.001
	Within Groups	380.905	395	.964		
	Total	399.000	399			
REGR factor score SAT7	Between Groups	4.281	4	1.070	1.071	.370
	Within Groups	394.719	395	.999		
	Total	399.000	399			
REGR factor score SAT8	Between Groups	4.919	4	1.230	1.232	.296
	Within Groups	394.081	395	.998		
	Total	399.000	399			

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ONEWAY FAC2_5 FAC3_5 FAC5_5 FAC6_5 BY a9
  /MISSING ANALYSIS
  /POSTHOC=LSD ALPHA(0.05).

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## Oneway

### ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score SAT2	Between Groups	10.201	4	2.550	2.591	.036
	Within Groups	388.799	395	.984		
	Total	399.000	399			
REGR factor score SAT3	Between Groups	9.975	4	2.494	2.532	.040
	Within Groups	389.025	395	.985		
	Total	399.000	399			
REGR factor score SAT5	Between Groups	12.249	4	3.062	3.128	.015
	Within Groups	386.751	395	.979		
	Total	399.000	399			
REGR factor score SAT6	Between Groups	18.095	4	4.524	4.691	.001
	Within Groups	380.905	395	.964		
	Total	399.000	399			

## Post Hoc Tests

### Multiple Comparisons

LSD

Dependent Variable	(I) Respondents' companions	(J) Respondents' companions	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
REGR factor score SAT2	Nobody else	Friends	.04012405	.14986405	.789	-.2545069	.3347550
		A boyfriend/girlfriend	.30441311	.20549094	.139	-.0995796	.7084058
		Husband/wife	-.11629933	.15728225	.460	-.4255143	.1929157
		A family member	-.33600723	.19007912	.078	-.7097005	.0376860
	Friends	Nobody else	-.04012405	.14986405	.789	-.3347550	.2545069
		A boyfriend/girlfriend	.26428905	.18286096	.149	-.0952134	.6237915
		Husband/wife	-.15642339	.12629058	.216	-.4047091	.0918624

		A family member	- .37613128*	.16535319	.023	-.7012136	-.0510489
A boyfriend/girlfriend		Nobody else	- .30441311	.20549094	.139	-.7084058	.0995796
		Friends	- .26428905	.18286096	.149	-.6237915	.0952134
		Husband/wife	- .42071244*	.18898837	.027	-.7922613	-.0491636
		A family member	- .64042033*	.21704601	.003	1.0671302	-.2137105
Husband/wife		Nobody else	.11629933	.15728225	.460	-.1929157	.4255143
		Friends	.15642339	.12629058	.216	-.0918624	.4047091
	A boyfriend/girlfriend	A	.42071244*	.18898837	.027	.0491636	.7922613
		A family member	- .21970789	.17210505	.202	-.5580643	.1186486
A family member		Nobody else	.33600723	.19007912	.078	-.0376860	.7097005
		Friends	.37613128*	.16535319	.023	.0510489	.7012136
	A boyfriend/girlfriend	A	.64042033*	.21704601	.003	.2137105	1.0671302
		Husband/wife	.21970789	.17210505	.202	-.1186486	.5580643
REGR factor score SAT3	Nobody else	Friends	- .26657935	.14990771	.076	-.5612961	.0281374
		A boyfriend/girlfriend	.11044370	.20555080	.591	-.2936667	.5145541
		Husband/wife	.05487158	.15732807	.727	-.2544335	.3641767
		A family member	.09157609	.19013449	.630	-.2822260	.4653782
	Friends	Nobody else	.26657935	.14990771	.076	-.0281374	.5612961
		A boyfriend/girlfriend	.37702305*	.18291423	.040	.0174159	.7366302
		Husband/wife	.32145093*	.12632737	.011	.0730929	.5698090
		A family member	.35815545*	.16540135	.031	.0329784	.6833325
	A boyfriend/girlfriend	Nobody else	- .11044370	.20555080	.591	-.5145541	.2936667
		Friends	- .37702305*	.18291423	.040	-.7366302	-.0174159
		Husband/wife	- .05557212	.18904342	.769	-.4272292	.3160850
		A family member	- .01886761	.21710923	.931	-.4457017	.4079665

Husband/wife	Nobody else	-	.15732807	.727	-.3641767	.2544335	
		.05487158					
	Friends	-	.12632737	.011	-.5698090	-.0730929	
	.32145093*						
A boyfriend/girlfriend	A	.05557212	.18904342	.769	-.3160850	.4272292	
	boyfriend/girlfriend						
A family member		.03670451	.17215519	.831	-.3017505	.3751595	
A family member	Nobody else	-	.19013449	.630	-.4653782	.2822260	
		.09157609					
	Friends	-	.16540135	.031	-.6833325	-.0329784	
	.35815545*						
A boyfriend/girlfriend	A	.01886761	.21710923	.931	-.4079665	.4457017	
	boyfriend/girlfriend						
Husband/wife		-	.17215519	.831	-.3751595	.3017505	
		.03670451					
REGR factor score SAT5	Nobody else	Friends	-	.14946890	.344	-.4354299	.1522782
		.14157586					
	A boyfriend/girlfriend	-	.20494912	.508	-.5386480	.2672070	
	.13572051						
Husband/wife	A family member	-	.15686754	.005	-.7486746	-.1318752	
	.44027493*						
A family member		.05330834	.18957794	.779	-.3193996	.4260163	
Friends	Nobody else	.14157586	.14946890	.344	-.1522782	.4354299	
	A boyfriend/girlfriend	.00585535	.18237881	.974	-.3526992	.3644099	
	.29869906*						
Husband/wife		-	.12595759	.018	-.5463302	-.0510680	
		.29869906*					
A family member		.19488420	.16491720	.238	-.1293410	.5191094	
A boyfriend/girlfriend	Nobody else	.13572051	.20494912	.508	-.2672070	.5386480	
	Friends	-	.18237881	.974	-.3644099	.3526992	
	.00585535						
Husband/wife		-	.18849006	.107	-.6751236	.0660148	
		.30455441					
A family member		.18902885	.21647372	.383	-.2365558	.6146136	
Husband/wife	Nobody else	.44027493*	.15686754	.005	.1318752	.7486746	
	Friends	.29869906*	.12595759	.018	.0510680	.5463302	
	.30455441						
A boyfriend/girlfriend	A	.30455441	.18849006	.107	-.0660148	.6751236	
	boyfriend/girlfriend						
A family member		.49358327*	.17165126	.004	.1561190	.8310476	
A family member	Nobody else	-	.18957794	.779	-.4260163	.3193996	
		.05330834					

		Friends	-	.16491720	.238	-.5191094	.1293410
			.19488420				
	A	boyfriend/girlfriend	-	.21647372	.383	-.6146136	.2365558
		Husband/wife	-	.17165126	.004	-.8310476	-.1561190
			.49358327*				
REGR factor score SAT6	Nobody else	Friends	.24011910	.14833486	.106	-.0515054	.5317436
		A	.48858188*	.20339414	.017	.0887115	.8884523
		boyfriend/girlfriend					
		Husband/wife	.51560456*	.15567737	.001	.2095447	.8216644
		A family member	.67170181*	.18813958	.000	.3018217	1.0415819
Friends	Nobody else	Friends	-	.14833486	.106	-.5317436	.0515054
			.24011910				
		A	.24846278	.18099507	.171	-.1073713	.6042969
		boyfriend/girlfriend					
		Husband/wife	.27548546*	.12500193	.028	.0297332	.5212377
	A family member	.43158271*	.16366595	.009	.1098174	.7533480	
A boyfriend/girlfriend	Nobody else	Friends	-	.20339414	.017	-.8884523	-.0887115
			.48858188*				
		Friends	-	.18099507	.171	-.6042969	.1073713
			.24846278				
		Husband/wife	.02702267	.18705996	.885	-.3407349	.3947803
	A family member	.18311993	.21483130	.395	-.2392358	.6054757	
Husband/wife	Nobody else	Friends	-	.15567737	.001	-.8216644	-.2095447
			.51560456*				
		Friends	-	.12500193	.028	-.5212377	-.0297332
			.27548546*				
		A	.02702267	.18705996	.885	-.3947803	.3407349
	A family member	.15609725	.17034892	.360	-.1788067	.4910012	
A family member	Nobody else	Friends	-	.18813958	.000	-	-.3018217
			.67170181*			1.0415819	
		Friends	-	.16366595	.009	-.7533480	-.1098174
			.43158271*				
		A	.18311993	.21483130	.395	-.6054757	.2392358
	Husband/wife	-	.17034892	.360	-.4910012	.1788067	
			.15609725				

\*. The mean difference is significant at the 0.05 level.

ONEWAY FAC1\_5 FAC2\_5 FAC3\_5 FAC4\_5 FAC5\_5 FAC6\_5 FAC7\_5 FAC8\_5 BY Number of travelling  
 /MISSING ANALYSIS.

## Oneway

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score SAT1	Between Groups	5.193	2	2.597	2.618	.074
	Within Groups	393.807	397	.992		
	Total	399.000	399			
REGR factor score SAT2	Between Groups	1.871	2	.936	.935	.393
	Within Groups	397.129	397	1.000		
	Total	399.000	399			
REGR factor score SAT3	Between Groups	.436	2	.218	.217	.805
	Within Groups	398.564	397	1.004		
	Total	399.000	399			
REGR factor score SAT4	Between Groups	.795	2	.397	.396	.673
	Within Groups	398.205	397	1.003		
	Total	399.000	399			
REGR factor score SAT5	Between Groups	13.858	2	6.929	7.142	.001
	Within Groups	385.142	397	.970		
	Total	399.000	399			
REGR factor score SAT6	Between Groups	4.925	2	2.462	2.481	.085
	Within Groups	394.075	397	.993		
	Total	399.000	399			
REGR factor score SAT7	Between Groups	.755	2	.377	.376	.687
	Within Groups	398.245	397	1.003		
	Total	399.000	399			
REGR factor score SAT8	Between Groups	4.109	2	2.054	2.065	.128
	Within Groups	394.891	397	.995		
	Total	399.000	399			

ONEWAY FAC5\_5 BY a10  
 /MISSING ANALYSIS  
 /POSTHOC=LSD ALPHA(0.05).



## Oneway

### ANOVA

REGR factor score SAT5

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.858	2	6.929	7.142	.001
Within Groups	385.142	397	.970		
Total	399.000	399			

## Post Hoc Tests

### Multiple Comparisons

Dependent Variable: REGR factor score SAT5

LSD

(I) Number travelling	(J) Number travelling	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2-4	-.36118484*	.13685585	.009	-.6302376	-.0921321
	5 or more	.04527501	.16447409	.783	-.2780740	.3686241
2-4	1	.36118484*	.13685585	.009	.0921321	.6302376
	5 or more	.40645985*	.12621834	.001	.1583200	.6545997
5 or more	1	-.04527501	.16447409	.783	-.3686241	.2780740
	2-4	-.40645985*	.12621834	.001	-.6545997	-.1583200

\*. The mean difference is significant at the 0.05 level.

ONEWAY FAC1\_5 FAC2\_5 FAC3\_5 FAC4\_5 FAC5\_5 FAC6\_5 FAC7\_5 FAC8\_5 BY Length of travel

/MISSING ANALYSIS.

## Oneway

### ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score SAT1	Between Groups	4.265	3	1.422	1.426	.235
	Within Groups	394.735	396	.997		
	Total	399.000	399			
REGR factor score SAT2	Between Groups	6.288	3	2.096	2.114	.098
	Within Groups	392.712	396	.992		
	Total	399.000	399			
REGR factor score SAT3	Between Groups	3.807	3	1.269	1.272	.284
	Within Groups	395.193	396	.998		
	Total	399.000	399			
REGR factor score SAT4	Between Groups	1.390	3	.463	.462	.709
	Within Groups	397.610	396	1.004		
	Total	399.000	399			
REGR factor score SAT5	Between Groups	4.047	3	1.349	1.353	.257
	Within Groups	394.953	396	.997		
	Total	399.000	399			
REGR factor score SAT6	Between Groups	10.427	3	3.476	3.542	.015
	Within Groups	388.573	396	.981		
	Total	399.000	399			
REGR factor score SAT7	Between Groups	2.854	3	.951	.951	.416
	Within Groups	396.146	396	1.000		
	Total	399.000	399			
REGR factor score SAT8	Between Groups	11.616	3	3.872	3.958	.008
	Within Groups	387.384	396	.978		
	Total	399.000	399			

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ONEWAY FAC6_5 FAC8_5 BY a11
  /MISSING ANALYSIS
  /POSTHOC=LSD ALPHA(0.05).

```

## Oneway

**ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score SAT6	Between Groups	10.427	3	3.476	3.542	.015
	Within Groups	388.573	396	.981		
	Total	399.000	399			
REGR factor score SAT8	Between Groups	11.616	3	3.872	3.958	.008
	Within Groups	387.384	396	.978		
	Total	399.000	399			

**Post Hoc Tests**

**Multiple Comparisons**

LSD

Dependent Variable	(I) Length of travel	(J) Length of travel	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
REGR factor score SAT6	1-3 days	4-6 days	.03910700	.19875379	.844	-.3516375	.4298515
		7-9 days	.20855412	.19428792	.284	-.1734106	.5905189
		more than 9 days	.46790431*	.20850742	.025	.0579844	.8778242
	4-6 days	1-3 days	-.03910700	.19875379	.844	-.4298515	.3516375
		7-9 days	.16944712	.11808753	.152	-.0627097	.4016040
		more than 9 days	.42879731*	.14025766	.002	.1530546	.7045400
	7-9 days	1-3 days	-.20855412	.19428792	.284	-.5905189	.1734106
		4-6 days	-.16944712	.11808753	.152	-.4016040	.0627097
		more than 9 days	.25935019	.13385417	.053	-.0038034	.5225038
	more than 9 days	1-3 days	-.46790431*	.20850742	.025	-.8778242	-.0579844
		4-6 days	-.42879731*	.14025766	.002	-.7045400	-.1530546

		7-9 days	- .25935019	.13385417	.053	-.5225038	.0038034
REGR factor score SAT8	1-3 days	4-6 days	- .44151902*	.19844936	.027	-.8316650	-.0513730
		7-9 days	- .20797319	.19399033	.284	-.5893529	.1734065
		more than 9 days	- .00156984	.20818805	.994	-.4108618	.4077222
	4-6 days	1-3 days	.44151902*	.19844936	.027	.0513730	.8316650
		7-9 days	.23354583*	.11790666	.048	.0017446	.4653471
		more than 9 days	.43994918*	.14004283	.002	.1646288	.7152695
	7-9 days	1-3 days	.20797319	.19399033	.284	-.1734065	.5893529
		4-6 days	- .23354583*	.11790666	.048	-.4653471	-.0017446
		more than 9 days	.20640335	.13364915	.123	-.0563472	.4691539
	more than 9 days	1-3 days	.00156984	.20818805	.994	-.4077222	.4108618
		4-6 days	- .43994918*	.14004283	.002	-.7152695	-.1646288
		7-9 days	- .20640335	.13364915	.123	-.4691539	.0563472

\*. The mean difference is significant at the 0.05 level.

ONEWAY FAC1\_5 FAC2\_5 FAC3\_5 FAC4\_5 FAC5\_5 FAC6\_5 FAC7\_5 FAC8\_5 BY previous  
package tour tourists used to buy  
/MISSING ANALYSIS.

**Oneway**

**ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score SAT1	Between Groups	7.627	4	1.907	1.924	.106
	Within Groups	391.373	395	.991		
	Total	399.000	399			
REGR factor score SAT2	Between Groups	2.696	4	.674	.672	.612
	Within Groups	396.304	395	1.003		
	Total	399.000	399			
REGR factor score SAT3	Between Groups	3.313	4	.828	.827	.509
	Within Groups	395.687	395	1.002		
	Total	399.000	399			
REGR factor score SAT4	Between Groups	5.504	4	1.376	1.381	.240
	Within Groups	393.496	395	.996		
	Total	399.000	399			
REGR factor score SAT5	Between Groups	.398	4	.100	.099	.983
	Within Groups	398.602	395	1.009		
	Total	399.000	399			
REGR factor score SAT6	Between Groups	12.517	4	3.129	3.198	.013
	Within Groups	386.483	395	.978		
	Total	399.000	399			
REGR factor score SAT7	Between Groups	8.220	4	2.055	2.077	.083
	Within Groups	390.780	395	.989		
	Total	399.000	399			
REGR factor score SAT8	Between Groups	14.123	4	3.531	3.624	.006
	Within Groups	384.877	395	.974		
	Total	399.000	399			

ONEWAY FAC6\_5 FAC8\_5 BY a12  
 /MISSING ANALYSIS  
 /POSTHOC=LSD ALPHA(0.05).

## Oneway

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score SAT6	Between Groups	12.517	4	3.129	3.198	.013
	Within Groups	386.483	395	.978		
	Total	399.000	399			
REGR factor score SAT8	Between Groups	14.123	4	3.531	3.624	.006
	Within Groups	384.877	395	.974		
	Total	399.000	399			

## Post Hoc Tests

### Multiple Comparisons

LSD

Dependent Variable	(I) Previous purchase of a package tour	(J) Previous purchase of a package tour	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
REGR factor score SAT6	Never	Once	.17682801	.12742007	.166	-.0736783	.4273343
		2-3 times	-.02707936	.14406516	.851	-.3103097	.2561510
		4-5 times	.64590474*	.19251517	.001	.2674223	1.0243872
		6 times or more	.00873644	.37976897	.982	-.7378848	.7553576
	Once	Never	-.17682801	.12742007	.166	-.4273343	.0736783
		2-3 times	-.20390737	.16761785	.225	-.5334420	.1256273
		4-5 times	.46907673*	.21072034	.027	.0548031	.8833504
		6 times or more	-.16809157	.38931407	.666	-.9334783	.5972952
	2-3 times	Never	.02707936	.14406516	.851	-.2561510	.3103097
		Once	.20390737	.16761785	.225	-.1256273	.5334420
		4-5 times	.67298410*	.22118309	.003	.2381408	1.1078274
		6 times or more	.03581579	.39507511	.928	-.7408971	.8125287
	4-5 times	Never	-.64590474*	.19251517	.001	-1.0243872	-.2674223
		Once	-.46907673*	.21072034	.027	-.8833504	-.0548031
		2-3 times	-.67298410*	.22118309	.003	-1.1078274	-.2381408
		6 times or more	-.63716831	.41520075	.126	-1.4534479	.1791113

	6 times or more	Never	-.00873644	.37976897	.982	-.7553576	.7378848
		Once	.16809157	.38931407	.666	-.5972952	.9334783
		2-3 times	-.03581579	.39507511	.928	-.8125287	.7408971
		4-5 times	.63716831	.41520075	.126	-.1791113	1.4534479
REGR factor score SAT8	Never	Once	-.05594781	.12715492	.660	-.3059328	.1940372
		2-3 times	.03883730	.14376537	.787	-.2438037	.3214783
		4-5 times	.69236256*	.19211456	.000	.3146677	1.0700575
		6 times or more	-.14705886	.37897871	.698	-.8921264	.5980087
	Once	Never	.05594781	.12715492	.660	-.1940372	.3059328
		2-3 times	.09478511	.16726905	.571	-.2340638	.4236340
		4-5 times	.74831037*	.21028185	.000	.3348988	1.1617219
		6 times or more	-.09111105	.38850395	.815	-.8549051	.6726830
	2-3 times	Never	-.03883730	.14376537	.787	-.3214783	.2438037
		Once	-.09478511	.16726905	.571	-.4236340	.2340638
		4-5 times	.65352526*	.22072283	.003	.2195869	1.0874637
		6 times or more	-.18589616	.39425300	.638	-.9609928	.5892004
	4-5 times	Never	-.69236256*	.19211456	.000	-1.0700575	-.3146677
		Once	-.74831037*	.21028185	.000	-1.1617219	-.3348988
		2-3 times	-.65352526*	.22072283	.003	-1.0874637	-.2195869
		6 times or more	-.83942142*	.41433676	.043	-1.6540025	-.0248404
6 times or more	Never	.14705886	.37897871	.698	-.5980087	.8921264	
	Once	.09111105	.38850395	.815	-.6726830	.8549051	
	2-3 times	.18589616	.39425300	.638	-.5892004	.9609928	
	4-5 times	.83942142*	.41433676	.043	.0248404	1.6540025	

\*. The mean difference is significant at the 0.05 level.

**F: Mean ratings of tourists' expectations and perceptions of tour guide service quality**

**Descriptive Statistics**

<b>Expectations</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Expects presentation skills	400	4.06	.881
Expects briefing on daily itinerary	400	4.02	.860
Expects information on destination's customs	400	4.10	.833
Expects information on safety regulations	400	4.16	.788
Expects to be introduced to reliable shops	400	3.91	.813
Expects tour guide to communicate well	400	4.04	.743
Expects tour guide to handle customer complaints well	400	4.06	.751
Expects tour guide to have good knowledge of destination's culture and history	400	4.18	.794
Expects tour guide to have good knowledge of local people's lifestyle	400	4.15	.782
Expects tour guide to have good knowledge of tourist attractions	400	4.22	.814
Expects tour guide to pay attention to detail	400	4.15	.817
Expects tour guide to be confident	400	4.22	.824
Expects tour guide to appear well-trained	400	4.21	.773
Expects tour guide to be able to solve problems	400	4.10	.821
Expects tour guide to generate a friendly atmosphere	400	4.19	.770
Expects tour guide to be honest and trustworthy	400	4.15	.765
Expects tour guide to respect tour members	400	4.06	.804
Expects tour guide to be friendly	400	4.11	.748
Expects tour guide to be willing to help tour members	400	4.07	.736
Expects tour guide to have a sense of humour	400	4.00	.774
Expects tour guide to appear neat and appropriate in dress	400	3.99	.807
Expects tour guide to be punctual	400	4.13	.829
Expects tour guide to be polite	400	4.18	.775
Valid N (list-wise)	400		

**Descriptive Statistics**



<b>Perceptions</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Perceived that tour guide had presentation skills	400	4.16	.842
Perceived that tour guide briefed tourists on daily itinerary	400	4.15	.794
Perceived that tour guide was informed about destination's customs	400	4.17	.836
Perceived that tour guide provided clear information on safety regulations	400	4.05	.772
Perceived that tour guide introduced tourists to reliable shops	400	4.01	.743
Perceived that tour guide communicated well	400	4.06	.770
Perceived that tour guide was capable of handling customer complaints	400	4.05	.788
Perceived that tour guide had knowledge of destination's culture and history	400	4.18	.778
Perceived that tour guide had knowledge of local people's lifestyles	400	4.16	.810
Perceived that tour guide had knowledge of tourist attractions	400	4.23	.837
Perceived that tour guide paid attention to detail	400	4.18	.869
Perceived that tour guide was confident	400	4.22	.789
Perceived that tour guide appeared well-trained	400	4.08	.746
Perceived that tour guide was able to solve problems	400	4.11	.717
Perceived that tour guide generated a friendly atmosphere	400	4.14	.747
Perceived that tour guide appeared honest and trustworthy	400	4.20	.795
Perceived that tour guide was respectful towards tour members	400	4.12	.787
Perceived that tour guide was friendly	400	4.16	.783
Perceived that tour guide was willing to help tour members	400	4.14	.736
Perceived that tour guide showed a sense of humour	400	4.13	.728
Perceived that tour guide appeared neat and appropriately dressed	400	4.07	.797
Perceived that tour guide was punctual	400	4.18	.794
Perceived that tour guide was polite	400	4.18	.817
Valid N (list-wise)	400		