PERCEPTION OF TOURISM GRADUATES ABOUT MA-TRM PROGRAM AT
ABAC

By

DENG YUQIONG

A Thesis submitted in partial fulfillment
of the requirements for the degree of

Master of Arts in Tourism Management

Graduate School of Business
Assumption University
Bangkok, Thailand

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ACCEPTANCE

This dissertation was prepared under the direction of the candidate's Advisor and Committee Members/Examiners. It has been approved and accepted by all members of that committee, and it has been accepted in partial fulfillment of the requirements for the degree of Master of Arts in Tourism Management in the Graduate School of Tourism Management of Assumption University of Thailand.

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Abstract

Tourism education is growing worldwide in recognition of the growing importance of tourism within the global economy and the sectors pressing human resource and skills, developing countries should follow the trend to develop tourism education.

Although research on tourism education has been conducted quite extensively in both developed and developing countries, there has been little research conducted to investigate students' perspective on tourism education. Students as one of the stakeholders in tourism education, their perception should be taken into account. Research on this kind of approach particularly for developing countries is relatively insufficient.

The research tries to find students' perception of tourism education at Master of Arts in Tourism Management (MA-TRM) program at ABAC and tries to contribute to tourism education and tourism industry development.

This research was aimed at measuring the MA-TRM students' perception about TRM program. It focuses on the six dimensions of TRM course (curriculum, teaching, support facilities, physical facilities, ability development, and relationship with industry) and overall satisfaction about TRM program as well. The research identifies the difference in perception of MA-TRM program dimension classified by demographic profile of TRM students. There are twelve variables in this thesis, five demographic variables are independent, and the other seven factors of MA-TRM program are dependent. The target population is the graduates and senior students of TRM program, there are 191 persons in total. 118 people who are 62% of target population answered the

questionnaires. There were many reasons such as some students had graduated already and they changed their contact addresses, therefore, it is impossible to receive 100% responses back within the limitation of time.

The research found that there are no differences in perception of the MA-TRM program in ABAC by students classified by gender, nationality, occupation, educational background and purpose of joining MA-TRM program, and there are no differences in overall satisfaction of the MA-TRM program in ABAC by students classified by nationality, occupation, educational background and purpose of joining MA-TRM course except for gender. According to mean score, the two items (support facilities and relationship with industries) of TRM are quite negative. The negative and natural perception should be considered to develop.

The finding and recommendations coming from the research could be considered by program manager and management level and may help them to do management improvement to let student have better studying environment and help students to get better studying experience to be a successful tourism industrial manager.

ACKNOWLEDGEMENT

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Introduction

1.1 Background of the study

1.1.1 Global Tourism Industry Trend

According to WTO, tourism is the world's largest industry and one of the businesses where international business career is a norm rather than an exception. A glance into the recent records reveals a remarkable increase in international tourists from tourist arrivals from 25 million in 1950 to 703 million in 2002, an average annual growth rate of 7 percent (World Tourism Organization, 2004). By the year 2020 international arrivals are predicted to reach 1.6 billion, representing an average annual growth rate of 4.1 percent. Long-haul travel is predicted to grow even faster. East Asia and the Pacific, South Asia, the Middle East and Africa are forecasted record growth at rates of over 5 percent per year, compared to the world average of 4.1 per cent. The more mature regions Europe and Americas are anticipated to show lower than average growth rates. Europe will maintain the highest share of world arrivals, although there will be a decline from 60 per cent in 1995 to 46 per cent in 2020 (see figure 1.1 World Tourism Organization, 2004). Tourism met the difficult period due to continuation of the scenario that started in 2001, such as the 9-11 attack, the Iraq Conflict, SARS and the persistently weak gloabal economy. But there is gradual recovery. The experience of the past shows that tourism is very resilient and has a great capacity for recuperation. After each

event, the economy, steadily recovered (see figure 1.1). So tourism is still the world's largest industry, is still staying in trend of growth year by year.

Figure 1.1 Tourism 2020 Vision
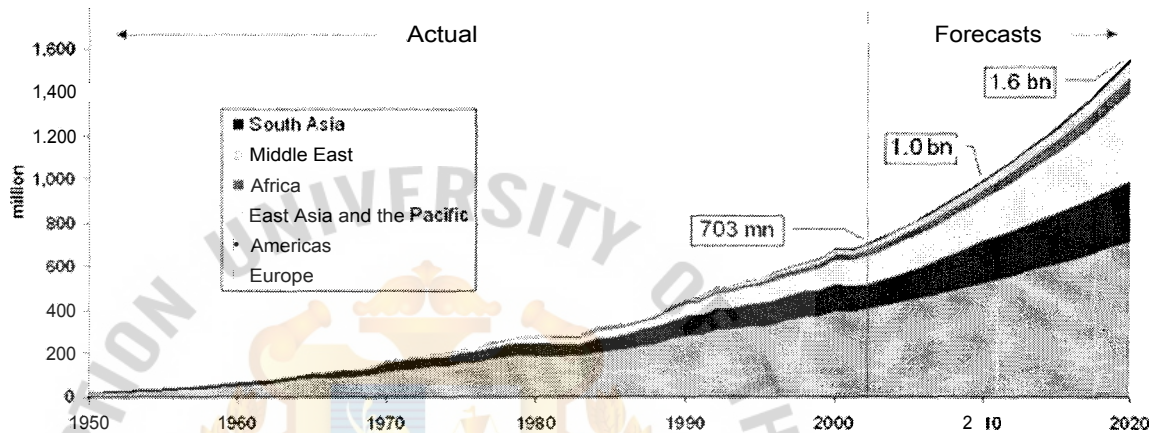
Source: World Tourism Organization (2004)

Provided the current conflicts can be resolved or at least contained, it is highly likely that over the next few decades vastly more people will travel more often and to a wider range of international destinations. The trends are already apparent. In 1950 the top fifteen receiving countries accounted for 97 percent of all international arrivals, a share that had declined to 62 percent by 1999(World Tourism Organization, 2001c). Over the next twenty years arrivals are predicted to grow fastest in the emerging destinations of the East Asia- Pacific region, followed by Africa, the Middle East and South Asia, albeit some cases from fairly low bases (World Tourism Organization, 2001b).

1.1.2 Global Tourism Education – The Need of Tourism Industry Development

Tourism education is growing worldwide in recognition of the growing importance of tourism within the global economy and the sectors pressing human resource and skills needs. There is growing literature that addresses tourism education on a world stage and a vocation common international tourism curricula, partially influenced by the work of the World Tourism Organization (WTO 1999; 2001) but also addressing the organization and content of tourism education from both public and private sector perspectives (Rivanda & Tom 2001). The provision of education and training for tourism, which is partly a function of this industry trend, is likely to be expanded to meet the growing demand from both students and industry (Cooper, 1999).

This is occurring at a time when industry needs well-educated graduates more than ever to keep pace with growth. According to Go (1994), the present shift, especially in industrialized countries, from a resource-based and labor intensive economy to one that is knowledge-intensive rigorously challenges the present thinking and acting in the tourism field, which relies heavily on the availability of professional and qualified manpower to deliver, operate and manage the tourism product. In today's highly competitive environment and globalization where advanced technology, knowledge and service provide a competitive edge, the sustained prosperity of tourism will depend largely upon

a professional well-trained workforce in delivering competitive advantage and productivity (Cooper & Shepherd, 1996). Jennifer & Michael (2002) point out that tourism and hospitality education plays a crucial role undoubtedly in providing potential manpower to the industry.

1.1.3 Tourism Education in Europe, America and Australia

Tourism education in European, American and Australian countries has been growing earlier and faster than Developing countries. According to Cross (1998) research, in the western world, tourism education has grown rapidly over the past 30 years. There is a rapid expansion of educational programs in tourism and hospitality, with a variety of courses ranging from vocational level to doctoral and higher levels. In the UK, for example, the growth in tourism education and training has been particularly impressive- the number of higher educational institutions offering tourism and hospitality course substantially increased from only 15 institutions offering 222 degree courses in 1991, to 50 institutions offering 90 courses in 1997 (Cross, 1998). Australia has arguably the strongest tourism research and education infrastructure in the world outside the USA, with almost 40 universities offering tourism or hospitality degrees and editorial offices of a number of leading international offices of a number of leading international journal are headquartered down under(Jennifer & Michael, 2002).

1.1.4 Tourism Education in Asia

Under the fast growing of tourism industries, developing countries should follow the trend to develop tourism education. The fragility of Asia and

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Pacific regional institutions compared with their equivalents in Europe and North America remains and obstacle to the orderly and robust development of tourism education within the region. For example, Indonesia was considered a destination with great potential. The president of the Pacific Asia Travel Association (PATA) described it in 1994 as "the most attractive country in the entire PATA region" (Loveard, 1999). It could offer a variety of attractions and vacation opportunities including resort, cultural, nature, cruising and touring holidays. Some constraints were apparent such poor infrastructure and standards of service, but these were seen as being overcome through a programme of planning, investment and training (Bruce, 1999). But the tourism industries have met so many serious problems that are the barriers of developing tourism after 1997 Crisis. The main reason is this country is short of managerial human resource. The situation leads to a rapid development of tourism educational institution to fulfill training needs in these years.

1.1.5 The Controversial Field of Tourism Education

Nonetheless tourism education is fast growing across most tourist receiving countries in the developed and developing world, the tourism education still remains a controversial field which is partly due to the relative immaturity of the subject area. A number of studies have found that the education and tourism and hospitality industry still can not agree completely on what students should be taught and to some extent, what kind of skills and knowledge the graduates should posses. A number of criticisms are made regarding the capability of institutions and quality of graduates, particularly

those at higher-level education. Educational institutions have been criticize for failing to provide the describable outputs that meet industry's requirements, and as degree graduates generally lack practical skills, they do not bring the body of theoretical knowledge into operation. Consequently, tourism courses are often perceived as low on creditability, and tourism graduates have a low acceptance by the industry(Mattara & Adele, 2002). The rapid development in both numbers of institutions and the variety of programmes has not been followed by advancement on quality and research in developing countries. Therefore several matters warrant attention and consideration. For example, the development of an appropriate curriculum, the issues of standardization, the development of tourism studies, and the tourism education-industry interface have not been researched extensively(Adele,2002). For example, tourism education in China began in the late 70s when its first formal tourism school was established in 1978(Tao). In the past two decades, especially in the 90s, this system has been developing rapidly but steadily, both in higher education and in the secondary professional and /or vocational school. The programs previously developed covered the major area of the multifaceted industry; nevertheless, up until today, this system has had a strong educator-centered orientation. More often than not, programs and curious origin of educational institutions, it was not uncommon to offer students the educators wanted rather than what the employers demanded and what the learners needed to succeed after graduation (Shen,1998). This educator-centered

practice has led to a number of issues, restraining the sustainable development of tourism education in China (Hongen, 2000).

1.1.6 The Necessity of Tourism Management Education in Thailand

The Monopoly of Tourism of Western Countries Decline

The developed world of the Group Cooperation and Development (OECD) countries has dominated tourism just as it has dominated the global economy. The rapid growth of intraregional tourism in Asia is reducing the extent of this monopoly(Brian, 2000). East Asia and the Pacific, South Asia, the Middle East and Africa are forecasted to record growth at rates of over 5 percent per year, compared to the world average of 4.1 per cent. The more mature regions Europe and Americas are anticipated to show lower than average growth rates. Europe will maintain the highest share of world arrivals, there will be a decline from 60 per cent in 1995 to 46 per cent in 2020 (World Tourism Organization, 2004).

The apex of Asia Pacific tourism had shifted from the USA long before the relocation of the Pacific Asia Travel Association (PATA) from San Francisco to Bangkok in late 1998. The belated move by PATA is a reminder that axis of tourism continues to shift from Europe and North America to the Asia Pacific region. Irrespective of localized financial crises, political institutions will be under increasing pressure to acknowledge the change of circumstances. The move by PATA to Bangkok signals a welcome "reality check" on the part of that organization towards Asia, but it will take some time to fully integrate its operations into Asian region(Brian, 2000).

Strength of Asia-Pacific Tourism Development

And under the unstable situation of the whole world, especially in America and Europe, most tourists change their destination from America and Europe to Asia where there is less chaos and unstable factors. This is a good opportunity for the Asian tourism industry.

Tourism is one of the major industries for many Asian countries, attracting sometimes much-needed foreign exchange, and stimulating economic development in industries from hospitality, construction, property development, transportation, and retail, to a mass of small business in spin-offs areas such as currency exchange, restaurants and bars, and tour operations. Singapore, Hong Kong and Thailand remain the "stars" of the Asian tourism destination brands(see Figure 1.2), In a survey by the World Tourism Organisation in 2000, Thailand was in the top 20 most popular destinations. Last year during the World Travel Mart in London and ITB in Berlin Thailand has received many awards primarily for hospitality in 2002. This has created a very positive image for Thailand among long and medium haul groups from Europe, particularly targeting Phuket that is the country's top beach destination. But competition is high as country brands such as Malaysia, Indo-China, South Korea, China, Philippines and Indonesia move to increase their brand recognition and brand power.

Figure 1.2 Awareness of Asia-Pacific Travel Destination
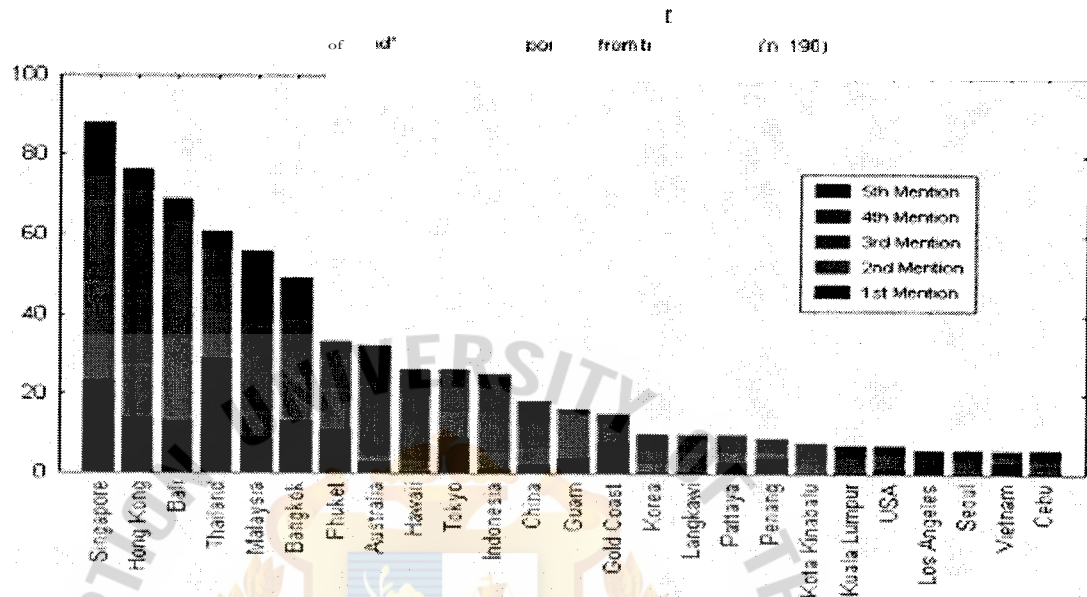
Source: (Rod, 2003)

While in the past, Asian destinations were able to market themselves on attributes of exotic cultures and value for money, how to keep the good image and develop tourism under sustainable considerations are challenges for Asian countries.

Weakness of Development Countries Tourism Development

The emerging destinations of the less developed world are less likely to have their long-term interests protected as tourism develops. Developing nations are particularly vulnerable for a number of reasons. They possess environmental and cultural features that tourists from the developed world wish to experience, given the right health, safety and security conditions. Given their existing low material standards of living, they also possess a

powerful economic incentive to develop tourism rapidly and with as few constraints as possible. If sustainable development is open to interpretation and is a multidimensional concept incorporating economic, socio-cultural and ecological considerations, then less developed nations are understandably likely to place higher priority in the economic dimension.

The irony is that in achieving economic development through tourism, many developing countries have felt it necessary to take steps that may reduce the long-term benefit they receive. Less developed nations lack capital to initiate tourism and provide the necessary supporting infrastructure. Consequently, they have frequently ceded control of tourism development to foreign interests. To attract capital they have offered a variety of concessions, such as tax breaks, liberal access to land and low environmental standards that may reduce establishment and operating costs. The result can be a failure to capture much of the income stream generated from tourism. There is no easy solution to this dilemma, but ironically it may lie in the growth of tourism itself. The combination of a growing market, increasing diversification in types of experiences and destinations sought, and rising levels of experience amongst tourists will likely lead to the industry constantly seeking out new destinations. Bargaining power under such a scenario, for so long being in the hands of the multinational corporations, would shift in favour of destinations, although this is certainly not an immediate prospect and relying in this solution may require some patience (Rod, 2003).

Except for the sustainable factor that is main reason mentioned above, the future of tourism should be developed under many other considerations:

1. Within multinational tourism and hotel industry, there is a trend towards investment in education, training and development, to meet the need for a higher level of customer-oriented service.

2. An increasingly culturally diverse clientele has necessitated specialist training in the fields of knowledge building for staff.

3. The demand for tourism services is changing qualitatively. Travelling is increasingly becoming a part of the lifestyle for a substantial proportion of some nation' populations. Trips have become shorter but more frequent. New market niches are being exploited, such as nature tourism, eco-tourism and adventure tourism. Tourists are becoming more knowledgeable and aware of issues such as the protection of the environment. The spread of information technologies enables service provided to cater more efficiently to a more diversified clientele.

In conclusion, the new circumstances in the tourism market generate a greater demand from tourism businesses and institutions for professionals with education, training and research capabilities in line with the requirements of the employers. The tourism industry is under pressure. Changing markets, industry restructuring and more competitive domestic and international markets are placing great burdens on expertise. The ability to succeed, and the

future performance of tourism and related activities will depend largely on the skills; qualities and knowledge managers are able to bring to their businesses. Skills, quality and knowledge are provided by education, training programs and working experience. The academic and professional debate on the essential methods and factors for competitiveness and sustainability in tourism is beginning to home in on a core concept: knowledge. As Peter Drucker said about the economy in general: " From now on, the key is knowledge. The world is becoming not labour-intensive, not materials-intensive, not energy-intensive, but knowledge-intensive' (WTO, 2002) . Formal higher tourism education undertakes the challenge in the 21S^t century.

Under these challenges, the tourism trend and opportunities, Asian countries should improve their ability to attract more tourists. It is not easy to do; this is long-term aim and requires high professional management staff

The tourism industry in Thailand plays a significant role in the overall development of the nation's economy. It generates foreign income, maintains a healthy balance between commerce and services as well as creating gross domestic product. Moreover the industry plays a vital role in social development, creating jobs, distributing income as well as bringing about changes to culture and environment. It also serves as an important mechanism in the country's development. The combined revenue from domestic and international tourism was 640,000 million baht, making it the largest sector in Thailand in 2002. That is why the government is helping and supporting the

tourism industry in Thailand. They gave the TAT its largest ever budget to promote the country. Governor of the Tourism Authority of Thailand Ms Juthamas Siriwan said she projects Thailand to become the tourism capital of Asia by the end of 2005.

Facing the challenges and the good situation mentioned above, Thailand which is a developing country is eagerly in need of high professional and knowledgeable management staff So it is necessary to develop better tourism education in the tourism business. This long-term plan should be supported by all factors of society.

1.1.7 Tourism Education in Thailand

The Thai tourism industry has exemplified an impressive record of growth over the past thirty years. The recent success of the Amazing Thailand campaign seems to imply that the country will continue to experience the growth of tourism industry, especially international tourism, over the next decade. As a result, there is a rapid expansion in the provision of tourism and hospitality education courses, and the increase in student numbers looks set to continue. Tourism and hospitality education in Thailand is a relatively new development in the country's educational system. Past research indicates that negative opinions concerning the institutions are similar to those experienced in other parts of the world, for example, the tourism programmes lack creditability, and that the graduates do not meet the industry's needs. Consequently, degree graduates are reported to be the least needed workforce in the industry (Mattara & Adele, 2001).

Tourism and hospitality education has been developed both at the lower level with skill training and at the higher level with first ──degree qualifications. Vocational education and training offering diplomas or certificates are provided by various types of organizations, both public and private, over the last few years, both publicans and private. Over the last few years, higher educational institutions in Thailand have experienced a massive expansion in the provision of tourism and hospitality degrees, taught within several faculties such a Liberal Arts, Business Administrations and Humanities. There were a total number of 21 institutions offering degree courses including international programmes in 1998. It must be noted that while many institutions are introducing tourism and hospitality courses, there is no doubt that the quality and standard of courses provided, especially the newly established programmes is questionable.

Generally, public and private universities in Thailand are under control of Minister of University Affairs. The ministry is responsible for formulating educational policy within the framework of the national education development plan and standardizing curricula. Each educational institution generally has it own evaluation system for its courses in which the process may vary. However, under the control of the ministry, every curriculum has been evaluated annually in order to response to the industry needs, the economic and social situation. Nonetheless, there are current issues facing the development of tourism and hospitality education in Thailand, including human resources issues, standards of curriculum, internationalization, and

quality and excellence issues. In terms of human resource issues, the demand

for qualified and competent workforce still exceeds the supply. Particularly at

the exclusive level, while many graduates from the universities are often

criticized for failing to meet the industry's requirements. They generally lack

strategic knowledge, managerial skills and ability to transfer the body of

knowledge into operation. Further, there is a shortage of qualified and

experienced tourism educators; instructors come from various backgrounds in

an area of discipline other than tourism and hospitality. They also encounter a

problem of insufficient teaching resources such as Thai textbooks, training

equipment and facilities, especially in Public institutions. Finally , selecting

the inputs in tourism and hospitality education has become a difficult task for

both public and private universities; public institutions cannot select suitable

students as they have to accept all students passing the entrance examination,

while private institutions do not deem to have many choices as survival in

business and profitability are significant concerns.

In terms of standard and curriculum issues, tourism and hospitality curriculum

is not standardized and there is no national framework for the development of

education. Determining between providing standards of education and meeting

the needs of the industry is more problematic. Many institutions are not in

contact with the industry, resulting in the lack of balance between theory and

the practice in curriculum design. In terms of Internationalizations issues,

there are a growing number of international programmmes including tourism

and hospitality fields in higher education. Public and private universities such

as Mahidol, Assumption and Prince of Songkhla University now offer first-degrees in international tourism and hospitality programs. This is a move towards the international dimension. The programs are designed for multinational students bodies and a wide variety of customers in education. Finally, regarding quality and excellence, the Minister of Education has announced a policy and implementation guidelines on quality assurance in higher education since 1996, by designing quality assurance system, and development accreditation standards and procedures as well as internal quality control mechanisms (Ministry of University Affairs, 1998). However, the term quality is not clearly defined in Thailand i.e., whether quality is the conformance to standards or meeting customer requirement. Furthermore, quality standards of tourism and hospitality education still remain undefined (Mattara & Adele, 2001).

WTO gives help to Thailand to develop tourism in many ways. It includes the tourism-related human resource.

Thaksin Shinawatra, Prime Minister of Thailand said "Thailand has received very strong cooperation and valuable assistance from WTO especially in the development of hospitality and tourism-related human resource, national tourism master plans, sustainable tourism development and Tourism Satellite Account (TSA)"(Thaksin, 2001).

Tourism education and training is an important component in developing competitive tourism industries. Under the support of WTO, Thailand should pay attention on development of tourism education and training.

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Thaksin said :"With regard to our own work, TAT will coordinate with the WTO on capacity building and will propose a plan for tourism and income enhancement to the National Tourism Industry Committee. There are already a large number of public and private educational and training institutes at all levels offering a wide variety of tourism-related courses. ...As for how can the WTO help in the future, there are three areas where it can play a critical role: training and education for local communities in management of cultural and natural heritage, improving tourism education and training standard, and strengthening of Small and Medium Enterprise (SMEs) in tourism sector. There are three important keys for Thailand's sustainable tourism development and competitiveness in the coming years.... Tourism education and training is one of the most important components in the quality and the success of tourism product" (Thaksin, 2001)

Since the early 1990s, the development of human resources has been urgently needed for Thailand especially in the tourism sector. In contrast these high educational programs just newly offered in recent years. Among the universities which provide master degree related tourism, there isn't any place that has more than a 5 year educational experience.

It seems that higher education in tourism management is less developed and less popular in Thailand, compared with the popularity of Business, Management faculty etc. Not so many universities in Thailand offer Tourism Management Program, most of them are Bachelor Degrees (see Table 1.1). Just 5 universities open a Master Degree related in tourism (see Table 1.2).

Cultural Tourism is only one factor of the three fields of concentration of the programme Master of Arts in Cultural Management in Chualongkorn University, the others are Performing Arts and Theatre and Gallery and Museum Management.

Table 1.1 Universities which offer Bachelor Degrees in Tourism and Hospitality Program

- Prince of Songhla University, Phuket Campus

  Bangkok University

- Mahidol University

- Rangsit University

- Suan Dusit Ratchapat Institute

- Dusit Thani College

- Burapa University

- Chiang Mai University

  Naresaun University

- Saun Sunan Ratchapat Institute

  Chankasem Ratchabhat Institute

  Petchaburi Alongkorn Ratchabhat Institute

- KhonKaen University (Nong Khai Campus)

- South-East Asia University

- Saint John University

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Source:*http://search.asiaco.com/Thailand/Education/Colleges and Universities/(2003)*

Table 1.2 Universities Which offer Master Degree of Tourism Management

‒ ·

- Assumption University (ABAC)

- Chulalongkorn University

  Naresuan University

- Chiangmai University

- Songkhla Nakarin University

Source:*http://search.asiaco.com/Thailand/Education/Colleges and Universities/(2003)*

1.1.8 TRM Program in ABAC

The real situation of tourism education in Thailand is not compatible with rapid development of industries. Moreover, according to Mattara et al., (2001) tourism education still remains a controversial field which is partly due to the relative immaturity of the subject area. Follow the trend, in order to meet the need of tourism industry, and to maintain tourism as a sustainable, profitable, and enjoyable enterprise takes a substantial number of good tourism managers. Therefore, the Graduate School of Business at Assumption University with its Faculty Team offers Tourism Management Program since March, 1999. That mission of MA-TRM course is:

to provide the best supply of systematically educated and highly trained tourism professionals for Thailand and the international community and to engage in related research. (Graduate Office of ABAC, 2000)

The curriculum of the M.A.(TRM) is composed of two major thrusts:

1. The macro approach to tourism as a business of a country, region, or city (i.e., the strategic planning, policy making, infrastructure necessities, marketing, coordination that it takes to manage a region or countrywide effort).

2. The micro approach to the management of individual tourism businesses that make up the industry (i.e, the management, strategy, planning, organizing, company culture formation, leadership, marketing human resource management and development, and finance that it takes to keep tourism enterprises running smoothly) (Graduate Office of ABAC,2000) .

The Student who graduates with an M.A. (TRM):

- Will possess adequate knowledge of the principles and practices of tourism so as to succeed as a manager in the Tourism Industry.

- Will become a problem solver with the ability to resolve all kinds of Tourism Industry dilemmas.

- Will have leadership abilities and qualities possessed by the most successful global Tourism Industry leaders.

- Will have the knowledge and ability necessary to be an entrepreneur in the tourism industry (Graduate Office of ABAC,2000) .

MA-TRM program opened 9 classes so far and has 216 students in total (see Table 4.1) .

There are certain issues that exist in MA-TRM program. It can be divided into two kinds.

1. Internal issues. Such as few students, the students in some classes are not more 20 people. The total number of nine classes is just 216 people; Students change to other programs from withdrawing to study in M-TRM program though they registered in the program at the beginning. For example, though the 6th Class has nearly 30 people at the first semester, the update number of students left is 16 people in August 2003.

2. External issues. There are many other obstacles that face MA-TRM program in ABAC. Students all over Thailand have many options to select their studying place and programs due to development of higher education. They can now choose to go to the MA-TRM program at other universities in Thailand; they can choose other attractive programs in ABAC or other universities in Thailand; they can also choose to go to study abroad (UK, Australia etc.).

Facing the above mentioned issues, the MA-TRM program in ABAC is forced to consider how they could compete with other institution to attract and retain students, maintain continuous and healthy enrollment and survive. The key to keep the good image of the program is to satisfy the students' need. User satisfaction is often used synonymously with service quality and is probably the most important element of a program of service quality improvement (Seymour 1992). Boulding (1993) et al. concluded from their research that the greater the students' perception of a university's overall service the more likely the student would engage in one or both of these activities.

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Each TRM student who is studying master degree is a mature adult. Most of them have experience in working at tourism related industries. So many items mention 1.1.1, 1.1.2, 1.1.3, tourism education in developing countries, including Thailand, playing an important role in tourism development. The graduates of MA-TRM course are supposed to be successful tourism industry managers. How to keep the graduates quality with industries development? How to keep the course in a good image? How to contribute provider to take students' perception for consideration? It's one kind of solution.

1.2 Statement of the Problem

This research will identify students' perception of MA-TRM program in ABAC about six dimensions of students' studying experience as well as overall students' satisfaction, and this study examines the relationship between students' perception of TRM course and student demography, identify the potential problems in analyzing the students' perceptions. This may help to improve the MA-TRM program's service quality by considering students' satisfaction. Therefore, the statement of problem is what is the perception of MA-TRM course and overall satisfaction of the course by students.

1.3 Research Objective

1. To analyze the demographic profile of students of MA-TRM program at ABAC.

2. To identify the difference in perception of MA-TRM course dimensions (curriculum, teaching, support, physical facilities, abilities development and relationship with industry) classified by demographic profile of TRM students.

3. To identify the perception of overall satisfaction about MA-TRM course classified by demographic profile of TRM students.

1.4 Scope of Research

The research is conducted to find out the students perception and satisfaction about MA-TRM program. The research is concentrated on six dimensions of students' studying experiences in MA-TRM program of ABAC, as well as overall students' satisfaction. The six dimensions are assessment of the importance of curriculum, the perception of teaching, support facilities, physical facilities, ability development, relationship with industries and overall satisfaction.

The research finds the relationship between MA-TRM service quality and student demographics such as gender, nationality, occupation, education and purpose of joining MA-TRM program in ABAC.

The research focuses on students who are presently enrolled in and those who have already graduated from MA-TRM program in ABAC.

1.5 Significance of The Study

The research aims to gain better understanding of the students' experience at the MA-TRM program of ABAC by looking at what students perceive during their studying at MA-TRM program with a wide range of issues related to their experience. The data and analyzing information may help MA-TRM program of ABAC find some potential problems and may be utilized for future plans.

The findings and recommendations coming from the research could be considered by program manager and management levels and may help them to do management improvement to let students have a better learning environment and help students to get better studying experience to be successful tourism industrial managers.
It is a trial instrument of measuring the perceived service of specific program or faculty. It contributes to tourism education and tourism industries.

1.6 Limitation of the Research

1.6.1 Limitation on seven dimensions only.

There can be many dimensions making an impact on the course of MA-TRM program in ABAC, the researcher just concentrated on seven main factors (curriculum; teaching; support facilities, physical facilities, ability development, relationship with industry and overall satisfaction).

1.6.2 Limitation on questionnaire delivery

The researcher has pushed full effort on contacting whole target population, but at certain period time, certain number of questionnaires was

not returned back to researcher. There were many reasons such as some students had graduated already and they changed their contact addresses, therefore, it is impossible to receive 100% responses back within the limitation of time.

1.7 Definition of Technical Terms

ABAC: Assumption University, Bangkok, Thailand

Curriculum: subjects included in a course of study or taught at a particular school, college, etc.

Graduate: i.e. one studying for a master's or doctor's degree, or person who has completed a course at an educational institution.

MA-TRM: Master of Arts in Tourism Management Program in ABAC.

Overall Satisfaction : A global judgment, perception or attitude to the superiority of the service (Zeithaml et al., 1990).

Perceived Quality: The consumer's judgment about an entity's overall excellence or superiority (Zeithaml et al., 1990).

Perception: The various ways in which people interpret things in the external world and how they act in the basis of these perceptions. A major determinant of people's perception is their motivation at the time with respect to the object or experience to be perceived. At times, most people in the organization perceive an event in same way. Perceptual congruence refer to the degree to which people perceive things the same way. High congruence generally implies valid perception (Andrew, 1994).

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Physical facility: The factors are unrelated to the teaching process directly but they are hardware in university, for example, reading rooms, lecture rooms, architecture (Jannecke, 2002).

Senior student: Student in the year before graduation.

Service Quality: It refers to standard of resource and provision, and the achievements or outputs of an institution or system. Quality embraces all the main functions and activities of higher education: teaching and academic programmes, research and scholarship, staffing, students, infrastructure and the academic environment (World Conference on Higher Education, 1998).

Support facility The factors are unrelated to the teaching process directly but support teaching (see Table 1.4), for example, administrative staff service, library and computer service (Jannecke, et, al.,2002).

Teaching Service: Each higher education institution should establish a teaching and learning resource unit staffed by qualified personnel and charged with the development of pedagogical skills and other forms of teaching-support activities. It includes the tuition given to students, a team of specialist teachers supporting students (World Conference on Higher Education, 1998).

Tourism Education: System of training and instruction designed to give knowledge and developed skills about tourism.

Chapter II

Review of Related Literature and Studies

This chapter is attributed to explain the dependent variables and independent variables. Independent variables are demographic variables, and perception of TRM program about curriculum, teaching, support facilities, physical facilities, ability development, relationship with industry and overall satisfaction. The research want to define the relationship between independent variables and dependent variables.

2.1 Perception and Marketing.

In academic terms, perception is "a process by which an individual selects, organizes and interprets stimuli into a meaningful and coherent picture of the world " (Gronroos, 1994). According to Michell (1978) perceptions are those that shapes and produce what one actually experience.

Perception is the various ways in which people interpret things in the external world and how they act in the basis of these perceptions. Morrison (1996) postulated that customers use their five senses- sight, hearing, taste, touch, and smell to size up hospitality and travel services and industry's promotional messages. In addition, they must not only be motivated to buy, but they must perceive that a service will satisfy their needs and wants. Perception is the process by which an individual selects, organizes and interprets information input to create a meaningful picture of the world, the factors that make people have different views of the world namely:

- Perceptual screen of filters- the customers screen out the majority of the stimuli or messages to which they are exposed.

- Perceptual bias- the customers twist the information to match their pictures of the world. Even if an advertising message makes it through perceptual screens, customers may alter it so much that it is no resemblance to what was intended.

- Selective retention- is the customers' selection of the messages and holding on to information that supports their predispositions, belief and attitudes.

- Perceptual process or closure- when the customers tend to see what they want to see.

- Moreover, in term of perception of service customers are more likely to:

- Screen out the information with which they are already familiar

- Notice and retain information related to a need of which they are aware or one that they are actively trying to satisfy.

- Buy service that matches their perceived image of themselves.

- Notice and retain things that stand out from the norm.

- See things that they anticipate seeing.

- Notice information with which they have had successful previous experience.

- Attach greater credibility to interpersonal rather than
  commercially generated information.

Perception is customers' belief concerning the service received and experienced.

Jim (1997) has noted that perception and reality are not different things. Seymour (1992) wrote that, service quality is a perception and that perception then becomes the user's reality. People act in the basis of these perceptions. Based on these perceptions, people buy, sell, vote, travel, invest and make pretty much every major and minor decision that governs their lives and affects the lives of those around them.

There is a popular view that perception somehow differs from reality; in fact, reality only exists in the heads of an individual. If there is an objective reality, it is not accessible to us as human beings; we only have what our senses tell us, and for each of us reality is different because each of us select and synthesizes in a different way. The following figure may help to illustrate this.

External
environment → Individual → Selection/perception → Individual's perception
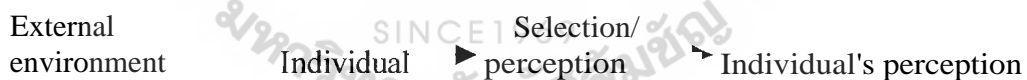
Figure 2.1: Selection and Synthesis in perception (Jim,1997)

From a marketing viewpoint, the fact of the perception is so nebulous and individual a thing is probably helpful in the long run, people's view of products and services rely heavily on perceived attributes, the difficulty for marketers lies in knowing what will be the general perception of the members of the market segments with whom we are attempting to do business .

Customer' judgment or perception of product or service value represent their summary evaluations of it, taking into account the benefits they perceive as offered and the price they perceive as required to obtain these benefits. Thus :

Perceived value = Perceived worth - Perceived price

Perceived worth is what customers feel they should pay for the benefits they receive. Perceived price is the price customers believe they will be charged. In general, whenever perceived price is lower than perceived worth, perceived value is positive; customers feel they got more than what was paid for and thus "got a good deal." When perceived price exceeds perceived worth, customers conclude that the product is not of good value, "too expensive," "a rip-off," or a "poor buy for the money." When perceived price and perceived worth are equal, the value is neutral; a customer feels: I got what I paid for." (Barabba & Zaltaman, 1991). Joe (1996) wrote that there is a direct correlation between level of perception and market share. So it is an effective way to do customers' management by perception research.

Market research is critical to determining perceptions of the market. It means listening to your market. Real research is to learn how people perceive you, your company, product, service and competition, inside, outside and at the shareholder, regulator and media levels. The marketer needs to know as much as possible about the tastes, trends and motivating factors of the customers.

According to these concepts, as education provider, they should know as much as possible about the perception of the student. Joe (1996) pointed out the way to contribute to perception research in his study as well. He said the way to

ensure how people become aware of you, your product, service or company, and to influence the way they perceive you. Every technique doesn't work every time for everyone. But the basic formula approach is solid.

The basic formula approach is shown in figure 2.1.

Figure 2.1 shows how interrelated the elements are:

- What is your situation, according to your own knowledge and what your research tells you?

- What is your objective? What is it you want to accomplish, according to your desires, goals and aspirations? What does your research tell you that you need to accomplish that may not be included in you own objectives statement?

- What strategy addresses your objective(s)?

- What tactics need to be employed to implement your strategy?

- How long will it take? Is this realistic?

- How much will it cost? Is this realistic to fund your strategy to meet our objectives within your timeframe?

Situation analysis

Research   objective

                          Strategy

                          Tactics
                             ↓
                          Time line
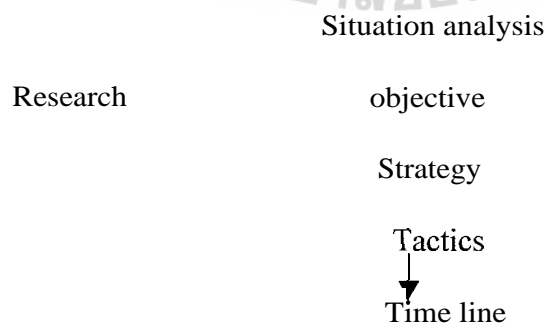
Figure 2.2 Element of a Marketing Plan
(Source: Joe, 1996)

Listening to the voice of the market will provide information to give a product with substance, a marketing plan of substance. If in creating an image as identified in your marketing plan, such elements as borrowed interest and the halo effect are helpful and expedient. So, too, is the state of the *brand* as it evolved in modern times. To project an image of success or status, one no longer needs an entourage, trumpets and limo driver.

Marketer can march to their own drum, be all that they can be, have it their way and pretty much every other thing that allows them to ignore the voice of the market if they want to fail. But, while exploiting their value and uniqueness, give some consideration to the rules that have served some of the most successful retailers in American business history:

- Put the customer first

- Give the customer what he wants

- The customer is always right

On the basic perception concept mentioned above, this research selects to conduct the perception of students who are main stakeholders in a university. University should put students first, give the students what they want. Robert L. Dilenschneider, CEO of The Dilenschnieder Group, offers this advice: "understand how people see things, then appeal to what they prefer. The key to real image strategy is understanding the link between how people perceive and what people prefer." Larry (President & C.E.O of Automobile Protection Corp) said " In the end, it is the customer's perception that matters!"

From market view, perception does the matter, perception is subjected by demographics and individual factors. So perception research should consider the factors based on demographic view.

2.2 Demographics or Individual Factors and Perception

Perception can be described as "How we see the world around us." Two individuals may be subject to the same stimuli under apparently the same situations, but how they recognize them, select them, organize them and interpret them is a highly individual process (Leon, 1994).

The researcher uses students' demographics to be independent variables. Demographic factor is the statistic of human population and distribution. The service industry needs to consider its customer potential in terms of number, age, gender, income, occupation, and regional origin and so forth (Morrison 1996). There are many cases to research customers' need, satisfaction and perception based on demographic characteristics: such as age, gender, income, nationality, occupation and education.

Hanna and Wozniak(2001) stated demographics are the most common factors for segmenting consumer market. Kotler(2000) stated that the market is divided into groups on the basis of demographic factors. Hawkins et al (1992) stated a number of individual characteristics influence interpretation. For example, gender and social class affect the meaning assigned to various products

Marketers preference for using demographic data to segment market rest on the relative care of measuring them as well as their close link to demand for

many products and services. Demographic variables such as age, gender and nationality are commonly used by marketers because they usually correlate with consumer preferences need, and usage rates.

Barrie&Adrian(1992) also said that Demography is the statistical study of human population and their vital characteristic. This is used in market analysis typically. The most common approach to market segmentation is to divide consumer groups according to demographic variables. These variables: age, sex, income, occupation and education – among others are typically used to identify market segments and to develop appropriate marketing mix... Since demographic analysis has been the traditional approach to market segmentation, and these categories will be kept brief.

Demographic characteristics were the most frequently used for the research of service quality analysis as well. For example, FitzGerald(1994) studied the demography of frequent flyer and their perception of Airline marketing communications, which are segmented by demographic characteristic: gender, age, income and culture.

Why are the demographic variables the most popular bases for distinguishing customer groups by the marketers and researcher? One reason is the customer wants, preferences and usage rate are often associated with demographic variables. Another factor is that demography is easier to measure.

Along with customer's age the products' services needs often vary (Shiffeman, 1994). Age influence the customer behavior and thinking (Porrama, 1995). Consumer's want changes with age (Kotler, 2000). Sex influence

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consumer's thinking, value attitude, behaviors, want, and purchase decision (Kotler,1997). According to Sheth, Mittal and Newman(1999) nationality is the place of origin of a customer, Thus with different nationalities and backgrounds it is expected that customers will have different perceptions regarding quality and customer satisfaction. Antonides and Van Raaji (1998) point out that people differ in their perception of reality depending on their own experience, life histories, and personal situation.

This research adds working experience to be one of independent variables. Personal factors modify the effect of the various physical stimuli that influence perception. Behind every act of perceiving is the individual's past history of experience. Previous experience has built up a relatively stable recognition within the individual which determines the meaning of particular perception.

Individuals tend to interpret information according to their existing beliefs, attitudes and general disposition. Hence, perceived differences in products may not necessarily depend on intrinsic qualities; consumers evaluate product against the background of their experience, expectation and association. It is a personal interpretation of the information about specific product which has been successful in attaining a level of significance in a particular consumer's mind (Peter, 1995).

The service marketing literature tells that service quality is determined by customer perception of service (Parasuraman, 1985). Since perceptions are influenced by many external and internal factors, such as cultural, social, psychological and economic, the way in which customer perceives services are

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highly subjective. So this research analyzes students perceptions based on students' demographic characteristics.

2.3 Student Perception and Education

Why institution of higher education concern about students' perception?

Like car companies and fast-food restaurants that believe perception of customer service lead to bigger profit, many education leaders say the same principles will streamline higher education institution bureaucracies, save money, and, in time, improve instruction.

Tuition prices will continue to soar, making college education unaffordable for many. This is at a time when industry needs will-educated graduated more than ever to survive in the competitive global marketplace. Higher education institutions should know what the students perceive about the education quality.

Seymour (1992) has cited in his book, four driving forces behind the current inclination of institutions of higher education to be concerned about quality and perception: competition, costs, accountability, and service orientation.

Competition

For all but the most elite institution, it is a buyer's market in higher education. Both public and private institutions have to worry about preserving enrollment: Private schools need tuition dollars, and public schools need both tuition and state subsidies based on enrollment. In some markets, there is open and blatant competition for students among institutions.

Jon (1997) pointed out whether private or public colleges and universities are under heightened pressure to maintain enrollments. In economic terms, what was once a seller's market in higher education is now a buyer's market: the competition among universities and colleges for students is intense. As a result, many are struggling to maintain enrollments, and some are fighting for survival.

Cost

Throughout the 1980s, tuition fees rose faster than the consumer price index, and now students and the public want to know what more they are getting for their educational dollar.

Accountability

Those who support higher education want to know how the dollars are being spent and have, therefore, instituted regulations and reporting requirements to ensure accountability. Banta (1993) notes that some institutions, based 5.5 percent of each public institution's budget on the results of a prescribed set of evaluation procedures, including testing students in general education and their major as well as surveying alumni. The concept of accountability is closely allied with quality. No system of higher education can fulfill its mission unless it demands the highest quality of itself. Continuous and permanent assessment is necessary to reach this objective. At the same time, it must be acknowledged that great care much be exercised in making quality assessments since it involves matters of judgment, academic values and cultural understanding (World Conference on Higher Education,1998).

Service orientation

Professionals in higher education have set their own standards and have said, in effect, "Leave the money on the stump, and trust us." Those days are over. Now the public wants to be involved in structuring its public institutions to deliver better service by setting standards of quality and determining cost. Colleges and university are compelled to respond.

If institutions of higher education are to function effectively in the coming decades, they must take these concerns seriously. At the same time, colleges and universities must recognize that not only their world but also the world of work for which they are preparing their students, continues to undergo dramatic changes. Clearly, the need for quality and total quality management in higher education has never been greater. Thus, we face the reality that colleges and universities cannot keep doing more of the same.

A clear definition of quality education is, however, only beginning to emerge. The "ivory tower" of higher education of the past half century are starting to give way to far more society-sensitive college and university. The college and university of the twenty-first century must prepare students for the real world, that is, for the everchanging career and economic realities they will face. Institutions of higher education must abandon the production model of higher education in which success is based on head counts, credit generation, grades, and degrees and move toward a learning environment that emphasizes an involvement that will empower students with high-quality to meet new challenges. It is, however, as

Seymour (1992) points out, easier to describe and define quality than it is to develop, reinforce, and sustain it.

Seymour (1992) wrote that, service quality is a perception and that perception then becomes the user's reality. Institutions of higher education deal with the perception of students. Therefore, understanding service quality in terms of the perception of the major stakeholder is a particularly difficult problem for colleges and universities.

Boulding (1993) et al. concluded from their research that the greater the students' perception of a university's overall service the more likely the student would engage in one or both of these activities. The authors also concluded that students with higher perception of a university's overall service were more likely to recommend their university to others and to contribute money to the university.

Student perception of the importance of learning may point to a shift in need from employers, or it may signal a weakness in relying and emphasizing the need to the student (Duke & Reese 1995). Although students may not have a firm grasp on the realities of the workplace, they have a reasonable grasp on the quality of their curriculum and program with some biases toward wanting more from their institution (cf.Glynn, Rajendram, and Corbin 1993;). Understanding student perception is crucial for tactical evaluation of classroom performance, general curriculum flow and value, as well as alumni reflections on the value of the components of their educational programs (Duck & Reese 1995). Student perception, although not the only measurement method or group to be used, are a

crucial component to successful program assessment and revision (Duke & Reese 1995).

The student experience is likely to be of particular value when institutions wish to evaluate the fitness for purpose of assessment since what students experience is clearly often different from what is intended by curriculum objectives. Students have the ability to articulate their experiences of assessment and offer a renewed focus on learning purposes. The student perspective may counterbalance the perspectives of other stakeholders that may focus on other areas such as the standardization and insistency of assessment procedures. Evaluation of the nature of the learning that is engendered and certified is surely fundamental to any evaluation of the overall quality of assessment (Rivanda & Tom, 2001).

Inasmuch as students are the primary reason for existence of institutions of higher education, as system to generate feedback and assess the processes of design, development and delivery of curriculum is central to an institution's quality assurance system. Such feedback is critical to the validation and refinement of the core teaching and learning process.

Some instruments of feedback and improvement are as follows:

- Student feedback

- Peer review

- Video recording of lectures

- Employers and Alumni feedback

- Department consultative committees

Student feedback and perception on the quality of teaching has been a core practice for more than a decade now. Both undergraduate and postgraduate students participate in end-of-course survey and provide critiques on a course and the faculty member responsible. The information obtained is used to drive teaching effectiveness and subject matter relevancy (Shih, 2000).

As an attempt to improve the quality of teaching and learning, most European institutions of higher education have implemented some sort of student evaluation of teaching. The pedagogical and academic quality of the teaching given are closely scrutinized through various assessments, in which students express their views on the quality of a given education or study program. Even if such assessment give valuable and valid feed back on issues related teaching and instruction, these processes could be seen to have a too narrow focus of attention. They do not take into account that student learning depends on individual hallmarks as prior merits and cognitive skills, personal motivation and individual effort as well as related group characteristics of the students entering particular study programs. In addition, various support facilities like reading room, library services, computer facilities, etc., also play a role.

Considering this potential narrowness of more traditional ways of conducting student assessments, growing attention has currently been given to broader student satisfaction surveys. These surveys, typically initiated and implemented at the institutional level, tend to employ a strategic development perspective, which in the design of the questionnaire focuses on much broader

aspects of the student learning experience (Harvey et al., 1997; Meiklejohn et al., 1997; Torper, 1997; Gaell, 2000). These surveys may provide the institutions with a tool to grasp more of the complexity of the total learning experience.

Since student satisfaction surveys are a rather novel form of evaluation technique in Europe, this study is explorative. It aims at identifying factors of relevance to the student satisfaction concept as well as their relative importance. Furthermore, student satisfaction surveys tend to be a potential competitor to more traditional student assessment schemes of teaching and learning. Thus, it is also interesting to reflect the relationship between the student satisfaction concept and the various interpretation of 'academic quality' that is measured through student assessments.

Acknowledging the complexity of the student satisfaction concept, Pate (1993) has split the literature on student satisfaction into three perspectives: a psychological-wellness type of satisfaction, a job-type satisfaction and a consumer-type of satisfaction. These perspectives also could be arranged along a time-dimension: the psychological- wellness type of satisfaction represents factors related to past experience and personal characteristics, the job- type satisfaction represents future aspirations and hopes, and the consumer-type of satisfaction represents factors students experience in their daily life.

This research will mainly focus on the consumer perspective, drawing attention to factors that theoretically can be manipulated by higher education institutions, for example, quality of teaching, support facilities and physical infrastructure. Thus, student satisfaction will be seen as students' assessments of

the services provided by universities and colleges. The concept may be broken down into several sub-categories:

1. Quality of teaching (academic and pedagogic).

2. Quality of supervision and feedback from academic staff.

3. Composition, content and relevance of curriculum.

4. Balance of supervision and feedback from academic staff

5. Quality of support facilities.

6. Quality of physical infrastructure.

7. Quality of, and access to leisure activities

Such a consumer approach tends to treat higher education as a product.

(Jannecke *et al,* 2002)

2.4 Tourism Education Issues

The study mentioned at chapter I that tourism education is fast growing across most tourism receiving countries in the developed and developing world in recognition of the growing importance of tourism within the global economy and the sectors pressing human resource and skills needs. In developed countries, tourism education started over the past 30 years, whereas Tourism and hospitality education in developing countries is a relatively new development in the country's educational system.

This research tries to describe current situations in Tourism and Hospitality in Master of Tourism Management program at ABAC in Thailand, the number of tourism and hospitality education issues identified in this study,

maybe, is of universal concern faced by university-level tourism and hospitality education providers in developing countries.

The objective of tourism and hospitality education includes functional distinction and hierarchical links for different levels, in curriculum design, educators portfolio, student portfolio, teaching facility and equipment, and knowledge and skill requirement of student and trainee, relationship with industry etc. (Honggen, X. 2000; Ravanda & Tom, 2001). The education providers in higher education level should consider all the elements if they want to keep the quality of the education.

Student Profiles

Selecting the inputs in tourism and hospitality education has become a difficult task for both public and private universities; public institutions cannot select suitable students as they have to accept all students passing the entrance examination, while private institutions do not deem to have many choices as survival in business and profitability are significant concerns (Ravanda & Tom 2001) .

In international programs, challenges and problems confronting hospitality educators in developing countries differ from the experience of their more developed counterparts. Understanding multiethnic and multi-national student mentalities as key challenges for educators involved in international hospitality management education (Brian, 2003). International program are making efforts to attract an international body of students, which required more consideration about foreign students' perception.

Tourism and hospitality education providers face some unique challenges. Gender is an important consideration. In line with the result of the 1995/6 NLG survey (Middleton, 1996), in most countries across the region, females outnumber males in terms of both current student populations and numbers of hospitality and tourism graduates. A comprehensive UK study by Doherty et al. (2001) reported that hospitality 'work practices' are adversely affecting the career development of a number of female managers and that relatively few women progress to senior management roles. The views of existing graduates about barriers to advancement will be useful in guiding both educators and future graduates. Li and Leung(2001) studied female managers (many of them graduates) in Singapore and concluded that the major barriers for female managers are not corporate practice or policies, but rather cultural and societal sanctions. For the purpose of the present study was an interesting finding, given the predominant Chinese population in Singapore. Although they were a somewhat incidental component of the present study, gender issues are certainly worthy of further investigation given the continuing failure of many female graduates to progress to general manager positions in hotels and operations(Brian et al,. 2003).

The outcome of tourism education is student. It is a key point if there are strategic knowledge, managerial skills and ability to transfer the body of knowledge into operation etc as students graduated from the tourism management program. This study views the graduates' capabilities based on their perception.

Curriculum

There are many ways by which to define the curriculum.

For example in UK, in Rivanda & Tom (2001) research, it was found that about 60% of the universities as respondents pointed out that their curriculum has been defined on the basis of the needs of the tourism industry based on research and on lecturers' experience. Most stated that they are very much influenced by staff experience and expertise, especially of those who have worked in the industry. Another 30% also included the influence of National Liaison Group (NLG) guidelines. Some were simply based on staff experience or research rather than industry needs.

In terms of standard and curriculum issues, Thailand tourism and hospitality curriculum is not standardized and there is no national framework for the development of education. Determining between providing standards of education and meeting the needs of the industry is more problematic. Many institutions are not in contact with the industry, resulting in the lack of balance between theory and the practice in curriculum design (Mattara & Adele, 2001). There are several universities that offer international courses, such as Mahidol University, Chualongkorn University, Assumption University and Songkhla University. There are more elements that should be considered on that how to design the curriculum in international programs.

According to previous study, Brian et, al (2003) stated that there are up t half of graduates who either never have entered the industry or drop-out within a few years. Rivanda & Tom (2001) stated that the statistics is showing only approximately 40% to 50% work in tourism. This reality produces curriculum challenges for providers. Should they focus their subject content on specialist

hotels, catering and tourism subjects, knowing that this material may not be relevant to the career of half of their students following graduation, or should they focus their attention on more generic business studies subjects to serve the needs of half of their students base whose careers in the industry will be short lived or non-existent?

In a similar manner, higher education providers must confront the need to offer a university level and quality education, emphasizing intellectual development theory and problem solving, with the desire evident amongst some students for practical, training-orientated programmes. Getting the balance wrong may either lead to an impression amongst key industry stake holders that the education is 'out-of —touch' and 'unresponsive', or to a view that provision is insufficiently distinct from course provision in the vocational education and training sector (Brian et, al. 2003).

Teaching

In Thailand, the demand for qualified and competent workforce still exceeds the supply, there is a shortage of qualified and experienced tourism staffs (Mattara at el, 2001) .

Rivanda & Tom (2001) stated that what the education provider thought was the best balance-more academic staff or people with practical experience. It is necessary to have a balance between these two types but a creative tension between the vocational and the academic was clear. If tourism education become too academic the industry will say that it is not good education and too academic-ivory towered. If tourism education becomes too vocational the education

becomes a training institution not a university, and tourism's prime mission is to be a university so the education providers have to be delivering at degree levels and graduates have to have similar skills expertise of other graduates. At the same time, students don't think that members of staff without industrial experience are credible. One interviewee in (Rivanda & Tom 2001) summaries the ideal balance:

"We are now recruiting more people who've got an academic PhD background and maybe less industrial experience so there has been a bit of shift towards a more academic perspective. The best of all is to have is industry experience and a PhD, together".

Another key issue of faculty affected student perception is their capabilities: such as language skill, communication skill and human relationship skill and interests in students. Warn et al., (2001)stated one key item of education quality is overall high quality of teachers and a genuine interests in students.

Facilities

In line with Jannecke *et, al.* (2002)'s study methods, this study divides facilities into two groups: one is support facilities and the other is physical facilities. Support facilities include administrative staff service, library and computer lab etc. and physical facilities include building, classroom equipment, reading room and recreational area etc. the institution in Thailand encounters a problem of insufficient teaching resources such as training equipment and facilities, especially in Public institution.

Warn & Tranter (2001) stated one key theme in the comment of the graduates' assessment of quality is well funded with resources and facilities. Nina and Roberto (2000) pointed out tourism education infrastructure is still in its earliest stage of development.

Ability Improvement

Graduate Office of ABAC (2000) state the supposed abilities of students who graduate with MA-TRM are:

- Will possess adequate knowledge of the principles and practices of tourism so as to succeed as a manager in the Tourism Industry.
- Will become a problem solver with the ability to resolve all kinds of Tourism Industry dilemmas.
- Will have leadership abilities and qualities possessed by the most successful global Tourism Industry leaders.
- Will have the knowledge and ability necessary to be an entrepreneur in the tourism industry.

Thus, the items listed above are important issues that should be measured in perception of TRM students.

Relationship with industry

Tourism education need to be linked with industry. Many graduates from the universities are often criticized for failing to meet the industry's requirements. They generally lack strategic knowledge, managerial skills and ability to transfer the body of knowledge into operation. Many institutions are not in contact with

the industry.（Mattara *et al*,2001; Ravanda & Tom,2001）UK tourism education institutions about 33% mentioned that they have sponsorship from industry, 66% have advisory panel, 85% have research and consultancy role, 80% reported teachers and guest lecturers from industry, 70% have careers advice, 77% have curriculum advice from industry experts. And the biggest link between industry and universities is through work placement. About 70% of institutions provide industrial placements for the students; only 20% do not offer these and for the others it is optional or it has not been offered yet, because the course is recent. Faculty/schools that do not offer work placements can offer a module that prepares students for work and tries to assist them by placing themselves over summer vacation. Student can also undertake an individual research project within an organization. The type of organizations faculties/schools have most contact with it was clear that hotel/accommodation were the more popular followed by transport, restaurants, tour operator, contract catering, visitors attractions, tourist boards, travel agents, heritage industry, museums, etc. One interviewee of Ravanda & Tom (2001) comments on what specific skills industry seemed to want:

"They want IT ability, they want people who can work in team, who are good at problem solving, that can write reports. Communication skills are very important. Now they're coming along with lots of management skills and they can see the benefit of that." These abilities can practice at work placement or get knowledge from the link of tourism and hospitality industries.

Overall satisfaction

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Customer satisfaction is the criterion for quality. Everyone should identify, define, measure and meet the criteria for satisfaction of his or her customer. Higher education is now a large-scale service industry and customer care is moving up the agenda fast. (Barnett, 1997) Some quality assurance and enhancement in higher education is focused sharply on the primary consumer (the student) and the process is focused on the quality of student learning experience. Jannecke et al., (2002) Student satisfaction will be seen as students' assessment of the services provided by universities and colleges.

Empirical Studies

There are some empirical studies that research the experience and perception of students, and contribute to the Higher Education Quality. For Example, ESEP in Hong Kong and CEQ in Australia. Those project take students' perception into account.

ESEP.

There are many forms of information and feedback collected from students in Hong Kong. Most of these tend to concentrate on one particular aspect of the student experience. "Evaluating the student Experience Project (ESEP)" is a Hong Kong -wide initiative aiming to develop ways of evaluating students' experience, including the "total student experience". The project is designed to collect information from the student perspective to help management plan improvements. Feedback from students is analyzed and then reported in a way that is accessible and that identifies areas for potential action. ESEP has funded a

wide range of projects looking at the student experience in Hong Kong. The principal aims of ESEP are:

...to find out more about Hong Kong students' experience of the higher education process, to consolidate and extend previous and ongoing work in this area and eventually to devise methods and instruments for evaluating that experience, thereby allowing teacher, course teams and institutional managers to better tailor their service and provision for student. (ESEP 1998)

CEQ

Training and Youth Affairs of Australia conduct the Course Experience Questionnaire (CEQ) measures graduates' satisfaction with various aspects of their courses. It has been conducted on a nationwide basis for the past seven years. The CEQ has it origins in the work of Paul Ramsden and others, commencing in the UK in the early 1980s, it examines student evaluations of the quality of teaching and learning. The results of trial version of the CEQ were reported by the Performance Indicators Research Group in 1991 (Linke,1991).

The CEQ consists of a series of 25 questions seeking graduates' satisfaction with various aspects to their course including teaching, goals and standards, workload, assessment. generic skills and a single question referring to overall satisfaction. National level CEQ results for equity groups are presented in the annual CEQ report. The CEQ data are used extensively within institutions to manage institutional performance. They form an integral part of benchmarking data both across and within institution. In addition, CEQ data are used to inform students

choice and are now routinely included in student guides, Institutions are increasingly using CEQ results for marketing purposes.

More recently there has been some commentary that the CEQ is too narrow in focus and might alternatively measure broader aspects of the student experience. In response, the Department commissioned a pilot study in 1999 which found that factors such as students support, learning resources, learning community, graduate qualities and intellectual motivation might be included within the scope of a broader CEQ. The precise form of an extended student satisfaction instrument is currently being negotiated by stakeholders within the higher education sector (Phil & Tom 2000).

Summary

Student perceptions of their institution should not be ignored. Students are important stakeholders in higher education. The university should recognize the importance of feedback from stakeholders. Student and other stakeholders must be encouraged to comment critically on the service of the educational process. So it is significant to examine how overall student satisfaction in a way that can be broken down into component assessment referring to broader aspect of the students' learning experience.

So this research recognizes the importance of perception and satisfaction of students. To identify the difference in perception of MA-TRM course dimensions (curriculum, teaching, support, physical facilities, abilities development and relationship with industry) classified by demographic profile of TRM students, and to identify the perception of overall satisfaction about MA-

TRM program classified by demographic profile of TRM students. This research

tries to get the broader aspect of students' about TRM program.

Chapter III

Research Framework

The conceptual framework in this survey is a general framework in business research. The model is used to measure the students' perception of MA-TRM Program in ABAC. This chapter is in 4 parts: conceptual framework, definition of variables, hypothesis statement and operationalization of Independent and Dependent Variables.

3.1 Conceptual Framework

There are twelve variables in the framework used in the data analysis: five of them are independent variables and seven of them are dependent variables. The model as shown below indicates all the variables and the relationship between independent variables and dependent variables.

Figure 3.1 Conceptual Frameworks

Independent Variables	Dependent Variables
Demographics	Perception of MA-TRM program
Gender	Curriculum
Nationality	Teaching
Occupation	Support facilities
Educational Background	Physical facilities
Response of joining MA-TRM	Ability development
	Relationship with industry
	Overall Satisfaction about MA-TRM program
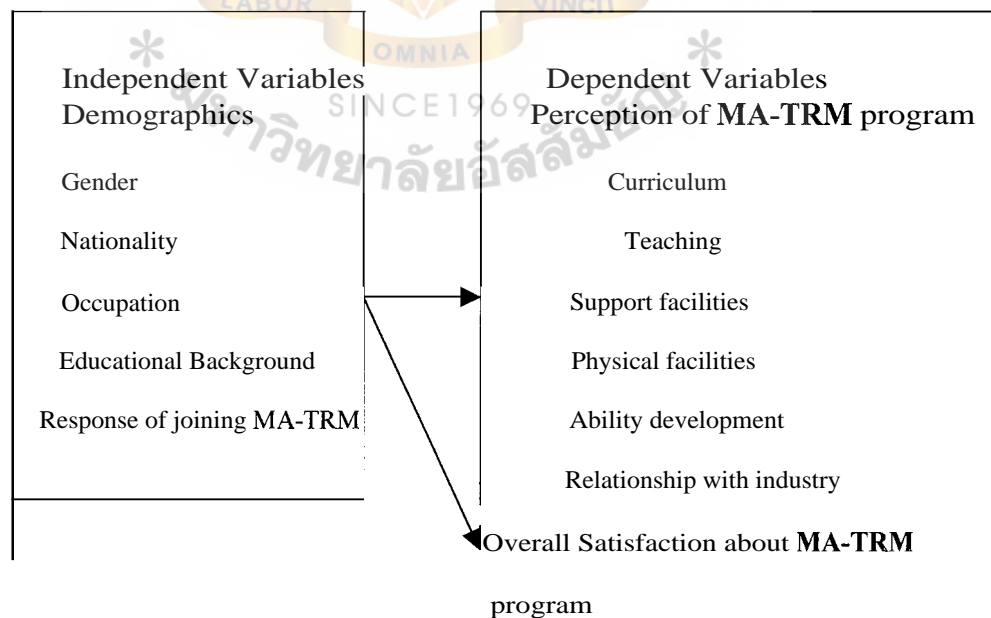
3.2 Definition of Variable

3.2.1 Independent Variables

The independent variables in this model are gender, nationality, occupations, educational background, and purpose of joining MA-TRM in ABAC.

Gender: Gender is often, used as a synonym for sex referring to the physical polarity of anatomy which is commonly used to differentiate male from female. The differences are reflected in: roles, responsibilities, access to resource, constraint, opportunity, needs, perceptions, views etc. held by woman and man (Moser, 1993),

Nationality: Nationality is membership of a particular nation, is a legal relationship existing between a person and a nation. Nationality is used to prove the association with students' perception. Previous studies showed that people from different countries had different perceptions (Greenverg & Baron, 1997).

Occupation: Occupation is the principal activity (job or calling) that earns money for a person. That is used to prove the association with students' perception. Many studies have found the people of different perception have different occupations. Such as Siegal & Ramanauskas (1989) suggested that there are different perceptions among people with different occupations.

Education background: Education background is knowledge, abilities and development of character and mental powers that result form such training. It is used to prove the association with perception. Previous study showed that people with different education background have different perceptions (Field

1999). A consequence of different knowledge or experience can provide different perception.

Purpose: Purpose is deliberately thought-through goal-directedness is use to prove the association with students' perception. The purpose is different and the perception is different. The purpose is different, then the motivation is different. A major determinant of people's perception is their motivation at the time with respect to the object or experience to be perceived (Andrew, 1994).

3.2.2 Dependent Variables

The dependent variables in this model are curriculum, teachings, support facilities, physical facilities, ability development and overall satisfaction.

The perception of students of MA-TRM in ABAC is their experience when they are studying at the program. The perceptions come from several factors: curriculum, teaching, support facility, physical facility and ability development. It means the perception is satisfied if the outcome is positive, and it means the perception is unsatisfied if the outcome is negative. Seymour(1992) wrote the service quality is a perception, and the perception then became the user's reality. Universities of higher education deal with the perceptions of students, therefore, understanding service quality is terms of the perception of the major stakeholder—students are a particularly serious problem for colleges and universities.

Curriculum. In education, a curriculum is the set of courses and their contents offered by an institution such as a school or university. It is structure of subjects at a particular program. The subjects in tourism course can be divided

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into 7 categories. They are English, general management subjects, business related subjects, tourism related subjects, hospitality related subjects, internship subjects and research based subjects (Rivanda & Tom ,2001).

Teaching: Teaching is the activities of educating or instructing or teaching that impart knowledge or skill is a major service in institution. Each higher education institution should establish a teaching and learning resource unit staffed by qualified personnel and charged with the development of pedagogical skills and other forms of teaching-support activities. It includes the tuition given to students, a team of specialist teachers supporting students (World Conference on Higher Education,1998).

Support facilities: Support facilities that promotes the ease of any action or course of conduct; advantage; aid; assistance. Those are the factors are unrelated to the teaching process directly but support teaching, for example, administrative staff service, library and computer service (Jannecke, W.J, 2002).

Physical facilities. Those are the factors that are unrelated to the teaching process directly, concerned with material things. They are hardware in university, for example, reading rooms, lecture rooms, architecture (Jannecke, W.J, 2002).

Abilities development. The act or process of changing or expanding an expression is into another of equivalent value or meaning on abilities. The outcome of tourism education is student. According to the requirement to the graduates stated by MA-TRM course at ABAC, the graduates should develop several abilities: managerial knowledge, problem solving, leadership, to be an entrepreneur and general ability (Graduate Office of ABAC).

Relationship with Industries: It is a state of connectedness between tourism education and industries. Tourism education needs to be linked with industry because the graduates should meet the industry's requirements. Tourism education should have contact with the industry; provide opportunities for students to use strategic knowledge, managerial skills and ability to transfer the body of knowledge into operation. Mattara *at el*,2001; Ravanda & Tom,2001).

Overall satisfaction. A global judgment, perception or attitude to the superiority of the service (Zeithaml et al., 1990) .

3.3 Hypothesis Statements

Ho 1 : There is no difference in perception of the MA-TRM program in ABAC by student classified by gender.

Ha1 : There is a difference in perception of the MA-TRM program in ABAC by student classified by gender.

Ho2 : There is no difference in perception of the MA-TRM program in ABAC by student classified by nationality.

Ha2 There is a difference in perception of t the MA-TRM program in ABAC by student classified by nationality.

Ho3 : There is no difference in perception of the MA-TRM program in ABAC by student classified by occupation.

Ha3 : There is a difference in perception of the MA-TRM program in ABAC by student classified by occupation.

Ho4 : There is no difference in perception of the MA-TRM program in ABAC by student classified by educational background.

Ha4 : There is a difference in perception of the MA-TRM program in ABAC by student classified by educational background.

Ho5 : There is no difference in perception of the MA-TRM program in ABAC by student classified by purpose of joining MA-TRM course.

Ha5 : There is no difference in perception of the MA-TRM program in ABAC by student classified by purpose of joining MA-TRM course.

Ho6 : There is no difference in overall satisfaction of the MA-TRM program in ABAC by TRM students classified by gender.

Ha6 : There is a difference in overall satisfaction of the MA-TRM program in ABAC by students classified by gender.

Ho7 : There is no difference in overall satisfaction of the MA-TRM program in ABAC by students classified by nationality.

Ha1 : There is a difference in overall satisfaction of the MA-TRM program in ABAC by students classified by nationality.

Hob : There is no difference in overall satisfaction of the MA-TRM program in ABAC by students classified by occupation.

Ha8 : There is a difference in overall satisfaction of the MA-TRM program in ABAC by students classified by occupation.

Ho9 : There is no difference in overall satisfaction of the MA-TRM program in ABAC by students classified by educational background.

Ha9 : There is a difference in overall satisfaction of the MA-TRM program in ABAC by students classified by educational background.

Ho 10 : There is no difference in overall satisfaction of the MA-TRM program in ABAC by students classified by purpose of joining MA-TRM course.

Ha1° : There is a difference in overall satisfaction of the MA-TRM programin ABAC by students classified by purpose of joining MA-TRM course.

3.4 Operationalization of Independent and Dependent Variables.

Table 3.1 Operationalization of Independent and Dependent Variables.

Table 3.1   Operationalization of Independent and Dependent Variables.

Concept	Conceptual Definition	Operational Component	Levels of Measurement	Questions No. in the questionnaire	
Gender	Gender identification of one person	Male and Female	Nominal Scale	part II	no.1
Nationality	The particular country where they were born or have the legal rights to be a citizen of it.	Country of respondent	Nominal scale	part II	no.2
Occupation	A job or profession	Career occupied by one person	Nominal scale	part II	No.4
Educational Background	Faculty of a person's formal education	Faculty of education	Nominal Scale	part II	No.7
Purpose of joining course	The goal of joining courses	The reason of joining the courses	Nominal Scale	part II	No.8
Curriculum	structure of subjects at a particular program	English, general management, business related, tourism related , hospitality related, internship and research based subjects	Interval scale	part I	No. 1,2,3,4,5,6,7.
Teaching	The method of teaching	academic quality, pedagogic quality, composition of curriculum	Interval scale	part I	No.8,9,10,11 ,12,13,14,15, 16,17,18,19.
Support facitlities	The support studying facters arranged by univesity	administrative staff service, library and computer facilities.	Interval scale	part I	No.20,21,22, 23,24,25,26, 27,28,29.
Physical facilities	The readiness of equipment	class room, reading room, architecture etc.	Interval scale	part I	No. 30,31,32,33, 34.
ability development	quaification of the graduates	managerial knowledge, problem solving, leadership, entrepreneur and general ability	Interval scale	part I	No.35,36,37, 38,39.
Relationship with Industries	Institution link with industries	The relatioship between program and industries	Interval scale	part I	No.44
Satisfaction	A positive option to all facilities	expectation and perception	Interval scale	part I	No.40,41,42, 43.

Chapter IV

Research Methodology

This is a research about the perceived quality of teaching service among the MA-TRM students of ABAC. This chapter is to provide an overview of research methodology employed in this research, which includes, methods of research used, Target population and sample size, questionnaire design, questionnaire pretesting , data collection and statistic treatment of data.

4.1 Methods of Research Used

The researcher used the survey method as a tool of collecting data from respondents. Target population is 191 people who are the graduates and senior students in MA-TRM program in ABAC and are required to answer the questionnaire. The researcher has pushed full effort on contacting whole target population, but at certain period time, some amounts of questionnaires were not returned back to researcher. There were many reasons such as some students had graduated already and they changed their contact addresses, therefore, it is impossible to receive 100% responses back within the limitation of time.

The questionnaire is designed in two parts according to the characteristics of services in MA-TRM program and respondents. Part I covered information about students' perception, and Part II covered information about demographic profiles. The questionnaire was distributed to people who are still enrolled in MA-

TRM program during October 2003 and the end of December 2003 and the

graduates.

4.2 Target Population and Sample Size

Target Population: People already graduated or are senior students in MA-TRM

program in Assumtion University Thailand.

Table 4.1: Students' Admission in MA-TRM Program in ABAC

No.	Class	Academic Term	Admission Date	I.D	Numbers of Student
1	Class #1	Mar-99	Jan-00	423-	40
2	Class #2	Jan-00	May-00	431-	16
3	Class #3	Feb-00	Aug-00	432-	19
4	Class #4	Mar-00	Dec-00	433-	23
5	Class #5	Jan-01	May-01	441-	30
6	Class #6	Jan-02	May-02	451-	16
7	Class #7	Mar-02	Jan-03	453-	29
8	Class #8	Jan-03	May-03	461-	18
					191

Source: *Graduate Office of Assumption University (2003)*

Conducting Time of data collection: April. 2003 – May. 2004

Population Size: People already graduated or are senior students in MA-TRM

program in Assumption University Thailand. There are 191 students in total.

4.3 Research Instrument

4.3.1 Questionnaire Design

A questionnaire was developed to measure students' perception of service

quality at Assumption University. Besides seeking responses to questions

regarding perception of service quality (Part I), respondents were requested to respond to demographic information (Part **II).** A copy of the questionnaire is included in appendix A.

Part I: This section consists of statements to measure students' perception toward service quality provided to MA-TRM program by Assumtion University. A five-point Likert —Scale was used to indicate the degree that the respondents assign to each statement as shown:

1. Poor

2. Fair

3. Neutral

4. Good

5. Excellent

Part II: This part involved personal data of respondent consisting of Gender, nationality, occupation, educational background and purpose of joining MA-TRM program at ABAC.

4.3.2 Pre-testing Questionnaire

The systematic checking or pre-testing of a questionnaire is central to planning a good survey. The survey sponsors should play a major role in developing the data-collection instruments being proposed—including any testing being done. Much of the accuracy and interpretability of the survey results hinge on this pre-testing step—which should never be omitted. Pre-testing is critical for

identifying questionnaire problems. These can occur for both respondents and interviewers regarding question content, "skip patterns," or formatting. Problems with question content include confusion with the overall meaning of the question, as well as misinterpretation of individual terms or concepts. Problems with how to skip or navigate from question to question may result in missing data and frustration for both interviewers and respondents. The researcher tested the questionnaire on members of the target population selected randomly, and these activities took place both in the field and in a laboratory setting.

The purpose of the pretest is to exam the reliability of the instrument used in this research. The Cronbach's coefficient Alpha is used to measure the reliability of the questionnaire. The alpha coefficients in each dimension are 0.87 (curriculum), 0.88 (teaching), 0.82 (support facilities), 0.89 (physical facilities), 0.74 (ability development) and 0.8 (overall satisfaction). According to Cronbach's Coefficient (Copper &Schindler.2003), If value reliability is greater than 0.6, it is considered that the instrument is reliable. Thus the questionnaire used for this study is reliable.

4.4 Collection Data/Gathering Problems

The researcher distributed questionnaires to the respondent who had graduated and senior students in the MA-TRM program. For graduate students, the questionnaire was mailed, e-mailed and called to them with permission from Graduate Office of ABAC. For the students who are the senior students at the MA-TRM program, the researcher self administrated questionnaire to them. Then

analyzing data collected from responded questionnaires by utilizing the Statistic Package of Social Science (SPSS).

4.5 Statistical Treatment of Data

The Statistic Package of Social Science (SPSS) is utilized to analyze the data collected from questionnaire. The statistical tools, which are used in this research questions are as follows:

- The Cronbach's coefficient Alpha is used to measure the reliability of the questionnaire in pretesting.

- The descriptive Statistics of Frequency Distribution is used to describe the percentage, mean, and standard deviation of the demographic factors.

- Independent Sample t-test was used to determine whether there are any differences in the means occurring between two groups in one independent variable.

- Analysis of Variance (ANOVA) was used to determine whether there are any differences in the means occurring between more than two groups in one independent variable.

Table 4.2 Statistical treatment of Data

Hypothesis	Hypothesis Statement	Hypothesis Testing Technique
Ha1	no difference in perception by gender	t-test
Ha2	no difference in perception by nationality	t-test
Ha3	no difference in perception by occupation	ANOVA
Ha4	no difference in perception by education	ANOVA
Ha5	no difference in perception by purpose	ANOVA
Ha6	no difference in satisfaction by gender	t-test
Ha7	no difference in satisfaction by nationality	t-test
Ha8	no difference in satisfaction by occupation	ANOVA
Hag	no difference in satisfaction by education	ANOVA
Ha10	no difference in satisfaction by purpose	ANOVA

CHAPTER V

DATA ANALYSIS

This chapter presents the findings and results of the data collection according to the research methodology discussed in chapter IV.

Descriptive statistics: Data collected from questionnaires are summarized and displayed by frequency and descriptive statistics.

Inferential statistics: Data collected are interval scaled data. Two ways of making inferential statistics are Estimation and Hypothesis Testing.

5.1 Descriptive Statistics

5.1.1 The analysis of demographic profile of students of MA-TRM program at ABAC

Table 5.1: The gender of respondents

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	26	22.0	22.0	22.0
	Female	92	78.0	78.0	100.0
	Total	118	100.0	100.0	

Figure 5.1: The gender of respondents
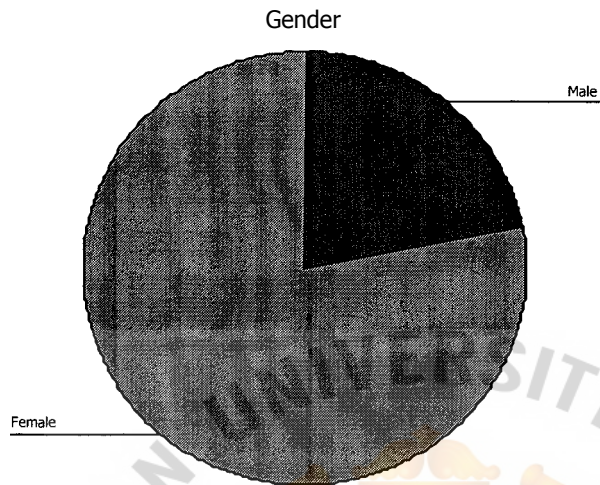
Gender

Table 5.1 and figure 5.1 show the gender of 118 respondents. It consists of 26 or 22% male respondents and 92 or 78% female respondents. It implies the majority of respondents are female respondents.

Table 5.2: The nationality of respondents

Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Thai	97	82.2	82.2	82.2
	Non-thai	21	17.8	17.8	100.0
	Total	118	100.0	100.0	

Figure 5.2: The nationality of respondents
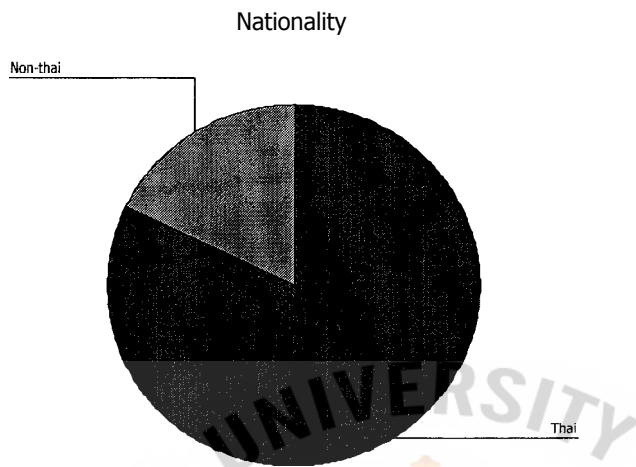
Nationality

Table 5.2 and figure 5.2 show the nationality of 118 respondents. It consists of 97 or 82.2% Thai respondents and 21 or 17.8% non-Thai respondents. It implies the majority of respondents are Thai respondents.

Table 5.3: The occupation of respondents

Occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full time student	45	38.1	38.1	38.1
	Employed	65	55.1	55.1	93.2
	Enterprenuer	8	6.8	6.8	100.0
	Total	118	100.0	100.0	

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Figure 5.3: The occupation of respondents
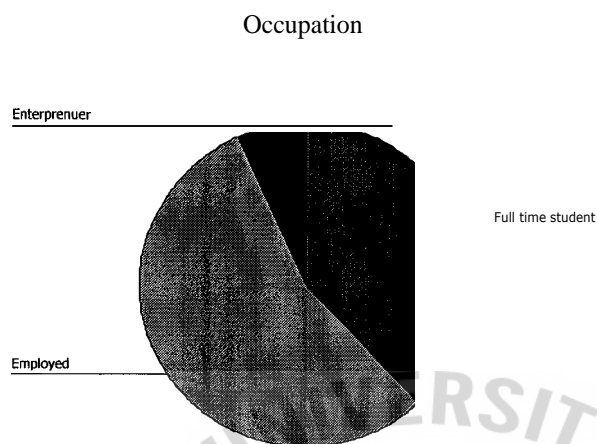
Occupation

Table 5.3 and figure 5.3 show the occupation of 118 respondents. It consists of 45 or 38.1% full time students, 65 or 55.1% students who are employees of companies, and 8 or 6.8% students who have their own businesses. It implies the largest group of respondents is employed.

Table 5.4: The company of respondents

Your company

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Tourism related	43	58.9	58.9	58.9
Not tourism related	30	41.1	41.1	100
Total	73	100	100	

Figure 5.4: The company of respondents

Your company

Not tourism related 41%

Tourism related 59%

0 Tourism related

■ Not tourism related
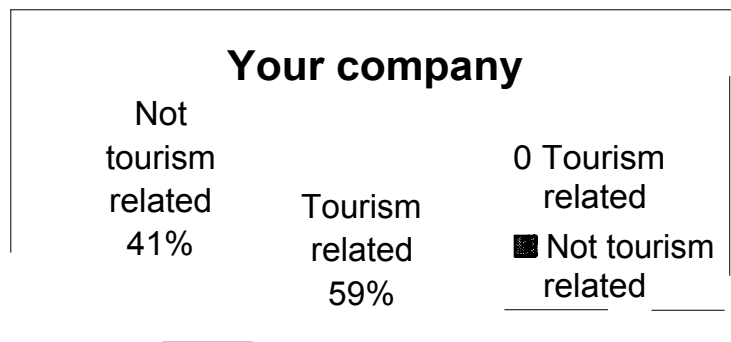
Table 5.4 and figure 5.4 show the company of 73 respondents. It consists of 43 or 58.9% tourism related companies, 30 or 41.1% not tourism related companies. It implies that the biggest group of respondents is working in tourism related companies.

Table 5.5: The current position in company of respondents

Your current position

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Operational level	39	53.4	53.4	53.4
Management level	34	46.6	46.6	100
Total	73	100	**100**	

Figure 5.5: The current position in company of respondents
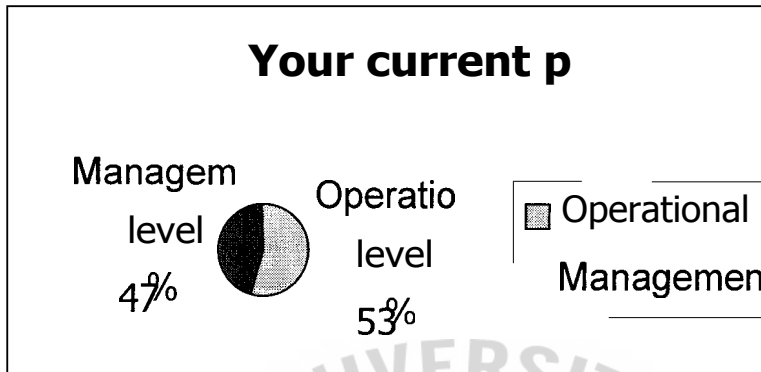
Table 5.5 and figure 5.5 show the position in company of 73 respondents. It consists of 39 or 53.4% operational level, 34 or 46.6% management level. It shows the biggest group of working respondents is in operational level.

Table 5.6: Educational Background of respondents

Education Background

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Arts	76	64.4	64.4	64.4
	Science and technology	7	5.9	5.9	70.3
	Business	30	25.4	25.4	95.8
	Others	5	4.2	4.2	100.0
	Total	118	100.0	100.0	

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Figure 5.6: Educational Background of respondents

Education Background

Others _____

Business _____

Science and technolo ▪   ·▪   Arts _____
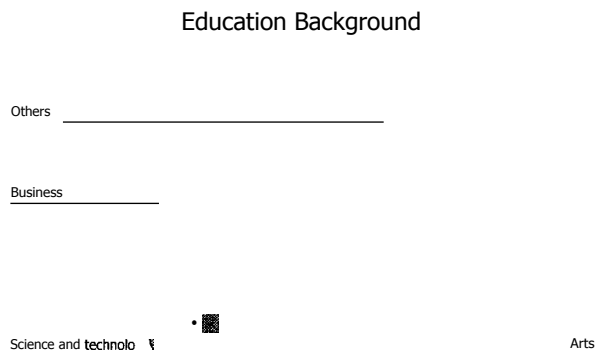
Table 5.6 and figure 5.6 show educational background of 118 respondents. It consists of 76 or 64.4% respondents who graduated from Art faculty, 7 or 5.9% respondents who graduated from Science and Technology faculty, 30 or 25.4% respondents who graduated from Business Administrative faculty, 5 or 4.2% respondents who graduated from other faculties respectively. Therefore, the largest group of respondents graduated from Art faculty.

Table 5.7: Expected job after graduation

What kind of job did you want to do after graduate?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tourism related	112	94.9	94.9	94.9
	Not tourism related	6	5.1	5.1	100.0
	Total	118	100.0	100.0	

Figure 5.7: Expected job after graduation

What kind of job did you want to do after graduate?

Not tourism related

Tourism related

Table 5.7 and figure 5.7 show expected job after graduation of 118 respondents. It consists of 112 or 94.9% respondents who expected to work in tourism related companies, 6 or 5.1% respondents expected to work in non-tourism related companies. Therefore, most respondents expected to work for tourism related companies.

Table 5.8: The purpose of joining MA-TRM program at ABAC

Purpose of joining MA-TRM Programe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Start/join self business	9	7.6	7.6	7.6
	Better employee condition	18	15.3	15.3	22.9
	Improve English	8	6.8	6.8	29.7
	Interested in tourism business	74	62.7	62.7	92.4
	Others	9	7.6	7.6	100.0
	Total	118	100.0	100.0	

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Figure 5.8: The purpose of joining MA-TRM program at ABAC

Purpose of joining MA-TRM Programe
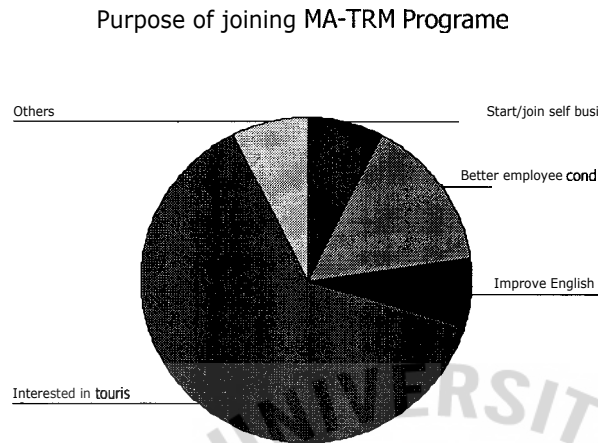
Table 5.8 and figure 5.8 show the purpose of joining MA-TRM program of ABAC of 118 respondents. It consists of 9 or 7.6% respondents who want to have their own businesses, 18 or 15.3% respondents who want to improve their employee condition, 8 or 6.8% respondents who want to improve their English, 74 or 62.7% respondents who are interested in tourism business, 9 or 7.6% respondents have other purposes. It shows that the largest group of respondents was interested in tourism business.

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5.1.2 The identify the perception about MA-TRM program dimensions (curriculum, teaching, support, physical facilities, ability development and relation between industries and TRM program) based on demographic profile of students

Table 5.9: The perception about MA-TRM program dimension based on gender

Report

Mean

Gender	Curriculum	Faculty	Support facilities	Physical facilities	Development of abilities	Relation between Industries and TRM program
Male	4.4011	2.6090	2.5192	3.1231	3.2308	2.1154
Female	4.0155	3.1793	2.6261	3.0217	3.2217	2.7391
Total	4.1005	3.0537	2.6025	3.0441	3.2237	2.6017

Figure 5.9: The perception about MA-TRM program dimension based on gender

The Perception about MA-TRM program dimension based on gender

MA-TRM program dimension

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Table 5.9 and figure 5.9 summarize the perception about MA-TRM program dimensions (curriculum, teaching, support, physical facilities, ability development and relation between industries and TRM program) based on demographic profile – gender. According to the table, male respondents' perception about faculty (2.6090), support facilities (2.5192) and relation between industries and TRM program (2.1154) are below neutral level (3.00). Female respondents' perception about support facilities (2.6261) and relation between industries and TRM (2.7391) are also below neutral level (3.00). From the table and figure, it indicates both female's and male's perception about six dimensions of TRM courses are about to the same score level, curriculum mean is quite high, it means respondents likely think all subjects listed in questionnaire are all important. And the mean of support facilities and relationship between industries and TRM program are quite low, it means two dimensions of TRM courses are unlikely to have good image in students' perception.

Table 5.10: The perception about MA-TRM program dimension based on nationality

Report

Mean

Nationality	Curriculum	Faculty	Support facilities	Physical facilities	Development of abilities	Relation between Industries and TRM program
Thai	4.0736	3.0842	2.5876	3.0371	3.2227	2.7113
Non-thai	4.2245	2.9127	2.6714	3.0762	3.2286	2.0952
Total	4.1005	3.0537	2.6025	3.0441	3.2237	2.6017

Figure 5.10: The perception about MA-TRM program dimension based on
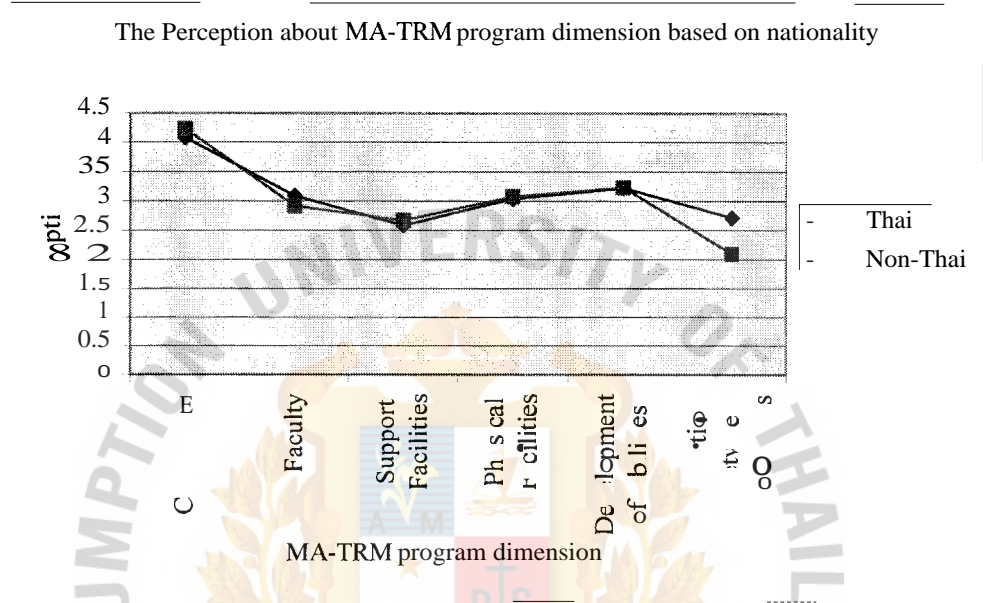
nationality

Table 5.10 and figure 5.10 summarize the perception about MA-TRM program

dimensions (curriculum, teaching, support, physical facilities, ability development

and relation between industries and TRM program) based on demographic profile

– nationality.

According to above table, Thai respondents' perception about support facilities

(2.5876) and relation between industries and TRM program (2.7113) are below

neutral level (3.00) whereas non-Thai respondents' perception about faculty

(2.9127), support facilities (2.6714) and relation between industries and TRM

program (2.0952) are also below neutral level (3.00).

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In addition, from above table, both Thai and non-Thai respondents are likely to realize the importance of curriculum. And by observing the mean of the perception about relation between industries and TRM program from both Thai and non-Thai students, it is found that no matter which nationality students are, they are unlikely to have good perceptions on TRM program in terms of the relation to the industries.

Table 5.11: The perception about MA-TRM program dimension based on occupation

Report

Mean

Occupation	Curriculum	Faculty	Support facilities	Physical facilities	Development of abilities	Relation between Industries and TRM program
Full time student	4.1429	2.9870	2.6044	3.0133	3.2044	2.3778
Employed	4.0154	3.0833	2.6200	2.9754	3.2892	2.8462
Enterprenuer	4.5536	3.1875	2.4500	3.7750	2.8000	1.8750
Total	4.1005	3.0537	2.6025	3.0441	3.2237	2.6017

Figure 5.11: The perception about MA-TRM program dimension based on occupation

The Perception about MA-TRM course dimension based on occupation
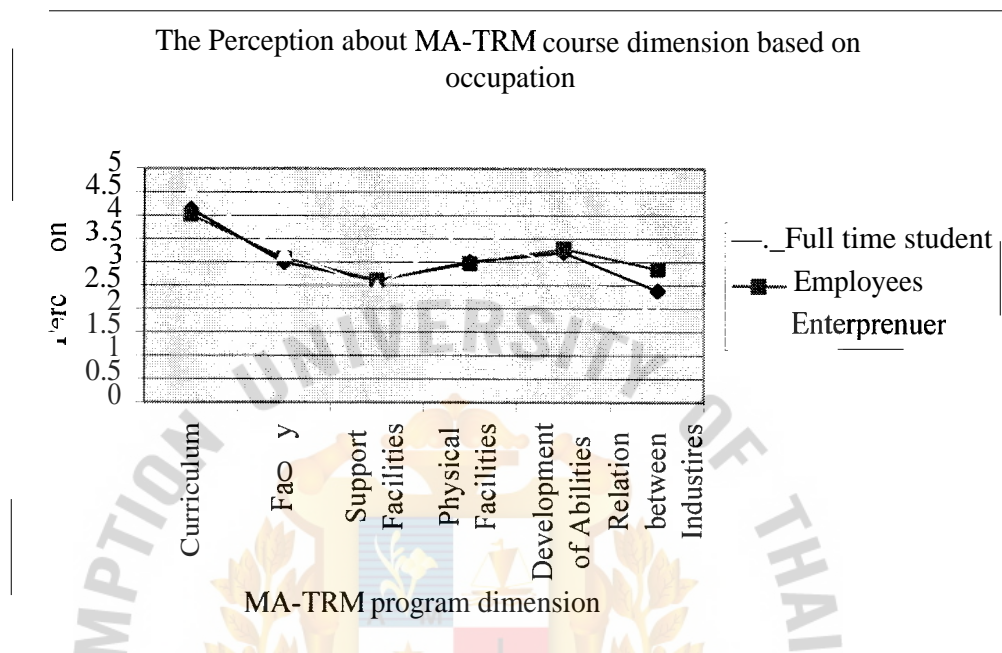
Table 5.11 and figure 5.11 summarize the perception about MA-TRM program dimensions (curriculum, teaching, support, physical facilities, ability development and relation between industries and TRM program) based on demographic profile – occupation. According to above table, full time students' perception about faculty (2.987) is below neutral level (3.00) whereas the perception of respondents who are employees (3.0833) and entrepreneurs (3.1875) are above neutral level. In addition, the perception about physical facilities of full time student respondents (3.0133) and entrepreneurs (3.7750) is above neutral level while the perception of respondents who are employees (2.9754) is below neutral level. Moreover, all occupations show "below neutral" perception about support facilities. It implied that no matter which occupation respondents have, they are

likely not to have good perception in support facilities. And respondents with all

kinds of occupations are likely to think about the importance of curriculum as

high level.

Table 5.12: The perception about MA-TRM program dimension based on company

Report

Mean

Your company	Curriculum	Faculty	Support facilities	Physical facilities	Development of abilities	Relation between Industries and TRM program
Tourism related	4.2577	3.0621	2.5647	3.1020	3.1294	2.8431
Not tourism related	3.8242	3.0043	2.5795	3.0308	3.2769	2.4103
Total	4.0698	3.0370	2.5711	3.0711	3.1933	2.6556

Figure 5.12: The perception about MA-TRM program dimension based on company

The Perception about MA-TRM program dimension based on company

MA-TRM program dimension

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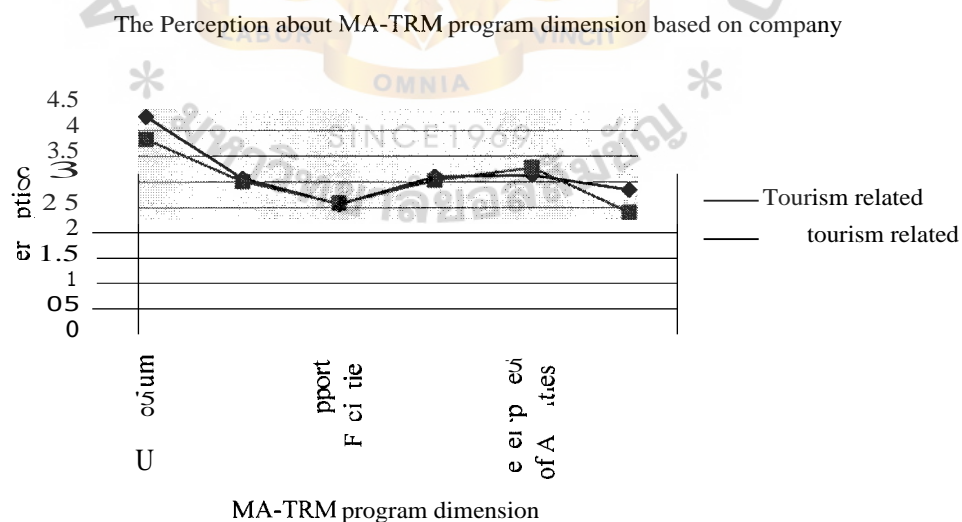
Table 5.12 and figure 5.12 summarize the perception about MA-TRM program dimensions (curriculum, teaching, support, physical facilities, ability development and relation between industries and TRM program) based on demographic profile − company. According to above table, respondents who work in both tourism related and not tourism related companies have "below neutral" perception about the relation between industries and TRM program of 2.8431 and 2.4103 respectively. They think that TRM program is unlikely to be related to tourism industries. And perception about curriculum is high from both employees of tourism related and non tourism related companies.

Table 5.13: The perception about MA-TRM program dimension based on current position

Report

Mean

Your current position	Curriculum	Faculty	Support facilities	Physical facilities	Development of abilities	Relation between Industries and TRM program
Operational level	4.1003	3.0301	2.7149	3.2426	3.1915	2.8298
Management level	4.0039	3.1329	2.5162	2.9622	3.3189	2.6757
Total	4.0578	3.0754	2.6274	3.1190	3.2476	2.7619

Figure 5.13: The perception about MA-TRM program dimension based on current position

The Perception about MA-TRM program dimension based on position
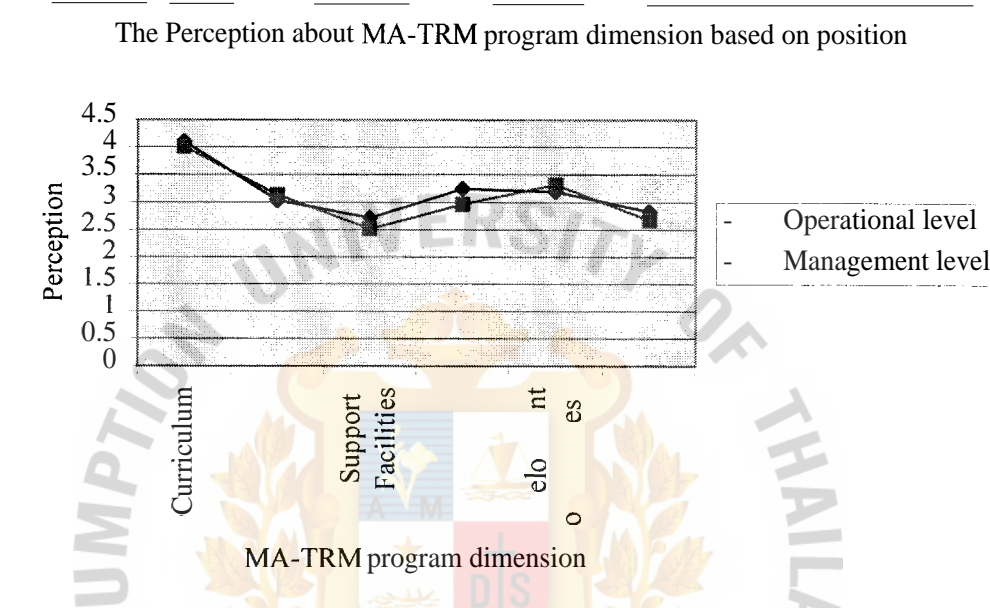
Table 5.13 and figure 5.13 summarize the perception about MA-TRM program dimensions (curriculum, teaching, support, physical facilities, ability development and relation between industries and TRM program) based on demographic profile – current position. According to above table, operational level respondents' perception about physical facilities (3.2426) is above neutral level (3.00) but management levels' perception (2.9622) is below neutral level (3.00). Though there is a small difference in physical facilities, in terms of support facilities, all positions show the same direction of perception, that is below level of 3.00.

Table 5.14: The perception about MA-TRM program dimension based on educational background

Report

Mean

Education Background	Curriculum	Faculty	Support facilities	Physical facilities	Development of abilities	Relation between Industries and TRM program
Arts	4.0838	2.9689	2.5720	2.9360	3.2667	2.7467
Science and technology	4.3469	3.3571	2.5143	3.1714	3.2000	2.8571
Business	4.1238	3.1444	2.6500	3.2800	3.0800	2.2333
Others	4.0286	3.3500	2.9400	3.1200	3.6000	2.6000
Total	4.1074	3.0534	2.6043	3.0462	3.2291	2.6154

Figure 5.14: The perception about MA-TRM program dimension based on educational background

The Perception about MA-TRM program dimension based on educational background

MA-TRM program dimension

Art

Science and Technology

Business

Others

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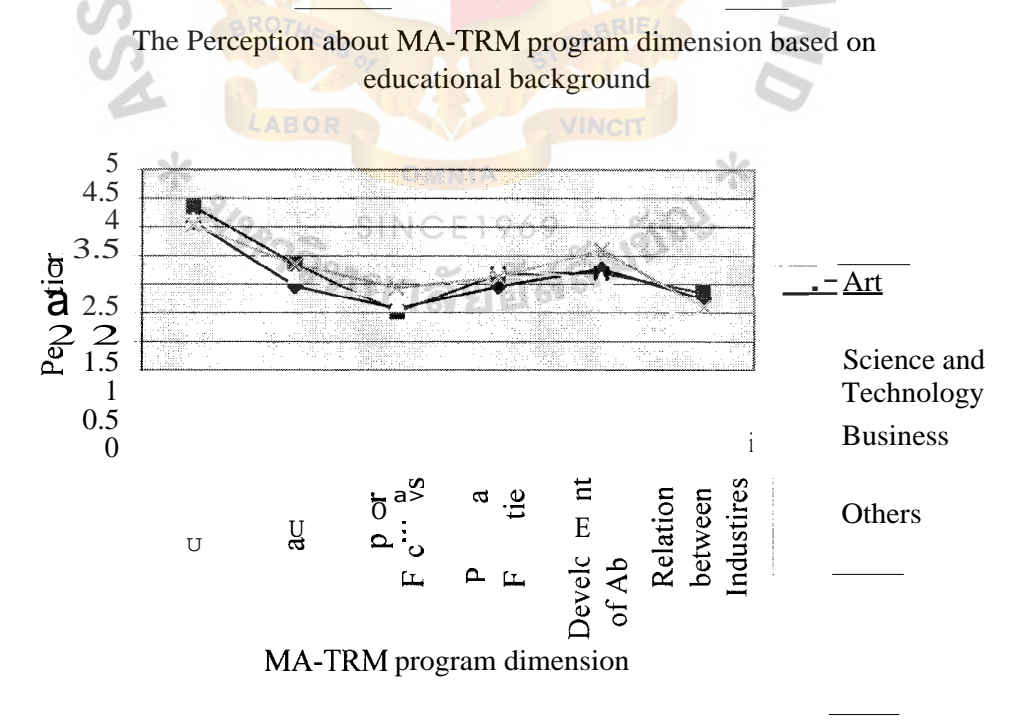
Table 5.14 and figure 5.14 summarize the perception about MA-TRM program dimensions (curriculum, teaching, support, physical facilities, ability development and relation between industries and TRM program) based on demographic profile – educational background. According to above table, the perception about faculty and physical facilities of respondents from Art faculty (2.9360) is below neutral level. In addition, at support facilities aspect, it shows "below neutral" perception for all educational backgrounds. It implies that low level of good perception about support facilities does not depend upon the level of education as all kinds of students have the same direction of perception on it.

Table 5.15: The perception about MA-TRM program dimension by purpose of joining MA-TRM program at ABAC

Report

Mean

Purpose of joining MA-TRM Programe	Curriculum	Faculty	Support facilities	Physical facilities	Development of abilities	Relation between Industries and TRM program
Start/join self business	3.5714	3.0463	2.5556	2.9111	3.3111	3.0000
Better employee condition	4.1032	3.2917	2.9278	3.1556	3.4333	3.1667
Improve English	3.8571	3.4688	2.8000	3.2500	3.2000	3.1250
Interested in tourism business	4.1546	2.9338	2.5425	2.9260	3.2301	2.5205
Others	4.3968	3.1389	2.3444	3.7111	2.6667	1.2222
Total	4.1001	3.0499	2.6051	3.0427	3.2222	2.5983

Figure 5.15: The perception about MA-TRM program dimension by purpose of joining MA-TRM program at ABAC

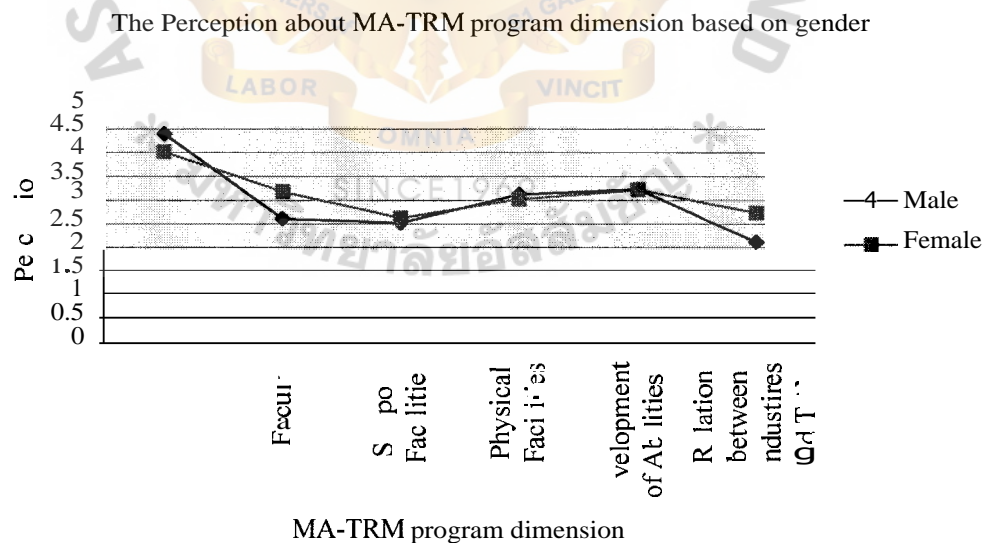The Perception about MA-TRM program dimension based on purpose of joining
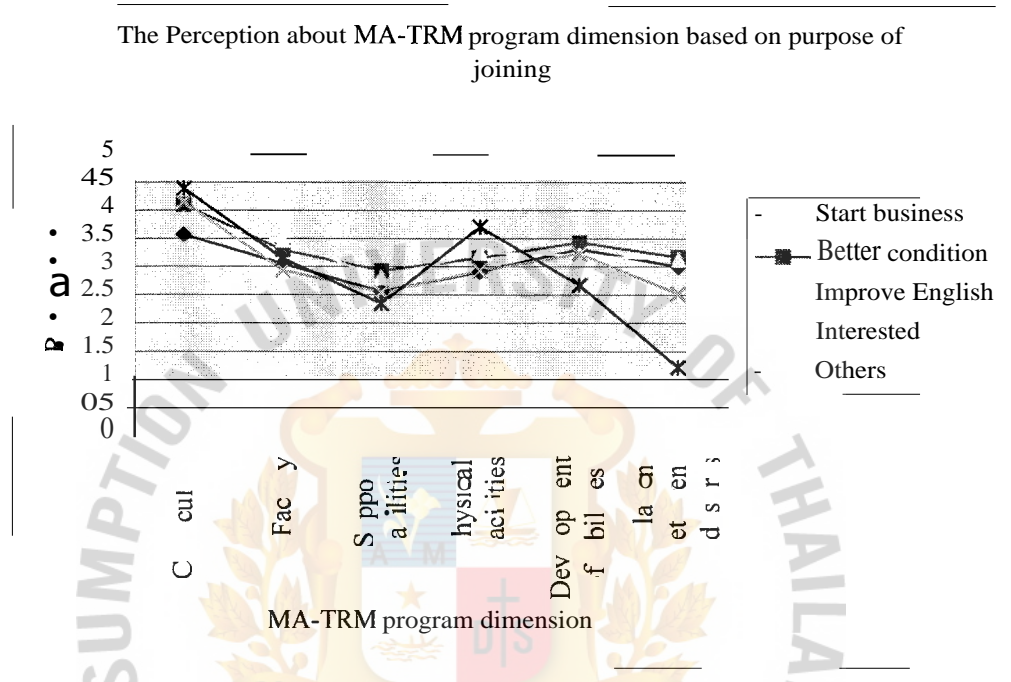
Table 5.15 and figure 5.15 summarize the perception about MA-TRM program dimensions (curriculum, teaching, support, physical facilities, ability development and relation between industries and TRM program) based on demographic profile – purpose of joining MA-TRM program at ABAC. According to above table, the purpose of joining TRM program does not effect the level of perception because they have about the same level of good perception on curriculum, faculty, physical facilities and development of abilities. Obviously noticeable that support facilities gain quite low level of perception which students of all kinds of purpose are likely to have the same level of perception.

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Table 5.16: The perception about MA-TRM program dimension – Curriculum –

in mean

Descriptive Statistics

	N	Mean
English	118	4.52
General Management	118	4.03
Business related	118	4.07
Tourism related	118	4.36
Hospitality related	118	4.16
Internship	118	3.86
Research based	118	3.71
Curriculum	118	4.1005
Valid N (listwise)	118	

Table 5.17: The perception about MA-TRM program dimension – Curriculum –

in frequency and percentage

Curriculum		Not important	Less important	Neutral	Likely important	Most important	Total
English	Freq.			12	33	73	118
	%			10.1695%	27.9661%	61.8644%	100%
General Management	Freq.		2	27	54	35	118
	%		1.6949%	22.8814%	45.7627%	29.6670%	100%
Business Related	Freq.		3	26	49	40	118
			2.5424%	22.0339%	41.5254%	33.8983%	100%
Tourism Related	Freq.		3	18	31	66	118
	%		2.5424%	15.2542%	26.2712%	55.9322%	100%
Hospitality Related	Freq.	2	5	22	32	57	118
	%	1.6949%	4.2373%	18.6441%	27.1186%	48.3051%	100%
Internship	Freq.	6	15	18	30	49	118
	%	5.0848%	12.7119%	15.2542%	25.4237%	41.5254%	100%
Research based	Freq.	1	17	32	33	35	118
		0.8475%	14.4068%	27.1186%	27.9661%	29.6610%	100%

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Table 5.16 and 5.17 summarize the perception about MA-TRM program dimensions – curriculum. According to above table, the lowest mean belongs to Research Based. It implies that most students think there is lowest level of importance (3.71) on research based subjects than other factors in curriculum. In addition, they think that by working in tourism related field, English is the most important factor while studying TRM program at ABAC.

Table 5.18: The perception about MA-TRM program dimension – Teaching – in mean

Descriptive Statistics

	N	Mean
Faculty Teching materials	118	3.10
Faculty Preparation	118	2.87
Faculty Advising hours	118	2.81
Faculty Attention	118	2.80
Faculty Respond	118	2.75
Faculty Attitude	118	3.10
Faculty Communication Skills	118	3.13
Faculty Language Skills	118	3.46
Faculty Punctuality	118	3.40
Faculty Capacity	118	3.09
Faculty Knowledge	118	3.39
Faculty Experience	118	2.75
Faculty	118	3.0537
Valid N (listwise)	118	

Table 5.19: The perception about MA-TRM program dimension – Teaching – in

frequency and percentage

Faculty		Poor	Fair	Neutral	Good	Excellent	Total
Teaching Materials	Freq.	7	23	49	29	10	118
	%	5.9322%	19.4915%	41.5254%	24.5763%	8.4746%	100%
Faculty Preparation	Freq.	3	40	47	25	3	**118**
	%	2.5724%	33.8983%	39.8305%	21.1864%	2.5424%	100%
Advicing Hours	Freq.	10	30	56	16	6	**118**
	%	8.4746%	25.4237%	47.4576%	13.5593%	5.0848%	100%
Faculty Attention	Freq.	12	30	51	20	5	118
	%	10.1695%	25.4237%	43.2203%	16.9492%	4.2373%	100%
Faculty Respond	Freq.	18	25	49	21	5	118
	%	15.2542%	21.1864%	41.5254%	17.7966%	4.2373%	100%
Faculty Attitude	Freq.	4	25	51	31	7	118
	%	3.3898%	21.1864%	43.2203%	26.2712%	5.9322%	100%
Communication Skills	Freq.	1	29	50	30	8	118
		0.8475%	24.5763%	42.3729%	25.4237%	6.7797%	100%
Faculty Languages	Freq.	3	10	48	44	13	**118**
	%	2.5424%	8.4746%	40.6780%	37.2881%	11.0169%	100%
Faculty Punctuality	Freq.	2	17	45	40	14	**118**
	%	1.6949%	14.4068%1	38.1356%	33.8983%	11.8644%	100%
Faculty Capacity	Freq.	8	18	51	37	4	118
		6.7797%	15.2542%	43.2203%	31.3559%	3.3898%	100%
Faculty Knowledge	Freq.	1	13	52	43	9	118
		0.8475%	11.0169%	44.0678%	36.4407%	7.6271%	100%
Faculty Experience	Freq.	17	27	49	19	6	118
	%	14.4068%	22.8814%	41.5254%	16.1017%	5.0848%	100%

Table 5.18 and 5.19 summarize the perception about MA-TRM course dimensions
– teaching. According to above table, the lowest mean belongs to faculty
response and faculty experience. It implies most students have perception that
faculties should provide more response to students, faculty should possess more
experience on TRM field and faculty should have more preparation, advising
hours, and attention to TRM students.

Table 5.20: The perception about MA-TRM program dimension – Support
facilities – in mean

Descriptive Statistics

	N	Mean
Staff Understanding	118	2.43
Staff Interest	118	2.26
Staff Service	118	2.19
Staff Knowledge	118	2.32
Staff Information Explaining	118	2.33
Computer Availability	118	2.89
Library Availability	118	3.03
Administrative Department	118	3.03
Price of TRM program	118	2.73
Multimedia teaching aids	118	2.81
Support facilities	118	2.6025
Valid N (listwise)	118	

Table 5.21: The perception about MA-TRM program dimension ─ Support

facilities ─ in frequency and percentage

Support Facilities		Poor	Fair	Neutral	Good	Excellent	Total
Staff Understanding	Freq.	24	35	43	16		118
	%	20.3390%	29.6610%	36.4407%	13.5593%		100%
Staff Interest	Freq.	33	36	35	13	I	**118**
	%	27.9961%	30.5085%	29.6610%	11.0169%	0.8475%	100%
Staff Service	Freq.	35	46	18	18	1	118
	%	29.6610%	38.9831%	15.2542%	15.2542%	0.8475%	100%
Staff Knowledge	Freq.	25	43	39	9	2	**118**
	%	21.1864%	36.4407%	33.0508%	7.6271%	1.9649%	100%
Information Explaining	Freq.	24	42	41	11		118
	%	20.3390%	35.5932%	34.7458%	9.3220%		100%
Computer Availability	Freq.	21	20	40	25	12	118
	%	17.7966%	16.9492%	33.8983%	21.1864%	10.1695%	100%
Library Availability	Freq.	13	18	50	26	11	**118**
	%	11.0169%	15.2542%	42.3729%	22.0339%	9.3220%	100%
Administrative Dept.	Freq.	7	28	47	26	**10**	**118**
		5.9322%	23.7288%	39.8305%	22.0339%	8.4746%	100%
Price of program	Freq.	13	37	42	21	5	**118**
	%	11.0169%	31.3559%	35.5932%	17.7966%	4.2373%	100%
Multimedia aids	Freq.	11	38	37	27	5	**118**
		9.3220%	32.2034%	31.3559%	22.8814%	4.2373%	100%

Table 5.20 and 5.21 summarize the perception about MA-TRM program

dimensions ─ support facilities. According to above table, the lowest mean

belongs to staff service. It implies most students have perception that staffs

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should provide more service and interest to students, staffs should also possess
more knowledge on TRM field and staffs should have more ability to explain the
information to students.

Table 5.22: The perception about MA-TRM program dimension -- Physical
facilities – in mean

Descriptive Statistics

	N	Mean
Moderness of Equipment	118	3.05
Working order of Equipment	118	3.28
Design of Building	118	2.99
Recreational Area	118	2.94
Reserch Room	118	2.96
Physical facilities	118	3.0441
Valid N (listwise)	118	

Table 5.23: The perception about MA-TRM program dimension – Physical facilities – in frequency and percentage

Physical facilities		Poor	Fair	Neutral	Good	Excellent	Total
Moderness of Equipment	Freq.	4	30	42	40	2	**118**
	%	3.8983%	25.4237%	35.5932%	33.8983%	1.6949%	101%
Working order of Eqp.	Freq.	4	19	41	48	6	**118**
	%	3.3898%	16.1017%	34.7458%	40.6780%	5.0848%	100%
Design of Building	Freq.	5	31	46	32	4	**118**
	%	4.2373%	26.2712%	38.9831%	27.1186%	3.3898%	100%
Recreational area	Freq.	9	33	38	32	6	**118**
	%	7.6712%	27.9661%	32.2034%	27.1186%	5.0848%	100%
Research Room	Freq.	11	28	41	31	7	**118**
	%	9.3220%	23.7288%	34.7458%	26.2712%	5.9322%	100%

Table 5.22 and 5.23 summarize the perception about MA-TRM program dimensions – physical facilities. According to above table, the lowest mean belongs to recreation area. It implies most students have perception that ABAC should provide better conditions in term of building design, recreational area and research room.

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Table 5.24: The perception about MA-TRM program dimension − Ability development − in mean

Descriptive Statistics

	N	Mean
Managerial knowledge	118	3.30
Problem solving	118	3.15
Leadership	118	3.22
Enterpreneurship knowledge	118	3.03
General Ability	118	3.42
Development of abilities	118	3.2237
Valid **N** (listwise)	118	

Table 5.25: The perception about MA-TRM program dimension − Ability development − in frequency and percentage

Ability Development		Poor	Fair	Neutral	Good	Excellent	Total
Managerial Knowledge	Freq.		20	50	41	7	118
	%		16.9492%	42.3729%	34.7458%	5.9322%	100%
Problem Solving	Freq.	1	18	62	36	1	**118**
	%	0.8475%	15.2542%	52.5424%	30.5085%	0.8475%	100%
Leadership	Freq.	2	13	62	39	2	**118**
	%	1.6949%	11.0169%	52.5424%	33.0508%	1.6949%	100%
Enterpreneurship	Freq.	9	15	61	30	3	118
	%	7.6271%	12.7119%	51.6949%	25.4237%	2.5424%	100%
General Ability	Freq.	1	5	62	43	7	118
	%	0.8475%	4.2373%	52.5424%	36.4407%	5.9322%	100%

Table 5.24 and 5.25 summarize the perception about MA-TRM program dimensions − ability development. According to above table, the lowest mean belongs to entrepreneurship knowledge. It implies most students have perception that TRM program educated students have more level on general ability rather than entrepreneurship knowledge and problem solving abilities.

Table 5.26: The perception about MA-TRM course dimension − Relationship between industries and TRM program − in mean

Descriptive Statistics

	N	Mean
Relationship between tourism industry and TRM program	118	2.60
Valid N (listwise)	118	

Table 5.27: The perception about MA-TRM program dimension − Relationship between industries and TRM program − in frequency and percentage

Relationship		Poor	Fair	Neutral	Good	Excellent	Total
Relationship	Freq.	27	32	24	31	4	118
	%	22.8814%	27.1186%	20.3390%	26.2712%	3.3898%	100%

Table 5.26 and 5.27 summarize the perception about MA-TRM program dimensions − relationship between industries and TRM program. It shows that most students think that TRM program at ABAC does not provide good relationship between industries and TRM program. They think that some provided courses do not relate to TRM industries or at small level of relation on tourism industry.

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5.1.3 The identify of the overall satisfaction with MA-TRM program at ABAC based on demographic profile of students of the MA-TRM course

Table 5.28: The overall satisfaction with MA-TRM program based on gender

Report

Mean

Gender	Overall satisfaction - Academic environment	Overall satisfaction - Tourism Business understanding	Overall satisfaction - Managerial Skills	Overall satisfaction - TRM program	Overall Satisfaction
Male	2.50	3.19	2.73	2.58	2.7500
Female	3.25	3.24	3.05	3.07	3.1522
Total	3.08	3.23	2.98	2.96	3.0636

Figure 5.16: The overall satisfaction with MA-TRM program based on gender

The overall satisfaction with TRM program based on gender
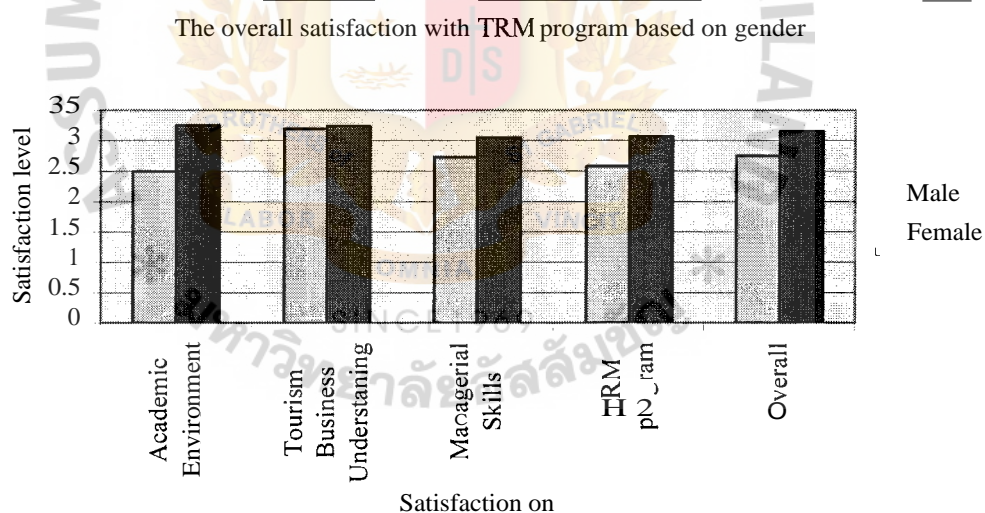
Table 5.28 and figure 5.16 summarize the overall satisfaction with MA-TRM program based on demographic profile -- gender. According to above table, male respondents' overall satisfaction is lower than female's. Male students have lower

level of overall satisfaction than female students in all factors. Even though they have higher overall satisfaction on tourism business understanding among them, it is still in the lower level than female's overall satisfaction. Unlike male's overall satisfaction, females are likely to have higher overall satisfaction in all aspects.

Table 5.29: The overall satisfaction with MA-TRM program based on nationality

Report

Mean

Nationality	Overall satisfaction - Academic environment	Overall satisfaction - Tourism Business understanding	Overall satisfaction - Managerial Skills	Overall satisfaction - TRM program	Overall Satisfaction
Thai	3.14	3.31	3.01	3.04	3.1263
Non-thai	2.81	2.86	2.86	2.57	2.7738
Total	3.08	3.23	2.98	2.96	3.0636

Figure 5.17: The overall satisfaction with MA-TRM program based on ationality

The overall satisfaction with MA-TRM program based on nationality
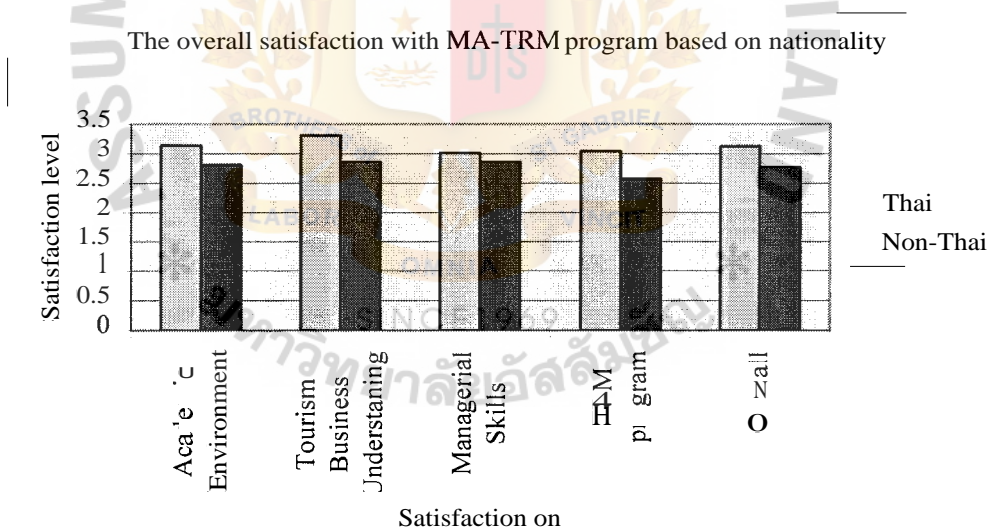
Table 5.29 and figure 5.17 summarize the overall satisfaction with MA-TRM course based on demographic profile − nationality. According to above table,

99

non-Thai respondents' overall satisfaction is below neutral level. Obviously, non-Thai students have lower overall satisfaction than Thai students.

Table 5.30: The overall satisfaction with MA-TRM program based on ccupation

Report

Mean

Occupation	Overall satisfaction - Academic environment	Overall satisfaction - Tourism Business understanding	Overall satisfaction - Managerial Skills	Overall satisfaction - TRM program	Overall Satisfaction
Full time student	2.89	3.13	2.87	2.64	2.8833
Employed	3.18	3.35	3.11	3.18	3.2077
Enterprenuer	3.38	2.75	2.63	2.88	2.9063
Total	3.08	3.23	2.98	2.96	3.0636

Figure 5.18: The overall satisfaction with MA-TRM program based on ccupation

The overall satisfaction with MA-TRM program based on occupation
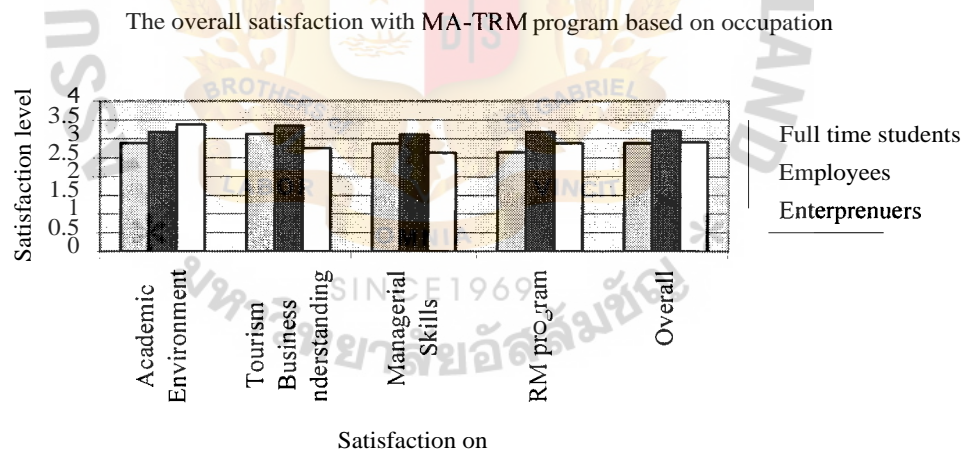
Table 5.30 and figure 5.18 summarize the overall satisfaction with MA-TRM program based on demographic profile – occupation. According to above table, full time students and entrepreneurs' overall satisfaction are below neutral level. Observing to entrepreneurs 'aspect, they have lower level of satisfaction on

100

managerial skills which is considered as their critical parts of the job, so, it leads

to lower level of overall satisfaction .

Table 5.31: The overall satisfaction with MA-TRM course based on company

Report

Mean

Your company	Overall satisfaction - Academic environment	Overall satisfaction - Tourism Business understanding	Overall satisfaction - Managerial Skills	Overall satisfaction - TRM program	Overall Satisfaction
Tourism related	3.08	3.16	2.90	3.00	3.0343
Not tourism related	3.03	3.26	2.97	3.00	3.0641
Total	3.06	3.20	2.93	3.00	3.0472

Figure 5.19: The overall satisfaction with MA-TRM program based on company
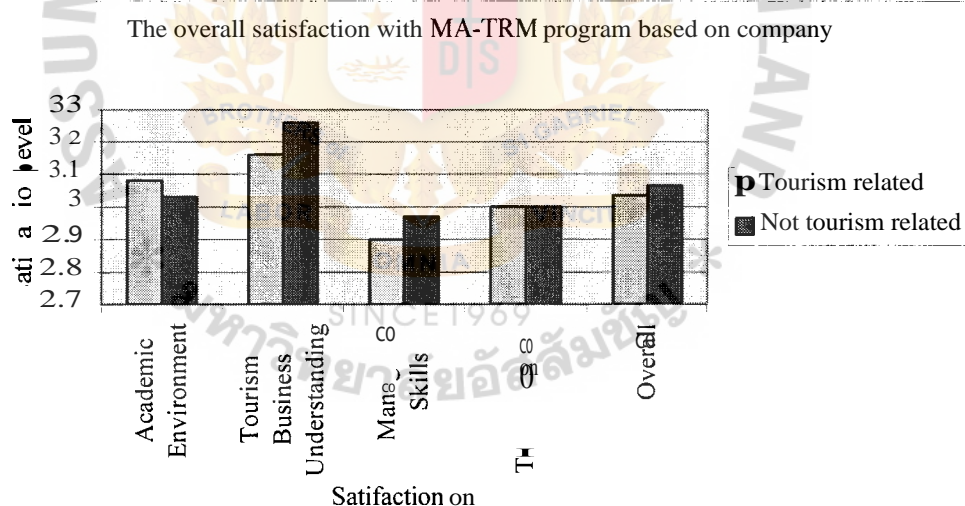
Table 5.31 and figure 5.19 summarize the overall satisfaction with MA-TRM

program based on demographic profile – company. According to above table,

both kind of respondents have "below neutral" on overall satisfaction in

101

Managerial Skill. If we consider respondents according to company, it seems that there is not big difference in overall satisfaction among them. They are thinking in the same direction.

Table 5.32: The overall satisfaction with MA-TRM program based on position

Report

Mean

Your current position	Overall satisfaction - Academic environment	Overall satisfaction - Tourism Business understanding	Overall satisfaction - Managerial Skills	Overall satisfaction – TRM program	Overall Satisfaction
Operational level	3.09	3.32	2.89	3.13	3.1064
Management level	3.27	3.22	3.11	3.08	3.1689
Total	3.17	3.27	2.99	3.11	3.1339

Figure 5.20: The overall satisfaction with MA-TRM program based on position

The overall satisfaction with MA-TRM program based on position
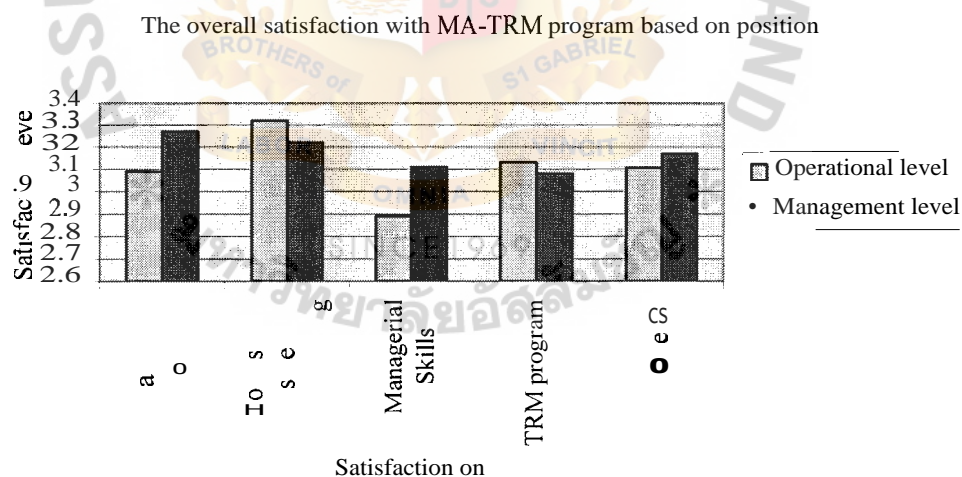
Table 5.32 and figure 5.20 summarize the overall satisfaction with MA-TRM program based on demographic profile – position. According to above table, operational level respondents' overall satisfaction in managerial skill is below

102

neutral level. Though there is low level in satisfaction on managerial skills of operational level respondents, it does not effect the overall satisfaction of TRM course in ABAC.

Table 5.33: The overall satisfaction with MA-TRM program based on educational background

Report

Mean

Education Background	Overall satisfaction – Academic environment	Overall satisfaction – Tourism Business understanding	Overall satisfaction – Managerial Skills	Overall satisfaction – TRM program	Overall Satisfaction
Arts	3.07	3.27	3.01	3.01	3.0900
Science and technology	3.14	3.14	3.29	2.86	3.1071
Business	3.13	3.13	2.83	2.80	2.9750
Others	3.00	3.40	3.00	3.40	3.2000
Total	3.09	3.23	2.98	2.97	3.0662

Figure 5.21: The overall satisfaction with MA-TRM program based on educational background

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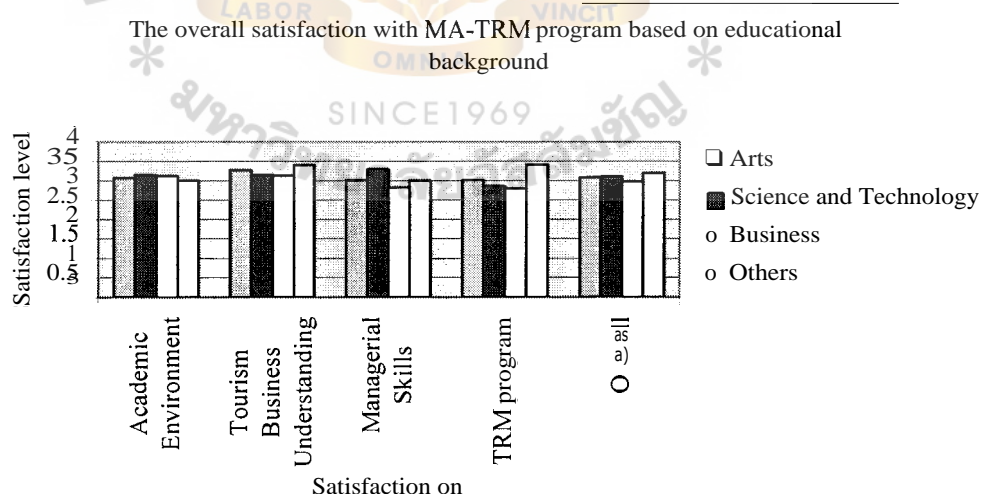
Table 5.33 and figure 5.21 summarize the overall satisfaction with MA-TRM program based on demographic profile – educational background. According to above table, respondents with business background have "below neutral" overall satisfaction. Observing respondents who have business background, they have lower level of satisfaction on managerial skills which is considered as their critical parts of the job, so, it leads to lower level of overall satisfaction .

Table 5.34: The overall satisfaction with MA-TRM program based on purpose of joining MA-TRM program at ABAC

Report

Mean

Purpose of joining MA-TRM Programe	Overall satisfaction – Academic environment	Overall satisfaction – Tourism Business understanding	Overall satisfaction – Managerial Skills	Overall satisfaction – TRM program	Overall Satisfaction
Start/join self business	3.11	2.89	3.00	3.33	3.0833
Better employee condition	3.39	3.67	3.11	3.39	3.3889
Improve English	3.63	3.50	3.00	3.63	3.4375
Interested in tourism business	2.92	3.21	2.99	2.77	2.9692
Others	3.33	2.67	2.67	2.67	2.8333
Total	3.09	3.23	2.98	2.96	3.0641

Figure 5.22: The overall satisfaction with MA-TRM program based on purpose
of joining MA-TRM program at ABAC

The overall satisfaction with MA-TRM program based on purpose of
joining program
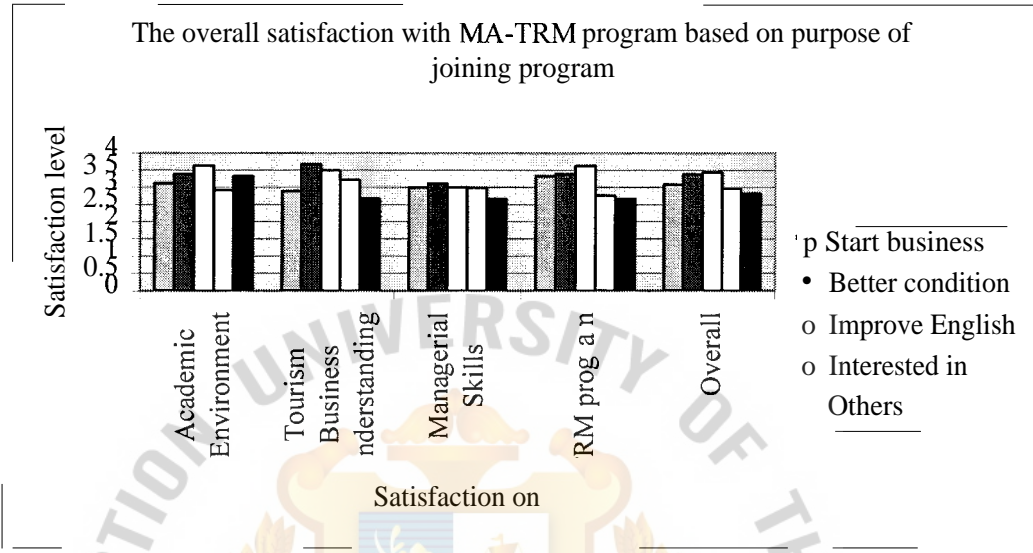
Table 5.34 and figure 5.22 summarize the overall satisfaction with MA-TRM
program based on demographic profile – purpose of joining MA-TRM program in
ABAC. According to above table, respondents who are interested in tourism
business have "below neutral' overall satisfaction. Considering respondents who
are interested in tourism business, they have lower level of satisfaction on
academic environment, managerial skills and TRM program itself which is
considered as critical parts of their interests, so, it leads to lower level of overall
satisfaction .

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Table 5.35: The overall satisfaction with MA-TRM program – in frequency and

percentage

Overall Satisfaction		Poor	Fair	Neutral	Good	Excellent	Total
Academic Environment	Freq.	9	16	55	32	6	118
	%	7.6271%	13.5593%	46.6102%	27.1186%	5.0848%	100%
Tourism Bus. Understand	Freq.	4	26	33	49	6	118
	%	3.3898%	22.0339%	27.9661%	41.5254%	5.0848%	100%
Managerial Skills	Freq.	1	31	60	21	5	118
		0.8475%	26.2712%	50.8475%	17.7966%	4.2373%	100%
overall **TRM** program	Freq.	8	31	43	30	6	118
		6.7797%	26.2712%	36.4407%	25.4237%	5.0848%	100%

Table 5.35 summarize the overall satisfaction with MA-TRM program in

frequency and percentage. Most respondents have answered the questionnaire at

fair and neutral level, so, it leads to moderate level of overall satisfaction.

5.2 Inferential Statistics

In this section, hypothesis testing were used in inferential statistics

5.2.1 H_o : There is no difference in perception of the MA-TRM program in

ABAC by students classified by gender

H_a : There is significant difference in perception of the MA-TRM

program in ABAC by students classified by gender

Table 5.36: Independent Sample t-test for the difference in perception about MA-TRM program in ABAC based on gender

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Perception about MA-TRM course in ABAC	Male	26	2.9998	.5227	.1025
	Female	92	3.1339	.4642	4.839E-02

Independent Samples Test

		Levene's Test for quality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	ig. (2-tailed)	Mean ifference	Std. Error ifference	Lower	Upper
Perception about MA-TRM course in A	Equal variances as;	.536	.465	-1.265	116	.208	-.1342	.1060	-.3442	84E-02
	Equal variances not assumed			-1.184	36.880	.244	-.1342	.1134	-.3639	54E-02

Decision Rule:

If Sig.value from Levene's Test for Equality of Variances is more than 0.05, t-test for Equality of Means will be observed from Sig.value in the row of Equal Variances Assumed. If not, Sig.value in the row of Equal Variances not Assumed must be used in conclusion.

If Sig.value from T-Test for Equality of Means is more than 0.05, it fails to reject H_o.

If Sig.value from T-Test for Equality of Means is equal or less than 0.05, H_o is rejected.

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Table 5.36 shows ,in row of equal variances assumed, Sig.value from T-Test is more than 0.05. (0.208). It fails to reject H_o. There is no significant difference in the perception of MA-TRM course in ABAC by students classified by gender.

5.2.2 H_o : There is no difference in perception of the MA-TRM program in ABAC by students classified by nationality

H_a : There is significant difference in perception of the MA-TRM program in ABAC by students classified by nationality

Table 5.37: Independent Sample t-test for the difference in perception about MA-TRM program in ABAC based on nationality

Group Statistics

	Nationality	N	Mean	Std. Deviation	Std. Error Mean
Perception about MA-TRM course in ABAC	Thai	97	3.1194	.4570	4.640E-02
	Non-thai	21	3.0348	.5758	.1256

Independent Samples Test

		Levene's Test for quality of Variances		t-test for Equality of Means						
							Mean	Std. Error	95% Confidence Interval of the Difference	
		F	Sig.	t	df	ig. (2-tailed)	ifference	ifference	Lower	Upper
Perception about MA-TRM course in	Equal variances as;	2.232	.138	.734	116	.465	.466E-02	.1154	-.1439	.3133
	Equal variances no: assumed			.632	25.726	.533	.466E-02	.1339	-.1908	.3601

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Decision Rule:

Table 5.37 shows ,in row of equal variances assumed, Sig.value from T-Test is more than 0.05. (0.465). It fails to reject H_o. There is no significant difference in the perception of MA-TRM course in ABAC by students classified by nationality.

5.2.3 H_o : There is no difference in perception of the MA-TRM program in ABAC by students classified by occupation

H_a : There is significant difference in perception of the MA-TRM program in ABAC by students classified by occupation

Table 5.38: ANOVA for the difference in perception about MA-TRM program in ABAC based on occupation

ANOVA

Perception about MA-TRM course in ABAC

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.184	2	9.221E-02	.398	.672
Within Groups	26.617	115	.231		
Total	26.801	117			

Multiple Comparisons

Dependent Variable: Perception about MA-TRM course in ABAC
Tukey HSD

(I) Occupation	(3) Occupation	Mean Difference (I-3)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Full time student	Employed	-8.3265E-02	9.330E-02	.646	-.3048	.1383
	Enterprenuer	-5.1863E-02	.1846	.957	-.4902	.3864
Employed	Full time student	8.327E-02	9.330E-02	.646	-.1383	.3048
	Enterprenuer	3.140E-02	.1803	.983	-.3966	.4594
Enterprenuer	Full time student	5.186E-02	.1846	.957	-.3864	.4902
	Employed	-3.1403E-02	.1803	.983	-.4594	.3966

Decision Rule:

If Sig.value from ANOVA is more than 0.05, it fails to reject H_o.

If Sig.value from ANOVA is equal or less than 0.05, H_o is rejected.

Table 5.38 shows Sig.value from ANOVA is more than 0.05. (0.672). It fails to reject H_o. There is no difference in perception of MA-TRM course in ABAC by students classified by occupation.

5.2.4 H_o : There is no difference in perception of the MA-TRM program in ABAC by students classified by educational background

H_a : At least one population means is different from the others

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Table 5.39: ANOVA for the difference in perception about MA-TRM program in

ABAC based on educational background

ANOVA

Perception about MA-TRM course in ABAC

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.287	3	9.570E-02	.413	.744
Within Groups	26.179	113	.232		
Total	26.467	116			

Multiple Comparisons

Dependent Variable: Perception about MA-TRM course in ABAC

Tukey HSD

(I) Education Background	(3) Education Background	Mean Difference (I-3)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Arts	Science and technology	-.1455	.1902	.870	-.6415	.3506
	Business	1.041E-02	.1040	1.000	-.2607	.2816
	Others	-.1774	.2223	.855	-.7572	.4023
Science and technology	Arts	.1455	.1902	.870	-.3506	.6415
	Business	.1559	.2020	.867	-.3710	.6827
	Others	-3.1939E-02	.2818	.999	-.7669	.7030
Business	Arts	-1.0407E-02	.1040	1.000	-.2816	.2607
	Science and technology	-.1559	.2020	.867	-.6827	.3710
	Others	-.1878	.2325	.851	-.7941	.4185
Others	Arts	.1774	.2223	.855	-.4023	.7572
	Science and technology	3.194E-02	.2818	.999	-.7030	.7669
	Business	.1878	.2325	.851	-.4185	.7941

Decision Rule:

Table 5.39 shows Sig.value from ANOVA is more than 0.05. (0.744). It fails to

reject H_o. There is no difference in perception of MA-TRM course in ABAC by

students classified by educational background.

5.2.5 H_o : There is no difference in perception of the MA-TRM program in

ABAC by students classified by purpose of joining MA-TRM program at

ABAC

H_a : At least one population means is different from the others

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Table 5.40: ANOVA for the difference in perception about MA-TRM program in

ABAC based on purpose of joining MA-TRM program at ABAC

ANOVA

Perception about MA-TRM course in ABAC

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.858	4	.465	2.088	.087
Within Groups	24.920	112	.222		
Total	26.778	116			

Multiple Comparisons

Dependent Variable: Perception about MA-TRM course in ABAC

Tukey HSD

(I) Purpose of joining MA-TRM Programe	(J) Purpose of joining MA-TRM Programe	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Start/join self business	Better employee condition	-.2804	.1926	.593	-.8144	.2535
	Improve English	-.2176	.2292	.877	-.8531	.4180
	Interested in tourism business	1.466E-02	.1666	1.000	-.4474	.4767
	Others	.1526	.2224	.959	-.4640	.7691
Better employee condition	Start/join self business	.2804	.1926	.593	-.2535	.8144
	Improve English	6.288E-02	.2004	.998	-.4929	.6186
	Interested in tourism business	.2951	.1241	.129	-4.9085E-02	.6393
	Others	.4330	.1926	.170	-.1009	.9669
Improve English	Start/join self business	.2176	.2292	.877	-.4180	.8531
	Better employee condition	-6.2880E-02	.2004	.998	-.6186	.4929
	Interested in tourism business	.2322	.1757	.678	-.2549	.7193
	Others	.3701	.2292	.491	-.2654	1.0056
Interested in tourism business	Start/join self business	-1.4656E-02	.1666	1.000	-.4767	.4474
	Better employee condition	-.2951	.1241	.129	-.6393	4.908E-02
	Improve English	-.2322	.1757	.678	-.7193	.2549
	Others	.1379	.1666	.922	-.3242	.6000
Others	Start/join self business	-.1526	.2224	.959	-.7691	.4640
	Better employee condition	-.4330	.1926	.170	-.9669	.1009
	Improve English	-.3701	.2292	.491	-1.0056	.2654
	Interested in tourism business	-.1379	.1666	.922	-.6000	.3242

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Decision Rule:

Table 5.40 shows Sig.value from ANOVA is more than 0.05. (0.087). It fails to reject H_o. There is no difference in perception of MA-TRM course in ABAC by students classified by purpose of joining MA-TRM program at ABAC

5.2.6 H_O : There is no difference in overall satisfaction of the MA-TRM program in ABAC by students classified by gender

H_a : There is significant difference in overall satisfaction of the MA-TRM program in ABAC by students classified by gender

Table 5.41: Independent Sample t-test for the difference in overall satisfaction about MA-TRM program in ABAC based on gender

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Overall Satisfaction	Male	26	2.7500	.9220	.1808
	Female	92	3.1522	.7586	7.909E-02

Independent Samples Test

		Levene's Test for quality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	ig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Overall Satisfacti	Equal variances assum	3.924	.050	-2.273	116	.025	-.4022	.1769	-.7526	.17E-02
	Equal variances not assumed			-2.038	35.129	.049	-.4022	.1974	-.8028	.58E-03

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Decision Rule:

Table 5.41 shows, in row of equal variances not assumed, Sig.value from T-Test is less than 0.05. (0.049). H_o is rejected. There is significant difference in overall satisfaction of MA-TRM course in ABAC by students classified by gender

5.2.7 H_o : There is no difference in overall satisfaction of the MA-TRM program in ABAC by students classified by nationality

H_a : There is significant difference in overall satisfaction of the MA-TRM program in ABAC by students classified by nationality

Table 5.42: Independent Sample t-test for the difference in overall satisfaction about MA-TRM program in ABAC based on nationality

Group Statistics

	Nationality	N	Mean	Std. Deviation	Std. Error Mean
Overall Satisfaction	Thai	97	3.1263	.7596	7.713E-02
	Non-thai	21	2.7738	.9839	.2147

Independent Samples Test

		Levene's Test for quality of Variances		t-test for Equality of Means						
							Mean	Std. Error	95% Confidence Interval of the Difference	
		F	Sig.	t	df	ig. (2-tailed)	ifference	Difference	Lower	Upper
Overall Satisfac	Equal variances assu	6.143	.015	1.824	116	.071	.3525	.1932	.02E-02	.7352
	Equal variances not assumed			1.545	25.406	.135	.3525	.2281	-.1170	.8220

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Decision Rule:

Table 5.42 shows ,in row of equal variances not assumed, Sig.value from T-Test
is more than 0.05. (0.135). It fails to reject H_o. There is no difference in overall
satisfaction of MA-TRM course in ABAC by students classified by nationality

5.2.8 H_o : There is no difference in overall satisfaction of the MA-TRM

program in ABAC by students classified by occupation

H_a : At least one population means is different from the others

Table 5.43: ANOVA for the difference in overall satisfaction about MA-TRM
course in ABAC based on occupation

ANOVA

Overall Satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.010	2	1.505	2.342	.101
Within Groups	73.888	115	.643		
Total	76.898	117			

Multiple Comparisons

Dependent Variable: Overall Satisfaction

Tukey HSD

(I) Occupation	(3) Occupation	Mean Difference (I-])	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Full time student	Employed	-.3244	.1554	.097	-.6935	4.473E-02
	Enterprenuer	-2.2917E-02	.3076	.997	-.7532	.7074
Employed	Full time student	.3244	.1554	.097	-4.4734E-02	.6935
	Enterprenuer	.3014	.3003	.576	-.4117	1.0146
Enterprenuer	Full time student	2.292E-02	.3076	.997	-.7074	.7532
	Employed	-.3014	.3003	.576	-1.0146	.4117

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Decision Rule:

Table 5.43 shows Sig.value from ANOVA is more than 0.05. (0.101). It fails to reject H_o. There is no difference in overall satisfaction of MA-TRM program in ABAC by students classified by occupation

5.2.9 H_o : There is no difference in overall satisfaction of the MA-TRM program in ABAC by students classified by educational background

H_a : At least one population means is different from the others

Table 5.44: ANOVA for the difference in overall satisfaction about MA-TRM program in ABAC based on educational background

ANOVA

Overall Satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.393	3	.131	.194	.900
Within Groups	76.406	113	.676		
Total	76.799	116			

Multiple Comparisons

Dependent Variable: Overall Satisfaction
Tukey HSD

(I) Education Background	(J) Education Background	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Arts	Science and technology	-1.7143E-02	.3250	1.000	-.8646	.8303
	Business	.1150	.1776	.916	-.3482	.5782
	Others	-.1100	.3798	.991	-1.1004	.8804
Science and technology	Arts	1.714E-02	.3250	1.000	-.8303	.8646
	Business	.1321	.3452	.981	-.7679	1.0322
	Others	-9.2857E-02	.4815	.997	-1.3484	1.1627
Business	Arts	-.1150	.1776	.916	-.5782	.3482
	Science and technology	-.1321	.3452	.981	-1.0322	.7679
	Others	-.2250	.3972	.942	-1.2608	.8108
Others	Arts	.1100	.3798	.991	-.8804	1.1004
	Science and technology	9.286E-02	.4815	.997	-1.1627	1.3484
	Business	.2250	.3972	.942	-.8108	1.2608

Decision Rule:

Table 5.44 shows Sig.value from ANOVA is more than 0.05. (0.900). It fails to reject H_o. There is no difference in overall satisfaction of MA-TRM course in ABAC by students classified by educational background

5.2.10 H_o : There is no difference in overall satisfaction of the MA-TRM course

in ABAC by students classified by purpose of joining MA-TRM course

H_a : At least one population means is different from the others

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Table 5.45: ANOVA for the difference in overall satisfaction about MA-TRM program in ABAC based on purpose of joining MA-TRM program.

ANOVA

Overall Satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.155	4	1.039	1.599	.179
Within Groups	72.740	112	.649		
Total	76.894	116			

Multiple Comparisons

Dependent Variable: Overall Satisfaction
Tukey HSD

(I) Purpose of joining MA-TRM Programe	(J) Purpose of joining MA-TRM Programe	Mean Difference (I-3)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	tipper Bound
Start/join self business	Better employee condition	-.3056	.3290	.885	-1.2178	.6067
	Improve English	-.3542	.3916	.895	-1.4399	.7316
	Interested in tourism business	.1142	.2847	.994	-.6753	.9036
	Others	.2500	.3799	.965	-.8034	1.3034
Better employee condition	Start/join self business	.3056	.3290	.885	-.6067	1.2178
	Improve English	-4.8611E-02	.3424	1.000	-.9981	.9009
	Interested in tourism business	.4197	.2121	.283	-.1683	1.0078
	Others	.5556	.3290	.445	-.3567	1.4678
Improve English	Start/join self business	.3542	.3916	.895	-.7316	1.4399
	Better employee condition	4.861E-02	.3424	1.000	-.9009	.9981
	Interested in tourism business	.4683	.3001	.526	-.3639	1.3005
	Others	.6042	.3916	.537	-.4816	1.6899
Interested in tourism business	Start/join self business	-.1142	.2847	.994	-.9036	.6753
	Better employee condition	-.4197	.2121	.283	-1.0078	.1683
	Improve English	-.4683	.3001	.526	-1.3005	.3639
	Others	.1358	.2847	.989	-.6536	.9253
Others	Start/join self business	-.2500	.3799	.965	-1.3034	.8034
	Better employee condition	-.5556	.3290	.445	-1.4678	.3567
	Improve English	-.6042	.3916	.537	-1.6899	.4816
	Interested in tourism business	-.1358	.2847	.989	-.9253	.6536

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Decision Rule:

Table 5.45 shows Sig.value from ANOVA is more than 0.05. (0.179). It fails to reject H$_o$. There is no difference in overall satisfaction of MA-TRM program in ABAC by students classified by purpose of joining MA-TRM program.

Table 5.46: Summary of results from hypothesis testing

Hypothesis	Statistics Test	P-Value	Result
H_o1: There is no difference in perception of MA-TRM program in ABAC by students classified by gender	T-Test	0.208	Fail to Reject
H_o2: There is no difference in perception of MA-TRM program in ABAC by students classified by nationality	T-Test	0.465	Fail to Reject
H3: There is no difference in perception of MA-TRM program in ABAC by students classified by occupation	ANOVA	0.672	Fail to Reject
H4: There is no difference in perception of MA-TRM program in ABAC by students classified by educational background	ANOVA	0.744	Fail to Reject
H_o5: There is no difference in perception of MA-TRM program in ABAC by students classified by purpose of joining MA-TRM	ANOVA	0.087	Fail to Reject
H_06: There is no difference in overall satisfaction of MA-TRM program in ABAC by students classified by gender	T-Test	0.049	Reject
H_o7: There is no difference in overall satisfaction of MA-TRM program in ABAC by students classified by nationality	T-Test	0.135	Fail to Reject
H8: There is no difference in overall satisfaction of MA-TRM program in ABAC by students classified by occupation	ANOVA	0.101	Fail to Reject
H9: There is no difference in overall satisfaction of MA-TRM program in ABAC by students classified by educational background	ANOVA	0.900	Fail to Reject
H10: There is no difference in overall satisfaction of MA-TRM program in ABAC by students classified by purpose of joining MA-TRM	ANOVA	0.179	Fail to Reject

Chapter VI

SUMMARY OF FINDINGS,

CONCLUSIONS AND RECOMMENDATIONS

The chapter presents the summary of the study, and it is comprised of two sections. Section one contains conclusions drawn from each result obtained after analyzing the research objectives and hypothesis. The other section discusses the recommendation.

6.1 Summary of the Finding

The results implicated in the analysis are interpreted and are further discussed as follows:

Summary of demographic characteristics:

Table 6.1 Demographic profile of the respondents (the graduates and senior students of MA-TRM course)

Gender	female	92	78%
Nationality	Thai	97	82.2%
Occupation	Employed	65	55.1%
Company	Tourism related	43	58.9%
Current position	Operational level	39	53.4%
Education Background	Art	75	64.1%
Expected job	Tourism related	105	94.6%
Purpose	Interested in tourism	73	62.4%

The analysis of the data related to the demographic profile of the graduates and senior students of TRM program of ABAC, highlights that the majority respondents in this study are represented by females (92 or 78%), Thai nationality (97 or 82.2%). The analysis further reveals that the largest group of respondents are employed (65 or 55.1%) and are doing tourism related work (43 or 58.9%) at operational staff level (39 or 53.4%). Most of respondents graduated from Art related programs and expected job after graduating from TRM program is tourism-related and the majority purpose of joining TRM program is that they are interested in tourism business.

Summary of hypothesis testing

In this research, ten hypothesizes were framed by assigning 5 attributes of demography (gender, nationality, occupation, educational background and purpose of joining MA-TRM).

1) Regarding the results, hypothesis 1 was evaluated by independent sample T-test as presented in Table 5.36. Ho failed to reject. It was found that, there is no difference in perception of the MA-TRM program in ABAC by student classified by gender.

2) Hypothesis 2 was evaluated by independent sample T-test (Table 5.37), It was found from the result (Table 5.37), Ho failed to reject. There is no difference in perception of the MA-TRM program in ABAC by student classified by nationality.

3) Regarding the results, hypothesis3 was evaluated by ANOVA as present in Table 5.38. Ho failed to reject. It was found that, there is no difference in perception of the MA-TRM program in ABAC by student classified by occupation.

4) Hypothesis 4 was evaluated by ANOVA as present in Table 5.39. Ho failed to reject. It was found that, there is no difference in perception of the MA-TRM program in ABAC by student classified by educational background.

5) Hypothesis 5 was evaluated by ANOVA as present in Table 5.40. Ho failed to reject. It was found that, there is no difference in perception of the MA-TRM program in ABAC by student classified by educational background.

6) Hypothesis 6 was evaluated by independent sample T-test as present in Table 5.41. Ho is rejected. It was found that, there is a difference in overall satisfaction of the MA-TRM program in ABAC by students classified by gender.

7) Regarding the results, hypothesis 7 was evaluated by independent sample T-test as present in Table 5.42. Ho failed to reject. It was found that, there is no difference in overall satisfaction of the MA-TRM program in ABAC by students classified by nationality.

8) Regarding the results, hypothesis 8 was evaluated by ANOVA as present in Table 5.43. Ho is failed to reject. It was found that, there is no

difference in overall satisfaction of the MA-TRM program in ABAC by students classified by occupation.

9) Regarding the results, hypothesis 9 was evaluated by ANOVA as present in Table 5.44. Ho failed to reject. It was found that, there is no difference in overall satisfaction of the MA-TRM program in ABAC by students classified by educational background.

10) Regarding the results, hypothesis 10 was evaluated by ANOVA as present in Table 5.45. Ho failed to reject. It was found that, there is no difference in overall satisfaction of the MA-TRM program in ABAC by students classified by purpose of joining MA-TRM.

6.2 Conclusion

The research problem from this research is stated as "what is the perception of the students of TRM about TRM course in ABAC."

The research has found answers to the stated problem. It has clearly established the perception of students of TRM program about the TRM course in ABAC. The solution to the stated problem was obtained by asking one hundred and eighteen students of TRM about their perception regarding the TRM course. This was achieved by way of asking the students to answer fifty-two questions related to various factors of TRM program, the factors include curriculum importance, faculty, support facilities, physical facilities, ability development and relationship between industries and TRM program.

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According to 5 Likert scale of questionnaires, they defined the positive and negative perceptions about management actions by mean level which included 5 levels as below:

| (1) 1.00-1.80
(2) 1.81-2.60 | → | Negative perception (if mean levels nearly 1.00=strongly negative) |

| (3) 2.61-3.40 | → | Average perception (both negative and positive) |

| (4) 3.41-4.20
(5) 4.21-5.00 | → | Positive perception (if mean levels nearly 5.00=strongly positive) |

1. The perception about importance of curriculum of TRM students.

The means of the importance of all subjects listed on questionnaire are quite high, they are near 4 or more than 4. More than half of the respondents have selected the "English" and "tourism related" subjects that are "most important"(62%, 56%), and the importance mean quite high (4.52, 4.36). From the research, it showed there were no different perception of curriculum importance in terms of gender, nationality, occupation, educational background and purpose of joining MA-TRM course.

2. The perception about MA-TRM program dimension: of teaching

Most respondents have selected the items about teaching in average level. Most of the mean score are between 2.61 and 3.40 except for faculty language skill (3.46). From the research, it showed there was no different perception about

teaching in terms of gender, nationality, occupation, educational background and purpose of joining MA-TAM course.

3. The perception about MA-TRM course dimension: of support facilities.

The mean of perception about support facilities of MA-TRM courses is quite low (2.60), it presents as negative, and especially the mean related staff Most of respondents preferred to select the "staff's understanding of the specific need of student", " staff's interest in solving students' problems", " staff give prompt service to student", "staff have the knowledge to answer students' queries" and " staff can explain all information concerning TRM program to students" that were " poor" and " fair" (59, 69, 81, 68 and 66). The mean of "staff service" is the lowest (2.19). From the research, it showed there was no different perception about support facility in terms of gender, nationality, occupation, educational background and purpose of joining MA-TAM course.

4. The perception about MA-TRM course dimension: of physical facilities.

Most respondents have selected the items about physical facility at average level. Most of the mean score are between 2.61 and 3.40. From the research, it showed there was no different perception about physical facility in terms of gender, nationality, occupation, educational background and purpose of joining MA-TAM course.

5. The perception about MA-TRM course dimension: of ability development.

Most respondents have selected the items about students ability development in average level. Most of the mean scores are around 3. From the research, it

showed there was no different in perception of ability development in terms of gender, nationality, occupation, educational background and purpose of joining MA-TAM course.

Most of the respondents preferred to select the "managerial knowledge", " problem solving", "leadership", "entrepreneurship" and "general ability" of ability development that were "neutral" (50, 62, 62, 61 and 62). The mean of ability development is 3.22,and the lowest mean is entrepreneurship knowledge development.

6. The perception about MA-TRM course dimension: of relationship between industries and TRM course.

From this research, it showed there was no different perception of relationship with industries in terms of gender, nationality, occupation, educational background and purpose of joining MA-TAM course.

7. Overall satisfaction about TRM course

Most of the respondents preferred to select "academic environment", "managerial skills", and "overall satisfaction of TRM" of overall satisfaction about TRM course that were "neutral" (55, 60 and 43). Most of student selected " tourism business understanding" at good level (49). The mean of overall satisfaction is 3.06. Moreover, from this research, it showed there was no difference in perception of overall satisfaction with industries in term of nationality, occupation, educational background and purpose of joining MA TAM course except for gender item.

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6.3 Recommendations:

The following recommendations are made after data analysis. The recommendations are made on the results of hypothesis testing and conclusion drawn against each of the hypotheses and further analysis of responses from various questions that lead to strong and weak point in various factors about TRM courses in ABAC. These recommendations try to address areas of weakness in order to improve the positive perception of TRM course. Strategies in TRM course of operating level should coincide with those results.

6.3.1 Curriculum

There were no different perceptions of curriculum importance in terms of gender, nationality, occupation, educational background and purpose of joining MA-TRM courses. The researches make recommendation based on the hypotheses. Students of TRM course measure the importance of all subjects listed in the questionnaire quite high. It proved that most students agree with those subjects (English, general management subject, business related subject, tourism related subject, hospitality related subject, internship and research based subject) should be included in curriculum structure. The mean of English importance is 4.52, 73% of respondents have selected English as the most important subject. The mean of tourism related subject is 4.36, 66% respondents have selected tourism related subject as the most important subject. It should be noted that the top-ranked category is the English language because most respondents realize that

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tourism is an international business, where mastering of the English language is the requirement to be successful, and even though most TRM students are Asians whose native language is not English. And the second-ranked category is the tourism related subjects. This is because that TRM students plan to work in the tourism industry. The department should put more consideration on those two subjects, the teachers should intend to improve students' English ability at each subject not just in Professional English subject and introduce more about tourism industrial knowledge.

6.3.2 Teaching

There were no different perceptions of curriculum importance in terms of gender, nationality, occupation, educational background and purpose of joining MA-TRM course. The researches make recommendations based on the hypotheses. On the faculty category, the perception is neutral, with the score of 3.1 (out of 5.0). No single topic receives an average score of 4.0 or above. The weakest areas come from faculty responding to students and faculty experience. However, the survey result may not represent the true picture of tourism study at ABAC. The subject area is relatively new, and as a result, there is room for improvement. The TRM courses at ABAC may be able to get assistance from corporates or government in order to develop the service quality or do some research. In addition, the department may consider inviting non-ABAC professors or professionals (who specialize in tourism or service industry) to speak about the business or give lectures to students. These students will get the

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benefits from the experience and knowledge of professors or professionals who are specifically in the tourism field.

6.3.3 Support Facilities

There were no different perceptions of curriculum importance in terms of gender, nationality, occupation, educational background and purpose of joining MA-TRM course. The researches make recommendations based on the hypotheses. The perception of TRM students about support facilities is rather pessimistic, particularly staff-related topics. The overall score on this category is 2.6 (out of 5.0), skewed by average staff-related scores of lower than 2.5. Graduate office should aim to improve support facilities, especially staff-related issues. It is important that staff receive good, proper training and educate them on to understand their job scope, as well as helping them to be aware of students' needs. A successful and effective training will help motivate staff and thereby improve the overall quality of support facilities.

Graduate office should operate like a customer service company, with students as its prime customers. The survey by TRM students is, in essence, a valuable source of information where Graduate office will learn how to improve its role.

6.3.4 Physical Facilities

There were no different perception of curriculum importance in terms of gender, nationality, occupation, educational background and purpose of joining MA-TRM courses. The researches make recommendation based on the

hypotheses. The average feedback on physical facilities is neutral, with the score of 3.0 (out of 5.0). The improvement could come from the addition of research rooms. Currently, the department only has one research room with six tables. As a consequence, it is difficult to stimulate students for group work. For graduate students, research rooms are essential in conducting discussion or working on group projects, where students can share their thoughts and learn from each other. Moreover, graduate students are relatively older than undergraduate students and may require an improved recreational area during their studies.

6.3.5 Abilities development

There were no different perceptions of curriculum importance in terms of gender, nationality, occupation, educational background and purpose of joining MA-TRM courses. The researches make recommendations based on the hypotheses. Overall, TRM students believe that they have developed necessary abilities to work in the tourism industry. The category scores 3.2 (out of 5.0), with highest scoring comes from general ability topic. No topic receives scores lower than 3.0, which means TRM graduates feel that they have developed their skills in all tourism aspects, including managerial knowledge, problem solving, leadership skills, and entrepreneurial attitude. In general, this development of abilities category is a direct result of TRM graduates' experience in the above categories. In other words, curriculum, faculty, facilities (support and physical) represent tools that help students learn the tourism course. Excellent tools would equip graduates with abilities to work well in their jobs. As a consequence, in

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order to improve the development abilities of students, ABAC should first focus on improving its curriculum, faculty and facilities.

6.3.6 The Relationship between Industries and TRM Program

There were no different perceptions of curriculum importance in terms of gender, nationality, occupation, educational background and purpose of joining MA-TRM courses. The researches make recommendations based on the hypotheses. The perception of TRM students about relationship between industries and TRM program is lowest among all TRM course dimension. Students feel that they do not adequately get practical knowledge of the tourism industry. TRM program should aim to have better cooperation and coordination with tourism industry (such as travel agents, tour operators, hotels). TRM programs will prepare students specifically for the tourism industry where success factors include strong managerial skills, good strategic knowledge and ability to apply knowledge to business operations.

6.6.7 Overall Satisfaction

There were no different overall satisfaction of curriculum importance in terms of nationality, occupation, educational background and purpose of joining MA-TRM courses except for gender. The researches make recommendations based on the hypotheses. In conclusion, respondents, on average, are satisfied with the TRM courses, with the average score of 3.1 (out of 5.0). Females are more satisfied than males (scores of 3.2 vs. 2.8), and the reasons could be that males are

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generally expecting more from their careers. Other reasons may be that females are easier going than males. Lastly, in order to improve the overall sore of satisfaction, ABAC should focus on improving each category and sub-category. Better scoring from each section **will** help raise the overall satisfaction.

6.4 Further Study

The thesis is a trial study that has been conducted to investigate students' perspective on tourism education. The students studying experience is a quite complicated issue. The process could be seen to have too narrow focus of attention, it didn't take into account the fact that students learning depends on individual hallmarks as prior merit and cognitive skills, personal efforts as well as group characteristics of the students entering MA-TRM program. Further study can be conducted about further aspects of students' perception. And this study was just limited in MA-TRM in ABAC, further study can be conducted in more universities or more countries. It will be useful for developing tourism education in developing countries.

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APPENDICES

Questionnaire

I am a student studying Master of Arts in Tourism Management from Assumption University in Thailand. I am making the research of the topic "Perception of tourism graduates about MA - TRM program at ABAC". Please take a few minutes to give your opinion based on your experiences as a student (the graduate and senior student) of MA-TRM program in ABAC.

PART I
What is your perception of MA-TRM course at ABAC? Please circle the number that best show your opinion.

(1 = not important 2 = less important 3 = neutral 4 = likely important 5 = most important)
The important the rate is subject to your **current job or the job in the future.**

Curriculum (หลักสูตร)

1 English	1 2 3 4 5
2 Gerenal management subject	1 2 3 4 5
3 Business related subject	1 2 3 4 5
4 Tourism related subject	1 2 3 4 5
5 Hospitality related subject	1 2 3 4 5
6 Internship (Fieldwork Training)	1 2 3 4 5
7 Research based subject	1 2 3 4 5

(1 = poor 2 = fair 3 = neutral 4 = good 5 = excellent)

Faculty   Faculty mentioned here constitute people that are engaged in teaching.

8 Quality of teaching materials (ie.text book, handouts etc.)	1 2 3 4 5
9 Faculty's preparation for class at MA-TRM.	1 2 3 4 5
10 Availability of faculty during students advising hours.	1 2 3 4 5
11 Faculty provide attention to individual needs of the students.	1 2 3 4 5
12 Faculty respond to student requests.	1 2 3 4 5
13 Faculty's attitude to student.	1 2 3 4 5
14 Faculty's communicative skills.(such as clearness, effectiveness)	1 2 3 4 5
15 Language skill of faculty.	1 2 3 4 5
16 Punctualicty of faculty for the class.	1 2 3 4 5
17 Faculty's overall capability.	1 2 3 4 5
18 Faculty's academic knowledge.	1 2 3 4 5
19 Faculty's industry experience.	1 2 3 4 5

(1 = poor 2 = fair 3 = neutral 4 = good 5 = excellent)

Support facilities   Staff constitutes people that are working in graduate administrative office.

20 Staffs understanding of the specific need of student.	1 2 3 4 5
21 Staffs interest in solving students' problems.	1 2 3 4 5
22 Staff give prompt service to student.	1 2 3 4 5
23 Staff have the knowledge to answer students' queries.	1 2 3 4 5
24 Staff can explain all information concerning TRM program to students	1 2 3 4 5
25 Access and availability of computer lab.	1 2 3 4 5
26 Availability of library as source of course related information.	1 2 3 4 5
27 Administrative department : such as registrar office, book store, etc. provide enough service.	1 2 3 4 5
28 Price of MA-TRM course.	1 2 3 4 5
39 Availability of multimedia teaching aids.	1 2 3 4 5

(1 = poor 2 = fair 3 = neutral 4 = good 5 = excellent)

Physical facilities

30 Moderness of facilities and equipment in university(Building, classroom, fixture etc.).	1 2 3 4 5
31 Working order of Class equipment (lighting, air, seat etc.).	1 2 3 4 5
32 Design of building is conducive to learning environment.	1 2 3 4 5
33 Recreational area (cleaness and comfor).	1 2 3 4 5
34 Personal studying environment at research room and reading room.	1 2 3 4 5

Development of your abilities

35 Managerial knowledge of the principles and practices of tourism   1   2   3   4   5

36 Problem solving   1   2   3   4   5

37 Leadership ability and qualities   1   2   3   4   5

38 The knowledge and ability necessary to be an entrepreneur.   1   2   3   4   5

39 General ability (such as communication skill, language skill)   1   2   3   4   5

(1 = poor 2 = fair 3 = neutral 4 = good 5 = excellent)

Overall satisfaction

40 Satisfaction with Academic environment.   1   2   3   4   5

41 Satisfaction with acquired understanding of business of
     tourism industry.   1   2   3   4   5

42 Satisfaction with possession of necessary managerial skills
     and leadership attributes.   1   2   3   4   5

43 I would rate the overall TRM program as   1   2   3   4   5

44 Relationship between industry and TRM program   **1   2   3   4   5**

PART II

1 Gender   ☐ Male   ☐ Female

2 Nationality ....

3 TRM class number......................................
   Graduation time from MA-TRM program.................... (MM/YY)(the graduates only)

4 Occupation   El Full time student
                ☐ Employed
                ☐ Enterprenuer

5 Your company is (if any)   ☐ Tourism related
                                ☐ Not Tourism related

6 Your current position in company is   El Operational staff level
                                        0 Management level

7 Educational background
          ☐ Arts
          ☐ Science and technology
          ☐ Business
          ☐ Others (please specify).......................................

8 What kind of the job you want to do after graduation ....
          ☐ Tourism related
          ☐ Not Tourism related

9 Purpose of joining MA-TRM program at ABAC
          [ ] Start / join self business
          P1 Better employee condition
          ☐ Improve English
          [ ] Interested in tourism business
          ❏ Others (please specify).......................................

   Your comments, please write down something...
....
....
....
....
....
....

Thanks for your help and time.

Reliability Testing

Reliability of All Variables
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****** Method 2 (covariance matrix) will be used for this analysis ******

      R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

                              Mean          Std Dev        Cases

    1.      CUR_ENG         4.3333          .8023          30.0
    2.      CUR_GM          3.7667          .8976          30.0
    3.      CUR_BUS         3.7667          .8172          30.0
    4.      CUR_TOUR        4.0667          .8277          30.0
    5.      CUR_HOSP        3.7333         1.1725          30.0
    6.      CUR_INT         3.7000         1.2905          30.0
    7.      CUR_RES         3.4000         1.0034          30.0
    8.      FAC_MAT         3.3000         1.0222          30.0
    9.      FAC_PREP        2.9667         1.0334          30.0
   10.      FAC_ADV         2.6333         1.0662          30.0
   11.      FAC_ATTE        2.7000         1.0222          30.0
   12.      FAC_RESP        2.7667         1.1351          30.0
   13.      FAC_ATTI        3.0667          .9072          30.0
   14.      FAC_COMM        3.1667          .8743          30.0
   15.      FAC_LANG        3.4000          .8944          30.0
   16.      FAC_PUNC        3.4333         1.1043          30.0
   17.      FAC_CAP         2.9667          .9643          30.0
   18.      FAC_KNOW        3.2333          .8172          30.0
   19.      FAC_EXP         2.8333         1.1167          30.0
   20.      STA_UND         2.6000          .8944          30.0
   21.      STA_INT         2.3000         1.0222          30.0
   22.      STA_SERV        2.5333         1.0417          30.0
   23.      STA_KNOW        2.5333          .9371          30.0
   24.      STA_INFO        2.4333          .8584          30.0
   25.      STA_COMP        2.8667         1.2243          30.0
   26.      STA_LIBR        2.9667          .9643          30.0
   27.      STA_ADM         2.9333         1.1121          30.0
   28.      STA_PRIC        2.8000         1.1265          30.0
   29.      STA_AID         2.5667         1.0726          30.0
   30.      PHY_MOD         2.8667          .9732          30.0
   31.      PHY_ORD         3.1000         1.0619          30.0
   32.      PHY_DES         2.8000          .9965          30.0
   33.      PHY_REC         2.8000         1.0306          30.0
   34.      PHY_ENV         2.7333          .9803          30.0
   35.      DEV_MAN         3.2333          .7739          30.0
   36.      DEV_PROB        3.1333          .6814          30.0
   37.      DEV_LEAD        3.2000          .5509          30.0
   38.      DEV_ENTP        3.1000          .6618          30.0
   39.      DEV_GENE        3.4000          .7701          30.0
   40.      ALL_ENV         3.1000          .9595          30.0
   41.      ALL_UND         3.0000          .7428          30.0
   42.      ALL_SKIL        2.9667          .7184          30.0
   43.      OVERALL         2.9000          .9595          30.0
   44.      RELATION        2.5000         1.0748          30.0


      R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H A)

       N of Cases =        30.0

Item Means          Mean    Minimum    Maximum     Range    Max/Min   Variance
                  3.0591     2.3000     4.3333    2.0333     1.8841      .1942



Reliability Coefficients    44 items

Alpha =   .9161          Standardized item alpha =   .9180
```

Reliability of Curriculum Part

****** Method 2 (covariance matrix) will be used for this analysis ******

RELIABILITY ANALYSIS - SCALE (ALPHA)

		Mean	Std Dev	Cases
1.	CUR_ENG	4.3333	.8023	30.0
2.	CUR_GM	3.7667	.8976	30.0
3.	CUR_BUS	3.7667	.8172	30.0
4.	CUR_TOUR	4.0667	.8277	30.0
5.	CUR_HOSP	3.7333	1.1725	30.0
6.	CUR_INT	3.7000	1.2905	30.0
7.	CUR_RES	3.4000	1.0034	30.0

N of Cases = 30.0

Item Means   Mean Minimum Maximum Range Max/Min Variance
               3.8238 3.4000 4.3333 .9333 1.2745 .0880

Reliability Coefficients   7 items

Alpha = .8662   Standardized item alpha = .8715

Reliability of Teaching Part

****** Method 2 (covariance matrix) will be used for this analysis ******

RELIABILITY ANALYSIS - SCALE (ALPHA)

		Mean	Std Dev	Cases
1.	FAC_MAT	3.3000	1.0222	30.0
2.	FAC_PREP	2.9667	1.0334	30.0
3.	FAC_ADV	2.6333	1.0662	30.0
4.	FAC_ATTE	2.7000	1.0222	30.0
5.	FAC_RESP	2.7667	1.1351	30.0
6.	FAC_ATTI	3.0667	.9072	30.0
7.	FAC_COMM	3.1667	.8743	30.0
8.	FAC_LANG	3.4000	.8944	30.0
9.	FAC_PUNC	3.4333	1.1043	30.0
10.	FAC_CAP	2.9667	.9643	30.0
11.	FAC_KNOW	3.2333	.8172	30.0
12.	FAC_EXP	2.8333	1.1167	30.0

N of Cases =   30.0

Item Means   Mean Minimum Maximum Range Max/Min Variance
        3.0389 2.6333 3.4333 .8000 1.3038 .0741

Reliability Coefficients 12 items

Alpha = .8823   Standardized item alpha = .8845

Reliability of Support Facilities

****** Method 2 (covariance matrix) will be used for this analysis ******

RELIABILITY ANALYSIS - SCALE (ALPHA)

		Mean	Std Dev	Cases
1.	STA_UND	2.6000	.8944	30.0
2.	STA_INT	2.3000	1.0222	30.0
3.	STA_SERV	2.5333	1.0417	30.0
4.	STA KNOW	2.5333	.9371	30.0
5.	STA_INFO	2.4333	.8584	30.0
6.	STA_COMP	2.8667	1.2243	30.0
7.	STA_LIBR	2.9667	.9643	30.0
8.	STA_ADM	2.9333	1.1121	30.0
9.	STA_PRIC	2.8000	1.1265	30.0
10.	STA_AID	2.5667	1.0726	30.0

N of Cases =   30.0

Item Means   Mean Minimum Maximum Range Max/Min Variance
        2.6533 2.3000 2.9667 .6667 1.2899 .0507

Reliability Coefficients 10 items

Alpha = .8212   Standardized item alpha = .8246

Reliability of Physical Facilities

****** Method 2 (covariance matrix) will be used for this analysis ******

RELIABILITY ANALYSIS - SCALE (ALPHA)

		Mean	Std Dev	Cases
1.	PHY_MOD	2.8667	.9732	30.0
2.	PHY_ORD	3.1000	1.0619	30.0
3.	PHY_DES	2.8000	.9965	30.0
4.	PHY_REC	2.8000	1.0306	30.0
5.	PHY_ENV	2.7333	.9803	30.0

N of Cases = 30.0

Item Means   Mean Minimum Maximum Range Max/Min Variance
               2.8600 2.7333 3.1000 .3667 1.1341 .0202

Reliability Coefficients   5 items

Alpha = .8926   Standardized item alpha = .8919

Reliability of Ability Development

****** Method 2 (covariance matrix) will be used for this analysis ******

RELIABILITY ANALYSIS - SCALE (ALPHA)

		Mean	Std Dev	Cases
1.	DEV_MAN	3.2333	.7739	30.0
2.	DEV_PROB	3.1333	.6814	30.0
3.	DEV_LEAD	3.2000	.5509	30.0
4.	DEV_ENTP	3.1000	.6618	30.0
5.	DEV_GENE	3.4000	.7701	30.0

N of Cases = 30.0

Item Means   Mean Minimum Maximum Range Max/Min Variance
               3.2133 3.1000 3.4000 .3000 1.0968 .0137

Reliability Coefficients   5 items

Alpha = .7443   Standardized item alpha = .7443

Reliability of Overall Satisfaction

****** Method 2 (covariance matrix) will be used for this analysis ******

RELIABILITY ANALYSIS - SCALE (ALPHA)

		Mean	Std Dev	Cases
1.	ALL_ENV	3.1000	.9595	30.0
2.	ALL_UND	3.0000	.7428	30.0
3.	ALL_SKIL	2.9667	.7184	30.0
4.	OVERALL	2.9000	.9595	30.0

N of Cases =   30.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	2.9917	2.9000	3.1000	.2000	1.0690	.0069

Reliability Coefficients 4 items

Alpha = .8001   Standardized item alpha = .8065