



A STUDY OF PERCEPTION OF UNDERGRADUATE STUDENTS IN THE
TOURISM FIELD TOWARD WORKING IN A TRAVEL AGENCY : SCOPE AT
SELECTED UNIVERSITIES IN BANGKOK AREA
CASE STUDY OF : MAHIDOL UNIVERSITY INTERNATIONAL COLLEGE
SRIPATUM UNIVERSITY KASEMBUNDIT UNIVERSITY

by
KHWANNABHISR DAMRONGSIRI

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

The tourism industry is one of the largest creators of jobs, wealth and investment in the world. This is the reason for governments around the world to support tourism in their countries. In Thailand, travel agency employment within the tourism industry is a viable option for many individuals graduating from universities. According to the statistics from The Association of Thailand Travel Agents (ATTA), there are a total of 1,060 travel agencies in Thailand. And ATTA has created employment both directly and indirectly for more than two hundred thousand people, who are employed in various facets of the tourism and travel sector generally.

This research aims to study perception of undergraduate students in the tourism field toward working in a travel agency, including travel agency employment responses, and employment acquisition factors. Three hundred questionnaires were distributed to undergraduate students who study in the field of tourism in both public and private universities in the Bangkok area. The respondents were asked to rate their perception of working in a travel agency. They were also asked to rate their perception of the importance on employment acquisition factors for getting a job in a travel agency.

In this study, descriptive statistics were used to summarize travel agency employment responses, employment acquisition factors, and demographic profile. The T-Test was used to signify the difference in perception about working in a travel agency between genders (male/female) of undergraduate students in universities in Bangkok. And Spearman's rho Correlation was used to illustrate the significant value of the relationship

between employment acquisition factors and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

The results represented the significant variables, showing the perception of respondents about working in a travel agency. There were no differences in perception about working in a travel agency between genders (male/female) of undergraduate students in universities in Bangkok regarding working in a travel agency is a good career opportunity and working in a travel agency has flexible working hours. While there was a difference in perception about working in a travel agency between genders (male/female) of undergraduate students in universities in Bangkok regarding working in a travel agency enables one to get good income (female respondents perceived that working in a travel agency will get good income greater than male).

There were four employment acquisition factors that had relationship with perception of undergraduate students in universities in Bangkok toward working in a travel agency. The four employment acquisition factors were flexibility / adaptability, initiative, wanting to achieve, and performance at interview.

This research provides recommendations and implications for tourism educators, career counselors, students in the tourism field, and travel agency employers. In addition, future research direction is discussed at the end.

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Chapter I

Generalities of The Study

This chapter introduces the importance of the tourism industry and employment in the travel industry; overview of travel industry in Thailand, and the research objectives, statement of the problem, scope of the research, limitation of the study, and definition of terms.

1.1 Introduction of the study

Tourism is one of the world's largest and fastest-growing industries and it is emerging as a key driver of the 21st century economic and social evolution. Tourism is the largest creator of jobs, wealth and investment in the world and is at the leading edge of tomorrow's service sector surge in both industrialized and developing nations (World Travel & Tourism Council, World Travel Tourism Development, and A Global Opportunity, 1998).

1.1.1 Tourism Employment

One of the reasons for governments around the world supporting tourism in their countries is the ability of the tourism industry to create employment wherever it flourishes (Davidson, 1995).

As a labor-intensive service industry, tourism has the capacity to create jobs for large numbers of people with varying levels of skill, from top-level executives to the semi-skilled and unskilled.

Davidson (1995) described that tourism creates two types of employment, which are direct employment and indirect employment.

Direct employment is created for those people working in the various sectors of the tourism industry: travel and tourism, accommodation and catering, tourist attractions and business facilities and tourism promotion and information. Anyone employed in any business or organization whose aim is to provide tourists with information, travel, with a place to stay and eat, or with something to do or see is therefore in direct employment, created by tourism.

Indirect employment created by tourism refers to the jobs of those people who manufacture the goods and provide the services, which are purchased by the businesses, and organizations, which serve the tourists directly. For example, factory workers manufacturing bedroom furniture for sales to hotels owe their jobs indirectly to tourism; a landscape architect who specializes in designing camping and caravan parks is also in a job indirectly created by tourism; and the same may be said of the people employed in a factory which produces uniforms for waiters and other hotel workers.

1.1.2 Travel Agency Employment

Travel Agency employment within the tourism industry is a viable and relatively popular option for many individuals graduating from university or college. It is also a prominent option for those people wishing to seek employment in a context that provides rewards for those prepared to devote considerable energy and enthusiasm to their work. It appeals to the type of person who may be described as entrepreneurial in outlook. This study has sought to investigate some of the major human resource management dimensions associated with undergraduate students who may be interested in employment within this challenging employment opportunity. In particular,

the study will serve to identify distinct entrepreneurial profiles of those individuals who would elect to work in such a demanding yet satisfying field (Ross, 1997).

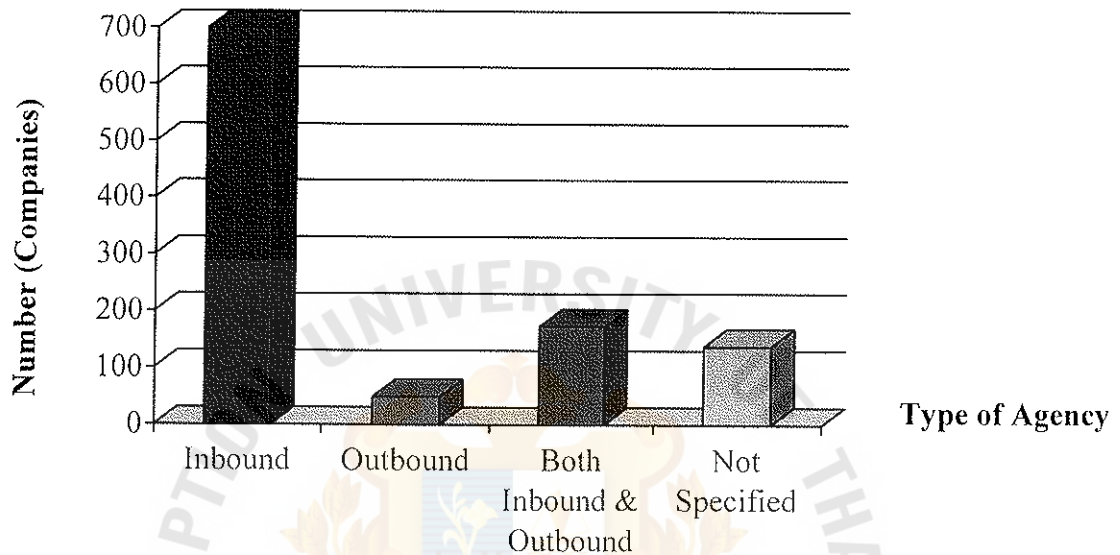


Figure 1.1 : Number of Travel Agencies in Thailand

Source: <http://www.atta.or.th>; retrieved on January 29, 2005

According to the statistics from The Association of Thai Travel Agents (ATTA), retrieved on January 29, 2005, (as shown in Figure 1.1), there are a total of 1,060 travel agencies in Thailand out of which 700 companies focus on inbound tourism, 49 companies focus on outbound tourism, 173 companies focus on both inbound and outbound tourism, and 138 companies who do not specify themselves.

In 2001, some two million tourists have used ATTA member companies' services at Bangkok International Airport. This has realised 80 billion Baht in revenue, which in turn represents thirty percent of the 240 billion Baht which official figures estimate as being the country's total income

from tourism. Additionally, ATTA has created employment both directly and indirectly for more than two hundred thousand people, who are employed in various facets of the tourism and travel sector generally (The Association of Thailand Travel Agents, 2005).

1.2 Statement of the Problem

The student who graduates from the Tourism and Hospitality field will have the knowledge and ability necessary to get a job in the industry or to be an entrepreneur in the tourism industry.

Entrepreneur refers to the individual who built up or is building up his own business (Ross, 1997). An entrepreneurial person might be described as possessing sufficient risk taking capability and knowledge to run a business, commitment, a viable business idea, and openness to learning and the ability to gather the requisite resources.

Graduating students may seek employment in tourism industry. There are many job opportunities for students graduating with degrees in tourism/hospitality management. For example, in the airline industry, career opportunities are flight attendant, reservations, ticket agent, passenger service agent, management and marketing personnel. In the hotel industry, the main categories of hotel employment are administration, sales and marketing, front office, accounting, food and beverage, housekeeping. In the retail travel industry, career opportunities are travel counselor, customer service, transportation coordinator, etc.

As the travel industry is one of the largest creators of jobs, wealth and investment in the world, travel agency employment within the tourism

industry is an opportunity for individuals graduating from the university (Ross, 1997). Therefore, it is useful to study potential employment of students in this industry. So the research problem is “What is the effect of demographic, employment acquisition factors on the perception about working in a travel agency?”

1.3 Research Objectives

The objectives of this study are as follows:

1. To find out perception of undergraduate students in the public and private universities in the Bangkok area about working in a travel agency.
2. To find out the relationship between demographic factors and perception about working in a travel agency.
3. To find out the relationship between employment acquisition factors and perception about working in a travel agency.

1.4 Scope of the Research

This research aimed at studying the relationship between employment acquisition factors and perception about working in a travel agency.

Male and female undergraduate students who study in the field of Tourism in public and private universities in the Bangkok area were the target respondents of this research.

1.5 Limitations of the Research

1. The study focused only on undergraduate students of tourism program in public and private universities in the Bangkok area, thus the result of this study could not be generalized for people of other areas or other qualifications.
2. The study concentrated only on demographic and employment acquisition factors; therefore the effect on other factors was not studied.
3. The data was collected during a specific time, so the research cannot be generalized for other periods.

1.6 Significance of the Study

The research results would benefit directly to tourism / hospitality educators, career counsellors, and to undergraduate students in the field of tourism and travel agency employers.

The implications of this study would help the educators to know the perception of students toward travel agency employment. Educators can compare this perception with the expectations of organizations. Then the educators can fulfill what the students need so that students would have skills that match with employment in travel agencies. In the future, the organization would have new qualified employees.

1.7 Definition of Terms

For clarity and uniformity of this study, the following terms as applied in the research are defined as follows:

Attraction: Historical, cultural, natural, scenic, or recreational entertainment centers for people (Nickerson, 1996).

Commercial travel agency: A travel agency that deals almost exclusively with business travel arrangements as opposed to leisure travel (Nickerson, 1996).

Commission: The percentage of selling price paid to a retailer by a supplier, e.g., an airline paying to a travel agency (Nickerson, 1996).

Corporate travel agency: A travel agency that does at least 51 percent of its business with corporate accounts. Also called a commercial travel agency (Fuller, 1994).

Demographics: Statistical data that includes age, marital status, occupation, sex, income and place of residence used for understanding that the travelers are to a particular site (Nickerson, 1996). This research focuses only on gender.

Distribution channel (marketing channel): A set of interdependent organizations involved in the process of making a product or service available for use or consumption by the consumer or business user (Kotler; Bowen; Makens, 1996).

Electronic commerce (e-commerce): i) Electronic trading and retailing on the Internet. Buying and selling online using credit cards and enabling customers to search for best prices and other options and then make, pay for and confirm bookings (Middleton & Clarke, 2001). ii) The sales of products and services over a Web site (Todd & Rice, 2002).

Employment Acquisition factors: Skills / attitude factors which are necessary for getting a job in a travel agency. This research will focus on 16 factors which are academic qualifications, writing skills, speaking skills, information skills, interpersonal skills, selling skills, problem solving skills, customer relation skills, flexibility / adaptability, initiative, team work, willingness to learn, enthusiasm, wanting to achieve, and performance at interview (Ross, 1997).

Entrepreneur: The individual who built up or is building up his own business (Ross, 1997).

Familiarization (FAM) trip: A trip offered to industry professionals by airlines, government tourist offices, cruise lines, tour operators, and other industry suppliers to encourage them to sell their products and destinations. FAM trips help accomplish this by increasing the travel professional's knowledge of a destination and company through inspecting hotels and restaurants, visiting area attractions, experiencing local culture, and becoming familiar with the destination and supplier (Fuller, 1994).

Inbound: The portion of an air trip that returns to the original city. This term is usually used to indicate the return portion of a trip (Todd & Rice, 2002).

Inbound Tour Operator: A tour operator that specializes in inbound tourism (Starr, 2000).

Inbound Tourism: Tourism coming into a country (Starr, 2000).

Incentive Tour Operator: A tour operator specializing in incentive tours (Starr, 2000).

Incentive travel: The practice of using a trip as an award for performing to a certain set of standards (Nickerson, 1996).

Internet: i) The physical network that links computers across the globe. It consists of the infrastructure of network serves and wide-area communication links between them that are used to hold and transport the vast amount of information on the Internet (Chaffey, Mayer, Johnston, & Chadwick, 2000).
ii) A global network of data, news, and opinions, connecting millions of computers and encompassing more than 100 countries (Todd & Rice, 2002).

Leisure travel agency: A travel agency that does at least 51 percent of its business with leisure or vacationing clients (Fuller, 1994).

Outbound: The portion of an air trip from the origin to a connection point or destination. This term is usually used to identify the first portion of itinerary (Todd & Rice, 2002).

Perception: The process by which an individual translates sensory data into meaningful information that can be used and acted upon (Pearce, Morrison, & Rutledge, 1998).

The Association of Thai Travel Agents (ATTA) is a private sector association of travel and tour companies. It is non-profit making and aims at promoting and supporting the Thai travel industry for the benefit of its members, global travellers as a whole and the Thai nation at large (<http://www.atta.or.th>, retrieved on Dec.05, 2003).

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Tourism: The action and activities of people taking trips to a place or places outside of their home community for any purpose except daily commuting to and from work (Nickerson, 1996).

Tour Operator: i) The company that put together the components of a tour for sale to the public and operates the tour (Starr, 2000). ii) A company that packages and markets tour product (Todd & Rice, 2002).

Tour Wholesaler: The company responsible for selling tour operators' product; a tour operator (Starr, 2000).

Travel Agent: i) Someone who arranges anything from travel connections to lodging to sightseeing tours to car rentals (Nickerson, 1996). ii) A salesperson of travel products. (Starr, 2000).

Travel Counselor: Travel professional who sells travel products and services to the traveling public; a travel agent (Todd & Rice, 2002).

Wholesaler: A travel company that creates and markets tours and FITs for sale through travel agents (Starr, 2000).

Chapter II

Literature Review

This chapter provides all essential literature evidence for establishing research framework and methodology, which consists of overview of tourism, overview of travel industry, travel distribution system, travel agency employment, and travel agent skills. Previous empirical studies regarding tourism careers and perception of travel agency employment are described in the last section.

2.1 Overview of Tourism Industry

The tourism industry is a mix of interdependent businesses that directly or indirectly serves the traveling public. The components of the tourism industry include transportations, accommodations, attractions, food services, and travel distributors. (Nickerson, 1996) Figure 2.1 illustrates many of the different businesses and organizations directly and indirectly related to the business of tourism. Figure 2.1 is not an all-encompassing view of the indirect businesses and jobs, but it shows the complexity of the tourism business.

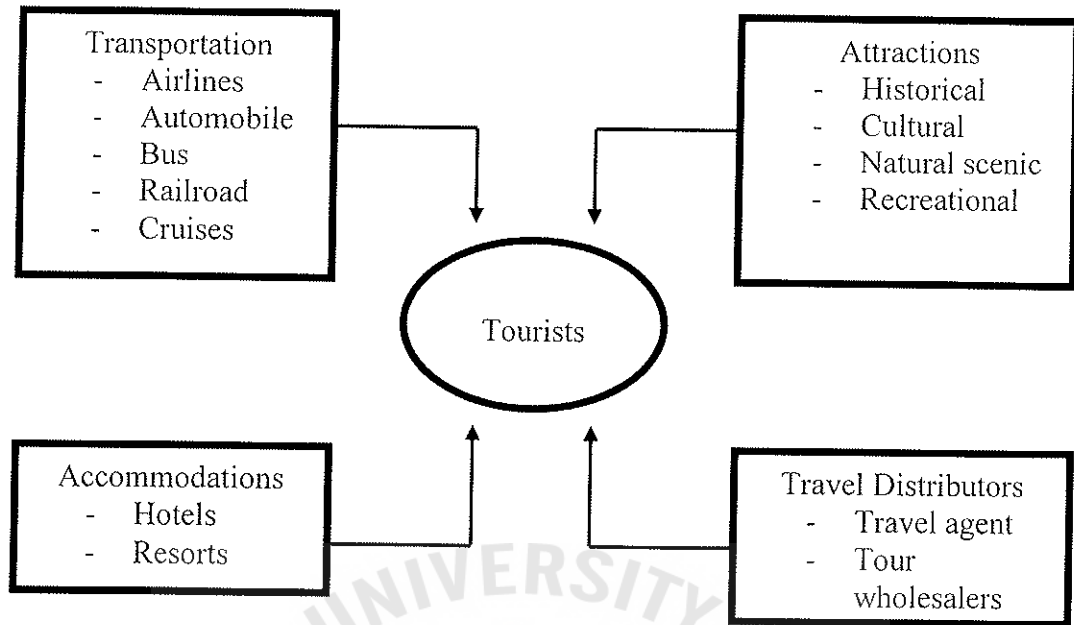


Figure 2.1 : Tourism Components

Source: Foundations of Tourism, Nickerson, 1996, p.3

The transportation industry is the main component of tourism, without which we no longer have tourism. Transportation includes air, maritime, and ground services.

Accommodations are obviously related to tourism, because people have to sleep somewhere. A hotel is a place that provides lodging and food for travelers. Resorts provide an entire vacation package, which includes the hotel and many other activities for guests to enjoy such as swimming, golf, tennis, boating, or diving.

Attractions are historical, cultural, natural scenic, or recreational entertainment centers for people. Museums, parks, expositions, zoos, fairs and festivals, theme parks, sporting events, theaters, and casinos are but a few of the many attractions in the tourism industry.

Food services; tourism and dining out go hand in hand. Restaurants are the most likely place to fulfill the need to dine. Restaurants in the tourism business need to fulfill the needs of the tourist as well as those of the local residents.

The most common travel distributor is the travel agent, who arranges anything from travel connections to lodging to sightseeing tours to car rentals. The travel agency reserves more airline seats, cruise passages, hotel accommodations, and package tours than any other intermediary. Tour wholesalers are specialists who put tours together, then sell the package to travel agents, who in turn sell to consumers. Many tour wholesalers operate the tours themselves by becoming the tour operator, who arranges and operates the tour.

In conclusion, the main components of the tourism industry include transportations, accommodations, attractions, food services, and travel distributors. The most common travel distributor is the travel agent, who arranges anything from travel connections to lodging to sightseeing tours to car rentals.

2.2 Overview of Travel Industry

2.2.1 Travel Industry

The purpose of travel industry is to profitably provide transportation and hospitality services to the traveling public. These services include airlines, bus and rail companies, car rentals, cruise lines, government tourist offices, hotels, tour operators, travel agencies, and other similar organizations and companies (Fuller, 1994).

The travel industry represents one of the most significant sectors of worldwide economy. The travel industry is considered by many to be the largest business in the world. Despite bouts with recession and inflation, terrorism, dollar fluctuations, and many others factors that stand as obstacles to the growth of tourism, people in both developed and developing nations place a high priority on travel (Gee, Boberg, Choy, Makens, 1990).

There are several ways for a traveler to purchase the services. If, for example, he wants to reserve a hotel room or purchase an airline ticket, he may choose to call the hotel or airline directly. He may need some assistance finding the right hotel or the airline that serves his destination, so he can choose to do his own research on the Internet and make this reservation on a Web site. He may choose to use a middleman, usually a travel counselor. The travel agency receives a commission from the hotel for making the reservation or from the airline for selling the airline ticket (Todd & Rice, 2002).

A traveler may choose to purchase a complete travel package including air travel, hotel room, rental car, and sightseeing. The package is put together by a third party, such as a tour operator who buys the travel products directly

from the supplier, packages them and sells them either directly to the traveler or through a travel agency (Todd & Rice, 2002).

Currently, most travel products and services are sold through travel agencies. The reasons for this are simple. Most travelers prefer to purchase travel through someone who can save them time, provide product expertise and the all-important element, and provide customer services (Todd & Rice, 2002).

In conclusion, the travel industry is still considered to be the largest business in the world although there are many obstacles to the growth of tourism. This is because people still need to travel, either for business, or for pleasure, or for visiting friends. Travel products and services can be served through many ways. Most people prefer to purchase travel products and services through someone who can save them time, give the suggestion, and provide customer services.

2.2.2 The Travel Distribution System

With respect to the entire travel industry, the distribution system may be defined as the process of producing, marketing, selling, and delivering travel-related services from travel suppliers to consumers. (Gee, Boberg, Choy, Makens, 1990)

A distribution channel is a set of independent organizations involved in the process of making a product or service available for use or consumption by the consumer or business user. (Kotler, Bowen, Makens, 1996; Page, Brunt, Busby & Connell, 2000; Holloway, 2002)

The term, 'chain of distribution', is used to describe the system by which a product or service is distributed from its manufacturing source to the

eventual consumers; the alternative term 'marketing channel' is also used to describe this system. Traditionally, products are distributed through the intercession of a number of intermediaries who link producers, or manufacturers, with consumers. These intermediaries are either wholesalers, who buy in large quantities from suppliers and sell in smaller quantities to others further down the chain, or they are retailers, who form the final link in the chain and sell products individually to the consumer (Holloway, 2002).

Tourism channels of distribution are organizational links in a travel product producer's system of describing, selling, and confirming travel arrangements to the buyer (McIntosh, Goeldner, Ritchie, 1995).

In the case of tourism, distribution channels are inverted. Instead of mass-producing goods in one location and then using distribution channels to deliver the product to where consumers live, tourists must be brought from many different locations to the point of production. Points of production are destinations. Since all destinations are different, it is impossible to guarantee product consistency in terms of achieving similar experiences. Tourism products are mainly services that are intangible. They cannot be stored and sold another time, for example, an airplane seat, if not occupied for a trip, is revenue lost forever. This feature has led to the creation of thousands of intermediaries around the world packaging two or more complementary travel elements (McIntosh, Goeldner, Ritchie, 1995).

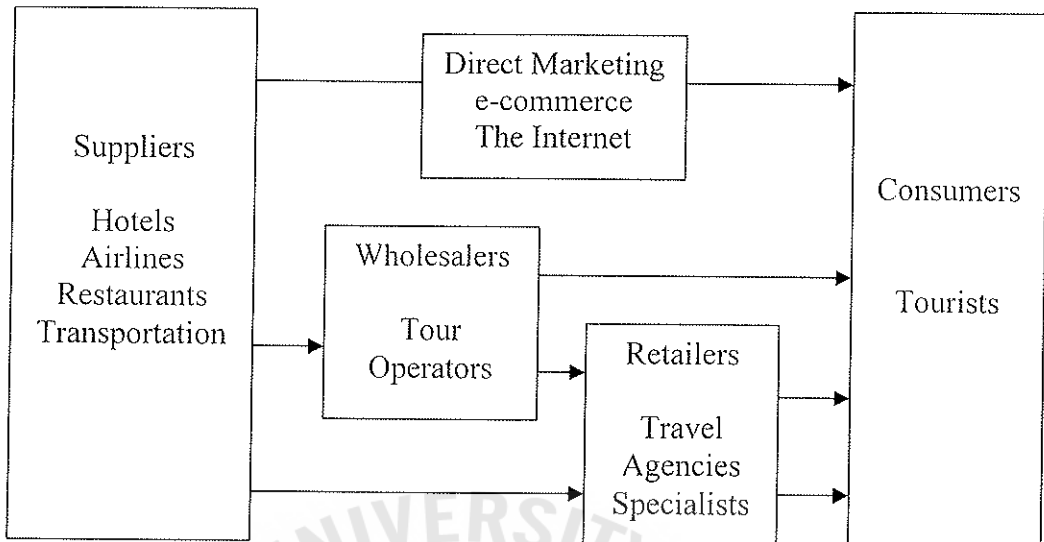


Figure 2.2 : The Distribution Channels in Tourism

Source: Tourism : A Modern Synthesis; Page, Brunt, Busby, Connell, 2000, p. 197.

In the process of distribution, travel agents serve as intermediaries between travel suppliers and ultimate consumers (Gee, Boberg, Choy, Makens, 1990).

There are two general types of travel agents – wholesale and retail. A wholesaler specializes in organizing the various components of a tour that are sold to the public through a network of retail agents. A retail agency may also arrange some of its own packages and in this way act as a wholesaler (Gee, Boberg, Choy, Makens, 1990).

Tour Wholesaler

The tour wholesaler (also called tour operator) assembles travel packages usually targeted at the leisure market. These generally include transportations and accommodations, but may also include meals, ground transportation, and entertainment. In developing a package, a tour wholesaler

contacts with airlines and hotel for a specified number of seats and rooms, receiving a quantity discount. Additionally, tour operators have to make a profit for themselves (McIntosh, Goeldner, Ritchie, 1995).

The tour wholesale business consists primarily of planning, preparing, and marketing a vacation tour, including assembling for a departure date to a specific destination. Tours are then sold to the public through retail outlets such as travel agents and airline ticket offices.

The tour wholesaler's role is that of consolidating the services of airlines and other carriers with the ground services needed into one package, which can be sold through travel agents to the consuming public.

Travel Agent

Travel agents form the retail sector of the distribution chain (Holloway, 2002). In marketing terms, a travel agent is an agent middleman, acting on behalf of the client, making arrangements with suppliers of travel – airlines, hotels, tour operators – and receiving a commission from the suppliers (McIntosh, Goeldner, Ritchie, 1995). Travel agents carry no stock, simply acting as an intermediary between the consumer and the supplier and their main role is to provide a convenient network of sales outlets for the traveling public (Holloway, 2002).

A travel agent is thus an expert, knowledgeable in schedules, routing, lodging, currency, prices, regulations, destinations, and all other aspects of travel and travel opportunities (McIntosh, Goeldner, Ritchie, 1995).

The travel agency functions as a middleman channeling products from suppliers (e.g., airlines, cruise lines, tour operators) to customers. The supplier pays a commission to the travel agency. Commission rates vary from 5 percent

to more than 15 percent, depending on the product and the volume of the product sold by travel agency (Todd & Rice, 2000).

Travel agencies may sell business travel, leisure or vacation travel, or a combination of both.

Recent changes within the travel industry have resulted in the travel agency business becoming increasingly more sophisticated and competitive. Travel agencies now sell a variety of travel services and serve as counselors for both pleasure and business travelers. Some agencies, however, have chosen to specialize in a specific area of travel, for example, to serve the need of a specific ethnic group, specialize in cruise-only travel, offer professional assistance in planning meetings, or help develop corporate motivational programs, using travel as the incentive (Gee, Boberg, Choy, Makens, 1990).

The travel agent, who provides a sales outlet for air carriers, hotels, car rental firms, major attractions, event organizers, and other travel suppliers, represents an important intermediary within the travel industry.

Travel agents actually work for the traveler by making objective recommendations about specific destinations and travel services, including transportation, accommodations, meals, admissions to attractions, etc. Essentially, travel agents serve as a source of information for travelers. In this role, agents guide their clients in planning where to go, how to get there, and what to do once they arrive. Beyond dispensing advice to their clients, agents play a critical role in confirming arrangements for the trip (Hawks, 1995).

Collins (1996) defined the travel agent as someone who acts as an intermediary between providers and buyers. In return, the travel agent receives a commission from the tour operator, airline, etc.

Travel agencies may be individually owned, be part of a chain, or in some cases owned by a tour operator. Through the knowledge and experience of their personnel they should be able to advise customers on best buys, suitable destinations and most convenient routes, as well as physically handling bookings and ticketing (Collins, 1996).

Since travel agents are influential in the selection of vacation destinations, they are important marketing intermediaries for nations, states, and such visitor attractions as theme parks, historic preserves, or major events. A travel agent's influence on the traveler becomes more pronounced in selecting the specific components of a trip: airline, hotel, car, rental, package tours, and so on. Understandably travel suppliers continually barrage travel agents with various types of attractive promotional information. For the suppliers of air transport, international hotel accommodations, cruise ship holidays, and packaged tours, travel agents are the primary source of sales generation. Packaged-tour operators and cruise lines, for instance, rely on travel agencies for 90 percent or more of their sales (Gee, Boberg, Choy, Makens, 1990).

Types of Travel Agencies

Fuller (1994) described that there are three basic ways that a travel agency can be categorized: a) products sold in the agency; e.g., corporate, leisure, cruise only, specialty, and group travel; b) size; e.g., dollar volume (annual sales) and number of employees and offices; and c) age of the agency. Even though travel agencies often place themselves into one or a combination of these three categories, the industry generally combines them into two types: a) corporate or leisure and b) large or small (mom and pop agencies).

Although most agencies offer both corporate and leisure travel, they usually emphasize one or the other.

A corporate travel agency provides airline tickets, hotel accommodations, car rentals, and other services needed for the business traveler.

A leisure travel agency offers airline tickets, hotel accommodations, car rentals, tours, cruises, and destinations information such as sightseeing, restaurants, and shopping to the vacationing traveler.

Cruise only and specialty travel agencies fall under the general category of leisure travel, but they specialize in the products which they sell. Cruise only agencies sell only cruises. Specialty travel agencies sell certain products such as skiing and scuba trips, adventure destinations, vacations for the handicapped, or single destination.

Some travel agencies specialize in selling group travel. There are two basic types of groups: a) Group formed from an already established organization or entity: this type of group tour formed from special interest organizations and schools is generally easier to establish and promote because the tour emphasizes the group's interests. b) Group formed by travel agencies: the agency develops an interesting itinerary, and promotes it. This type of group is often more difficult and expensive to form as more time and effort are needed to find tour members who have the same interests and are available to travel when the tour is scheduled to depart.

In addition, travel agencies are often categorized by the number of employees as being small, medium, large, or multi-branch.

Small travel agencies often contain an owner, a manager, and usually one or two sales agents. Often the owner is the manager, the bookkeeper, and a salesperson.

Medium sized travel agencies often contain an owner, a manager, and usually three or four sales agents. The owner and manager can be the same person, but there is usually a separate manager and a full- or part-time bookkeeper in the office.

Large travel agencies often contain an owner, a manager, five to ten or more sales agents, and a full-time bookkeeper. They can also have middle-level managers, such as leisure and corporate, and first-level, or operational, managers. Large agencies may also have an in-house librarian and a trainer.

Many travel agencies have several branches located either within a city, a region, or throughout the country or world. Multi-branch travel agencies often contain an owner, a general manager, branch managers, department managers, sales agents, and a full-time bookkeeper. They often have an in-house librarian and a trainer.

In conclusion, the distribution system in travel industry refers to the process of selling and confirming travel arrangement from travel suppliers to consumers. As tourism products are mainly services, this feature has led to the creation of thousands of intermediaries around the world. Intermediaries can be categorized into two main types which are wholesaler and retailer. A wholesaler or tour operator specializes in organizing the various components of a tour that are sold to the public through a network of retail agents. A retailer or travel agency acts as an intermediary between clients and suppliers, making arrangements with suppliers of travel related services, and then

confirming travel arrangement to clients. Specialty intermediary are experts in a particular aspect of travel, include such organizations as incentive travel firms, business meeting and convention planners, corporate travel offices, and hotel sales representative firms. In addition, the internet is a new distribution channel in tourism industry.

2.3 Travel Agency Employment

2.3.1 Job Description

Delahaye (2000) described that a job description contains a lot of information about the position, identifies the position by title, department and position number, defines the relationship of the position on other positions – who the person reports to, the subordinate staff and other internal and external contacts, shows the job duties or domains that are carried out by the position occupant.

A travel agent's job is a varied one. A typical day can include conferring with suppliers and customers, issuing tickets, making reservation, and giving advice on tourist attractions, weather conditions, customs, travel documents, and much more. Providing counseling, customer service, and selling activities account for over 50 percent of a counselor's time. The counselor uses a variety of information sources, including the Internet and airline computers, to assist clients. (Todd & Rice, 1996)

2.3.2 Job Specifications

The job specification lists the characteristics (sometimes referred to as knowledge, skills and abilities) that the position occupant needs to carry out the duties and successfully achieve the performance indicators (Delahaye, 2000).

Job specifications describe minimum acceptable qualifications that the jobholder must have to do the job successfully. Job specifications are usually included as part of the job description. In some cases, they may be written as a separate document (Jerris, 1999).

<p>EAST WEST SIAM</p> <p>Urgently Required :</p> <p>RESERVATION OFFICER – 4 Positions</p> <ul style="list-style-type: none">- Male or Female, Thai nationality- Bachelor degree in any related field- Good command of both written and spoken English and/or French- Knowledge in MS Office an advantage- Experience in tourism industry an advantage <p>Candidates are invited to send their curriculum vitae with a recent photograph to:</p> <p>HR& Administration Manager East West Siam Ltd. Regent House, 15th Floor, 183 Rajdamri Road, Pathumwan, Bangkok 10330 Or via e-mail to : jantana@east-west-siam.com</p>	<p>ASIA VOYAGES</p> <p>Urgently Required :</p> <p>SALES OFFICER</p> <ul style="list-style-type: none">- Male or Female, Thai Nationality- Bachelor degree- Fluent in spoken and written English- At least 3 years experience in tourism industry- Knowledge of MS Office software (words and excel)- Experience in quotation for tailor made program for Thailand & Indochina <p>Candidates are invited to send their curriculum vitae with a recent photograph to :</p> <p>C/O East West Siam Ltd. Regent House, 15th Floor, 183 Rajdamri Road, Pathumwan, Bangkok 10330 Or via email : eastwestsiam@east-west-siam.com</p>
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Figure 2.3 : Job Specification

Source: Travel Trade Report, February 11-17, 2004, p.14.

The job specification takes the job description and answers the question, “What skills, knowledge, education, experiences, certifications, and abilities are necessary to do this job well?” The job specification, therefore, is an important recruitment and selection tool because it helps identify what qualities to look for in a job candidate. Figure 2.3 shows examples of job specification required from travel agency companies.

2.3.3 Characteristics of Travel Agency Employment

Work around the clock

Tourists need to be looked after 24 hours a day, seven days a week. For this reason, shift work is an important feature of travel agency employment. Many agencies divide the day into three eight-hour shifts to provide the staff cover needed (Davidson, 1995).

Work in an atmosphere of enjoyment

One important characteristic, which distinguishes work in tourism from work in other ‘people’ careers, is that the customer in tourism has an expectation of enjoyment, fun and pleasure. Even business tourists expect to relax and enjoy themselves outside the hours that they are working (Davidson, 1995).

2.3.4 Salary and Benefits

Travel agents are encouraged to travel, and when they do, it is often discounted substantially. Travel is viewed as part of a counselor’s ongoing education and as a reward for being a productive employee. Familiarization (FAM) trips are offered by destinations or suppliers as a way to acquaint an agent with that product. FAM trips are open only to agents, and although they often are not free, they are very inexpensive. When using discounts to travel,

especially when on a FAM trip, an agent is expected to dress and act as a business professional (Todd & Rice, 2000).

2.3.5 Advantages and Disadvantages

Most travel agents consider the variety of the work and customer contact to be advantages of their job. Travel discounts are another. A travel agent may work under stressful conditions during busy times. Some consider this to be a disadvantage. Leisure agencies usually experience more fluctuation in service demand, but may have a more relaxed work atmosphere than a corporate agency (Todd & Rice, 2000).

Some agencies operate during normal business hours or Monday through Friday from 08:00 a.m. to 05:00 p.m., but many others have weekend and evening hours in order to be available when their customers are. Agencies that do business over a wide geographical range may have longer workdays to compensate for time zone differences (Todd & Rice, 2000).

2.3.6 Career Advancement

There are opportunities to move into management at various levels. Travel agents may also consider using their skills in other segments of the industry, such as transportation (Todd & Rice, 2000).

In conclusion, a travel agent acts as an intermediary between suppliers and tourists, receiving commission from suppliers in return. A travel agent's job includes contacting with suppliers and customers, issuing tickets, making reservation, giving advice on tourist attractions, weather conditions, customs, travel documents, and customer service. The distinct characteristics of employment in a travel agency are work around the clock, and work in an atmosphere of enjoyment. Most travel agents consider the variety of the work

and customers contact as advantages of their job. Travel discount and educational trip are other advantages. However, working under stressful conditions and unsocial working hours are considered to be disadvantages. This can be the reason that travel agents may consider using their skills in other segments of the industry for their career advancement.

2.4 Travel Agent Skills

The skills and attitudes of those directly employed in all sectors of tourism are a major part of what visitors notice and what they remember when they return home (Davidson, 1995).

Some travel industry careers require advance training and experience, while others can provide on-the-job training. Once in the travel industry, there are many varied educational programs to enhance professionalism and knowledge (Todd & Rice, 2000).

Davidson (1995) also described that the people employed in tourism play a major part in determining the success or failure of the industry. For this reason, a great growth in interest has taken place in the skills and attitudes which come together to make a successful and professional employee in tourism.

The skills required to work in a travel agency are issuing tickets, collecting money, giving receipts, using computers, using the telephone, finding out information, reading instructions from a manual and understanding them, talking to clients, managing time, calculating the cost of a journey,

advising clients on health and visa requirements, and getting on well with colleagues (Syratt, 1993).

Collins (1996) stated that a good travel agent not only books a package holiday for a client, or sells an airline ticket, but should also be able to organize all other forms of travel arrangement, including holidays, business and group travel, some travel insurance, foreign currency and travelers' cheques; organize a passport or visa for a customer's trip; arrange car hire of all sorts; and possibly book theatre tickets.

So working in a travel agency needs special skills and attitudes, the combination of which is unique to tourism:

Education qualification

Hawks (1995) in describing tips for a travel agent, mentions that to be a professional travel agent, one should consider entering a travel agent training program offered by a recognized travel academy, collage, or university.

Todd & Rice (2000) discussed that job skills and product expertise can be learned by taking specialized training before entering the job market and through on-the-job training provided by an employer.

Occupational skills are the basic skills, which enable people working in the travel agency to do their job competently. (Much of the education and training, which takes place in colleges, schools and company training centers, is designed to provide these occupational skills.) As new technology plays an increasingly important part in all sectors of tourism, constant re-training of staff is vital to keeping their occupational skills up to date (Davidson, 1995).

Writing & Speaking skills

Skills in the areas of typing, letter writing, and telephone systems, are a definite advantage for the person entering the travel agency (Todd & Rice, 2000).

Foreign language skills

For staff working in countries wishing to attract overseas tourists, foreign language skills (both writing and speaking) are greatly valued. The majority of tourists traveling to other countries need tourist guides, waiters and waitresses, hotel staff and transport staffs who speak their language. The English language, as a common language, is important for communication between staff and visitors (Davidson, 1995).

Information skills

Tourists need information on a variety of topics. Tourists tend to regard all those working in the industry as the source of answers to their questions. For this reason, the ability to understand what is being asked and to provide information and answers is regarded as an important communication skill for tourism staff everywhere. Most people working with tourists come to build up a range of knowledge about the place where they work and the surrounding area (Davidson, 1995).

Interpersonal skills

Interpersonal skills are abilities to interact with others. Good interpersonal skills are the key to success in any job, and in most industries. In a working situation, where employees are in continuous contact with each other and with the public, the ability to interact and communicate well is essential to the outcome of so much of the work they do (Burton, 1996).

This is especially true of the travel industry, where good interpersonal skills are a major part of everyone's job. Whether selling a holiday, dealing with a complaint, or taking a telephone enquiry, employees will need to demonstrate good communication skills in listening and questioning techniques and building up rapport with the customer. The standard of service that customers receive depends ultimately on the training and development of staff (Burton, 1996).

Interpersonal skills though, are not limited just to the sales situation. They also play an important part in the development of good working relationships and effective communication in the workplace (Burton, 1996).

Selling skills

Syratt (1993) described that a travel agent should try to sell as many travel products as possible in order to have a profitable travel agency. But a travel agent cannot use a hard sell approach in a travel agency. The travel agent should obtain information from the client: how, why, when, where, who, and what. Then make recommendations: suggest arrangements that may be suitable, check availability, offer alternatives if fully booked. The travel agent should remember the benefits of the products and services; offer additional services. The travel agent should overcome sales resistance, without becoming aggressive. If the clients are not sure, try to dispel their fears. The travel agent may close the sale by confirming the reservations, collecting a deposit to make them secure, and completing the booking form. After-sales service: keep in touch with the customer. Do not make the booking and then promptly forget about them until six months' time when the balance is due; keep in close contact.

Problem solving skills

If clients encounter problems during their trips, or if they return with complaints, agents are the primary persons responsible for solving the problems and satisfying the clients. Therefore, agents must have strong problem-solving skills. Agents need to be able to handle such pressure and derive satisfaction from helping travelers plan and complete their journeys (Hawks, 1995).

Customer relation skills

Customer service professionals must have a positive attitude—sometimes under difficult circumstances (Todd & Rice, 2000).

The need for the travel agent to have good customer relations' skills is related to visitors' expectations of enjoyment and comfort, despite being away from home. Agents are expected to behave in a welcoming and pleasant manner to tourists. Cultural differences are important here because different peoples around the world show courtesy and politeness in different ways. The final way in which customer relations' skills show themselves is in dealing with complaints. Much of the training in customer relations' skills worldwide is in the effective handling of complaints. This involves convincing the visitor that their complaint is being acknowledged and properly dealt with, and preventing it from escalating into a loud unpleasant argument which affects other people's enjoyment (Davidson, 1995).

Mostly customers really are very pleasant. If they are booking a holiday, it is a happy occasion for them. They need help, and the whole transaction can be enjoyable for both customer and travel consultant. Sometimes customers will be very irritable or suspicious. Try to explain

everything with confidence and be patient. Have as much information as possible at hand to show the clients in order to gain their confidence. Perhaps the customer is rude or angry. Unfortunately there are people who always expect to get everything they want, and they become very threatening when they realize it is not always possible. Keep calm, and try not to take it personally. It is upsetting that you have come up against their problem, but try very hard not to let it show. Be professional; keep detached; try hard to obtain the client's demands; offer as many alternatives as possible (Syratt, 1993).

Initiative

A travel agent should have a keen sense of organization and attention to detail to plan and create the complex itineraries for clients (Hawks, 1995).

Team work

Working as part of a team means that you consider the impact of your job in a way that enhances your company's image (Todd & Rice, 2000).

Willingness to learn

The need to be familiar with and interested in the world around you cannot be overemphasized. A travel professional must have an understanding of the geography of important destinations, as well as major world events, cultural and social characteristics, climate, and sightseeing attractions (Todd & Rice, 2000).

Enthusiasm & Wanting to achieve

Self-motivation is the ability to determine what should be done and decide how to accomplish it. Personal interests and abilities are what will make the job successful for each individual (Todd & Rice, 2000).

Performance at interview

Interviewing for a job requires preparation and special attention to the image you present. Know what questions an interviewer may ask, and prepare your answers in advance so nervousness does not cause you to forget what to say (Todd & Rice, 2000).

Another skill necessary is the ability to deal with computers since an increasing number of travel companies are developing their own computer systems to enable agents to make instant booking. In many ways, this makes work easier for agency employees, who can check availability and make immediate bookings directly with many tour operators, airlines, ferry companies, shipping companies, coach operators and car hire companies. The computer reservation systems enable agents to print out confirmation of a booking in minutes so that the customers may take it away with them instead of waiting to receive it through the post. Additionally, some of the computer systems can automatically suggest alternative holidays or call up extra information, such as insurance details, and show the full price before the booking is made (Collins, 1996).

In addition to the electronic reservations made via computer, agents must deal with a complex amount of paperwork, from client itineraries to confirmation notices, making clerical skills and an eye for accuracy very important (Hawks, 1995).

In conclusion, a good travel agent not only books a package holiday for a client but should also be able to organize all other forms of travel arrangements. A travel agent needs to demonstrate special skills such as occupational skills, customer relations' skills, information skills, foreign

language skills, and interpersonal skills. A travel agent should have strong problem-solving skills and communication skills. Skills in the areas of typing, letter writing, telephone systems, accounting, filing, and record keeping are advantages for the person entering the travel agency. Other skills necessary are the abilities to deal with computers and to plan the complex itineraries for clients. In order to be a professional travel agent, one should attend several training programs to develop sales abilities, increase an understanding of the world's geography, and have some experience with travel suppliers or public sector tourism organizations.

2.5 The Action of Perception

Perception is an active process. People do not merely passively receive sensory input from the environment, they actively seek it out. For example, people explore their neighborhoods, communities, and other countries for new and different information. The type of information obtained depend on the situation or environment in which perception takes place, as well as the perceiver's personality, motivations, and social background. (Fridgen, 1991)

Perception is not only active, it is selective. Of all the information that is potentially available, only a portion of it is useful or meaningful at any one time. Perception is influenced by learning and past experience. Over time, a person develops ways of perceiving the world. As a perceiver learns more about a person or situation, perceptions become keener. Consider how someone might learn about dining in fine restaurants. At first the subtleties of the service, the menu, and the meal are lost on the novice. With time, if one becomes a connoisseur of fine dining. They are able to detect spices and

seasonings that go unnoticed by those with less experience. Learning and experience also guide perceptions of hotels and related travel service. With more experience, people are able to differentiate between quality and “merely average” accommodations. (Fridgen, 1991)

As diverse individuals, we all tend to see the world in our own special ways. Four people can view the same event at the same time, and each will report in total honesty a story different from all the others. Each story varied because each participant perceived the events that occurred in the different way. For each individual, reality is a totally personal phenomenon, based on the person’s needs, wants, values, and personal experiences. (Schiffman and Kanuk, 2000)

Reality to an individual is merely that individual’s perception of what is “out there” –of what has taken place. Individuals act and react on the basis of their perception, not on the basis of objective reality. Thus, to the marketer, consumers’ perceptions are much more important than their knowledge of objective reality. For if one thinks about it, it’s not what actually is so, but what consumers think is so, that affects their actions, their buying habits, their leisure habits, and so forth. And, because individuals make decisions and take actions based on what they perceive to be reality, it is important that marketers understand the whole notion of perception and its related concepts, so they can more readily determine what factors influence consumers to buy. (Schiffman and Kanuk, 2000)

Perception is defined as the process by which an individual selects, organizes, and interprets stimuli into a meaningful and coherent picture of the world. It can be described as “how we see the world around us.” Two

individuals may be exposed to the same stimuli under the same apparent conditions, but how each person recognized, selects, organizes, and interprets them is a highly individual process based on each person's own needs, values, and expectations. The influence that each of these variables has on the perceptual process, and its relevance to marketing, will be explored in some detail. (Schiffman and Kanuk, 2000)

The perceptual process is a cognitive phenomenon that can be thought of as the process by which we make sense of the world. Since tourist consumers make decisions in conformity with their own view of reality, their behavior follows from this view (Kassarjian and Robertson, 1968). An important beginning, then, toward understanding the tourist decision-making process is knowledge of perception. Berkman and Gilson (1986) have distinguished two groups of factors that influence perception, categorized as either stimulus or personal response factors. While stimuli are basically the characteristics of the stimulus being perceived (e.g. color, shape or texture) and are hence outer-directed, personal factors are internal and are influenced by individual interests, needs and motives, expectations, personality and social position. In due course, when exploring the perception of travel, personal response factors have been far harder to measure scientifically than those relating to a stimulus. (Mayo and Jarvis, 1981)

2.6 General Perception Principles

Travel and tourism professionals use these same principles in designing attractions and properties, marketing, quality control, and pricing. Several of these principles are discussed in the following sections (Doyle, 1987; Mayo and Jarvis, 1981).

2.6.1 Sensory Adaptation

People get used to stimuli, events, and objects that they see or experience repeatedly. Getting used to things and taking them for granted is called sensory adaptation. In many ways, this process drives the tourism industry to find and offer new attractions, events, packages, destinations, and experiences. Hotels across the country are constantly changing packages, rates, amenities, room design, and on-site activities in order to counter the public's tendency to do the same old thing. While the sensory adaptation is not the sole reason for changes in business strategies, it is a perceptual reality that the tourism profession should appreciate.

2.6.2 Color and Contrast

One way to deal with sensory adaptation is to change the stimulus and offer something "new". People are sensitive to colors and particularly to bright colors, contrasts, and unusual arrangements. If something stands out, a person is more likely to notice it. In advertising, it is suggested that color advertisements draw more attention than black and white. On the other hand, a black and white ad may draw attention when positioned among color advertisements. Tourism promotions frequently apply the concept of contrast. Consider the effect of a promotional piece that features warm beach scenes

particularly one that runs in publications distributed in the Northern United States during the winter.

2.6.3 Context

Through learning and experience, a person develops expectations about what things go together. The role of context is important in understanding the world. Context is the setting or the interrelated conditions in which something exists or occurs. Context sets up expectations and perceptions. Certain things are expected to go together. When expectations are broken, it can lead to disorientation.

2.6.4 Figure-Ground

To viewers, some objects are more important than others in the surrounding environment. Like a camera, a person will focus upon a particular object within his or her field of vision and blur others into the background. In advertising, it is important that the perceiver be able to differentiate between the foreground and background. A tourism promotion may paint a tantalizing picture of beach life but may obscure the actual name and location of the resort if the ad is not produced properly.

2.6.5 Closure

Closure refers to the tendency we have as perceivers to complete an image if only part of it is presented. Consider how some tourism advertisements do not provide details of a property's interior. Often it is enough to show the beautiful exterior, the lovely natural surroundings, and the exquisite service at the poolside. The viewer automatically assumes that the rooms, lobby, and dining areas are of similar quality. Here the viewer, through

the perceptual process of closure provides the implied message of complete quality.

2.6.6 Proximity

Objects, events, or actions occurring closely in time or appearing together are assumed to be related in some way. This perceptual principle helps to organize the world, but can lead to faulty conclusions. Association does not prove that things are truly related or connected.

Proximity means closeness-or the quality or state of being very near or close. Proximity is used as a perceptual principle in tourism. The tourist is often portrayed as enjoying scenery, attractions, and companionship while in exotic places. The proximity of tourist to a resort or setting implies that the resort and setting creates the sense of enjoyment.

2.6.7 Perceptual constancy

People have the ability to view an object as the same object even though the actual stimulus may be changing. Constancy applies to size, brightness, form, and movement. Through our perceptual processes we are able to see the same object in bright light or shadows, while moving or still. And from a distance or up close. The variations of sensory stimuli do not alter our interpretation of the same target.

2.6.8 Selective Perception

Perception is selective for many reasons, including the perceiver's inability to cope with all the information in the environment. The perceiver screens out or select specific types of information due to motivations, experiences, or cultural history. Perceivers regularly select or ignore

information as needed. Some go so far as to selectively ignore negative information about them. A party is a common experience at which a great deal of selective perception occurs.

Selective perception applies to tourism as well. Consider the situation in which a tourist chooses a less-than-perfect destination. After the commitment is made and after the traveler arrives, the tourist may ignore the negative side of the accommodations, amenities, or service through the process of selective perception. This way, the trip may be seen as successful in the mind of the perceiver. (Fridgen, 1991)



2.7 Elements of Perception

The fundamental elements involved in perception are the perceiver, the target, and the situation. Moreover, the perceiver is a person. This person could be a tourist, a guest, a hotel employee, or a local resident in a tourist community. Since people are involved in perception, the characteristics of the individual influence the resulting perceptions. A person's experiences, cultural background, training, social norms, and personal preferences can influence perception. Motivations, for example, can shape how a restaurant server perceives and responds to guests. If the server needs money or wants to advance within the organization, each guest could represent a source of income or an aid to career development and personal success. Another server may perceive guests as just another source of work to avoid or ignore. These different perceptions will have very different outcomes. (Fridgen, 1991)

The target of perception can be almost anything—other people, a beach, a resort, a hotel, etc. like the perceiver; the target has characteristics that influence perception. Characteristics may be the scenery at a resort, the color and composition of a travel advertisement, the personality of the taxi driver, or the colors and design of a hotel lobby. People and large-scale environments as targets of perception will be discussed also. (Fridgen, 1991)

The situation refers to the context in which perception takes place. A physical situation could be a room, church, hotel, taxi cab, etc. Perception takes place within social situations as well. Social situations are as varied as physical settings. The tones of social situations fall within a wide range of

human emotion. Imagine the differences in perceptions, which can occur under the influences of anger, sadness, excitement, or happiness. (Fridgen, 1991)

2.7.1 Environmental perception

People move about in large-scale environments that are both familiar and novel. A holistic approach, which considers perception of the larger environment, is called *environmental perception*. Environmental perception is ongoing and applies to environments from all parts of life including neighborhoods, travel destinations and tourist attractions. (Fridgen, 1991)

The characteristics of environment and how they are perceived make environmental perception directly applicable to the study of travel and tourism. Environments surround, demand participation, engage a person's senses, and involve a social and aesthetic atmosphere (William, 1976). In other words, a person becomes actively involved in a setting when he or she moves through an environment. Environmental perception is closely tied to land use, planning, tourism development, and tourism destination preferences. (Fridgen, 1991)

2.7.2 Social perception

The perception of other people is formally called social perception. Like perception in general, the same sense organs are at work, but the target now is another person. Since we are social being, other people are among the most powerful stimuli we encounter on a daily basis. (Fridgen, 1991)

Much of what goes into tourism experience is dependent upon social interaction. While the travel experience may be personal, the activity itself usually involves social contact. People travel together and interact with other tourists, local citizens, and service employees on airlines and in hotels.

Tourism is made possible through the effort of many individuals behind the scenes making sure that the service-be it air travel, hotel accommodations, or some other recreational activity-is carried out to the tourist's satisfaction. From the perspective of the tourist, face-to-face interactions generate the experience, the impressions, and the perceptions of quality. (Fridgen, 1991)

However, what is interesting and important is that the perceiver goes beyond the physical data presented by the person and makes inferences about the person's motives, intentions, background, and personality. By observing behavior, the perceiver develops impressions and infers what the people really like inside. (Fridgen, 1991)

There are several unique characteristics of social perception (Edward and Harold, 1967). First, as social objects of perception, people are centers of action and intention. Second, what we know about the person is only partially revealed by external characteristics and behaviors. A person's appearance yields some information, but does not reveal what a person is truly like inside. Third, the target of perceptions is similar to the perceiver—each is a human being. This, of course, may cause the target to alter his or her behaviors because of the mere presence of the perceiver. Further, the perceiver may interact with the target, causing his or her perception to change. (Fridgen, 1991)

2.8 Previous Empirical Studies

	Author	Year	Article Title	Journal
1.	Ross G.F.	1997	Travel agency employment perceptions	Tourism Management, Vol. 18, No. 1, pp. 9-18
2.	Lewis A. & Airey D.	2001	Tourism career in Trinidad and Tobago	Tourism and Hospitality Research, Vol. 3, Iss. 1, pp. 7-21
3.	McKerche B., Williams A., & Coghlan I.	1995	Career progress of recent tourism graduates	Tourism Management, Vol. 16, No. 7, pp. 541-549
4.	Purcell K.	1995	Careers and choices	International Journal of Contemporary Hospitality Management, Vol. 7, Iss. 7, pp. vii-vix
5.	Churchward J. & Riley M.	2002	Tourism Occupations and Education: An Exploration Study	International Journal of Tourism Research, Vol. 4, No. 2, pp. 77-86

Ross G. F. (1997) studied travel agency employment perceptions. This study has examined travel agency employment perceptions and preference among a sample of secondary college graduates, together with a range of Human Resource Management domains such as Employment Attainment beliefs, Problem-solving styles and the Work Ethic.

Methodology

Five hundred and sixty-six individuals drawn from Year 11 and 12 in five state high schools from the Far North Queensland area were sampled. Students were surveyed during August and September.

Respondents were asked their agreement to the Travel Agency Employment Responses. They were also asked to rate on how important the Employment Acquisition factors were. Finally, students completed the Ho and Lloyd Work Ethic Scale, the Steers and Braunstein Manifest Needs Scale which measures Work Motivator Factors and also a scale devised by the present author so as to measure Kirton's Adaptors / Innovators Management style. The socio-demographic measures of age and sex have also been included in this study.

Analysis of data was done by ANOVA, Multiple Regression Analysis, Pearson R Correlation co-efficients, and a non-parametric analysis.

Major Findings

A number of findings have emerged from this study, including a clear willingness among many respondents to seek, and if successful, to accept employment in the travel agency context. This was particularly so with regard to female respondents. Team work and initiative were found to be employment acquisition strategies most likely to predict a willingness to embrace employment in the travel agency context. Concern is expressed, however, that problem-solving and flexibility / adaptability were not also predictors of travel agency employment, and strategies for the industry to pursue are suggested. Similar suggestions are made with regard to the fostering of innovative cognitive styles among potential and newly appointed staff. Finally, the work ethic has been examined in this study and has been found to be associated with a willingness to accept employment within the travel agency situation.

Lewis A. & Airey D. (2001) studied perceptions of secondary school students toward a tourism career in Trinidad and Tobago. In order for the tourism industry to be successful in attracting and retaining these potential employees, an investigation is needed into what they think and how they feel about working in the industry. The two main objectives of the research reported in this study were developed:

- To examine the attitudes of secondary school students towards working in the tourism industry of Trinidad and Tobago.
- To explore some of the main influences on these attitudes.

Methodology

The 120 questionnaires were personally administered to a sample of secondary students from schools in both Trinidad and Tobago during their class time. The students were asked about career plans, friends and relatives working in the industry, sources of information on the industry and work values; and about their views and attitudes to employment in tourism.

Analysis of data was done by an independent t-test, one way ANOVA test and Krukal-Wallis analyses of variance.

Major Findings

The findings from this study reveal that secondary schools students in Trinidad and Tobago have a positive attitude towards tourism employment. These students believe that tourism provides good career opportunities for people with high ambitions, that the industry is generally high level, not boring, and that the jobs are well paid. The young people are seeking information on employment in the industry.

McKerche B., Williams A., Coghlan I. (1995) studied career progress of recent tourism graduates in Australia. The purpose of this study was to follow the early career progress of recent graduates. Specifically, it examined a number of issues relating to employment, income and salary packages.

Methodology

The sample population comprised 118 students who had completed the full Tourism Management Specialization, the Tourism Management Minor or at least one tourism subject as an elective.

Major Findings

Tourism Management graduates active in the workforce reported a 97.4 per cent employment rate. Most graduates were able to secure permanent full-time employment shortly after graduation. Gender and field of study play important roles in determining career choice. Women were most likely to be employed in the tourism industry, while male graduates tended to work in other areas. Graduates are most likely to change employers and often geographic locations. Overall, respondents averaged 2.2 jobs since completing their degrees. Most respondents showed rapid growth in incomes in excess of inflation in their first years in the marketplace. On average, starting wages are about 80 per cent of the Australian weekly wage at the time of entry into the labor market, within two or three years of graduation. Incomes exceeded the national average.

Purcell K. (1995) studied careers and choices in hospitality and tourism industry in UK.

Methodology

An ambitious postal questionnaire, which covered course studied, opportunities perceived and taken on completion, subsequent employment (including full employment history details), salary, job satisfaction and future plans, was sent to all those who had completed undergraduate degree at 30 UK higher education institutions in 1989. A 42 per cent of response rate was achieved and a short follow-up investigation of nonrespondents suggests that the respondents are representative of the population in terms of gender, qualification, likelihood of being employed in hospitality (although somewhat more likely to be satisfied with their career progression to date). The survey was carried out in winter 1992/1993, three-and-a-half years after respondents completed their courses, thus enabling to investigate alumni experience beyond first destination and reasons underlying career choices.

Major Findings

From the evidence of this survey, wastage of highly-qualified people from the hospitality industry appears to be less than sometimes has been alleged; but it is substantial and progressive. At the time of the survey 51.3 per cent of graduates were still in the industry, but only 41 per cent hoped to be in the industry in three years' time. The industry does lose highly educated employees because of unsocial working hours, relatively low pay and conditions of employment. The problem is rather that they are seduced by other industries which offer better opportunities; particularly, higher regard for their educational qualifications and better management development; in

addition to less likelihood of being required to work “unsocial” hours. Defection to other sectors may not be a problem for the respondents, who are clearly able to find alternative career opportunities which, in general, offer them better terms and conditions of employment. It does, however, reflect a failure on the part of the industry as a whole to develop and value its future management cadre.

Churchward J. & Riley M. (2002) studied tourism occupations and education. The purpose of the study was to report the findings of an exploratory study of tourism occupations that examined the generic content of jobs and the relationship of tourism education to job content.

Methodology

A questionnaire was designed that collected data on the subject's current job and organization and on their education. The sample was drawn from a population of 1308 professionals in the tourism industry. The final sample size was reduced to 153 respondents after the questionnaires were returned.

Major Findings

The study found that the majority of the sample of 153 contained a common set of 24 activities. The study revealed that marketing, recreation and leisure, and business and finance are the most commonly utilized knowledge areas among respondents. The main indication of the findings on education suggests that the commercial aspects of tourism are central to both public and private sector jobs. This suggests that work towards co-ordination of the

traditional economic and geographical perspectives on tourism with business education would be fruitful.

After reviewing the previous research studies, the researcher has followed the Ross G.F. study as a guide line to investigate the perception of undergraduate students in tourism field in universities in the Bangkok area toward working in a travel agency in Thailand.



Chapter III

Research Framework

This chapter consists of theoretical framework, conceptual framework, research hypotheses, and operationalization of the independent and dependent variables. The conceptual framework specifies the map of ideas for study, as well as hypotheses that are drawn from the conceptual framework. Regarding the operationalization of the independent and dependent variables, the researcher included the conceptual definition, operational components, and measurement scale.

3.1 Theoretical Framework

According to Ross (1997), travel agency employment is generally recognized as a challenging yet rewarding tourism / hospitality industry work context wherein entrepreneurial personal characteristics are of considerable assistance among employees. The study will examine travel agency employment perception among a sample of undergraduate students in the tourism / hospitality field, together with a range of Human Resource Management domains as Employment Acquisition factors.

3.2 Conceptual Framework

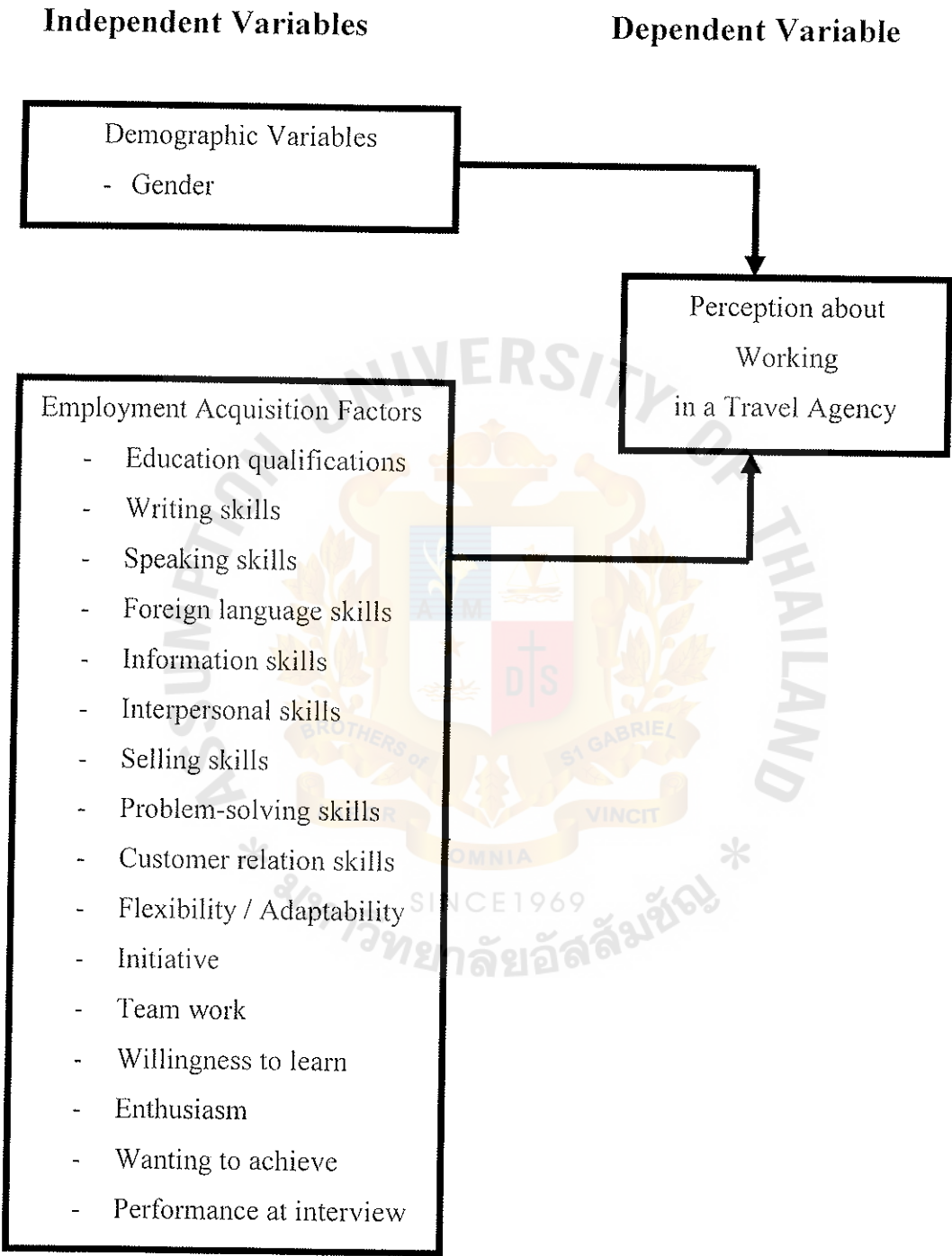


Figure 3.1 : Conceptual Framework of Perception about working in a Travel Agency; developed from Ross, 1997.

The conceptual framework has been constructed on the basis of an assumption that demographic characteristics and employment acquisition factors influence perception of respondents about working in travel agencies.

Regarding demographic characteristic as presented in the above framework the research study is focused only on gender of the population.

Employment acquisition factors as mentioned in the above framework consist of sixteen factors which are necessary for getting a job in a travel agency. Each factor can be described as follows:

Education qualifications refer to education level and grading. Writing skills, speaking skills, foreign language skills, information skills, and interpersonal skills, are abilities to communicate with others.

Selling skills are ability to sell or persuade people to buy the product. Problem-solving skills are abilities to cope with the problems under pressure situations. Customer relations skills are abilities to build loyalty and maintain relationship with customers.

Flexibility / Adaptability are ability to adapt to the situation. Initiative is ability to create new things / ideas. Team work means working as a part of a team / group. Willingness to learn means volition in learning or having more experiences. Enthusiasm means being active and interested. Wanting to achieve means wishing to be successful. Performance at interview means presentation during the interview.

3.3 Research Hypothesis

In this research, the hypotheses are set for the purpose of examining the relationship between the independent variables (education qualifications, writing skills, speaking skills, foreign language skills, information skills, interpersonal skills, selling skills, problem-solving skills, customer relation skills, flexibility / adaptability, initiative, team work, willingness to learn, enthusiasm, wanting to achieve, performance at interview) and the dependent variable (perception about working in a travel agency), which is in accordance with the research objectives. Therefore, seventeen pairs of hypothesis have been set as follows:

H₀₁: There is no difference in perception about working in a travel agency between genders (male/female) of undergraduate students in universities in Bangkok.

H_{a1}: There is a difference in perception about working in a travel agency between genders (male/female) of undergraduate students in universities in Bangkok.

H₀₂: There is no relationship between education qualifications and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a2}: There is a relationship between education qualifications and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀₃: There is no relationship between writing skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a3}: There is a relationship between writing skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀₄: There is no relationship between speaking skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a4}: There is a relationship between speaking skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀₅: There is no relationship between foreign languages and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a5}: There is a relationship between foreign languages and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀₆: There is no relationship between information skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a6}: There is a relationship between information skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀₇: There is no relationship between interpersonal skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a7}: There is a relationship between interpersonal skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{o8}: There is no relationship between selling skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a8}: There is a relationship between selling skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{o9}: There is no relationship between problem-solving skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a9}: There is a relationship between problem-solving skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{o10}: There is no relationship between customer relation skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a10}: There is a relationship between customer relation skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{o11}: There is no relationship between flexibility / adaptability and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a11}: There is a relationship between flexibility / adaptability and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀12: There is no relationship between initiative and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a12: There is a relationship between initiative and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀13: There is no relationship between teamwork and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a13: There is a relationship between teamwork and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀14: There is no relationship between willingness to learn and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a14: There is a relationship between willingness to learn and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀15: There is no relationship between enthusiasm and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a15: There is a relationship between enthusiasm and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀16: There is no relationship between wanting to achieve and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a16: There is a relationship between wanting to achieve and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀17: There is no relationship between performance at interview and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a17: There is a relationship between performance at interview and perception of undergraduate students in universities in Bangkok toward working in a travel agency.



3.4 Operationalization of the Independent and Dependent Variables

Table 3.1 Operationalization of the Independent Variables

Variables	Definition	Operational Component	Level of Measurement
Demographic	Characteristic of population	- Gender	Nominal
Employment Acquisition Factors	Skills / Attitude factors which are necessary for getting a job in a travel agency	- Education qualifications - Writing skills - Speaking skills - Foreign language skills - Information skills - Interpersonal skills - Selling skills - Problem-solving skills - Customer relations skills - Flexibility / adaptability - Initiative - Team work - Willingness to learn - Enthusiasm - Wanting to achieve - Performance at interview	Nominal Interval

Table 3.2 Operationalization of the Dependent Variable

Variables	Definition	Operational Component	Level of Measurement
Perceptions about employment in travel agencies	Understanding or opinion / desire of students about working in a travel agency	<ul style="list-style-type: none">- Working in a travel agency is a career opportunity- Working in a travel agency will get good income- Working in a travel agency is unsocial working hours	Interval



Chapter IV

Research Methodology

This chapter discusses methods used in this research. It consists of methods of research used, respondents and sampling procedures, research instruments, collection of data, and statistical treatment of data. Respondents and sampling procedures included target population, sampling method, sampling unit, and sample size. For the research instruments / questionnaires, the researcher discusses the details of the questionnaire, which relates to the statement of the problem and hypotheses. Collection of data involved what methods were used to collect primary and secondary data. At the end of the chapter, statistical treatment of data describes the program that was used for interpretation of collected data, and the hypothesis testing.

4.1 Research Method: Sample Survey

This part presents the research methodology. After conducting the literature review and accomplishing the research objective, the sample survey research design was used for this research study.

Secondary data for this research was collected through academic books, journals, and the Internet, which were not enough to substantiate the research result. Therefore, it was necessary to gather the data from primary sources by sample survey through self-administered questionnaires so that data could adequately support or refute the research result.

Primary data was collected via sample survey (self-administered questionnaire). Using the survey to collect data allowed respondents to disclose their judgments. Surveys also allowed researchers to study and describe massive populations in an efficient and economical way. This meant the survey could be carried out at relatively low costs, minimal time and accurate means of assessing information regarding the population. For this research, the questionnaires were distributed through a survey as the respondents could be easily reached by this method. To make sure that respondents could clearly understand questions asked in the questionnaire, the researcher translated it to a Thai version as well as using simple and unambiguous sentences.

4.2 Respondents and Sampling Procedures

Target Population

In this research study, the target population was male and female undergraduate students, studying in the field of tourism in public and private universities in the Bangkok area. This study selected 2 public universities (Kasetsart University and Mahidol University International College) and 2 private universities (Sripatum University and Kasembundit University). There were approximately 1,334 undergraduate students as shown in Table 4.1.

Table 4.1 Number of Undergraduate Students in Tourism field at selected universities in year of 2003 and 2004

University	Faculty	Major	Number of Students
Kasetsart University	Faculty of Humanities	- Tourism Management	113
Mahidol University	International College	- Tourism Industry Management	272
Sripatum University	Faculty of Liberal Arts	- Hotel and Tourism Management	587
Kasembundit University	Faculty of Arts	- Tourism Management	362

Source: Ministry of Education, 2003, Sripatum University, 2004, Kasembundit University, 2004).

Sampling Method

The sampling technique used in this research was non-probability sampling. In non-probability sampling the probability of any particular member of the population being chosen was unknown. The sampling method used in this research used convenience sampling. Convenience sampling refers to the procedure of obtaining units or people who are most conveniently available (Zikmund, 2000).

Sampling Unit

The sampling unit was to place a single element or group of elements subject to selection in a sample. For this research, the sampling unit was public and private universities offering tourism courses in the Bangkok area.

Sample Size

The size of the sample is dependent both on the size of the budget and the degree of confidence that the marketer wants to place in the findings. The larger the sample, the more likely the response will reflect the total universe under study (Schiffman and Kanuk, 1994).

As this research is a human resource study, therefore Yamane's (1969) method of determining the sample size was applied. For this research, the target population was undergraduate students who study in the field of tourism in public and private universities in the Bangkok area. There were approximately 1,334 students, therefore based on the selection of sample size for precision error of +5% with size of population, the sample size should be 286 respondents in proportion to the total number of students enrolled at each campus for undergraduate students in the tourism field who study in public and private universities in the Bangkok area.



Table 4.2 Sample Sizes for Specified Confidence Limits and Precision, when Sampling Attributes in Percent

Size of Population (N)	Sample Size (n) for Precision (e) of					
	+1%	+2%	+3%	+4%	+5%	+10%
500	b	b	b	b	222	83
1,000	b	b	b	385	286	91
1,500	b	b	638	441	316	94
2,000	b	b	714	476	333	95
2,500	b	1,250	769	500	345	96
3,000	b	1,364	811	517	353	97
3,500	b	1,458	843	530	359	97
4,000	b	1,538	870	541	364	98
4,500	b	1,607	891	549	367	98
5,000	b	1,667	909	556	370	98
6,000	b	1,765	938	566	375	98
7,000	b	1,842	959	574	378	99
8,000	b	1,905	976	580	381	99
9,000	b	1,957	989	584	383	99
10,000	5,000	2,000	1,000	588	385	99
15,000	6,000	2,143	1,034	600	390	99
20,000	6,667	2,222	1,053	606	392	100
25,000	7,143	2,273	1,064	610	394	100
50,000	8,333	2,381	1,087	617	397	100
100,000	9,091	2,439	1,099	621	398	100
→ ∞	10,000	2,500	1,111	625	400	100

Source: Statistics: An Introductory Analysis; Yamane 2nd edition, 1969, p.886.

4.3 Research Instruments/Questionnaires

The questionnaire had been developed to examine the perception about working in a travel agency among undergraduate students in the field of tourism of public and private universities in the Bangkok area.

In this research study, the questionnaire comprised of 3 parts as follows:

Part I: Travel Agency Employment Responses consisted of 3 statements, which provided for respondents to rate their perception of working in a travel agency.

Part II: Employment Acquisition Factors consisted of 16 factors, which are necessary for getting a job in a travel agency. This part provided for respondents to rate their perception about qualifications required for working in a travel agency.

Part III: Demographic Profile, the respondents were asked about their gender for this part.

4.4 Collection of Data/Gathering Procedures

There were two main types of data resource in this research:

Primary data collected through the survey by the researcher's self administered questionnaire. A questionnaire was employed in this research as a method for collecting the data. In obtaining the desired information, questionnaires were distributed to undergraduate students in the tourism field, who were studying in public and private universities in the Bangkok area, during December, 2004 and January, 2005.

As this study selected 2 public universities and 2 private universities which were Kasetsart University, Mahidol University International College, Sripatum University, and Kasembundit University respectively, there were approximately 1,334 undergraduate students in the tourism field in year 2004. Therefore, based on the selection of sample size from Yamane (1969), 286 respondents were selected.

Secondary data collection was from several sources such as textbooks, journals, handbooks, research reports, articles, and theoretical studies, as well as the Internet.

Pretesting

Pretesting refers to the testing of the questionnaire on a small sample of respondents in order to identify and eliminate potential problems. All aspects of the questionnaire should be tested, including question content, wording, sequence, form and layout, question difficulty, and instructions (Malhotra, 1999).

For the pretesting of this study, thirty questionnaires were distributed to undergraduate students who were studying in the tourism field in Bangkok area, during November 08-12, 2004. The reliability testing results are shown as Table 4.3

Table 4.3 Reliability Analysis-Scale (Alpha)

N of Cases	=	30.0
Reliability Coefficients	=	18 items
Alpha	=	0.6393

4.5 Statistical Treatment of Data

Descriptive Statistics, T-test, and Spearman’s rho Correlation were the data analysis techniques applied in this research to test the hypotheses.

Descriptive Statistics: provides summary measures of the data contained in all the elements of a sample. The calculation of averages,

frequency distributions, and percentage distributions is the most common means to summarize data (William, 1997).

For this research, descriptive statistics was used to summarize travel agency employment responses, employment acquisition factors, and demographic profile.

T-test: is frequently used to test for the differences in two means of independent variables (Cooper and Schindler, 2001). T-test for difference of means is a technique used to test the hypothesis that the mean scores on some interval-scaled variables will be significantly different for two independent samples or groups (Zikmund, 2002).

For this research, T-test was used to illustrate the difference in perception about working in a travel agency between genders (male/female) of undergraduate students in universities in Bangkok.

Spearman's rho Correlation: The most common correlation for use with two ordinal variables or an ordinal and an interval variable. Rho for ranked data equals Pearson's r for ranked data. Note SPSS will assign the mean rank to tied values. The formula for Spearman's rho is :

$$\rho = 1 - [(6 \cdot \text{SUM}(d^2) / n(n^2 - 1))] \text{ where } d \text{ is the difference in ranks.}$$

(Source: <http://www2.chass.ncsu.edu/garson/pa765/correl.htm>, retrieved on 12 November 2005)

For this research, Spearman's rho Correlation was used to illustrate the significant value of the relationship between employment acquisition factors and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Chapter V

Data Analysis

This chapter focuses on the analysis of the collected primary data regarding the study topic “Perception of Undergraduate Students in the Tourism Field toward Working in a Travel Agency” as part of requirements for a Master of Arts in Tourism Management” by distributing 300 questionnaires to the target populations. The questionnaires were distributed to collect the data from the bachelor students who are studying in the Tourism program in four universities in Bangkok which are Kasetsart University, Mahidol University International College, Kasembundit University, and Sripatum University.

5.1 Descriptive Analysis of Respondents

5.1.1 The demographic profiles of respondents

Table 5.1 The gender of respondents

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	77	25.7	25.7	25.7
	Female	223	74.3	74.3	100.0
	Total	300	100.0	100.0	

Source: Survey data gathered between December 2004-January 2005.

Table 5.1 presents the gender of the respondents in this research. The total numbers of respondents was 300 bachelor students. Among 300 bachelor students, 77 or 25.7 % were male and 223 or 74.3 % were female. This

signifies that females represent the majority of bachelor students who were studying in the Tourism programs.

Table 5.2 The age of respondents

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 20 years old	142	47.3	47.3	47.3
	21 - 25 years old	151	50.4	50.4	97.7
	26 - 30 years old	6	2.0	2.0	99.7
	31 – 35 years old	1	0.3	0.3	100.0
	Total	300	100.0	100.0	

Source: Survey data gathered between December 2004-January 2005.

Table 5.2 shows the classification of respondents by their age group and its frequency distribution. Among 300 respondents, most of them were bachelor students whose ages ranged between 21-25 years old, which accounted for 151 or 50.4 % respondents. While 142 or 47.3 % were bachelor students whose ages ranged below 20 years old, 6 or 2.0 % were bachelor students whose ages ranged between 26-30 years old, and 1 or 0.3 % were bachelor students whose ages ranged between 31-35 years old. This signifies that the bachelor students whose age ranged between 21-25 years old represent the largest group of bachelor students who are studying in the Tourism programs.

Table 5.3 The education level of respondents

		Education level			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freshman	84	28.0	28.0	28.0
	Sophomore	96	32.0	32.0	60.0
	Junior	37	12.3	12.3	72.3
	Senior	83	27.7	27.7	100.0
	Total	300	100.0	100.0	

Source: Survey data gathered between December 2004-January 2005.

Table 5.3 presents the education level of bachelor students who were studying in the Tourism programs. Among 300 bachelor students, most of them were the respondents who are sophomore students, accounting for 96 or 32 %, while 84 or 28.0 % are the freshman students, 83 or 27.7 % are the senior students, and 37 or 12.3 % are junior students. This signifies that most of the respondents are the bachelor students who are sophomore.

Table 5.4 The universities of respondents

		Name of University			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sripatum University	75	25.0	25.0	25.0
	Kasembundit University	75	25.0	25.0	50.0
	Mahidol University International College	75	25.0	25.0	75.0
	Kasetsart University	75	25.0	25.0	100.0
	Total	300	100.0	100.0	

Source: Survey data gathered between December 2004-January 2005.

Table 5.4 shows the names of universities where the respondents were studying in the Tourism programs. Among 300 bachelor students, the researcher collected data equally from four universities (Kasetsart University, Mahidol University International College, Kasembundit University, and Sripatum University) which are 75 students or 25.0 % at each university.

5.1.2 The screening question

Table 5.5 The Students in the Tourism Programs

Studying in Tourism program					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	300	100.0	100.0	100.0

Source: Survey data gathered between December 2004-January 2005.

Table 5.5 presents the data of respondents that all of 300 respondents are the bachelor students who were studying in the Tourism Programs, which accounted for 300 or 100 %.

Table 5.6 The wishes of respondents after graduating

The wishes after graduating					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Start own business	55	18.3	18.3	18.3
	Get a job in Tourism industry	245	81.7	81.7	100.0
	Total	300	100.0	100.0	

Source: Survey data gathered between December 2004-January 2005.

Table 5.6 shows the wishes of respondents after graduating from their university. Among 300 respondents, the majority of them would like to get a job in the tourism industry, which accounted for 245 or 81.7 %, while the minority of them would like to start their own businesses after graduating from their universities.

5.1.3 The perception of respondents about working in a travel agency

Table 5.7. 1 Working in travel agency is a career opportunity

Working in Travel Agency is a career opportunity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	53	17.7	17.7	17.7
	Strong Disagree	2	0.7	0.7	18.3
	Disagree	1	0.3	0.3	18.7
	Neutral	41	13.7	13.7	32.3
	Agree	125	41.7	41.7	74.0
	Strong Agree	78	26.0	26.0	100.0
Total		300	100.0		

Source: Survey data gathered between December 2004-January 2005.

Table 5.7.1 presents the first perception of respondents about working in a travel agency; among 300 respondents, most of them agreed that working in a travel agency is a career opportunity, counted for 125 or 41.7 %. While 78 or 26 % strongly agreed with this perception, there was only 1 or 0.3 % of respondents that disagreed and 2 or 0.7 % of respondents strongly disagreed that working in a travel agency is a career opportunity.

Table 5.7.2 Working in a travel agency will get good income

Working in Travel Agency will get good income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	53	17.7	17.7	17.7
	Strong Disagree	1	0.3	0.3	18.0
	Disagree	6	2.0	2.0	20.0
	Neutral	65	21.7	21.7	41.7
	Agree	129	43.0	43.0	84.7
	Strong Agree	46	15.3	15.3	100.0
Total		300	100.0	100.0	

Source: Survey data gathered between December 2004-January 2005.

Table 5.7.2 presents the second perception of respondents about working in a travel agency: among 300 respondents, most of them agreed that working in travel agency will get good income, accounted for 129 or 43.0 %. While 65 or 21.7 % neutral with this perception, there was only 1 or 0.3 % of respondents who strongly disagreed and 6 or 1.5 % of respondents who disagreed that working in a travel agency will get good income.

Table 5.7.3 Working in a travel agency is unsocial working hours

Working in Travel Agency is unsocial working hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	53	17.7	17.7	17.7
	Strong Disagree	7	2.3	2.3	20.0
	Disagree	17	5.7	5.7	25.7
	Neutral	62	20.7	20.7	46.3
	Agree	73	24.3	24.3	70.7
	Strong Agree	88	29.3	29.3	100.0
Total		300	100.0	100.0	

Source: Survey data gathered between December 2004-January 2005.

Table 5.7.3 presents the third perception of respondents about working in a travel agency: among 300 respondents, most of them strongly agreed that working in a travel agency is unsocial working hours, which accounted for 88 or 29.3 %, while 73 or 24.3 % of respondents agreed with this perception. There was 17 or 5.7 % of respondents that disagreed and 7 or 2.3 % of respondents that strongly disagreed with working in a travel agency is unsocial working hours.

Table 5.8 The level of education qualification

Level of academic qualification		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	53	17.7	17.7	17.7
	Bachelor	199	66.3	66.3	84.0
	Master degree	45	15.0	15.0	99.0
	Ph.D.	3	1.0	1.0	100.0
Total		300	100.0		

Source: Survey data gathered between December 2004-January 2005.

Table 5.8 shows the opinion of respondents about the importance of level of education qualification of respondents to support them to get a job in a travel agency. Among 300 respondents, level of education qualification that the majority of them perceived that it is important for getting a job in a travel agency is a bachelor degree, which accounted for 199 or 66.3 %, while 45 or 15.0 % thought that a Master degree is important for getting a job in a travel agency, and only 3 or 1.0 % thought that PH.D. is important for getting a job in a travel agency.

5.1.4 The foreign language ability of travel agency's employees

Table 5.9.1 Chinese language

Foreign language : Chinese

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most unimportant	10	3.3	4.1	4.1
	Unimportant	17	5.7	6.9	11.0
	Normal	49	16.3	19.9	30.9
	Important	164	54.7	66.7	97.6
	Most important	6	2.0	2.4	100.0
	No	54	18.0		
Total		300	100.0		

Source: Survey data gathered between December 2004-January 2005.

Table 5.9.1 shows that among 300 respondents, 164 or 54.7 % perceived that Chinese language is an important language for employees who would like to work for travel agency.

Table 5.9.2. English language

Foreign language : English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most unimportant	1	.3	.4	.4
	Unimportant	1	.3	.4	.8
	Normal	2	.7	.8	1.6
	Important	6	2.0	2.4	4.0
	Most important	237	79.0	95.5	99.6
	No	53	17.7		
Total		300	100.0		

Source: Survey data gathered between December 2004-January 2005.

Table 5.9.2 shows that among 300 respondents, 237 or 79.0 % perceived that English language is the most important language for employees who would like to work for a travel agency.

Table 5.9.3 Japanese language

Foreign language : Japanese

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most unimportant	16	5.3	5.3	5.3
	Unimportant	27	9.0	9.0	14.3
	Normal	148	49.3	49.3	63.7
	Important	49	16.3	16.3	80.0
	Most important	7	2.3	2.3	82.3
	No	53	17.7	17.7	100.0
Total		300	100.0	100.0	

Source: Survey data gathered between December 2004-January 2005.

Table 5.9.3 show that among 300 respondents, the majority of them perceived that Japanese language is normal language for employees who would like to work for a travel agency, and accounted for 148 or 49.3 %.

Table 5.9.4 Spanish language

Foreign language : Spanish					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most unimportant	45	15.0	15.0	15.0
	Unimportant	15	5.0	5.0	20.0
	Normal	1	0.3	0.3	20.3
	Important	2	0.7	0.7	21.0
	No	237	79.0	79.0	100.0
Total		300	100.0	100.0	

Source: Survey data gathered between December 2004-January 2005.

Table 5.9.4 shows that among 300 respondents, the most of them perceived that Spanish language is the most unimportant language for employees who would like to work for a travel agency, and accounted for 45 or 15.0 %.

Table 5.9.5 French language

Foreign language : French					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most unimportant	34	11.3	11.3	11.3
	Unimportant	150	50.0	50.0	61.3
	Normal	34	11.3	11.3	72.7
	Important	22	7.3	7.3	80.0
	Most important	1	0.3	0.3	80.3
	No	59	19.7	19.7	100.0
Total		300	100.0	100.0	

Source: Survey data gathered between December 2004-January 2005.

Table 5.9.5 shows that among 300 respondents, the majority of them perceived that French language is not an important language for employees who would like to work for a travel agency, and accounted for 150 or 50.0 %.

Table 5.9.6. German language

Foreign language : German

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most unimportant	127	42.3	42.3	42.3
	Unimportant	36	12.0	12.0	54.3
	Normal	14	4.7	4.7	59.0
	Important	5	1.7	1.7	60.7
	Most important	2	0.7	0.7	61.3
	No	116	38.7	38.7	100.0
Total		300	100.0	100.0	100.0

Source: Survey data gathered between December 2004-January 2005.

Table 5.9.6 shows that among 300 respondents, most of them perceived that German language is the most unimportant language for employees who would like to work for a travel agency, and accounted for 127 or 42.3 %.

Table 5.9.7 Latin language

Foreign language : Latin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most unimportant	14	4.7	4.7	4.7
	Unimportant	1	0.3	0.3	5.0
	Normal	2	0.7	0.7	5.7
	Important	1	0.3	0.3	6.0
	No	282	94.0	94.0	100.0
Total		300	100.0	100.0	

Source: Survey data gathered between December 2004-January 2005.

Table 5.9.7 shows that among 300 respondents, most of them perceived that Latin language is the most unimportant language for employees who would like to work for travel agency, and accounted for 14 or 4.7 %.

5.1.5 The personal skills

Table 5.10.1 Education Qualification

Education qualification		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most unimportant	1	0.3	0.3	0.3
	Unimportant	1	0.3	0.3	0.7
	Normal	35	11.7	11.7	12.3
	Important	100	33.3	33.3	45.7
	Most important	110	36.7	36.7	82.3
	No	53	17.7	17.7	100.0
Total		300	100.0	100.0	

Source: Survey data gathered between December 2004-January 2005.

Table 5.10.1 shows that among 300 respondents, most of them perceived that education qualification is the most important ability for employees who would like to work for a travel agency, and accounted for 110 or 36.7 %.

Table 5.10.2 Writing skills

Writing skills		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most unimportant	2	0.7	0.7	0.7
	Unimportant	15	5.0	5.0	5.7
	Normal	90	30.0	30.0	35.7
	Important	93	31.0	31.0	66.7
	Most important	47	15.7	15.7	82.3
	No	53	17.7	17.7	100.0
Total		300	100.0	100.0	

Source: Survey data gathered between December 2004-January 2005.

Table 5.10.2 shows that among 300 respondents, most of them perceived that writing skills are the important ability for employees who would like to work for a travel agency, and accounted for 93 or 31.0 %.

Table 5.10.3 Speaking skills

		Speaking skills			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unimportant	1	0.3	0.3	0.3
	Normal	8	2.7	2.7	3.0
	Important	57	19.0	19.0	22.0
	Most important	181	60.3	60.3	82.3
	No	53	17.7	17.7	100.0
Total		300	100.0	100.0	

Source: Survey data gathered between December 2004-January 2005.

Table 5.10.3 shows that among 300 respondents, the majority of them perceived that speaking skills are the most important ability for employees who would like to work for a travel agency, and accounted for 181 or 60.3 %.

Table 5.10.4 Interpersonal skills

		Interpersonal skills			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unimportant	1	0.3	0.3	0.3
	Normal	17	5.7	5.7	6.0
	Important	73	24.3	24.3	30.3
	Most important	156	52.0	52.0	82.3
	No	53	17.7	17.7	100.0
Total		300	100.0		

Source: Survey data gathered between December 2004-January 2005.

Table 5.10.4 shows that among 300 respondents, the majority of them perceived that interpersonal skills are the most important ability for employees who would like to work for a travel agency, and accounted for 156 or 52.0 %.

Table 5.10.5 Selling skills

Selling skills		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unimportant	6	2.0	2.0	2.0
	Normal	42	14.0	14.0	16.0
	Important	110	36.7	36.7	52.7
	Most important	89	29.7	29.7	82.3
	No	53	17.7	17.7	100.0
Total		300	100.0		

Source: Survey data gathered between December 2004-January 2005.

Table 5.10.5 shows that among 300 respondents, most of them perceived that selling skills are the important ability for employees who would like to work for a travel agency, and accounted for 110 or 36.7 %.

Table 5.10.6 Information skills

Information skills		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unimportant	2	0.7	0.7	0.7
	Normal	25	8.3	8.3	9.0
	Important	93	31.0	31.0	40.0
	Most important	127	42.3	42.3	82.3
	No	53	17.7	17.7	100.0
Total		300	100.0		

Source: Survey data gathered between December 2004-January 2005.

Table 5.10.6 shows that among 300 respondents, most of them perceived that information skills are the most important ability for employees who would like to work for travel agency, are accounted for 127 or 42.3 %.

Table 5.10.7 Problem-Solving Skills

Problem-solving skills		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most unimportant	3	1.0	1.0	1.0
	Unimportant	2	0.7	0.7	1.7
	Normal	23	7.7	7.7	9.3
	Important	77	25.7	25.7	35.0
	Most important	142	47.3	47.3	82.3
	No	53	17.7	17.7	100.0
Total		300	100.0	100.0	

Source: Survey data gathered between December 2004-January 2005.

Table 5.10.7 shows that among 300 respondents, most of them perceived that problem-solving skills are the most important ability for employees who would like to work for travel agency, are accounted for 142 or 47.3 %.

Table 5.10.8 Customer relation skills

Customer relation skills		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Normal	31	10.3	10.3	10.3
	Important	88	29.3	29.3	39.7
	Most important	128	42.7	42.7	82.3
	No	53	17.7	17.7	100.0
Total		300	100.0	100.0	

Source: Survey data gathered between December 2004-January 2005.

Table 5.10.8 shows that among 300 respondents, most of them perceived that customer relation skills are the most important ability for employees who would like to work for travel agency, are accounted for 128 or 42.7 %.

5.2 Hypotheses Testing

This research was conducted to find out perceptions of undergraduate students in four universities in the Bangkok area about the employment acquisition factors in travel agencies.

The T-test and Spearman Correlation were applied to identify the differences in perception of undergraduate students in four universities in the Bangkok area about the employment acquisition factors in travel agency.

H₀₁: There is no difference in perception about working in a travel agency between genders (male/female) of undergraduate students in universities in Bangkok.

H_{a1}: There is a difference in perception about working in a travel agency between genders (male/female) of undergraduate students in universities in Bangkok.

This can be stated in statistical terms as:

If the p-value > the value of α ; then do not reject H₀

If the p-value < the value of α ; then reject H₀, accept H_a

95% level of significance ($\alpha = 0.05$)

Table 5.11 Summary of the hypothesis test for the difference in perception about working in a travel agency between genders (male/female) of undergraduate students in universities in Bangkok.

Perception about working in travel agency	Male			Female			t	sig. 2 sided
	N	Mean	S.D.	N	Mean	S.D.		
Working in Travel Agency is a career opportunity	54	4.02	0.84	193	4.15	0.72	-1.01	0.314
Working in Travel Agency will get good income	54	3.65	0.89	193	3.92	0.70	-2.08	0.041
Working in Travel Agency is unsocial working hours	54	3.74	1.22	193	4.07	2.20	-1.43	0.156

As presented in Table 5.11, the null hypothesis (H_01) was analyzed by using T-Test to test the significance of difference in perception about working in a travel agency between genders (male/female) of undergraduate students in universities in Bangkok.

Significance Level

T-Test illustrates the significant value of the difference in perception about working in a travel agency including working in a travel agency is a career opportunity (0.314), and working in a travel agency is unsocial working hours (0.156), which were greater than the value of α , 0.05; therefore the null hypotheses (H_0) could not be rejected. This showed that there was no difference in perception about working in a travel agency between genders (male/female) of undergraduate students in universities in Bangkok. Regarding perception about working in a travel agency will get good income (0.041), which was less than the value of α , 0.05; this showed that there was a difference in perception between genders (female perceived that working in a travel agency will get good income greater than male).

H₀₂: There is no relationship between education qualifications and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a2}: There is a relationship between education qualifications and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

This can be stated in statistical terms as:

If the p-value > the value of α ; then do not reject H_0

If the p-value < the value of α ; then reject H_0 , accept H_a

95% level of significance ($\alpha = 0.05$)

Table 5.12 Summary of the hypothesis test for a relationship between education qualifications and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Symmetric Measures

Education qualifications		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Ordinal by Ordinal	Spearman Correlation	-.038	.064	-.590	.556(c)
N of Valid Cases		247			

As presented in Table 5.12, the null hypothesis (H_0) was analyzed by using Spearman Correlation to test the significance of relationship between education qualifications and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Significance Level

The Spearman Correlation illustrates the significant value of the relationship between education qualifications (0.556) and perception of undergraduate students in universities in Bangkok toward working in a travel agency, which was greater than the value of α , 0.05; therefore the null hypothesis (H_0) was accepted. This signifies that there was no relationship between education qualifications and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀₃: There is no relationship between writing skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a3}: There is a relationship between writing skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

This can be stated in statistical terms as:

If the p-value > the value of α ; then do not reject H₀

If the p-value < the value of α ; then reject H₀, accept H_a

95% level of significance ($\alpha = 0.05$)

Table 5.13 Summary of the hypothesis test for a relationship between writing skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Symmetric Measures					
Writing skills		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Ordinal by Ordinal	Spearman Correlation	.043	.064	.672	.502(c)
N of Valid Cases		247			

As presented in Table 5.13, the null hypothesis (H₀₃) was analyzed by using Spearman Correlation to test the significance of relationship between writing skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Significance Level

The Spearman Correlation illustrates the significant value of the relationship between writing skills (0.502) and perception of undergraduate students in universities in Bangkok toward working in a travel agency, which

was greater than the value of α , 0.05; therefore the null hypothesis (H_0) was accepted. This signifies that there was no relationship between writing skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀₄: There is no relationship between speaking skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a4}: There is a relationship between speaking skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

This can be stated in statistical terms as:

If the p-value > the value of α ; then do not reject H_0

If the p-value < the value of α ; then reject H_0 , accept H_a

95% level of significance ($\alpha = 0.05$)

Table 5.14 Summary of the hypothesis test for a relationship between speaking skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Symmetric Measures

Speaking skills		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Ordinal by Ordinal	Spearman Correlation	-.042	.061	-.664	.507(c)
N of Valid Cases		247			

As presented in Table 5.14, the null hypothesis (H_{04}) was analyzed by using Spearman Correlation to test the significance of relationship between speaking skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Significance Level

The Spearman Correlation illustrates the significant value of the relationship between speaking skills (0.507) and perception of undergraduate students in universities in Bangkok toward working in a travel agency, which was greater than the value of α , 0.05; therefore the null hypothesis (H_0) was accepted. This signifies that there was no relationship between speaking skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀5: There is no relationship between foreign languages and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a5: There is a relationship between foreign languages and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

This can be stated in statistical terms as:

If the p-value > the value of α ; then do not reject H_0

If the p-value < the value of α ; then reject H_0 , accept H_a

95% level of significance ($\alpha = 0.05$)

Table 5.15 Summary of the hypothesis test for a relationship between foreign languages and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Symmetric Measures

Foreign language skills		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Ordinal by Ordinal	Spearman Correlation	-.117	.060	-1.836	.068
N of Valid Cases		190			

As presented in Table 5.15, the null hypothesis (H_0) was analyzed by using Spearman Correlation to test the significance of the relationship between foreign languages and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Significance Level

The Spearman Correlation illustrates the significant value of the relationship between foreign languages skills (0.068) and perception of undergraduate students in universities in Bangkok toward working in a travel agency, which were greater than the value of α , 0.05; therefore the null hypothesis (H_0) was accepted. This signifies that there was no relationship between foreign languages and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_0 :6: There is no relationship between information skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a :6: There is a relationship between information skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

This can be stated in statistical terms as:

If the p-value > the value of α ; then do not reject H_0

If the p-value < the value of α ; then reject H_0 , accept H_a

95% level of significance ($\alpha = 0.05$)

Table 5.16 Summary of the hypothesis test for a relationship between information skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Symmetric Measures					
Information skills		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Ordinal by Ordinal	Spearman Correlation	-.015	.062	-.229	.819(c)
N of Valid Cases		247			

As presented in Table 5.16, the null hypothesis (H_0) was analyzed by using Spearman Correlation to test the significance of relationship between information skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Significance Level

The Spearman Correlation illustrates the significant value of the relationship between information skills (0.819) and perception of undergraduate students in universities in Bangkok toward working in a travel agency, which was greater than the value of α , 0.05; therefore the null hypothesis (H_0) was accepted. This signifies that there was no relationship between information skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀7: There is no relationship between interpersonal skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a7: There is a relationship between interpersonal skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

This can be stated in statistical terms as:

If the p-value > the value of α ; then do not reject H_0

If the p-value < the value of α ; then reject H_0 , accept H_a

95% level of significance ($\alpha = 0.05$)

Table 5.17 Summary of the hypothesis test for a relationship between interpersonal skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Symmetric Measures					
Interpersonal skills		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Ordinal by Ordinal	Spearman Correlation	.022	.061	.342	.733(c)
N of Valid Cases		247			

As presented in Table 5.17, the null hypothesis (H_0) was analyzed by using Spearman Correlation to test the significance of relationship between interpersonal skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Significance Level

The Spearman Correlation illustrates the significant value of the relationship between interpersonal skills (0.733) and perception of undergraduate students in universities in Bangkok toward working in a travel agency, which was greater than the value of α , 0.05; therefore the null hypothesis (H_0) was accepted. This signifies that there was no relationship between interpersonal skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀8: There is no relationship between selling skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a8: There is a relationship between selling skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

This can be stated in statistical terms as:

If the p-value > the value of α ; then do not reject H₀

If the p-value < the value of α ; then reject H₀, accept H_a

95% level of significance ($\alpha = 0.05$)

Table 5.18 Summary of the hypothesis test for a relationship between selling skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Symmetric Measures					
Selling skills		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Ordinal by Ordinal	Spearman Correlation	.114	.062	1.802	.073(c)
N of Valid Cases		247			

As presented in Table 5.18, the null hypothesis (H₀8) was analyzed by using Spearman Correlation to test the significance of relationship between selling skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Significance Level

The Spearman Correlation illustrates the significant value of the relationship between selling skills (0.073) and perception of undergraduate students in universities in Bangkok toward working in a travel agency, which

was greater than the value of α , 0.05; therefore the null hypothesis (H_0) was accepted. This signifies that there was no relationship between selling skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀9: There is no relationship between problem-solving skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a9: There is a relationship between problem-solving skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

This can be stated in statistical terms as:

If the p-value > the value of α ; then do not reject H_0

If the p-value < the value of α ; then reject H_0 , accept H_a

95% level of significance ($\alpha = 0.05$)

Table 5.19 Summary of the hypothesis test a relationship between problem-solving skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Symmetric Measures

Problem-Solving skills		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Ordinal by Ordinal	Spearman Correlation	-.044	.064	-.696	.487
N of Valid Cases		190			

As presented in Table 5.19, the null hypothesis (H_0 9) was analyzed by using Spearman Correlation to test the significance of relationship between problem-solving skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Significance Level

The Spearman Correlation illustrates the significant value of the relationship between problem-solving skills (0.487) and perception of undergraduate students in universities in Bangkok toward working in a travel agency employment, which was greater than the value of α , 0.05; therefore the null hypothesis (H_0) was accepted. This signifies that there was no relationship between problem-solving skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀10: There is no relationship between customer relation skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a10: There is a relationship between customer relation skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

This can be stated in statistical terms as:

If the p-value > the value of α ; then do not reject H_0

If the p-value < the value of α ; then reject H_0 , accept H_a

95% level of significance ($\alpha = 0.05$)

Table 5.20 Summary of the hypothesis test for a relationship between customer relation skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Symmetric Measures

Customer relation skills		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Ordinal by Ordinal	Spearman Correlation	.109	.062	1.721	.087(c)
N of Valid Cases		247			

As presented in Table 5.20, the null hypothesis (H_0) was analyzed by using Spearman Correlation to test the significance of relationship between customer relation skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Significance Level

The Spearman Correlation illustrates the significant value of the relationship between customer relation skills (0.087) and perception of undergraduate students in universities in Bangkok toward working in a travel agency, which was greater than the value of α , 0.05; therefore the null hypothesis (H_0) was accepted. This signifies that there was no relationship in between customer relation skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_0 11: There is no relationship between flexibility / adaptability and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a 11: There is a relationship between flexibility / adaptability and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

This can be stated in statistical terms as:

If the p-value > the value of α ; then do not reject H_0

If the p-value < the value of α ; then reject H_0 , accept H_a

95% level of significance ($\alpha = 0.05$)

Table 5.21 Summary of the hypothesis test for a relationship between flexibility / adaptability and perception of undergraduate students in universities in Bangkok toward working in travel agency.

Symmetric Measures

Flexible and Adaptability		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Interval by Interval	Pearson's R	.214	.060	3.423	.001(c)
Ordinal by Ordinal	Spearman Correlation	.232	.060	3.734	.000(c)
N of Valid Cases		247			

As presented in Table 5.21, the null hypothesis (H_{011}) was analyzed by using Spearman Correlation to test the significance of relationship between flexibility / adaptability and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Significance Level.

The Spearman Correlation illustrates the significant value of the relationship between flexibility / adaptability (0.000) and perception of undergraduate students in universities in Bangkok toward working in a travel agency, which was less than the value of α , 0.05; therefore the null hypothesis (H_0) was rejected. This signifies that there was a relationship between flexibility / adaptability and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{012} : There is no relationship between initiative and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a12} : There is a relationship between initiative and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

This can be stated in statistical terms as:

If the p-value > the value of α ; then do not reject H_0

If the p-value < the value of α ; then reject H_0 , accept H_a

95% level of significance ($\alpha = 0.05$)

Table 5.22 Summary of the hypothesis test for a relationship between initiative and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Symmetric Measures

Initiative		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Ordinal by Ordinal	Spearman Correlation	.147	.065	2.332	.021(c)
N of Valid Cases		247			

As presented in Table 5.22, the null hypothesis (H_0 12) was analyzed by using Spearman Correlation to test the significance of relationship between initiative and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Significance Level

The Spearman Correlation illustrates the significant value of the relationship between initiative (0.021) and perception of undergraduate students in universities in Bangkok toward working in a travel agency, which was less than the value of α , 0.05; therefore the null hypothesis (H_0) was rejected. This signifies that there was a relationship between initiative and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀13: There is no relationship between teamwork and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a13: There is a relationship between teamwork and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

This can be stated in statistical terms as:

If the p-value > the value of α ; then do not reject H₀

If the p-value < the value of α ; then reject H₀, accept H_a

95% level of significance ($\alpha = 0.05$)

Table 5.23 Summary of the hypothesis test for a relationship between teamwork and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Symmetric Measures				
Team work		Value	Asymp. Std. Error(a)	Approx. T(b)
Ordinal by Ordinal	Spearman Correlation	.093	.062	1.467
N of Valid Cases		247		Approx. Sig. .144(c)

As presented in Table 5.23, the null hypothesis (H₀13) was analyzed by using Spearman Correlation to test the significance of relationship between teamwork and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Significance Level

The Spearman Correlation illustrates the significant value of the relationship between teamwork (0.144) and perception of undergraduate students in universities in Bangkok toward working in a travel agency, which

was greater than the value of α , 0.05; therefore the null hypothesis (H_0) was accepted. This signifies that there was no relationship between teamwork and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀14: There is no relationship between willingness to learn and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a14: There is a relationship between willingness to learn and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

This can be stated in statistical terms as:

If the p-value > the value of α ; then do not reject H_0

If the p-value < the value of α ; then reject H_0 , accept H_a

95% level of significance ($\alpha = 0.05$)

Table 5.24 Summary of the hypothesis test for a relationship between willingness to learn and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Symmetric Measures

Willingness to learn		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Ordinal by Ordinal	Spearman Correlation	.004	.064	.055	.956(c)
N of Valid Cases		247			

As presented in Table 5.24, the null hypothesis (H_0 14) was analyzed by using Spearman Correlation to test the significance of relationship between willingness to learn and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Significance Level

The Spearman Correlation illustrates the significant value of the relationship between willingness to learn (0.956) and perception of undergraduate students in universities in Bangkok toward working in a travel agency, which was greater than the value of α , 0.05; therefore the null hypothesis (H_0) was accepted. This signifies that there was no relationship between willingness to learn and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀15: There is no relationship between enthusiasm and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a15: There is a relationship between enthusiasm and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

This can be stated in statistical terms as:

If the p-value > the value of α ; then do not reject H_0

If the p-value < the value of α ; then reject H_0 , accept H_a

95% level of significance ($\alpha = 0.05$)

Table 5.25 Summary of the hypothesis test for a relationship between enthusiasm and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Symmetric Measures

Enthusiasm		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Ordinal by Ordinal	Spearman Correlation	-.027	.071	-.364	.716(c)
N of Valid Cases		190			

As presented in Table 5.25, the null hypothesis (H_0 15) was analyzed by using Spearman Correlation to test the significance of relationship between enthusiasm and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Significance Level

The Spearman Correlation illustrates the significant value of the relationship between enthusiasm (0.716) and perception of undergraduate students in universities in Bangkok toward working in a travel agency, which was greater than the value of α , 0.05; therefore the null hypothesis (H_0) was accepted. This signifies that there was no relationship between enthusiasm and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_0 16: There is no relationship between wanting to achieve and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a 16: There is a relationship between wanting to achieve and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

This can be stated in statistical terms as:

If the p-value > the value of α ; then do not reject H_0

If the p-value < the value of α ; then reject H_0 , accept H_a

95% level of significance ($\alpha = 0.05$)

Table 5.26 Summary of the hypothesis test for a relationship between wanting to achieve and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Symmetric Measures					
Wanting to achieve		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Ordinal by Ordinal	Spearman Correlation	.166	.070	2.307	.022(c)
N of Valid Cases		190			

As presented in Table 5.26, the null hypothesis (H_{016}) was analyzed by using Spearman Correlation to test the significance of relationship between wanting to achieve and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Significance Level

The Spearman Correlation illustrates the significant value of the relationship between wanting to achieve (0.022) and perception of undergraduate students in universities in Bangkok toward working in a travel agency, which was less than the value of α , 0.05; therefore the null hypothesis (H_0) was rejected. This signifies that there was a relationship between wanting to achieve and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{017} : There is no relationship between performance at interview and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a17} : There is a relationship between performance at interview and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

This can be stated in statistical terms as:

If the p-value > the value of α ; then do not reject H_0

If the p-value < the value of α ; then reject H_0 , accept H_a

95% level of significance ($\alpha = 0.05$)

Table 5.27 Summary of the hypothesis test for a relationship between performance at interview and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Symmetric Measures					
Performance at interview		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Ordinal by Ordinal	Spearman Correlation	.150	.070	2.074	.039(c)
N of Valid Cases		190			

As presented in Table 5.27, the null hypothesis (H_0 17) was analyzed by using Spearman Correlation to test the significance of relationship between performance at interview and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Significance Level

The Spearman Correlation illustrates the significant value of the relationship between performance at interview (0.039) and perception of undergraduate students in universities in Bangkok toward working in a travel agency, which was less than the value of α , 0.05; therefore the null hypothesis (H_0) was rejected. This signifies that there was a relationship between performance at interview and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

Chapter VI

Summary of findings, Conclusion and Recommendations

This chapter is comprised of three sections. The first section is the summary of the findings of the research. The second section is the conclusions of the research. The final section is the recommendations for further research.

6.1 Summary of findings

The primary purpose of this study is, firstly, to find out the perception of undergraduate students in the public and private universities in Bangkok area about the employment acquisition factors. Secondly, to find out the relationship between demographic factor and perception about working in a travel agency. Finally, to find out the relationship between employment acquisition factors and perception about working in a travel agency.

This study used structured questionnaires as the research instruments for collecting the primary data. The size of the target sample was 300 respondents who study in tourism field in the Bangkok area.

6.1.1 The Demographic Profiles of Respondents

Gender

The findings indicated that females represent the majority of bachelor students who are studying in Tourism programs.

Age

The findings indicated that the bachelor students whose age ranged between 21-25 years old represent the largest group of bachelor students who are studying in Tourism programs.

Education level

The findings signified that most of the respondents are the bachelor students who are sophomore.

The University of Respondents

The findings signified that the respondents are the students who are studying at Kasetsart University, Mahidol University International College, Kasembundit University, and Sripatum University.

6.1.2 The perception of respondents about working in a travel agency

Working in a travel agency is a good career opportunity

The findings signified that most of respondents agreed that working in a travel agency is a good career opportunity.

Working in a travel agency enables one to get good income

The findings signified that most of respondents agreed that working in a travel agency enables one to get good income.

Working in a travel agency has flexible working hours

The findings signified that most of respondents strongly agreed that working in a travel agency has flexible working hours.

6.1.3 The perception in characteristics of employee who works for travel agency

The level of education qualification

The findings signified that level of education qualification that the majority of respondents perceived is important for getting a job in a travel agency is a bachelor degree.

The ability in foreign language of travel agency's employees

The findings signified that English language is the most important language for employees who would like to work for a travel agency, followed by Chinese language, Japanese language, French language, German language, Spanish language, and Latin language respectively.

The personal skills

The findings signified that speaking skills and interpersonal skills are the most important abilities for employees who would like to work for a travel agency. Problem-solving skills, information skills, customer relation skills, and education qualification are second most important abilities for employees who would like to work in a travel agency.

6.1.4 Summary of Hypotheses tests

In this research, the SPSS statistical package was applied to test the hypotheses concerning the perception of undergraduate students in the universities in Bangkok area about the employment acquisition factors. T-test was used to test the difference between demographic factor and perception about working in travel agency. Spearman's rho Correlation was used to test the relationship between employment acquisition factors and perception about working in travel agency.

Seventeen hypotheses were set up to find out the perception of undergraduate students in the universities in Bangkok area about the employment acquisition factors in travel agency.

Table 6.1 Summary of the Results of Hypotheses Testing by T-test and Spearman's rho Correlation

Hypotheses	Results	Asymp.sig
H₀1: Perception about working in travel agency		
-Working in travel agency is a good career opportunity	Accepted H ₀ 1	0.314
-Working in travel agency enables one to get good income	Reject H ₀ 1	0.041
-Working in travel agency has flexible working hours	Accepted H ₀ 1	0.156
H₀2: Education qualification	Accepted H ₀ 2	0.556
H₀3: Writing skills	Accepted H ₀ 3	0.502
H₀4: Speaking skills	Accepted H ₀ 4	0.507
H₀5: Foreign languages	Accepted H ₀ 5	0.068
H₀6: Information skills	Accepted H ₀ 6	0.819
H₀7: Interpersonal skills	Accepted H ₀ 7	0.733
H₀8: Selling skills	Accepted H ₀ 8	0.073
H₀9: Problem-solving skills	Accepted H ₀ 9	0.487
H₀10: Customer relations skills	Accepted H ₀ 10	0.087
H₀11: flexibility / adaptability	Rejected H ₀ 11	0.000
H₀12: Initiative	Rejected H ₀ 12	0.021
H₀13: Teamwork	Accepted H ₀ 13	0.144
H₀14: Willingness to learn	Accepted H ₀ 14	0.956
H₀15: Enthusiasm	Accepted H ₀ 15	0.716
H₀16: Wanting to achieve	Rejected H ₀ 16	0.022
H₀17: Performance at interview	Rejected H ₀ 17	0.039

6.2 Conclusion

In accordance with the objective to find out the perception of undergraduate students in the universities in the Bangkok area about the employment acquisition factors in a travel agency, the T-test and Spearman's rho Correlation were used to test the entire hypotheses. The results were as follows:

H₀₁: There is no difference in perception about working in a travel agency between genders (male/female) of undergraduate students in universities in Bangkok.

H_{a1}: There is a difference in perception about working in a travel agency between genders (male/female) of undergraduate students in universities in Bangkok.

According to the results of hypothesis test, there were no differences in perception about working in a travel agency between genders (male/female) of undergraduate students in universities in Bangkok regarding working in a travel agency is a good career opportunity and working in a travel agency has flexible working hours. While there was a difference in perception about working in a travel agency between genders (male/female) of undergraduate students in universities in Bangkok regarding working in a travel agency enables one to get good income (female respondents perceived that working in a travel agency will get good income greater than male).

H₀₂: There is no relationship between education qualifications and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a2}: There is a relationship between education qualifications and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

According to the results of hypothesis test, there was no relationship in between education qualifications and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀₃: There is no relationship between writing skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a3}: There is a relationship between writing skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

According to the results of hypothesis test, there was no relationship in between writing skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀₄: There is no relationship between speaking skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a4}: There is a relationship between speaking skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

According to the results of hypothesis test, there was no relationship in between speaking skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀₅: There is no relationship between foreign languages and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a5}: There is a relationship between foreign languages and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

According to the results of hypothesis test, there was no relationship in between foreign languages and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀₆: There is no relationship between information skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a6}: There is a relationship between information skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

According to the results of hypothesis test, there was no relationship in between information skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀₇: There is no relationship between interpersonal skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a7}: There is a relationship between interpersonal skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

According to the results of hypothesis test, there was no relationship in between interpersonal skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀₈: There is no relationship between selling skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a8}: There is a relationship between selling skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

According to the results of hypothesis test, there was no relationship in between selling skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀₉: There is no relationship between problem-solving skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a9}: There is a relationship between problem-solving skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

According to the results of hypothesis test, there was no relationship in between problem-solving skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀₁₀: There is no relationship between customer relation skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a10}: There is a relationship between customer relation skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

According to the results of hypothesis test, there was no relationship in between customer relation skills and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀₁₁: There is no relationship between flexibility / adaptability and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_{a11}: There is a relationship between flexibility / adaptability and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

According to the results of hypothesis test, there was a relationship in between flexibility / adaptability and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀12: There is no relationship between initiative and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a12: There is a relationship between initiative and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

According to the results of hypothesis test, there was a relationship in between initiative and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀13: There is no relationship between teamwork and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a13: There is a relationship between teamwork and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

According to the results of hypothesis test, there was no relationship in between teamwork and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀14: There is no relationship between willingness to learn and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a14: There is a relationship between willingness to learn and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

According to the results of hypothesis test, there was no relationship in between willingness to learn and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀15: There is no relationship between enthusiasm and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a15: There is a relationship between enthusiasm and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

According to the results of hypothesis test, there was no relationship in between enthusiasm and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀16: There is no relationship between wanting to achieve and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a16: There is a relationship between wanting to achieve and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

According to the results of hypothesis test, there was a relationship in between wanting to achieve and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H₀17: There is no relationship between performance at interview and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

H_a17: There is a relationship between performance at interview and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

According to the results of hypothesis test, there was a relationship in between performance at interview and perception of undergraduate students in universities in Bangkok toward working in a travel agency.

In conclusion, there were four employment acquisition factors that had relationship with perception of undergraduate students in universities in Bangkok toward working in a travel agency. The four employment acquisition factors were flexibility / adaptability, initiative, wanting to achieve, and performance at interview.

6.3 Recommendations

As studied in this research, the recommendations are as follows:

Firstly, the people who would like to work for a travel agency should have not only characteristic of flexibility / adaptability, initiative, wanting to achieve, and good performance at interview but they should also have occupational skills. Occupational skills are the basic skills, which enable people working in travel agencies to do their job competently such as skills in the areas of typing, letter writing, speaking skills, interpersonal skills, and

information skills. These are advantages for the person entering the travel agency.

Secondly, the people who would like to work for travel agencies should have customer relation skills and strong problem-solving skills. Customer relation skills includes keeping contact with clients, handling of complaints, and convincing clients that their complaint is being acknowledged and properly dealt with, and making clients feel confident on services provided.

Thirdly, the people who would like to work for travel agencies should have foreign language skills. The English language, as a common language, is important for communication between travel agent and clients. The knowledge of a third language, such as Chinese, Japanese, French, and German languages is an advantage.

Finally, the people who would like to work for travel agencies should attend training programs to develop sales abilities, increase an understanding of the world's geography, and have some experience before entering the job market. Therefore, training courses or internship courses should be included in the curriculum provided for tourism students.

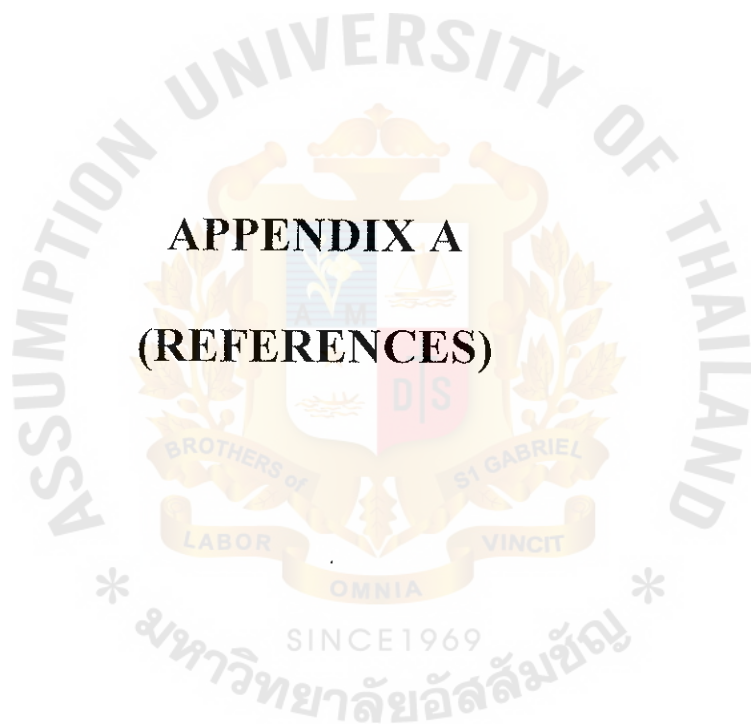
In conclusion, people working in travel agencies need to demonstrate special skills such as occupational skills, writing skills, speaking skills, foreign language skills, information skills, interpersonal skills, education qualification, as well as team work, customer relation skills, problem-solving skills. In addition, people who would like to work for travel agencies should attend training programs or internship courses before entering the job market.

6.4 Suggestions for future research

There are both public and private universities in Thailand that provide the tourism industry program. The results of this research are suitable for use by the owners of travel agencies to develop the abilities and skills of their staff. Besides, this research is also useful for the universities as a reference paper to develop the education in the field of tourism industry to improve the abilities and skills of their students. The research recommends further studies as follows:

The next research project should be conducted on a large-scale survey by using the questionnaire method in order to get viewpoints of the students who study in tourism industry programs. Further research could study the perception of employers about standard qualifications required for working in the tourism industry in order to provide the information to students in tourism programs. The study could also conduct studies for other careers in the tourism industry so that students in tourism programs will have more information about career opportunities in the tourism industry.

APPENDIX A
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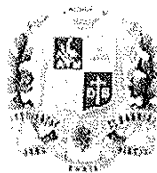
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APPENDIX B
(QUESTIONNAIRES)
(ENGLISH AND THAI VERSIONS)





Assumption University
Bangkok, Thailand

This questionnaire is part of the research for a thesis on “Perception of Undergraduate Students in the Tourism Field toward Working in a Travel Agency” as part of a Master of Arts in Tourism Management, Assumption University.

Please complete all questions by giving your actual information. The result of the study is useful for the tourism industry, for career counselors, and for undergraduate students in tourism field.

Screening Questions

1. Are you studying in Tourism program?
- ☐ Yes
 - ☐ No (Please discontinue. Thanks for your kind cooperation)
2. After graduating, you wish to...
- ☐ Start your own business (Skip to part 3)
 - ☐ Get a job in Tourism industry

Part 1: Travel Agency Employment Responses

3. Please rate your perception about working in a Travel Agency
- 5 = Strong Agree 4 = Agree 3 = Neutral
2 = Disagree 1 = Strong Disagree

Perception about Working in a Travel Agency	5	4	3	2	1
Working in a Travel Agency is a good career opportunity					
Working in a Travel Agency enables one to get good income					
Working in a Travel Agency has flexible working hours					

Part 2: Employment Acquisition Factors

4. What is the level of academic qualification that you think is important for getting a job in a Travel Agency?

- ☐ Bachelor degree ☐ Master degree ☐ Ph. D.

5. Please rate only 1-5 of the following foreign languages that you think are important for the people who work for travel agencies?

- 5 = First Most Important 4 = Second Most Important
3 = Third most Important 2 = Forth Most Important 1 = Fifth Most Important

- ____ 1. Chinese
- ____ 2. English
- ____ 3. Japanese
- ____ 4. Spanish
- ____ 5. French
- ____ 6. German
- ____ 7. Latin



6. Please rate the following personal skills on how important you think each one is in getting a job in a Travel Agency?

5 = Most Important 4 = Important 3 = Normal
2 = Unimportant 1 = Most Unimportant

Personal skills	5	4	3	2	1
-Writing skills					
-Speaking skills					
-Information skills					
-Interpersonal skills					
-Selling skills					
-Problem-solving skills					
-Customer relation skills					
-Flexibility/ Adaptability					
-Initiative					
-Team work					
-Willingness to learn					
-Enthusiasm					
-Wanting to achieve *				*	
-Performance at interview					

Part 3: Demographic Profile

In this space below, please provide the correct information that has been requested by checking all that apply to you.

7. Gender:

- ☐ Male ☐ Female

8. Age:

- ☐ Below 20 years old ☐ 21 – 25 years old ☐ 26 – 30 years old
☐ 31 – 35 years old ☐ More than 35 years old

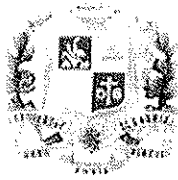
9. Education level:

- ☐ Freshmen ☐ Sophomore
☐ Junior ☐ Senior

10. Name of the university, where you are taking education

.....
.....

◆◆◆◆◆ Thank you very much for your time and attention ◆◆◆◆◆



แบบสอบถาม

การรับรู้ของนิสิต-นักศึกษา สาขาวิชาการท่องเที่ยว

ที่มีต่อการทำงานในบริษัทตัวแทนการท่องเที่ยว

(Perception of Undergraduate Students in the Tourism Field
toward Working in a Travel Agency)

คำชี้แจง

แบบสอบถามฉบับนี้เป็นส่วนหนึ่งของการวิจัยในวิทยานิพนธ์เรื่อง “การรับรู้ของนิสิต-นักศึกษา สาขาวิชาการท่องเที่ยว ที่มีต่อการทำงานในบริษัทตัวแทนการท่องเที่ยว (Perception of Undergraduate Students in the Tourism Field toward Working in a Travel Agency)” ทั้งนี้ เพื่อความสมบูรณ์ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาการจัดการการท่องเที่ยว มหาวิทยาลัยอีสต์สัมชัญ

ผู้วิจัยใคร่ขอความกรุณาจากท่าน ได้โปรดให้ข้อมูลตอบแบบสอบถามนี้ ตามสถานภาพความเป็นจริงของท่าน เพื่อให้ผลของการวิจัยนี้ ได้ข้อมูลที่แท้จริง ซึ่งจะเป็นประโยชน์อย่างยิ่งต่องานอุตสาหกรรมการท่องเที่ยว ต่อผู้ให้คำปรึกษาแนะแนวทางอาชีพ และต่อนักศึกษาระดับปริญญาตรีสาขาวิชาที่เกี่ยวข้องเนื่องกับการท่องเที่ยว

ขอขอบคุณในความร่วมมือของท่าน

ข้อมูลเบื้องต้น

1. ท่านกำลังศึกษาในสาขาวิชา/โปรแกรมวิชา ที่เกี่ยวกับการจัดการการท่องเที่ยว
☐ ใช่
☐ ไม่ใช่ (หยุดการตอบแบบสอบถาม ขอขอบคุณในความร่วมมือ)
2. เมื่อสำเร็จการศึกษา ท่านมีความประสงค์จะ
☐ ประกอบธุรกิจส่วนตัว (ข้ามไปส่วนที่ 3)
☐ ทำงานที่เกี่ยวข้องกับอุตสาหกรรมการท่องเที่ยว

ส่วนที่หนึ่ง

การตอบสนองต่อการเรียกจ้าง

คำชี้แจง

แบบสอบถามในส่วนนี้ ต้องการทราบข้อมูลเกี่ยวกับความรู้สึกตอบสนองต่อการประกาศเรียกจ้างงานของบริษัทตัวแทนการท่องเที่ยว (Travel agency)

3. โปรดจัดอันดับความคิดเห็นของคุณที่มีต่อการทำงานในบริษัทตัวแทนการท่องเที่ยว

ประเด็นการตอบสนอง เป็นแบบประเมินค่า 5 ระดับ คือ

ระดับ 5 หมายถึง มีความเห็นด้วย มากที่สุด

ระดับ 4 หมายถึง มีความเห็นด้วย มาก

ระดับ 3 หมายถึง มีความเห็นด้วย ปานกลาง

ระดับ 2 หมายถึง มีความเห็นด้วย น้อย

ระดับ 1 หมายถึง มีความเห็นด้วย น้อยที่สุด

ประเด็น

	ระดับความเห็นด้วย				
	5	4	3	2	1
3.1. การทำงานในบริษัทตัวแทนการท่องเที่ยวเป็นโอกาสการทำงานที่ดี					
3.2. การทำงานในบริษัทตัวแทนการท่องเที่ยวจะได้รายได้ที่ดี					
3.3 การทำงานในบริษัทตัวแทนการท่องเที่ยวเป็นการทำงานที่ไม่เป็นเวลาแน่นอน					

ส่วนที่สอง

คุณสมบัติอันพึงประสงค์ในการพิจารณาจ้างงาน

คำชี้แจง

แบบสอบถามในส่วนนี้ ต้องการทราบความคิดเห็นของท่านเกี่ยวกับน้ำหนักความสำคัญของคุณสมบัติ ในการพิจารณารับสมัครเข้าทำงานในบริษัทตัวแทนการท่องเที่ยว

4. คุณคิดว่าระดับการศึกษาระดับใด ที่มีความสำคัญต่อการทำงานในบริษัทตัวแทนการท่องเที่ยว

- ☐ ระดับปริญญาตรี
- ☐ ระดับปริญญาโท
- ☐ ระดับปริญญาเอก

5. โปรดเรียงลำดับ 5-1 จากภาษาที่คุณคิดว่ามีความสำคัญ สำหรับผู้ที่ทำงานในบริษัทตัวแทนการท่องเที่ยว (เลือกเพียง 5 อันดับเท่านั้น)

- ระดับ 5 หมายถึง มีความสำคัญ มากที่สุด
- ระดับ 4 หมายถึง มีความสำคัญ มากเป็นลำดับที่สอง
- ระดับ 3 หมายถึง มีความสำคัญ มากเป็นลำดับที่สาม
- ระดับ 2 หมายถึง มีความสำคัญ มากเป็นลำดับที่สี่
- ระดับ 1 หมายถึง มีความสำคัญ มากเป็นลำดับที่ห้า (น้อยที่สุด)

- _____ ภาษาจีน
- _____ ภาษาอังกฤษ
- _____ ภาษาญี่ปุ่น
- _____ ภาษาสเปน
- _____ ภาษาฝรั่งเศส
- _____ ภาษาเยอรมัน
- _____ ภาษาละติน

6. โปรดทำเครื่องหมาย X ลงในช่องระดับความสำคัญแต่ละประเด็น ตามความคิดเห็นของท่าน
- น้ำหนักความสำคัญของประเด็น จำแนกเป็น 5 ระดับ คือ
- ระดับ 5 หมายถึง มีความสำคัญ มากที่สุด
 - ระดับ 4 หมายถึง มีความสำคัญ มาก
 - ระดับ 3 หมายถึง มีความสำคัญ ปานกลาง
 - ระดับ 2 หมายถึง มีความสำคัญ น้อย
 - ระดับ 1 หมายถึง มีความสำคัญ น้อยที่สุด

คุณสมบัติอันพึงประสงค์		ระดับความสำคัญ				
		5	4	3	2	1
1.	ทักษะทางการเขียน					
2.	ทักษะทางการพูด					
3.	ทักษะในการสื่อความหมายอธิบายข้อมูล					
4.	ทักษะในการสื่อสารระหว่างบุคคล					
5.	ทักษะในการเสนอขาย					
6.	ทักษะในการแก้ปัญหา					
7.	ทักษะในด้านลูกค้าสัมพันธ์					
8.	ความสามารถในการประนีประนอมและปรับตัว					
9.	ความคิดริเริ่มสร้างสรรค์					
10.	ความสามารถในการทำงานเป็นกลุ่ม					
11.	ความกระตือรือร้นที่จะเรียนรู้					
12.	ความมุ่งมั่นตั้งใจต่องานที่รับผิดชอบ					
13.	ความปรารถนาที่จะมุ่งสู่ผลสัมฤทธิ์					
14.	บุคลิกภาพและวุฒิภาวะทางอารมณ์					

ส่วนที่สาม

ข้อมูลส่วนบุคคลของผู้ตอบแบบสอบถาม

โปรดทำเครื่องหมาย X ลงหน้าข้อความที่ตรงกับสถานภาพของท่าน

7. เพศ

☐

ชาย

☐

หญิง

8. อายุ

☐

ต่ำกว่า 20 ปี

☐

21-25 ปี

☐

26-30 ปี

☐

31-35 ปี

☐

มากกว่า 35 ปี

9. ระดับชั้นปีการศึกษา

☐

ชั้นปีที่หนึ่ง

☐

ชั้นปีที่สอง

☐

ชั้นปีที่สาม

☐

ชั้นปีที่สี่

☐

ระดับบัณฑิตศึกษา

10. สถาบันที่ท่านกำลังศึกษาอยู่

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