



Understanding the Motivation of International Volunteer Tourists in Thailand

Ms. Xiyue Yang

A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Business Administration in Tourism Management
Graduate School of Business

Assumption University

Academic Year 2010

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 Tourists in Thailand
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ABSTRACT

Volunteer tourism (voluntourism) has become one of the major growth areas in contemporary tourism which could combine the nonprofit sector and the tourism sector together. More and more organizations encourage people to get involved in voluntary activities, and voluntourism is considered to be one altruistic contribution to the tourism industry.

The current study attempted to investigate the motivation of international tourists concerning Thailand as a volunteer tourism destination. The study's four main independent variables that could affect the motivation of international foreign tourists in Thailand are: duration of the volunteer project, activities of the volunteer project, skills required by the volunteer project, and age of the participants. The study was conducted in the north, south, and central part of Thailand. Respondents were obtained using the convenience sampling method. Survey questionnaires were distributed to 329 foreign volunteer tourists. Appropriate statistical methods and tools such as descriptive analysis, factor analysis, and analysis of variance (ANOVA) were employed to achieve the objectives of this study. Factor analysis led to the categorization of the motivation of international volunteer tourists into seven factors, namely: self-esteem, socialization, self-accomplishment, curiosity, community welfare, leisure, and escape. It was found that there are significant differences among the seven motivation factors and the four independent variables. This study also identified three most popular volunteering activities in Thailand: (1) environment and wildlife conservation, (2) working with children (caring and nursing), and (3) education and training activities.

Additionally, based on the findings and conclusions of this study, some recommendations were offered. There is a need to provide a variety of types of volunteer projects to satisfy every volunteer tourist. Offer a range of volunteering options and packages that target the seven types of volunteer motivation factors. Designing specific volunteer projects with these differences in mind would ensure client satisfaction. Finally, the breakdown of the volunteer project cost should be transparent.

Key Words: volunteer tourism, motivation, volunteer tourist, Thailand, volunteer activities, local community.



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The watermark is a large, semi-transparent circular logo of Assumption University of Thailand. It features a central shield with a cross, a star, and a book. The shield is flanked by two figures. Above the shield is a crown. The text 'ASSUMPTION UNIVERSITY OF THAILAND' is written in a circle around the shield. Below the shield is a banner with the text 'BROTHERS OF LABOR' and 'S1 GABRIEL'. At the bottom of the shield is the text 'OMNIA VINCIT'. Below the shield is the text 'SINCE 1969' and the Thai text 'มหาวิทยาลัยอัสสัมชัญ'.

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CHAPTER I

Generalities of the Study

1.1 Introduction

1.1.1 Global overview on volunteering

The United Nations proclaimed 2001 as the International Year of Volunteers to create public awareness and support for volunteerism around the world (Khoo & Englhorn, 2007). At the closing of the International Year of Volunteers, the United Nations General Assembly adopted a resolution to encourage people to get involved in voluntary activities (United Nations, 2001). The social status of volunteers has improved in recent years in many countries, as volunteering was considered to be an altruistic contribution in many industries. Increasingly, many industries have paid attention to areas such as physical culture, education, healthcare, environment conservation, and transportation; the tourism industry is no exception. There are many tourists who seek things other than just sun and fun. These tourists want to meet people from other cultures, learn about new traditions, and even confront themselves with new perspectives on life and society (Sven, 2001). Many tourists not only want to enjoy the attractions but they want to know the real culture and environment of locals; they feel satisfied when they can contribute some knowledge or skills, voluntarily, to help the development of their chosen destinations. The motive for tourists to engage in voluntary tourism stems from a new breed of discerning tourists who have become jaded with standardized package holidays and are searching for more alternative types of travel offering a range of experiences (Callanan & Thomas, 2005). Volunteer tourism provides an opportunity for an individual to engage in an altruistic attempt to explore the 'self' (Wearing, 2001).

After the 1970s, due to the shrinkage of financial support, many governmental and non-governmental organizations started to look for volunteers who could contribute both financially and physically to field research or reconstruction work (Ellis, 2003 as cited in Li-Ju, 2010). By the late 1980s, many new types of volunteer organizations have developed worldwide. These companies provided varied projects for diverse activities, ranging from a few days to six months or more. They also place volunteers without any previous employment experience. Recent trends in the volunteer sector are bringing it closer to the travel and tourism market, with a rise in the development of volunteer placement and travel packages (Language Magazine, 2003).

Based on the studies of the Association for Tourism and Leisure Education (2008) the volunteer tourism market has grown rapidly, with a current yearly total of 1.6 million volunteer tourists contributing a value between USD 1.7-2.6 billion (Lj-Ju, 2010). Voluntourism, with the small “t”, was first used in the tourism industry by the folks at the Nevada Board of Tourism back in 1998 to recognize individuals in the state of Nevada that “volunteered” to support “tourism.” Thus, the Governor of Nevada created the “Voluntourism” award to recognize the fine efforts of great residents who wanted to spend their hours of service, making Nevada a place to visit and enjoy (<http://www.voluntourism.org/resources.html>).

Volunteer tourism has become one of the major growth areas in contemporary tourism which could combine the nonprofit sector and the tourism sector together. The term ‘volunteer tourism’, following Wearing’s (2001, p. 1) view as encompassing “those tourists who, for various reasons, volunteer in an organized way to undertake holidays that might involve aiding or alleviating the material poverty of some groups in society, the restoration of

certain environments or research into aspects of society and environment,” can be an example of new tourism development in the world.

In terms of volunteering work, volunteer tourism can involve travel to varied locations in Africa, Asia, Central and South America with diverse activities such as community welfare, education, business developments, building projects, environmental conservation, cultural developments, and medical care. A great number of projects are offered across the globe. The term ‘volunteer projects’ was entered in the on-line search engine ‘Google’ and, consequently, access was gained to a database of volunteer projects through the organization ‘Go Abroad.com’, ‘Global Volunteer Projects.com’, ‘Global volunteer networks.com’, ‘Openmind Project.com’, ‘Voluntourism.org’ and ‘The Volunteer Projects.com’. These websites offer information about 162 countries with more than a thousand projects and it was possible to enter each country, in turn, and view a range of projects operated by different organizations within the selected country.

1.1.2 Volunteer tourism in Thailand

In Thailand, as in many other countries, volunteering has become big business and there are many organizations that happen to do good work and are making a profit. In the past decade, some organizations began to provide projects for volunteers to work and travel in Thailand. The current researcher searched the Internet, newspapers, magazines, and other publications and found that the most popular projects of volunteer tourism in Thailand are in wildlife protection, child care, English education, and construction building projects. The locations extend across the north to the south part of Thailand, including the main tourism destinations such as Chiang Mai, Lampang, Chiang Rai, Bangkok, Khorat, and Phuket.

For the purposes of this study, this researcher separated Thailand into three parts of voluntourism involved in this study: northern part of Thailand, central part of Thailand, and southern part of Thailand. Each of these areas not only has traditional tourism destinations in Thailand but also have proper resources for voluntourism, as depicted in Figure 1.1.



Figure 1.1. The north, south, and central parts of Thailand. Source: The political map of Thailand. Retrieved from www.mapsoftheworld.com

Chiang Mai is the most representative city in the northern part of Thailand, this being the most popular province that attracts international tourists to participate in volunteer tourism. This researcher searched on the GoAbroad.com and found that there are 44 organizations offering a total of 124 volunteer programs in Chiang Mai. There are three main reasons that

contribute towards Chiang Mai's popularity: First, Chiang Mai has rich tourism resources both in culture and nature which are important for its geographic location in Thailand. The city is built on the roots of traditional heritage that dig deep into the soil of time. There are more than 15 historical and culturally-famous temples worth visiting. Apart from its traditional heritage, its handicraft industry is famous in Southeast Asia as well; additionally, Chiang Mai is the home of pandas in Thailand. Second, Chiang Mai has a tropical climate but is cooler and less humid than elsewhere in Thailand. It has more green jungles, more waterfalls, and more biodiversity than anywhere else in the country. Third, it is the biggest city in the north of Thailand and, therefore, plays a vital role in Thailand's diplomacy with China, Laos, and Myanmar.

Bangkok is the capital city of Thailand and located in the center of the country. There are many opportunities offered to volunteers in Bangkok or in the cities around Bangkok. Bangkok has always been the first destination for international tourists because of its reputation, ease of transportation, and its many famous attractions. The volunteer activities in Bangkok mainly focus on community and culture exchange projects such as English teaching programs. Additionally, the capital city always attracts short-term volunteer participants. Based on GoAbroad.com, there are 35 organizations offering a total of 85 volunteer programs in Bangkok.

Most tourism organizations recommend Phuket to be the voluntourism destination in the south of Thailand. According to GoAbroad.com, there are 13 organizations that provide around 40 volunteer projects in Phuket. Phuket is one of the most famous tourism destinations in Thailand mainly because of its rich tourism resources, beautiful landscapes, and spectacular sea views. The main volunteer activity in Phuket has been in environment

and marine life protection. Nevertheless, a great number of volunteer tourists visit Phuket with the main purpose to enjoy the sea view and adventure trips. This explains the relatively low number of organizations in Phuket offering volunteer projects, compared to other cities.

On the whole, volunteer tourism projects in Thailand include individual and group participation in the following activities:

- Education and training
- Working with children (orphanage caring and nursing programs)
- Building and construction projects
- Environmental and wildlife conservation projects
- Research/academic purpose
- Cultural preservation and restoration
- Other projects (e.g., HIV/AIDS prevention; helping the handicapped)

1.1.3 Introduction of volunteering projects

The current study attempted to explore ‘volunteer tourism’ in Thailand. This research was based on the main projects provided by tour organizations which the researcher searched on the Internet, in magazines, and newspapers. In addition, this researcher also obtained valuable knowledge through face-to-face interviews, E-mail, and telephone surveys with some voluntourism organizations such as The Track of Tiger tour operator in Chiang Mai, the Openmind Project Company in Bangkok, and the Dragonfly Community Foundation in

Khorat. The following section presents some information about certain tourism projects currently in operation in Thailand.

1.1.3.1 Pang Soong nature volunteer outdoor education project in Chiang Mai

The Track of the Tiger T.R.D organization had signed a 10-year agreement with the villagers of Ban Mae Lai to develop community-based tourism activities in the village. The Pang Soong Volunteer Outdoor Education is run through a stunning 30 sq. km. prime evergreen forest which the Khon Muang villagers of Ban Mae Lai manage, and where they have farmed Chaa Mieng (fermented tea) for over 200 years. This traditional crop, however, is not favored by the new generation, which puts the Ban Mae Lai community, including its customs and culture, under serious threat as younger generations leave to find jobs in the city. According to the 2008 documents of the Track of the Tiger organization, a number of things will be lost in the future; i.e., not only the culture and customs of the original La Na (Northern) Thai people but also the protection that has been given to their remarkable forest and watershed over the last two centuries.

In order to save the community and the traditional culture of Ban Mae Lai village, the Track of the Tiger T.R.D Company established the “Pang Soong Lodge Outdoor Education and Research Centre” which is part of an initiative using an alternative model for community-based ecotourism development through the establishment of a non-profit arm that is used as a vehicle to provide volunteer funding and hands-on support for the communities and schools they work with, through tourism activities. These activities include: communicating with residents; teaching English at nearby rural schools; observing rich biodiversity in the forest; hiking in the jungle and enjoying the waterfalls; and the Flight of the Gibbon program.

Figure 1.2 below depicts the location of the Pang Soong Lodge Outdoor Education and Research Centre in Chiang Mai.

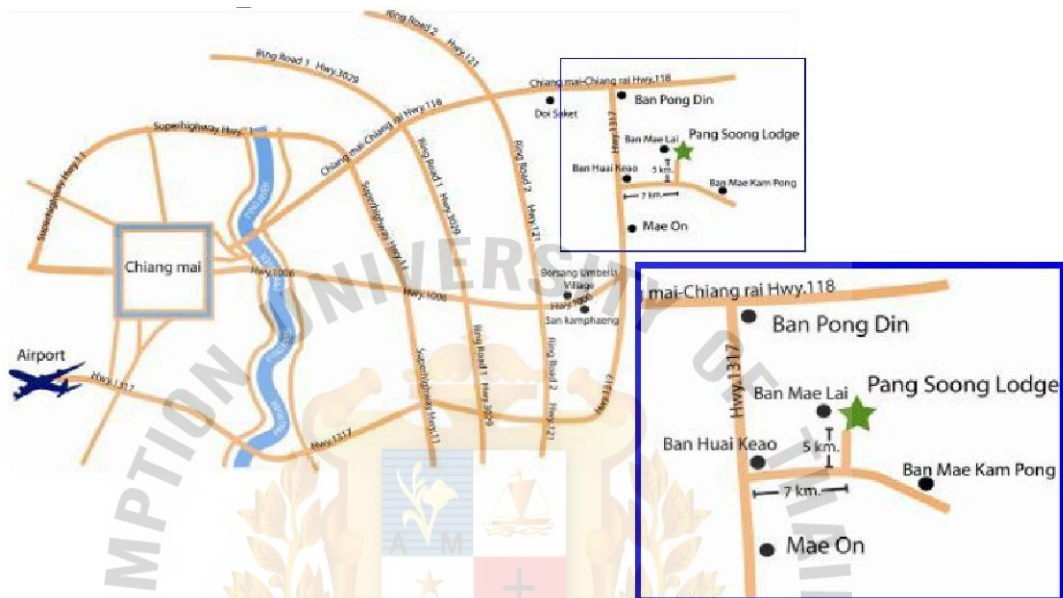


Figure 1.2. Location of the Pang Soong Lodge outdoor education and research centre. Source: Volunteering in Chiang Mai, Thailand, 1 & 2 weeks basic & eco-English teaching programme of Track of the Tiger T.R.D.

1.1.3.2 Children care and health care volunteering in Southern Thailand.

The Openmind Project Company was established in 2001. The organization pioneered computer training projects in poor Thai villages and gave poor children and teenagers a chance to learn to use computers and to learn other subjects with the help of computers. The Openmind Project Company has become one of the most famous volunteer tourism organizations in Thailand that provides seven volunteer projects at many places in Thailand, to this day. Children care and health care volunteer work in south Thailand is the

main project they provide. Today, there are more than 800 schools and homes for tsunami victims and other orphans in Khao Phanom, Krabi, Bangsak, and PangNga, in which volunteers are involved.

Most of the children in these areas speak limited English and have limited computer knowledge. Volunteers teach the children. They also teach teachers and other adults English and computer skills. Volunteers can arrange activities after school or on weekends. They stay at the school or with a host family, but can also choose to stay independently at a guesthouse by the beach. The volunteers' tasks are mainly to teach English and computer skills.

Health care projects are ideal for volunteers with health, medical, or similar background and interest. There are several public hospitals in Krabi and Phi Phi island, such as Chong Plee Health Care Center in Krabi. The volunteers' task is to teach English to staff and help them to take care of patients, depending on their skills and as agreed upon with the hospital. Many volunteers stay in the Openmind House that provides convenient transport for shopping and traveling downtown. There are a few hospitals on the island such as the Phi Phi Hospital, a field hospital with very basic services. It deals with patients that have had minor accidents, diarrhea, and weather-related problems. About 70% of the patients are foreigners. Any emergencies are sent to the Bangkok Phuket Hospital in Phuket by speedboat.

1.1.3.3 Building and construction projects of Dragonfly Community Foundation

The Dragonfly Community Foundation is committed to promoting the use of sustainable and low-energy building methods and materials in Thailand. The buildings are old and dilapidated but with some hard work and assistance could become a useful place for the community and children's classroom. Volunteers help renovate and improve rural schools in

the area. Their work could involve simply painting classrooms to improve the educational environment, or helping construct new facilities at schools. In addition, volunteers learn to build on the job, and take away knowledge on how to construct a building within only a few days. Reportedly, children as young as 4 years old have worked with the volunteers and have made real positive contributions to the building process. Local builders quickly adapt their expert knowledge to easy technologies that are flexible and inherently creative

([http://www.thai-dragonfly.com/index.php?option=com_content&view=article &id =7&Itemid=10](http://www.thai-dragonfly.com/index.php?option=com_content&view=article&id=7&Itemid=10)).

The building and construction project is available in the cool season from November to February in Thailand but unavailable in the rainy season from June to October because it is inconvenient having building activity with heavy raining. Building and construction placements are concentrated in the relatively poor northeastern region of Thailand. This project offers private room or homestay with a Thai host family near the working site. Participants in this program must be 18 years of age or older and must have finished secondary studies.

1.1.3.4 The Thai elephant conservation project in Lampang

In the early 1990's, several committed elephant enthusiasts came up with an idea to house and train rescued elephants on a government-owned forest plantation in Lampang province. The result was the creation of the Thai Elephant Conservation Center (TECC), a government enterprise and the first of its kind in Thailand. With additional resources, TECC would have greater ability to give the elephants a better life. According to TECC documents, increased exposure to the exciting research projects already taking place at the camp is likely to promote the benefit of elephants beyond tourism. In its approach to responsible tourism through volunteering, the Track of the Tiger organization has partnered with TECC to offer

visitors a unique and mutually beneficial interaction with elephants. Thus, for those who truly love elephants, it is the biggest challenge to learn and to devise new methods to help elephants within the tourism sector.

TECC provides one to three days ‘mahout’ training course for the visitors, and three days for VIPs. This mahout training course is specially designed for the tourists who would like to enjoy riding and bring the elephant to eat in the forest with the experienced mahouts. The main activities include: learning elephant knowledge and elephant command language; riding elephants into the forest; enjoying elephant bathing and elephant show; and visiting sick and injured elephants at the elephant hospital.

1.1.3.5 Research and academic volunteering and cultural preservation project

There are many organizations that provide various research and academic activities on volunteering projects in Thailand, such as exploring global warming and climate change in Thailand, education research and exchange, and marine biology conservation. The coral reefs and mangrove protection project provided by “Project Abroad.com” was one of them. This project not only provided conservation activity but also offered observing and investigating coral reefs and mangrove to the tourists. The volunteer researchers can get more knowledge of coral reefs and mangrove which help their academic studies from this project in Thailand.

Projects Abroad is working closely with the Phuket Marine Biological Center and the Krabi Fisheries Department on a variety of conservation work. Mangroves and coral reefs are part of the same eco-system. Many of the creatures essential to the coral reef start their life-cycles in mangrove swamps. Projects Abroad works in two ways: doing important scientific work on the coral reefs and planting new mangroves and minimizing human impact on both

environments (<http://www.projects-abroad.org/projects/conservation-and-environment/thailand-diving-and-marine-project/>).

The current researcher also obtained additional information on cultural preservation projects from Go Abroad.com. There are 95 organizations offering a total of 253 historic and cultural preservation volunteer abroad programs. The Openmind Project is one of them that provides cultural preservation and restoration projects in Thailand. This project offers various activities on cultural and heritage conservation and observation in Thailand.

1.2 Statement of the Problem

Volunteer tourism contributed to many sectors of tourism. It can be linked to ‘social tourism’ (Relph, 1977, as cited in Suvantola, 2002, p. 81), ‘charity tourism’, ‘moral tourism’ (Butcher, 2003), and ‘serious leisure’ (Stebbins, 1992) owing to its link with tourists working on local projects with local groups. The issue of volunteer tourism has attracted a number of researchers. However, the majority of volunteer tourism studies, so far, have been done in Western countries such as the United States, the UK, Australia, and Canada (Halpenny & Caissie, 2003; Li-Ju, 2010). Only a few researches focused on destinations in Eastern countries; for example, that by Singh (2002) in India and that by Broad (2003) in Thailand. Tourism research in Thailand covered the sociocultural, environmental, and economic impacts of tourism, satisfaction and motivation of foreign tourists in Thailand, destination image in Thailand, or tourism development, and yet ‘volunteer tourism’ was hardly mentioned in those researches. Volunteer tourism can be recognized as a niche in the tourism market; however, it has been paid little attention by researchers. Volunteer tourism needs close attention by the

tourism industry in Thailand. It would be interesting to study those people who go to places that are not conventional tourist destinations. By getting involved in a volunteer project, these people return home proclaiming that their vacations benefited themselves as much as it benefited the people being served.

Moreover, volunteer tourism can be practiced in many ways, and it depends on the motivation and expectation of the tourists which also tend to vary. As volunteer tourism is not very popular in Thailand, it has a long way to go in terms of planning and management. But before that, it is necessary to think about volunteers' motivation and understand their experience in order to meet their expectations on volunteering projects. There is a lack of understanding on what volunteer tourists need and want. Not all volunteer tourists are the same. Different volunteers have different backgrounds; thus, different personal experiences and different personal interests can lead to different motivations on the part of volunteers. In addition, projects with different duration, skill requirements, and activities also lead to disparity in volunteers' perceptions of voluntourism.

Based on the foregoing statement of the problem, the following research questions were generated:

1. What inspire people to join international volunteer tourism trips?
2. What types of activities do international volunteer tourists prefer?

1.3 Research Objectives

1. To investigate the motivational factors of international volunteer tourists in Thailand.
2. To identify the types of activities that interest international volunteer tourists in Thailand.

1.4 Scope of the Study

For the purposes of the current study, the dependent variable was the motivation of volunteer tourists. The independent variables consisted of four elements: (1) volunteer activities, (2) age range of volunteers, (3) skill requirement, and (4) duration of the project. The respondents of the study consisted of international volunteer tourists in Thailand.

1.5 Limitations of the Study

This study mainly focused on the motivation of international volunteer tourists who have come to Thailand only; hence, the findings may not be generalized to other international volunteer tourists in other geographical locations. Due to the nature of international volunteer trips, the number of participants is limited compared to the number of volunteer tourists within the context of mass tourism. Furthermore, this study does not include locals who also volunteer in Thailand. This study lacks specific documents on voluntourism in the whole of Thailand. It is difficult to collect such information because there are limited studies that investigated this trend. The duration of this study was from May 1, 2010 to July 2010 while

there were seasonal projects for volunteer tourism in Thailand. During this period, educational projects were affected by the seasonal issue. Moreover, some projects may have been affected by some climate and weather changes such as the dry season and rainy season. Another problem is the limited number of voluntary organizations. There are a number of international organizations that offer voluntourism but there are relatively few in Thailand, and most of their managers are foreigners. This means that, during Thai student holidays or special periods, many voluntary organizations remain closed because their managers went back to their countries or are not in Thailand. Another limitation involved time and financial constraints on the part of the researcher which may have, to some extent, affected the conduct of the study.

The findings of the current study should be interpreted with some caution because of some intervening or limiting factors beyond the scope of this study. Nonetheless, despite some identified limitations, it is anticipated that this study would provide valuable knowledge and database for a number of individuals and groups who are involved in volunteer tourism. The contribution of this study towards expansion of the literature cannot be overemphasized.

1.6 Significance of the Study

There are connections and similarities between voluntourism and many fields of tourism such as ecotourism, social tourism, corporate social responsibility (CSR) in tourism, alternative tourism, charity tourism, and moral tourism. Volunteer tourism not only helps local people and gives special experience to volunteer tourists but also provides insight into tourism marketing. The results of this research would provide volunteer tourism foundation

information to Thai tour operators as well as a better understanding of volunteer motivation in order to meet their expectations. Tour operators could create more volunteer activities and, in the process, improve volunteer tourism in Thailand.

The current researcher paid particular attention to the development of volunteer tourism in the north, south and central part of Thailand; the findings of this study, therefore, would contribute valuable knowledge and data base that would expand volunteer tourism research and literature. This researcher hopes that other interested researches would take this study a step further by examining more variables, on a bigger population, using more reliable research instruments. The implications of this study are expected to be far-reaching and applicable not only to Thailand but also beyond. Additionally, this investigation would provide some managerial implications for the further development and improvement of volunteer tourism services not only for the benefit of the volunteers themselves but also for the communities they have chosen to work with.

1.7 Definition of Terms

Alternative. ‘Alternative’ akin to the representation of choice between two or more possibilities.

Alternative tourism. ‘Alternative tourism’ is not mass tourism. It minimizes the negative impact of economics, social culture, and the environment, as well as maximizes the positive impact of the residents through the tourism sector. Alternative tourism focuses more on developing positive relationships among locals and tourists.

Charity. An unlimited loving-kindness toward public at large and giving help to those in need who are not related to the giver.

Charity tourism. ‘Charity tourism’ is also called ‘aid tourism’ which is characterized by people visiting certain destinations with the purpose of assisting the host community by providing services that help local residents or providing aid to disaster areas.

Gap year. ‘Gap year’ refers to a year-long break between leaving school and starting further education, often spent gaining work experience or traveling.

Local community. ‘Local community’ is a geographically-defined community or place; a group of people living close to each other.

Motivation. ‘Motivation’ is a psychological factor that determines an individual’s desire to do actions which fulfill him/her. It is the activation of goal-oriented behavior; the reason for the action; that which gives purpose and direction to behavior.

New tourism. ‘New tourism’ refers to observed changes in the preferences of international tourists, away from mass packaged forms of tourism, and is interpreted as an element of post-Fordist consumption patterns (Mowforth & Munt, 1998; Swarbrooke, Beard, Leckie, & Pomfret, 2003).

New tourist. ‘New tourist’ refers to the more experienced traveler than the conventional mass tourist in terms of demanding unique and enticing holiday experiences and, thus, responding to many of “the problems raised by mass tourism” (Weaver, 1998, p. 31).

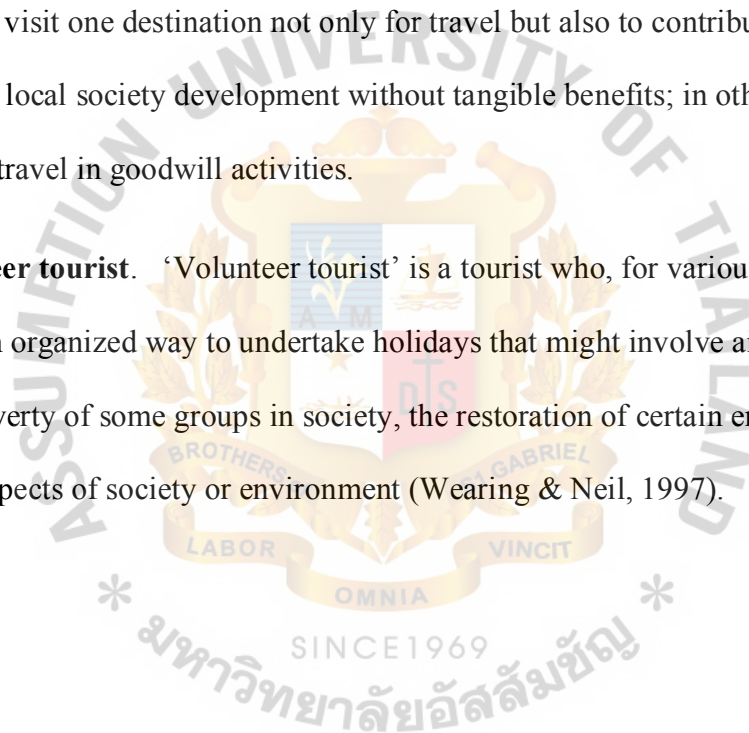
Niche market. ‘Niche market’ is the subset of the market on which a specific product is focusing; it satisfies specific market needs.

Skill requirement. ‘Skill requirement’ is a specific ability demand or need which is a measure of a worker's expertise.

Volunteer activity. ‘Volunteering’ is one of the alternative activities of people who participate on behalf of others, without financial or material gain. It is intended to promote good or improve human quality of life.

Volunteer tourism. ‘Volunteer tourism’ has its roots in ‘volunteerism’, which means that individuals visit one destination not only for travel but also to contribute their skills and services to help local society development without tangible benefits; in other words, to participate and travel in goodwill activities.

Volunteer tourist. ‘Volunteer tourist’ is a tourist who, for various reasons, volunteers in an organized way to undertake holidays that might involve aiding or alleviating the material poverty of some groups in society, the restoration of certain environments, or research into aspects of society or environment (Wearing & Neil, 1997).



Chapter II

Review of Related Literature and Studies

2.1 Volunteer Tourism

Volunteer tourism is one of the most undeveloped themes in the scholarship on alternative tourism (Stoddart & Rogerson, 2004). Wearing (2001) observed that it has suffered particularly from a lack of differentiation from other forms of tourism or volunteering. Compared with the rich materials and literatures on other tourism studies such as ecotourism, cultural tourism, or advantage tourism, relatively very few tourism studies have addressed the topic of volunteer tourism. The most important contributions are offered in the writings of Wearing (2001) and Callanan and Thomas (2005).

The term volunteer tourism includes two elements: volunteering and tourism. Volunteering is the practice of people working on behalf of others or a particular cause without payment for their time and services (<http://en.wikipedia.org/wiki/Volunteer>). The World Tourism Organization defines tourists as people who "travel to and stay in places outside their usual environment for more than 24 hours and not more than one consecutive year for leisure, business, and other purposes not related to the exercise of an activity remunerated from within the place visited" (as cited in Wilkerson, 2003, p.45). Callanan and Thomas (2005) suggested that volunteer tourism has its roots in 'volunteerism', which implies that individuals offer their services to change some aspect of society for the better; in other words, to participate in goodwill activities. Marta, Guglielmetti, and Maura (2006) described volunteerism as "a specific type of sustained, planned, prosocial behavior that benefits strangers, and occurs within an organizational setting" (p. 222).

Combining the definition of tourism and volunteerism, Wearing (2001) defined volunteer tourists as people who invest their time, budgets, and manpower at a destination far from home to gain cultural, environmental, and spiritual experiences. He went on to explain that volunteer tourism makes use of holiday-makers who volunteer to fund and work on social or conservation projects around the world and aim to provide sustainable alternative travel that can assist in community development, scientific research, and ecological restoration.

Volunteer tourism satisfies a need for tourists who want to “travel with a purpose” (Brown & Lehto, 2005) and “make a difference during their holidays” (Coghlan, 2006), enjoying a tourist experience with the benefit of contributing to others. From the definitions given above, volunteer tourism is clearly a tourism activity incorporating volunteer services that is concerned about environmental, cultural, or humanitarian issues and intends to benefit not only tourists but also locals.

Volunteer tourism can also be linked to ‘social tourism’ (Relph, 1997, as cited in Callanan & Thomas, 2005), ‘charity tourism’, ‘moral tourism’ (Butcher, 2003), and ‘serious leisure’ (Stebbins, 1992) owing to its link with tourists working on local projects with local groups. Figure 2.1 shows the different types of tourism related to volunteer tourism.

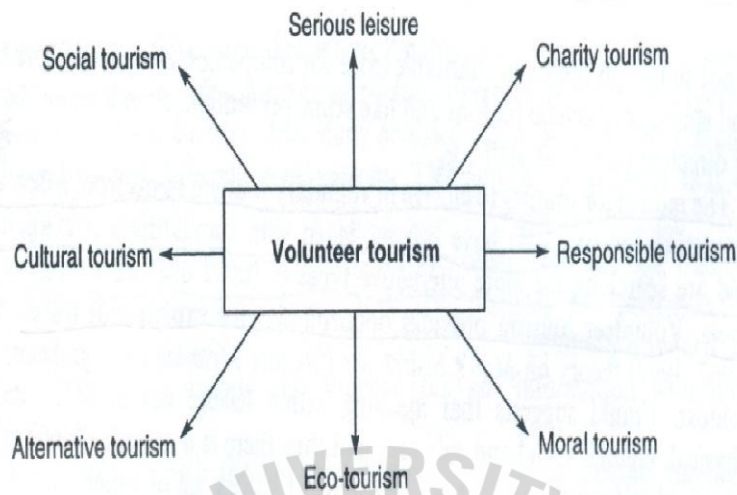


Figure 2.1. Categorizing volunteer tourism. Source: Callanan & Thomas (2005) *Volunteer tourism: Deconstructing volunteer activities within a dynamic environment*, p. 185.

According to Callanan and Thomas (2005), voluntary tourism is a form of alternative tourism, in which tourism appears able to offer an alternative direction where profit objectives are secondary to a more altruistic desire to travel in order to assist communities. Alternative tourism, which is not mainstream tourism, has attracted more and more scholars to pay attention. Wearing (2001) suggested that a volunteer tourism experience falls under the auspices of alternative tourism experience and is constructed from a number of varying and interdependent elements, each of which overlap significantly. In the same vein, in addition to many other new tourism products, volunteer tourism has been linked to the idea of alternative tourism (Lilach, Mansfeld, & Mittelberg, 2003; Wearing 2001).

The following Figure 2.2 presents a conceptual model that identifies and includes the elements of serious leisure and volunteerism.

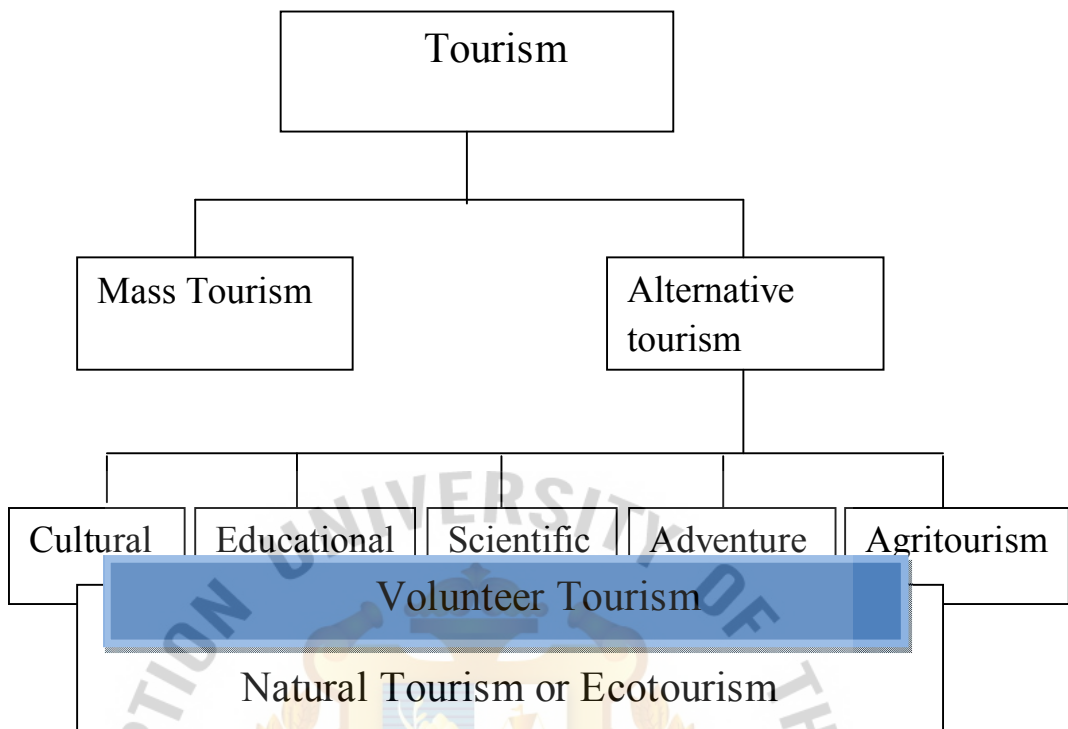


Figure 2.2. Conceptual model of the elements of serious leisure and volunteerism.
 Source: Wearing, S. (2001). *Volunteer tourism: Experiences that make a difference.*
 Chapter 2: Alternative tourism experiences, p. 30.

2.2 Voluntourism Product

The voluntourism product is similar to other tourism products in that it includes destination, activities, duration, and price (the latter factor of ‘price’ is not discussed here). In addition, voluntourism product has one more requirement for voluntourists, and that is—skill qualification. The following section describes the aspects of activities, duration, skill requirement, age, and destination in more detail.

2.2.1 Activities involved in voluntourism project.

Callanan and Thomas (2005) collected 698 associated project activities. A total of 1,222 itemized project activities were identified. These activities were summarized in ten projects, namely: community welfare, teaching, business developments, environmental regeneration, building projects, cultural developments, environmental research and education, environmental protection, medical, and other/miscellaneous journalism (see Table 2.1 below). Community welfare service was offered by volunteers, where most of the activities were directed to the disadvantaged minority and public welfare service. The research of Callanan and Thomas on community welfare covered 295 volunteering cases. Teaching projects had 252 cases that were mainly focused on foreign language education, and several of them include professional skills training. Business developments include farming business, IT/finance projects, and local business; it had 126 cases in the said study. Building projects had 109 cases which mainly involved constructing new buildings in schools or hospitals. Cultural developments projects covered culture exchange programs which had 100 cases in the research. Moreover, environmental education and protection have large proportions which mainly focus on environmental conservation and learning knowledge from the local environment. The medical and journalism activities are more professional in nature; only 35 and 47 cases, respectively, were mentioned as activities.

Table 2.1

Project Cluster Groups and Their Sub-Activities

<i>Name of cluster groups</i>	<i>Sub-activities</i>	<i>Total number of cases</i>
Community welfare	Care for the elderly Care for children Refugees Social services Legal assistance Counselling Youth work Non-violent conflict Disability Supporting peace actions AIDS education	295 cases
Teaching	Teaching a foreign language In-class instruction Vocational training, i.e. IT skills Indigenous issues	252 cases
Business developments	Farming business (organic, sustainable) IT/finance projects Local businesses	126 cases
Environmental regeneration	Conservation work – enhancement Wildlife – breeding programmes Plants, i.e. rainforest conservation Gardening and landscaping	120 cases
Building projects	Constructing new buildings, i.e. hospitals, schools Renovating buildings Architecture	109 cases
Cultural developments	Progs personal dev. – empowerment of women Cultural work exchange progs Indigenous progs Arts progs	100 cases
Environmental research and education	Interpretation trails Animal and plant research Learning about looking after the environment Land mapping for zoning	72 cases
Environmental protection	Preservation – maintaining current form Land care Wildlife monitoring and rehab care Ranger work	66 cases
Medical	Working in a hospital/doctor's practice Working with AIDS patients	35 cases
Other/Miscellaneous		32 cases
Journalism	Working with local press Development of language/ communication	15 cases

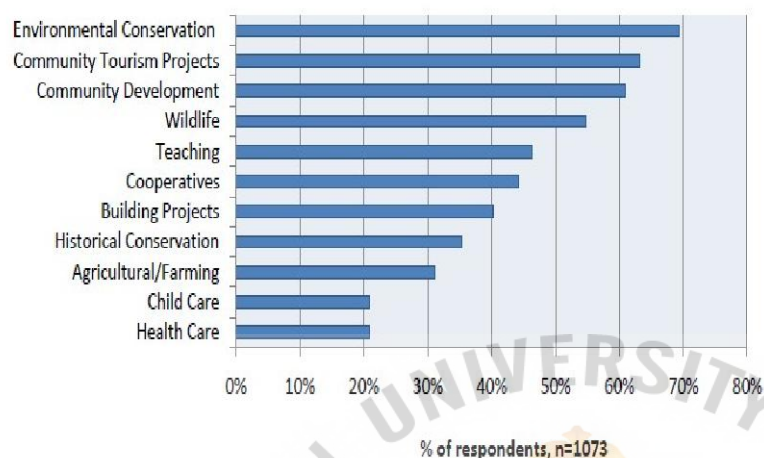
Source: Callanan & Thomas (2005) volunteer tourism: Deconstructing volunteer activities within a dynamic environment, p. 188.

In their study, Callanan and Thomas (2005) identified the most frequently cited group as ‘community welfare’ with 295 cases, closely followed by ‘teaching’ with 252 cases. The least cited group was ‘journalism’ with 15 cases. That may be due to the narrower range of activities associated with journalism and the increased level of knowledge and skills required to undertake this activity. For example, six of the 15 cases for journalism required professional experience coupled with either linguistic skills or technical qualifications. Only five of the 15 cases expressed ‘no requirement’ for this type of activity, which is a relatively small proportion in relation to other cluster group activities.

Table 2.2 below answered the question “what types of volunteer work are voluntourists interested in?”, based on a study by Michel, Miller, and Cheung (2010). In the survey, 1073 respondents were asked what type of volunteer work they would be interested in. According to their interests, respondents were motivated by all types of volunteer work. In particular, respondents chose ‘environmental conservation’ as the most popular type of volunteer work (69% of cases). ‘community tourism projects’, ‘community development’ and ‘wildlife’ were also quite popular with 63%, 61%, and 55% of respondents, respectively.

Table 2.2

Type of Volunteer Work Voluntourists are Interested In



Source: Michel, Miller, & Cheung (2010). Give a little, gain a lot: What type of volunteer work are voluntourists interested in?

2.2.2 Duration and skill requirement for a volunteer project.

Based on the number of projects available, the most popular duration is ‘less than 6 months’ and accounts for 211 projects, with the least popular duration period ‘more than 1 year’, accounting for 68 project cases (see Table 3). However, on closer examination of the range of activities offered, the most popular duration has shifted from ‘less than 6 months’ to ‘less than 4 weeks’. Each project has a number of activities attached to it and, on examination of each activity, the most frequently cited duration in terms of range of activities is ‘less than 4 weeks’ (Callanan & Thomas, 2005). The research found that the most popular duration is ‘less than 4 weeks’ because these activities have less skill requirements and no specific qualifications. As such, they are ideal for a short alternative tourism experience or as part of a longer travel experience where the individual participates in a project for a specific period of

time and contributes something to the community, whilst also taking the time to explore the destination (Callanan & Thomas, 2005). Table 2.3 below also illustrated the duration of each activity.

Where a volunteer experience has the hallmark of self-gain, short duration (less than 4 weeks), and no specific qualifications or skills required of the volunteer, it is not clear how the packaged activities directly contribute to the host community and severely challenges the perception of volunteer work as being partly or solely altruistic in nature. Accordingly, based on Bussell and Forbes' (2002) definition of volunteerism, these activities would not be considered as 'voluntary' in the real sense, given that the volunteers' motive is not a selfless one and altruism is not the central motive.

Some activities requiring professional qualifications and experience, such as 'medical' and 'teaching,' are most popular for the duration period 'less than 6 months'. These two activities required spending a great amount of time at the destination before their contribution begins to make a difference. It would be quite unfair for children to experience a teacher for less than 4 weeks, as some stability is required in the community for the children to gain from the experience (Callanan & Thomas, 2005). The longer the project time, the less likely people will want to participate in the project; moreover, the higher the skill qualification the project required, the fewer are the volunteers who want to participate. Therefore, to sustain a volunteer's motivation to work on a project for more than a year, their intentions are arguably more altruistic in nature.

Table 2.3

Breakdown of Projects and Their Duration

The breakdown of projects and their durations are as follows:

Projects that have time duration of less than 4 weeks account for 188 project cases (26.9% of projects).

Projects that have time duration of less than 6 months account for 211 project cases (30.3% of projects).

Projects that have time duration of less than 12 months account for 110 project cases (15.8% of projects).

Projects that have time duration of more than 1 year account for 68 project cases (9.7% of projects).

Projects that had no clear indication of timeframe or duration accounted for 121 project cases (17.3% of projects).

The matrix below shows the range of project activities in relation to four time durations.

<i>Project activity</i>	<i>Less than 4 weeks</i>	<i>Less than 6 months</i>	<i>Less than 12 months</i>	<i>More than 1 year</i>
Building	90 cases	12 cases	1 case	1 case
Community welfare	115 cases	78 cases	42 cases	23 cases
Teaching	39 cases	71 cases	61 cases	46 cases
Environmental regeneration	68 cases	34 cases	4 cases	3 cases
Business	40 cases	33 cases	24 cases	22 cases
Cultural development	44 cases	28 cases	7 cases	1 case
Environmental research and education	16 cases	26 cases	8 cases	1 case
Environmental protection	21 cases	23 cases	4 cases	11 cases
Medical	3 cases	16 cases	2 cases	7 cases
Other miscellaneous	4 cases	13 cases	5 cases	4 cases
Journalism	1 case	3 cases	4 cases	4 cases
Total number of cases for each duration	441 cases	337 cases	163 cases	123 cases

Source: Callanan & Thomas (2005) volunteer tourism: Deconstructing volunteer activities within a dynamic environment, p. 189.

2.2.3 Age of voluntourist and skill requirement related to volunteer project.

Callanan and Thomas (2005) inferred that in many cases, there are no specific qualifications and no mention of training prior to working on such projects are offered; yet 147 of 295 cases that refer to 'community welfare', target young individuals, from a minimum age of 15 years. They also pointed out that from 295 'community welfare' cases, only 71 cases (24.06%) required volunteers to have linguistic skills. Therefore, this situation will lead to challenges of perception that a volunteer can actually make a valuable contribution to the community and local area, particularly with projects of short duration. Moreover, Callanan and Thomas (2005) found that the second highest category of projects was 'teaching', yet only 32 cases (12.6%) from the 252 teaching projects required individuals to have a professional teaching qualification. The reason why percentage is low is perhaps due to the high number of projects targeting young persons who may not have the opportunity to acquire professional teaching qualification. This again raises the problem of whether these individuals have sufficient skills to get engaged in this type of work, and whether they can make a real contribution to the local community.

The real value of volunteer work to the host community has a clear mission and philosophy to international volunteering that is compatible with an altruistic approach of volunteering (Callanan & Thomas, 2005). The authors posited that there are three components mentioned in volunteer tourism—learning, service, and getting involved back home. The service component of volunteer work involves a cultural exchange through travelling and immersing oneself in a country where the local culture is different from that of the volunteer. Also, the volunteer learns from the community while working and helping the

local people, and they get experiences from exploring a new country and new people. Finally, volunteers are encouraged to participate in projects when they return home.

A more general observation is that the majority of organizations advertise their projects as being suitable for young people, categorized as 18-30 years old. Majority of the projects would probably attract the younger end of this age range, such as the 18-24 years old because those projects will be suitable as part of a gap year or placement from an educational institution. Callanan and Thomas (2005) suggested that the volunteer projects would attract mature persons more than young persons, because mature persons are more suitable and they have more experience of working and communicating with others. There are a few projects that require 30-54 year-old volunteer participants and those people could receive more discount.

According to Michel, Miller, and Cheung (2010), the respondents from different age cohorts had varying interests in the type of volunteer work they wanted to do; in general, the younger the respondent, the higher the level of interest in each type of volunteer work. Again, respondents aged 60+ did not perfectly follow the pattern and stood out from the other age cohorts in multiple areas, such as 'child care' (showed the same amount of interest as the 30-39 age category), 'wildlife' (only 41% agreed), and 'agriculture & farming' (only 13% agreed). Table 2 4 presents age comparison relative to type of volunteer project.

Table 2.4

Age Comparison in Type of Volunteer Project

	Environmental Conservation	Agriculture & Farming	Wildlife	Community Development	Child Care	
20-29	73%	33%	58%	70%	26%	n=355
30-39	70%	36%	59%	60%	22%	n=284
40-49	68%	31%	53%	60%	16%	n=177
50-59	65%	26%	52%	52%	13%	n=161
60+	58%	13%	41%	46%	20%	n=85

Source: Michel, Miller, & Cheung (2010). Give a little, gain a lot: Age comparison in type of volunteer project.

2.2.4 Volunteer project destinations.

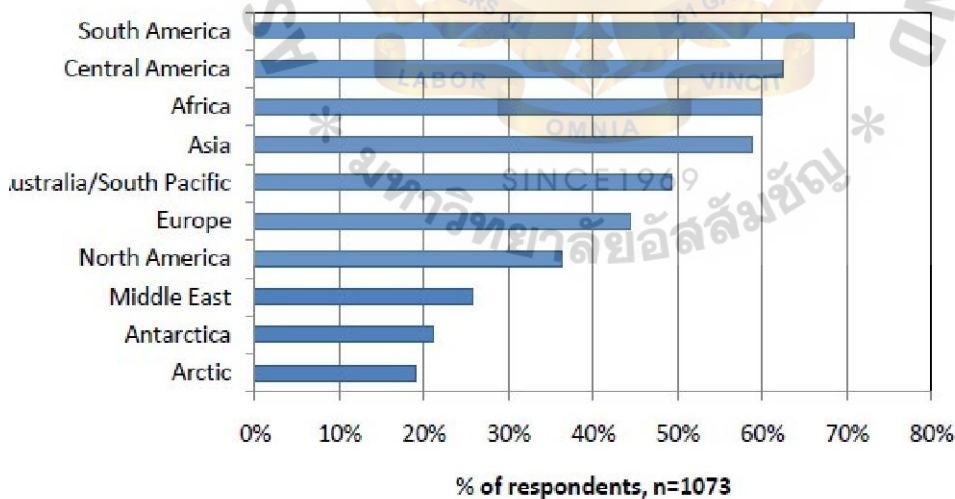
Callanan and Thomas (2005) depicted all the destinations used by the GoAbroad.com database and the number of project cases listed at each destination (found at the time of collecting information). They added up the ‘top ten’ destinations of volunteer tourism in the world, in terms of the highest number of projects cited at each destination where several points of interest can be found. For the range of destinations mentioned in the top ten, the majority of the destinations featured are developing countries, with the number one position being India. Only Italy and England are developed countries among the top ten volunteer destinations. Half of the top ten countries are located in America; three of them are in Asia: India, China, and Indonesia. The authors found it surprising to see two European countries, both of which are leading political powers within the European Union. It is even more interesting to see that both countries require volunteers mostly in the project areas of ‘community welfare’ and ‘business’.

Michel, Miller, and Cheung (2010) conducted a survey in which respondents were asked what region(s) they would be interested to volunteer in. Although there was interest in all regions of the world, survey respondents chose South America as their top destination with 71% of respondents stating they would like to volunteer there. Central America, Africa, and Asia followed closely behind with 63%, 60%, and 59% of respondents, respectively. These findings are consistent with past research which showed that South America was a top destination for voluntourists (Chow, Yeung, Heckenbach, MacKinnon, & Nestora, 2009).

The following Table 2.5 depicts the regions where volunteer tourists would be interested to volunteer in.

Table 2.5

Regions Where Volunteer Tourists Would Be Interested to Volunteer In



Source: Michel, Miller, & Cheung (2010). Give a little, gain a lot: Which region(s) would you be interested volunteering in?

2.3 Voluntourists' Motivation

2.3.1 Volunteer tourist

Callanan and Thomas (2005) suggested classifying volunteer tourists into three groups: shallow, intermediate, and deep. The *shallow* volunteer tourist focuses predominantly on their self-development and how their experience can be used for academic credit, enhancing their curriculum vitae, and for 'ego-enhancement' (MacCannell, 1976). For those volunteers, the destination is very important in the decision-making, and short-term duration of participation is less than 4 weeks. Shallow volunteer tourists pay more attention to self-interest motives than altruistic ones. They focus on ego-enhancement or career build-up more than altruistic behaviors. The providers always minimize the skill or qualification requirement for shallow volunteer tourists. According to Callanan and Thomas (2005), the activities of shallow volunteer tourists are more passive in nature. In addition, considering the connection and contribution to the local people, the shallow volunteer tourist's connection with the people is of low level and has minimal direct contribution to the local area.

The *intermediate* volunteer tourists, before they visit the destination, will focus on both the project and the destination. This means they want to find places which balance the volunteering activities and beautiful landscape. The duration of participation is medium-term which is usually less than six months. For intermediate volunteer tourists, self-interest motives are similar to altruistic ones. The volunteer project usually requires generic skills in the intermediate volunteer tourist. Intermediate volunteers mix passive and active participation; this means they directly contribute to the project but still ensure that they have some 'holiday time' for exploring the destination.

The third type is the *deep* volunteer tourist where self-interest motives are secondary to altruistic ones. The destination is less important than project itself. They care about the content, activities, and communication with local people. Deep volunteers want to contribute to locals as much as they can. The duration of deep volunteer tourists is around six months or intensive shorter term projects. The volunteer projects desire certain skills or qualifications that can be used in the project. Most deep volunteer tourists offer technical or professional skills and experience, or they provide time in order to deeply understand and communicate with the residents. The participants tend to be more active in nature. Based on the level of contribution towards locals, Callahan and Thomas (2005) pointed out that deep volunteer tourists belong to high level of direct contribution to local area.

Michel, Miller, and Cheung (2010), on the other hand, suggested that voluntourists can be of four types: the altruistic volunteer, the local volunteer, the definitive voluntourist, and the adventure tourist. *Altruistic* volunteers are defined by their motivation ‘to give’ as opposed to ‘to receive’. As the name suggests, the *local* volunteer favours regional voluntourism as opposed to international travel. This group of volunteers is more likely to come from Africa and Asia. *Definitive* voluntourists are solely concerned with what type of work they will be doing, and where they will be doing it. The *adventure* tourists’ primary motivations for deciding to volunteer abroad are adventure, international travel, and physical activity. Due to this combination, they are defined more as a tourist than a volunteer.

2.3.2 Altruism related to volunteer tourism.

Volunteer tourism has gained interest among researchers during the past few years. In addition to examining the general principles of the phenomenon in a few research papers

(Wearing & Neil, 1997; Wearing 2001; Stebbins 2004; McGehee & Santos, 2005), volunteer tourism has been connected with pilgrimage (Singh & Singh, 2004; Mustonen, 2007) and to altruism (Singh, 2002). Brown and Morrison (2003) established the emergence of volunteer tourism as a result of increased recognition of the negative impacts of conventional tourism.

According to Callanan and Thomas (2005) and Bussell and Forbes (2002), a volunteer must have some altruistic motive. They advocated that to be considered a volunteer, altruism must be the central motive where the reward is intrinsic to the act of volunteering. Additionally, the volunteer's motive is a "selfless one" (Bussell & Forbes, 2002, p. 248).

Mustonen (2007) concurred with Becker (1976) in that an altruist is someone who is willing to reduce her/his own consumption in order to increase the consumption of others. Thus, altruists give away their wealth to increase the wealth of others. Piliavin and Charng (1990) described altruistic behavior as an act that benefits other persons. In addition, the act should be performed voluntarily and intentionally and without expecting any external reward. Mustonen (2007) explained that when the behavior is based on 'love', the reward is *intrinsic*—something is done for its own reasons. In contrast, when the behavior is based on 'power', the reward is *extrinsic*. Behavior is motivated by some external payoff. Volunteer tourism, in an ideal situation, should be based on altruistic prosocial motives; also, volunteer tourism can be motivated by external pull factors. Volunteer tourism is not only behavior that includes volunteering, it is also 'tourism', and tourism is merely a form of consumption (Mustonen, 2007).

2.3.3 Volunteer tourists' motivation.

In Rehberg's (2005) motivation study on the international volunteer program among young Swiss adults, he summarized 12 motivations among 118 participants into three categories: achieving something positive for others, quest for the new, and quest for oneself. The first group of motives focused more on the ethical values and consideration, while the second one focused on new experience, culture, and friends. The third one focused more on self-interest, reason, and mainly on career, professional, or academic field (Rehberg, 2005).

Table 2.6

Important Factors that Affect Decision to Volunteer Abroad

Most Important	In the Middle	Least Important
Interaction with Locals	Education	Internship Options
Helping Others	Project Location	A Family Experience
Environmental Sustainability	International Travel	Organized Activities
Type of Volunteer Work	Developing Friendships	Physical Activity
Cultural Immersion	Adventure	

Source: Michel, Miller, & Cheung (2010). Give a little, gain a lot: Important factors that affect decision to volunteer abroad.

In a study by Michel, Miller, and Cheung (2010), it was demonstrated that the top factors that affect the decision to volunteer abroad are: interaction with locals, helping others, environmental sustainability, the type of volunteer work, and cultural immersion. More

specifically, the results revealed that 97% of respondents stated that their most important factor for volunteering was ‘interaction with locals’. It was also found that over 90% of respondents agreed that ‘helping others’, ‘environmental sustainability’, ‘type of volunteer work’, and ‘cultural immersion’ were important factors in deciding to volunteer. Table 2.6 shows how each of the factors were ranked by the survey respondents.

Mustonen (2007) adopted Brown and Lehto’s (2005) position of separating volunteer tourists into volunteer-minded and vacation-minded, yet true volunteer tourists exist in a continuous dimension somewhere in-between.

Dann (1977, 1981) further proposed that the reasons why people engage in travel are influenced by the attraction of the destination (pull factors) and their psychological needs (push factors). The push factors related to the motivation includes ego-enhancement which means people need to be recognized by others. Applying the concept to volunteer tourism, people who can afford alternative tourism might be regarded in a more positive way by sharing money, free time, ability, courage, and goodwill which can increase self-esteem or social status (Li-Ju, 2010).

Considering volunteer tourism trips with different characteristics, Broad’s study (2003) of volunteer tourists with long duration trips concluded that the motivations of volunteer tourists focus on personal interest and travel. For university students in eco-oriented volunteer research programs, motivations include personal development and academic achievement (Galley & Clifton, 2004, as cited in Li-ju 2010). Hustinx (2001) has found evidence for new volunteering among young participants in international work camps; i.e., young volunteers are

not particularly loyal to organizations, but tend to be rather choosy about what they do, and expect some personal benefit from their volunteering.

Li-Ju (2010) categorized the motivation of ten international volunteer tourists into three parts that covered 11 items: personal factors, interpersonal factors, and other factors. The *personal* factors include authentic experience, interest in travel, challenge/stimulation, and other interests; the *interpersonal* factors consist of desire to help, interaction with locals/cultures, encouraged by others, and enhancing relationships; and other factors are unique style of the trip, time/money, and organization goal.

For Stoddart and Rogerson's (2004) study on humanity in South Africa, volunteers expressed the opinion that, as a result of their work, they felt they were 'a part of South Africa' and struggled toward a better future for all its population. The South African case of the activities of Habitat for Humanity shows clearly that volunteer tourists are 'new tourists' and search for an experience which is beyond that offered by mass tourism.

In a study by Halpenny and Caissie (2003), it was found that many of the volunteers stated that working to save the environment (either for altruistic or self-centred reasons) was one of the factors that made them want to participate in the volunteer program; however, it was often a secondary motive—the first motive was always to have fun, followed by additional factors such as skills and knowledge acquisition for career advancement, or to experience a new challenge.

Lyons (2003) argued that, while volunteers almost always help others, however, the motives for such action are not always primarily altruistic. The researcher demonstrated in the study that contemporary volunteers may be motivated by factors such as the opportunity to

travel, to develop social connections, or to develop skills that will help with one's career. In the said study, four roles of participants were identified: cultural ambassador role, underpaid employee role, reluctant volunteer role, and packaged tourist role.

2.4 Related Empirical Studies

Li-Ju, C. (2010). The motivations and expectations of international volunteer tourists: A case study of “Chinese Village Traditions”.

The purpose of this paper was to report the results of a qualitative study on the motivations of ten international volunteer tourists who joined the “Chinese Village Traditions” expedition of the Earthwatch Institute in the summer of 2008. The data was collected in July 2008 to answer the research question, ‘Why do people join international volunteer tourism trips?’ The location was Miao Jia Getai in Shaanxi, China, a small village of 45 households. The primary researcher contacted the document of the “Chinese Village Traditions” expedition directly in February 2008 by email and phone. The main interview questions for participants referred to expectations and motivations. In summary, ten international volunteers' most frequently mentioned expectations related to Chinese traditions. They wanted to learn Chinese traditions, see old and new mix, to contribute, and experience the culture. Some of them talked about getting feedback and contributing to the project. Only one volunteer wanted this experience to change her stereotype of China, as derived from Western media. Furthermore, the researcher categorized the motivation of ten international volunteer tourists into three parts that covered 11 items: personal factors, interpersonal factors and other factors. The personal factors included authentic experience, interest in travel,

challenge/stimulation, and other interest; the interpersonal factors included desire to help, interaction with locals/cultures, encouraged by others, and enhancing relationships; while other factors included unique style of the trip, time/money, and organization goal.

Broad, S. (2003). Living the Thai life: A case study of volunteer tourism at the gibbon rehabilitation project, Thailand.

This article is based on an ethnographic case study of volunteering at the Gibbon Rehabilitation Project (GRP) in Thailand. The study explored the relationship between volunteers, their volunteering experiences, and the outcomes. Phuket was selected as the survey place. The primary data was gathered throughout a ten-month period of ethnographic fieldwork conducted during 1999-2000. The author participated in the GRP project and observed other volunteers. The GRP offers volunteers the chance to take part in environmental conservation and wildlife rehabilitation. Volunteers are given opportunities to work closely with the project's white-handed gibbons, to learn about gibbons, to take part in decision making processes concerning the GRP, and to meet volunteers from around the world, many of whom share similar interests. Furthermore, in analyzing the impacts of volunteering on the volunteers, it was concluded that there is a positive relationship between volunteers' motivations, their perceptions about the positive aspects of their experience, and the outcomes that eventuate. The volunteers' travel motivations and positive feelings regarding experiencing the Thai culture suggest that they were more open to undergoing positive attitude changes when exposed to a different culture, which may explain why volunteers are frequently reported as becoming more broad-minded, contented, relaxed, and less selfish and psychocentric as outcomes of volunteering, along with a changed way of looking at the world.

Lyons, K. D. (2003) Ambiguities in volunteer tourism: A case study of Australians participating in a J-1 visitor exchange program.

This study focused on the culture program as a form of volunteer tourism that creates a number of potential ambiguous and conflicting roles for participants. The author argued that these volunteer tourism programs have too much commercial color. The purpose of this study was to explore the experiences of participants in a cultural exchange program as they negotiated the ambiguities of the various roles they faced in this context. A qualitative single case study design was used to examine the experiences of a group of individuals in situ as they participated in the J-1 exchange program. The main findings revealed four roles: (1) cultural ambassador role—which described the volunteers as having a range of strategies and activities to educate, and that they went to the destination for exchange culture; (2) underpaid employee role—described volunteer tourists who are often motivated by the utilitarian motives associated with career-building; (3) reluctant volunteer role—described volunteers who do not desire to be a volunteer but want to get the benefits from volunteering and achieve their personal goals; and (4) packaged tourist role—described volunteers who only want to travel to the destination. In summary, the participants who were interviewed expressed frustration with their experience as J-1 participants.

Lilach, L.A., Mansfeld, Y., & Mittelberg, D. (2003) Globalization and the role of educational travel to Israel in the ethnification of American Jews.

The purpose of this paper was to investigate whether and to what degree does the volunteer tourist experience in Israel contribute to the development and choice of Jewish ethnic identity of American college students. The authors obtained their findings through a

comparison of two different programs: Otzma program and Oren program. The data was gathered from two sources: (1) data gathered in North America, through mail survey, from 362 alumni who participated in the Otzma program during 1987-1995; and (2) data gathered from 269 Oren Kibbutz Institute alumni who participated in the program during 1989-1994. The mail survey was conducted between 1994 (Oren) and 1996 (Otzma), with a follow up response rate of 52% among Oetzma alumni and 54% among Oren alumni. Its importance derives, first, from its potential to generate return visits especially for those who realized that, through their first volunteer experience, the encounter with Israeli society and its landscape strengthened their sense of belonging and Jewish identity. Secondly, the tourist behavior demonstrated by the student volunteers is characterized by long staying periods and tourist experiences involving many visits to tourist sites. Thirdly, the volunteer tourist experience is shared by the alumni of these programs with other potential participants upon their return to their countries. Volunteer tourism that is based on educational and cultural motivations, as discussed in the paper, seems to be more culturally committed to visiting Israel and, thus, an appropriate target segment.

Halpenny, E. A. & Caissie, L. T. (2003) Volunteering on nature conservation projects: Volunteer experience, attitudes and values.

This study was a qualitative exploration of the experiences of volunteers who participated in Volunteer for Nature, a volunteer program operated by Canadian conservation NGOs, which facilitated the participation of Ontario residents in 3 to 17-day working vacations involving habitat restoration and recreation infrastructure projects located in natural environments. The research objective was to understand the volunteers' experiences as well as their values, attitudes, and beliefs regarding nature. Using a constructivist approach to data

collection and analysis, the researchers found that volunteers conceptualized nature in four different ways: 'nature in crisis,' 'nature as it should be,' 'nature as outside or something different,' and 'nature as nurturing'. The authors explained that many of the volunteers stated that working to save the environment (either for altruistic or self-centred reasons) was one of the factors that made them want to participate in the volunteer program. However, it was often a secondary motive; the first was always to have fun, followed by additional factors such as skills and knowledge acquisition for career advancement, or to experience a new challenge. The element of 'nature in crisis' is highlighted in literature on peoples' environmental attitudes, and is the result of heightened environment awareness which has grown during the last four decades. 'Nature as it should be' revealed that volunteers' attitudes and values are based on a social construct of what nature ought to be. This construct of a desired state of 'perfect' nature appears also to be one of the factors which motivated the volunteers to work in nature conservation projects. Nature as 'outside' appeared to be strongly linked with the motives of pleasure-seeking, novelty-seeking, a change of pace and setting, something fun and appealing. The volunteers who described nature as 'nurturing' indicated a more therapeutic effect, a chance to recharge and reconnect with nature.

Stoddart, H., & Rogerson, C. M. (2004) Volunteer tourism: The case of Habitat for humanity, South Africa.

This study contributed to the limited writings on volunteer tourism by investigating the activities in South Africa of Habitat for Humanity, a grassroot ecumenical Christian organization that works in partnership with communities to eliminate poverty through the provision of shelter. A profile of the volunteer tourist and of their tourism experience in South Africa was presented, based largely upon the return of 123 questionnaires from volunteer

tourists in South Africa working with the local branch of Habitat for Humanity. All respondents in the survey indicated that they had enjoyed their volunteer work experience in South Africa. Volunteers expressed the opinion that, as a result of their work, they felt being ‘a part of South Africa’ and struggled toward a better future for all its population. The South African case of the activities of Habitat for Humanity showed clearly that volunteer tourists are ‘new tourists’ searching for an experience which is beyond that offered by mass tourism.

Rehberg, W. (2005) Altruistic individualists: Motivations for international volunteering among young adults in Switzerland.

This research project which employed a combined qualitative-quantitative approach, examined the motivation of 118 young Swiss adults who showed an interest in international volunteering. The author sorted out 12 motivations from 118 participants into three groups. The first group of motives, referred to as ‘achieving something positive for others’, focuses more on the ethical values and ‘doing good things’ for other people; it included four kinds of motivation: “helping, giving, doing good”, “achieving or changing something”, “being geared to ethical values”, and “feeling useful, doing something useful”. The second group named ‘quest for the new’ considered new experience, different culture, and making new friends; this covered five different motivations: “becoming acquainted with new cultures, intercultural exchange”, “doing something different by getting away”, “getting deeply acquainted with a new culture and everyday life”, “meeting new people, making new friends”, and “learning or using foreign languages”. The third group of motives labeled ‘quest for oneself’ explained some motivations as: “gaining experience, advancing oneself”, “professional orientation, clarification, and development”, “discovering or transcending personal limits”. The latter group pays more attention to self-interest and self-development on career, professional, or

academic field. The author analyzed the motivations of young Swiss adults for international volunteering, clearly showing the characteristics of “reflexive” volunteers.

Michel, M., Miller, D., & Cheung, S. (2010) Voluntourism: Give a little, gain a lot.

This study was conducted to meet five objectives: (1) to examine the motivations that people have for volunteering abroad; (2) to analyze current and prospective voluntourists’ expectations; (3) to explore current voluntourists’ satisfaction with their past experiences; (4) to determine how prospective and current voluntourists choose a travel organization; and (5) to profile current and prospective voluntourists. To address the research objectives, a multi-phased mixed methodology was used in this research. Phase one involved an online survey and 1073 responses across more than 70 countries worldwide were collected. Phase two consisted of eight individual in-depth interviews conducted online, using Skype software to complement the survey findings. Most volunteers were aged 20-39 and living around the world. The volunteers were motivated by their interest in environmental conservation, community tourism projects, and community development. They were interested in traveling for over a week while devoting 40-80% of their trip to volunteering. They also wanted to volunteer between 4-8 hours per day while spending less than \$1,500 on their trip. The volunteers cared about where their money goes and they thought that the reputation of a company is very important.

**Brown, S., & Morrison, A. M. (2003) Expanding volunteer vacation participation:
An exploratory study on the mini-mission concept,**

This exploratory research study was developed based upon four objectives: (1) to determine the overall interest levels in volunteering among vacation travelers; (2) to determine

interest level in the 'mission lite' concept as well as in people spending the majority of vacation time volunteering; (3) to identify the types of activities for which people would be most interested in volunteering on a preliminary basis; and (4) to identify traveler characteristics that may be associated with interest level in volunteer vacation participation. The primary data was collected out of 323 respondents by e-mail provided by Ambassador Travel Club, the largest travel club in the U.S.A. The results indicated a significant level of potential demand for the mission lite concept as an element of tour itineraries. There appeared a particularly good demand for half-to full-day volunteer experience, as well as for up to three days of volunteer work. Additionally, the activities in which other respondents had the greatest interest in participating on volunteer vacations were arts and crafts, chaperoning orphans, educational activities, building projects, physical fitness activities, and medical assistance.

Mustonen, P. (2007) Volunteer tourism - altruism or mere tourism?

The aim of this study was to go deeper into the structures behind altruistic and egoistic motives that underlie volunteer tourism—a form of tourism to which altruistic motives are often connected. The author suggested that volunteer tourism is not only volunteering behavior but also is considered as mere tourism and a form of consumption. By interacting with fellow tourists and their hosts, vacation-minded tourists can become volunteer-minded tourists even though their motives in the beginning were egoistic. It is difficult to draw a line between altruistic and egocentric motives as these two are interconnected. The phenomenon of volunteer tourism can be viewed from two perspectives: there are volunteer-minded tourists who really want to help others, and there are also vacation-minded tourists to whom volunteering activities bring some interesting and entertaining elements to their holidays.

2.4.1 Summary of related empirical studies.

The following Table 2.7 presents a summary of the related empirical studies cited in this chapter.

Table 2.7

Summary of Related Empirical Studies

Research-ers (year)	Research Title	Objective of the Research	Research Methodology	Research Findings
Li-Ju (2010)	The motivation and expectations of international volunteer tourists: A case study of 'Chinese Village Traditions'	To explore the motivations of international volunteer tourists who joined the "Chinese Village Traditions" expedition of the Earth watch Institute in the summer of 2008.	Interview, e-mail, phone survey	The respondents' most frequently mentioned expectations related to Chinese traditions. They want to learn Chinese traditions, see old and new mix, contribute, and experience the culture
Broad (2003)	Living the Thai life: A case study of volunteer tourism at the gibbon rehabilitation project, Thailand	To explore the relationship between volunteers and their volunteering experiences, and the outcomes.	Case study	There is a positive relationship between volunteers' motivations, their perceptions about the positive aspects of their experience, and the outcomes that eventuate.
Lyons (2003)	Ambiguities in volunteer tourism: A case study of Australians participating in a J-1 visitor exchange program	To explore the experiences of participants in a cultural exchange program as they negotiated the ambiguities of the various roles they faced in this context.	Quantitative research	Volunteer tourists are often motivated by the utilitarian motives associated with career-building; volunteers do not desire to be a volunteer but they want to get the benefits from volunteering and achieving their personal goals.
Lilach,	Globalization and the role of educational travel	To investigate whether and to what degree does		Volunteer tourism that is based on educational and cultural motivations seems to be more

Mansfeld, & Mittelberg (2003)	to Israel in the ethnification of American Jews	the volunteer tourist experience in Israel contribute to the development and choice of Jewish ethnic identity of American college students.	Questionnaire	culturally committed to visiting Israel and, thus, an appropriate target segment.
Halpenny & Caissie (2003)	Volunteering on nature conservation projects: Volunteer experience, attitude and values	To understand volunteers' experience as well as their values, attitudes and beliefs regarding nature.	Quantitative research	The researchers found that volunteers conceptualized nature in four different ways: 'nature in crisis,' 'nature as it should be,' 'nature as outside or something different,' and 'nature as nurturing'.
Stoddart & Rogerson (2004)	Volunteer tourism: The case of Habitat for Humanity, South Africa	To investigate voluntourist experience and voluntourism activities of Habitat for Humanity in South Africa.	Questionnaire	Volunteers expressed the opinion that, as a result of their work, they felt they were 'a part of South Africa' and struggled towards a better future for all its population.
Rehberg (2005)	Motivations for international volunteering among young adults in Switzerland	To explore the volunteer motivations of young adults in Switzerland.	Quantitative research	Four types of motivation have been found: achieving something positive for others, quest for the new, quest for oneself and self-interest, and self-development.
Michel, Miller, & Cheung (2010)	Volunteer tourism: Give a little, gain a lot	To examine volunteers' motivations; to analyze current and prospective voluntourists' expectations; to explore current voluntourists' satisfaction with their past experiences; to determine how voluntourists choose a travel organization; and to profile current and	Multi-phased mixed methodology	Most volunteers were aged 20-39. The volunteers were motivated by their interest in environmental conservation, community tourism, projects and community development. They prefer spending 40-80% of their trip in volunteering. The most popular duration of volunteer project is between 4-8 hours per day while spending less than \$1,500 on their trip. The volunteers cared about where their money goes and they thought that the reputation of a company is very important.

		prospective voluntourists.		
Brown & Morrison, (2003)	Expanding volunteer vacation participation: An exploratory study on the mini- mission concept	To determine the overall interest levels in volunteering among vacation travelers and 'mission lite'; and to identify the most interesting volunteer activities.	Quantitative research	Volunteers prefer half-to full-day volunteer experience and the greatest interest in participating on volunteer vacations were arts and crafts, chaperoning orphans, educational activities, building projects, physical fitness activities, and medical assistance.
Mustonen (2007)	Volunteer tourism- Altruism or mere tourism?	To go deeper into the structures behind altruistic and egoistic motives that underlie volunteer tourism—a form of tourism to which altruistic motives are often connected.	Qualitative research	It is similarly difficult to draw a line between altruistic and egocentric motives and these two are interconnected. The phenomenon of volunteer tourism can be viewed from two perspectives: volunteer-minded tourists and vacation-mined tourists.

CHAPTER III

Research Framework

3.1 Theoretical Framework

The current study adopted Callanan and Thomas' (2005) work on volunteer tourism as the basic model for its theoretical framework. The longer the volunteer project time, the less likely people will want to participate in the project. Furthermore, the higher the qualification required for the project, the less volunteers will participate in the project. Therefore, to sustain a volunteer's motivation to work on a project for more than a year, their intentions have to be, arguably, more altruistic in nature. In contrast, if a volunteer's motivation is more concerned with self-gain, the project would be, ideally, of short duration and with no specific qualification or skills required from the volunteer.

Concerning the factor of 'age' of participants, Callanan and Thomas (2005) posited that mature people are more suited to doing volunteer work as they are more likely to ensure higher quality of work than their younger counterparts. According to Michel, Miller, and Cheung (2010), volunteers from different age ranges have varying interests in the type of volunteering activity they want to do. It is clear that age of participants and content of the volunteer project can affect the motivation of volunteers.

3.2 Conceptual Framework

In the current research, the duration of the volunteer project, activities of the volunteer project, skills required by the volunteer project, and age of the participants are the *independent*

variables, while the motivation of volunteer tourists is the *dependent variable*, as clearly illustrated in the following figure. Figure 3.1 presents the conceptual framework of this study.

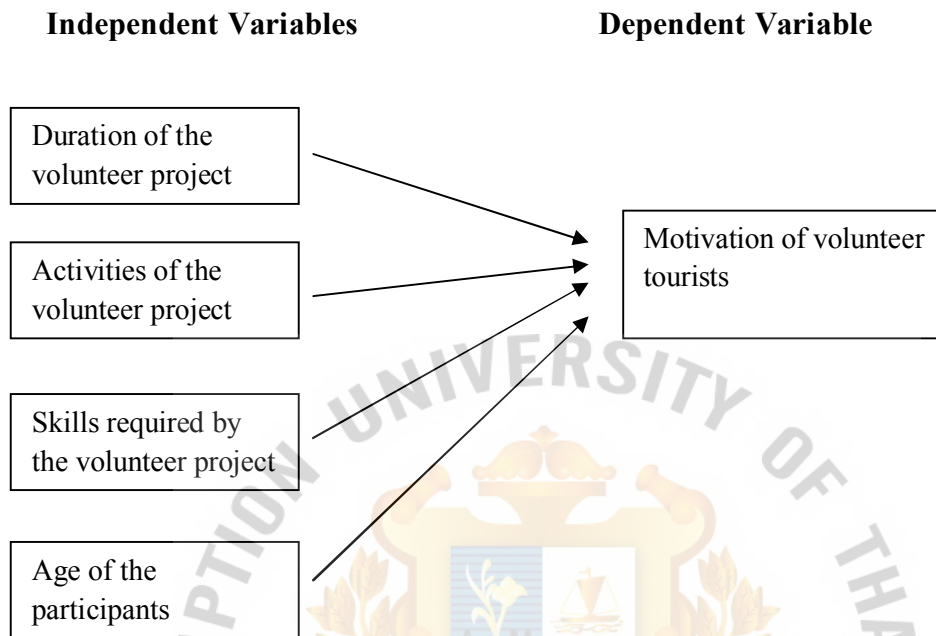


Figure 3.1. Conceptual framework of the study.

3.2.1 Independent variables.

In this study, four independent variables were identified, as follows: the duration of the volunteer project, activities of the volunteer project, skills required by the volunteer project, and age of the participants. The duration of the project and qualifications required may have strong relationship with the requirements of the project and the duration of volunteers' vacation. Volunteers who stay at the destination longer need more professional skills to help the locals, whereas projects of short duration require less qualification from the volunteers. Furthermore, the duration of the project affects the time of visiting the destination and duration of the volunteers' vacation time.

Different activities reflect different interests and perceptions among volunteers. Volunteers expect to gain varied experiences from a variety of activities in the different destinations. The activities may depend on the situation of the destination; for example, some building projects may not be provided during Thailand's rainy season, or teaching projects may not be offered during Thai students' holiday period.

The skill requirement of the volunteer project is another important factor that can affect potential voluntourists' decision to volunteer. As suggested earlier, the higher the qualifications required for the project, the less volunteers will participate in the project.

Differences in age range may be associated with differences in perception among volunteer tourists. For example, mature volunteers may be more concerned about the living standard of local people and may want try their best to help the residents, whereas younger volunteers may be more concerned with self-enhancement and sight-seeing at the destination.

3.2.2 Dependent variable

For the purposes of this research, the dependent variable was the motivation of volunteer tourists. The person's motive was deemed to be a strong factor in influencing the volunteer tourist to contribute and join the volunteer program. Hence, the voluntourists' motive or desire to do good things was identified and examined in this study.

As depicted in the conceptual framework, the current study, therefore, attempted to investigate the influence of duration of the volunteer project, activities of the volunteer project, skills required by the volunteer project, and age of the participants on the motivation of volunteer tourists.

3.3 Research Hypotheses

The generated research hypotheses are presented in their null and alternative forms, as follows:

<i>Ho1:</i>	The difference in volunteer tourists' motivation to participate in volunteerism in terms of the duration of the volunteer project is not significant.
<i>Ha1:</i>	The difference in volunteer tourists' motivation to participate in volunteerism in terms of the duration of the volunteer project is significant.
<i>Ho2:</i>	The difference in volunteer tourists' motivation to participate in volunteerism in terms of the activities of the volunteer project is not significant.
<i>Ha2:</i>	The difference in volunteer tourists' motivation to participate in volunteerism in terms of the activities of the volunteer project is significant.
<i>Ho3:</i>	The difference in volunteer tourists' motivation to participate in volunteerism in terms of the skills required by the volunteer project is not significant.
<i>Ha3:</i>	The difference in volunteer tourists' motivation to participate in volunteerism in terms of the skills required by the volunteer project is significant.
<i>Ho4:</i>	The difference in volunteer tourists' motivation to participate in volunteerism in terms of the age of the participants is not significant.
<i>Ha4:</i>	The difference in volunteer tourists' motivation to participate in volunteerism in terms of age of the participants is significant.

3.4 Operationalization of the Variables

The operational definition gives meaning to a concept by specifying the activities or operations necessary in order to measure the variables under investigation.

Tables 3.1 and 3.2 in the following segments present the operationalization of the identified dependent variable and independent variables, respectively.

Table 3.1

Operationalization of the Dependent Variable

Dependent Variable	Conceptual Definition	Operational Components	Level of Measurement	Question No.
Volunteer Tourists' motivation	Tourists' purpose for attending volunteer tourism in Thailand	<ul style="list-style-type: none">-Broaden my horizons- Giving time and energy for a good cause and pay for the privileges- Through this journey, better understand and appreciate different cultures, religions, and heritage- Learn new skills or new knowledge-Have fun and relax myself-Build connections that may help my career-The experience will help me succeed in my profession	Interval Scale	12-31

<p>Volunteer Tourists' motivation</p>	<p>Tourists' purpose for attending volunteer tourism in Thailand</p>	<ul style="list-style-type: none"> -Alternative types of travel offering a range of experiences -Improve the quality of life of the community -This vacation represents an attempt to encapsulate the enthusiasm -Past experience of providing similar services -Volunteering creates a better society -Want to help local people -Experience an alternative life style -Opportunity to experience local tourist attractions -Interested in this project -I have become jaded with standardized package holidays -My friends take part in this project, so do I -Do not have anything to do with time -Want to move and live in a community on a temporary basis 	<p>Interval Scale</p>	<p>12-31</p>
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Table 3.2

Operationalization of the Independent Variables

Independent Variables	Concept Definition	Operational Components	Scale of Measurement	Question No.
Age of the participants	The length of time that one has existed; the duration of life.	<ul style="list-style-type: none"> -Under 20 -Between 20~29 -Between 30~39 -Between 40~49 -Between 50~59 -Older than 60 	Ordinal	Q.2
Duration of the volunteer project	The period of time that the volunteer project is carried out.	<ul style="list-style-type: none"> -Less than 1 week -Half a month -Less than 1 month -Half a year -Less than 1 year -More than a year 	Ordinal	Q.5
Activities of the volunteer project	Any specific behavior during the process of volunteering.	<ul style="list-style-type: none"> -Education and training -Working with children (caring and nursing) -Building and construction -Environmental and wildlife conservation -Research/academic purpose -Cultural preservation and restoration 	Ordinal	Q.7
Skills required by the volunteer project	The qualification of volunteers.	<ul style="list-style-type: none"> -No skill -Certain level of skill -Moderate skill -High level of skill 	Ordinal	Q.9

CHAPTER IV

Research Methodology

4.1 Method of Research Used

Descriptive research was the research method utilized in this study. According to Zikmund (2003), descriptive research describes characteristics of a population or phenomenon. It seeks to determine the answers to who, what, where, and how questions. It often helps segment target markets and determines the extent of differences in the needs, perceptions, attitudes, and characteristics of subgroups.

The reason for choosing the descriptive research design is that this method is a relatively common method of generating primary data and providing the researcher with easy, cheap, quick, efficient, and accurate means of information assessment about the population.

4.2 Respondents and Sampling Procedures

4.2.1 Target population

The target respondents of this study are international volunteer tourists, either group or individual, who volunteered in Thailand in recent years.

4.2.2 Sample size.

Sample size is the size of a sample, or the number of observations or cases specified by the estimated variance of the population, the magnitude of acceptable error, or the confidence level (Zikmund, 1994). For this research, the population number is unknown. Therefore, in

order to determine the absolute sample size with 95% confidence level that the findings from the study reflect the whole population, the researcher adopted the following mathematical formula from Zikmund (1994):

$$n = \frac{Z^2 * p * q}{E^2}$$

where:

n = number of sample size

Z^2 = square of the confidence level in standard error limits, Z score based on researcher's desired level of confidence (LOC) which is set at 95%. Then, the number of standard score of Z associated with confidence level is equal to 1.96 (see Table 4.1), where the value of Z is derived from the Normal Curve. The table below lists some Z and LOC values.

Table 4.1

Level of Confidence Values and Equivalent Z Values

Z	LOC
99.9%	3.3
99.0%	2.577
98.5%	2.43
97.5%	2.243
95.0%	1.96
90.0%	1.645
85.0%	1.439
75.0%	1.151

Source: http://www.ehow.com/how_5262463_calculate-sample-size-formula.html, calculation of the confidence interval.

p = estimated proportion of success

$q = (1-p)$, or estimated proportion of failures

E^2 = square of the maximum allowance for error between the true proportion and sample proportion. While confidence level was set at 0.95 (95%), the maximum allowance for error became 0.05.

$$n = \frac{1.96^2 \times 0.5 \times 0.5}{(0.05)^2}$$
$$n = 384.16$$

The calculated result of the mathematical formula came out as 384. Therefore, around 400 questionnaires were distributed to the international volunteer tourists in Thailand.

4.2.3 Sampling procedures.

This research examined the motivation of international tourists who participated in volunteer tourism in Thailand. Specifically, the target respondents of this study consisted of foreign tourists who volunteered in tourism-based projects in Thailand. A total of 400 questionnaires were distributed to target respondents.

The researcher intended to use judgmental sampling to collect data (where the researcher intentionally selects respondents who have had some experience with a volunteer project). But as this is niche tourism in Thailand, volunteers were not easy to find. Therefore,

it was decided that the best way to distribute the questionnaires was to use the Internet. This entailed creating an online questionnaire (via <http://www.my3q.com/survey/341/xiyue928/75538.phtml>) and sending e-mails to potential respondents who, in this case, were international volunteer tourists with some experience in Thailand. E-mails were sent to various volunteer tourism organizations in Thailand or to individual international volunteers who agreed to participate. Moreover, the researcher published the link of online questionnaire to the discussion groups on the Internet, such as the Thai-voluntoutism group on Facebook, the members of the www.volunteerorganization.com, discussion group of www.volunteerthai.com, and other BBS (Bulletin Board System) websites which allowed its members to collect data on the website platform. Meanwhile, the researcher also conducted telephone interviews with individual volunteers who could not be reached by e-mail. Some of these volunteers who agreed to be interviewed by phone are still in Thailand, whereas others have left for other destinations or have gone home to their own countries. In addition, the researcher distributed questionnaires directly to volunteer tourists in Bangkok. There was a list that covered almost 75% of volunteer tourism organizations in Thailand; through this list, the researcher was able to contact relevant organizations and consequently interviewed individuals by phone or gave out questionnaires directly.

Table 4.2 below illustrates the survey sample selection and the various modes of participation in the data gathering stage of this study.

Table 4.2

Survey Sample Selection and Mode of Participation

Ways to distribute questionnaire Source	E-mail	On-line survey*	Telephone	Self-Administered Questionnaire
Track of Tiger Company, Chiang Mai	40	—	—	50
Gibbon Rehabilitation Project (GRP), Phuket	30	20	—	—
Volunthai Organization, Bangkok	20	—	—	15
Dragonfly Volunteer Organization, Nakhon Ratchasima	30	—	—	15
Openmind Project, Bangkok & Chiang Mai	20	15	—	20
Other Volunteer Organizations, Bangkok	—	20	30	—
Individual Volunteers, Bangkok	—	20	15	40
Total	400	75	45	140

Note *: check the questionnaire online address “<http://www.my3q.com/survey/341/xiyue928/75538.phtml>”

4.3 Research Instrument/Questionnaire

The questionnaire utilized in this study was a self-administered questionnaire. The questionnaire consisted of the following sections:

4.3.1 Section I: Personal information.

The first section of the questionnaire asked about personal information relative to the respondent’s origin, age, educational attainment, and frequency of travel for vacation. A total of four multiple choice questions were asked in this section.

4.3.2 Section II: Information on volunteer projects in Thailand.

This section consisted of seven questions which asked respondents about certain details pertaining to their participation in volunteer tourism projects in Thailand. These questions were specifically on: duration of volunteer work, volunteer project location, main theme/content of volunteer project activities, type of accommodation during the project work, level of skill required by the project, reason for choosing the destination, and how the respondent first knew about the project. As in the first section, multiple choice questions were likewise used in this section.

4.3.3 Section III: Motivation of volunteer tourist.

The last section consisted of twenty questions which asked about the respondents' motivation to do volunteer work in Thailand. The researcher used a 5-point Likert scale ranging from 5 = *strongly agree*, 4 = *agree*, 3 = *neither agree nor disagree*, 2 = *disagree*, 1 = *strongly disagree* to measure the voluntourists' motivation in participating in a volunteer project in Thailand.

4.4 Collection of Data/Gathering Procedures

4.4.1 Secondary data.

This study gathered secondary data from textbooks, newspaper articles, academic tourism research journals, computerized databases, and on-line sources. The researcher also obtained valuable secondary data from field notes, minutes of meetings, and e-mail surveys sent to volunteer tourism organizations in Bangkok (e.g., Volunthai Company and Openmind

Project). In addition, interviews were also conducted with representatives of well known volunteer tourism organizations such as the Track of Tiger Company in Chiang Mai and the Dragonfly Organization in Khorat.

4.4.2 Primary data.

For the purposes of the current study, primary data were collected through a self-administered questionnaire that was distributed to 384 respondents who are or have been volunteer tourists in Thailand. The data gathering process was carried out from August to September 2010. To cover for possible losses, additional questionnaires were distributed. A total of 400 questionnaires were sent out through e-mail, online survey, telephone interviews, or direct distribution to volunteer tourists in Bangkok. Before giving out questionnaires face-to-face, the researcher ensured that respondents are foreign tourists and that their being with a volunteer project is due to a specific mission at hand. For data assessment purposes, the Statistical Package for the Social Sciences (SPSS) program was employed to analyze the data and to ensure accurate outputs.

4.5 Pretest and Reliability Test

A pretest is a trial run with a group of respondents for the purpose of detecting problems in a questionnaire's instructions or design. To assess the reliability of the research instrument, 30 questionnaires were distributed to international volunteer tourists in Bangkok, primarily through e-mail, during the period 25-30 June 2010. Raw data obtained from the

pretest study were decoded and processed by means of the SPSS program to find the instrument's validity and reliability levels.

Reliability assessment was carried out by using the Cronbach's Coefficient Alpha Scale. The outcome of the reliability analysis-scale or obtained alpha of 25 items was **.793** which is greater than 0.6. Hence, it could be concluded that this study's questionnaire was reliable and had met the research objectives. The following Table 4.3 presents the reliability analysis-scale (alpha) of the pretest result.

Table 4.3

Reliability Analysis-Scale (Alpha) of Pretest Result

Reliability Statistics

Cronbach's Alpha	No. of Items
.793	20

4.6 Statistical Treatment of Data

4.6.1 Descriptive statistics.

According to Zikmund (2003), in descriptive statistics, the calculation of the average, frequency distribution, and percentage distribution are the most common forms of

summarizing data. These tools transform raw data into a form that will make it easy for researchers to interpret and understand their findings.

For the purposes of the current study, descriptive statistics was utilized to analyze the four independent variables of duration of the volunteer project, activities of the volunteer project, skills required by the volunteer project, and age of the participants.

4.6.2 Inferential statistics.

Inferential statistics is generally used to make an inference of judgment about a population on the basis of a sample (Zikmund, 2003). In the same token, the current researcher utilized inferential statistics to make inferences about international volunteer tourists in Thailand by means of hypothesis testing. In this study, the researcher applied a number of statistical treatments which are briefly discussed in the following segments.

4.6.2.1 ANOVA (*analysis of variance*).

ANOVA is a technique to determine if statistically significant differences in means occur between two or more groups. This technique is referred to as “one-way” because there is only one independent variable (even though there may be several levels of that variable). The *F*-test is a procedure for comparing one sample variance to another sample variance and determines whether there is more variability in the scores of one sample than in the scores of another sample. The *F*-distribution measures whether the variability of two samples differs significantly; if the statistic is greater than the *t*-value for some level of significance, there is no significant difference in the means of the sample and the hypothesis may be rejected (Zikmund, 2003).

Formula of calculation of *F*-Ratio

$$F = \frac{\text{MS Between}}{\text{MS Within}}$$

MS = Mean Square

Source: statisticslecture.com (2008)

4.6.2.2 Factor analysis.

Factor analysis is a statistical technique used to identify a relatively small number of factors that can be used to represent relationships among sets of many interrelated variables (Norusis, 1990). There are three steps in factor analysis: (1) examining the correlation matrix, (2) factor extraction, and (3) factor rotation.

(1) Examining the correlation matrix. In this segment, two measures are introduced: Bartlett's test of sphericity and the Kaiser-Meyer-Olkin measure.

Bartlett's test of sphericity is a measure of the multivariate normality of setting of distributions. It also tests whether the correlation matrix is an identity matrix (factor analysis would be meaningless with an identity matrix). A significance value < 0.05 indicates that the data do not produce an identity matrix (or "differ significantly from identity") and are thus approximately multivariate normal and acceptable for factors analysis (Norusis, 1990).

Kaiser-Meyer-Olkin (KMO) is a measure of whether the distribution of values is adequate for conducting factor analysis. The KMO measurement produces values from 0 to 1. The small values for the KMO measurement indicate that the factor analysis of the variables

may not be a good idea, since correlation between pairs of variables cannot be explained by the other variables (Kaiser, 1974). Kaiser designates KMO levels as follows:

KMO > 0.9 is marvelous

KMO > 0.8 is meritorious

KMO > 0.7 is middling

KMO > 0.6 is mediocre

KMO > 0.5 is miserable

KMO < 0.5 is unacceptable

(2) *Factor extraction.* The purpose of the factor extraction phase is to extract the factors. The maximum-likelihood method is used to find this solution. The maximum-likelihood method produces parameter estimates that are the most likely to have produced the observed correlation matrix if the sample is from a multivariate normal distribution. The correlations are weighted by the inverse of the uniqueness of the variables, and an iterative algorithm is employed (Norusis, 1990).

(3) *Factor rotation.* The purpose of factor rotation is to attempt transforming initial matrix into one that is easier to interpret. Factor rotation can be orthogonal and oblique. With the orthogonal, it seeks to maximize the lack of correlation between the resultant factors in order to produce the uncorrected factors, while the new factors of the oblique rotation are correlated.

One method of orthogonal factor rotation which is recommended as the standard approach is often called varimax rotation (Kaiser, 1958). This method minimizes the number of variables with high loadings on a factor, thereby enhancing the interpretability of the factor. Pattern loading near 0.05 or greater were used to interpret the result (Kim & Mueller, 1978).

In this study, varimax rotation was used to identify the underlying dimensions of international volunteers tourists' motivations.

4.7 Statistical Technique Used

There were a number of statistical techniques employed in the current study. As far as testing of the research hypotheses is concerned, however, one-way analysis of variance (ANOVA) was utilized. The following Table 4.4 presents a summary of the research hypotheses and the statistical technique used in testing them.

Table 4.4

Summary of Research Hypotheses and Statistical Technique Used

Ho1:	The difference in volunteer tourists' motivation to participate in volunteerism in terms of the duration of the volunteer project is not significant.	One-way ANOVA
Ha1:	The difference in volunteer tourists' motivation to participate in volunteerism in terms of the duration of the volunteer project is significant.	One-way ANOVA
Ho2:	The difference in volunteer tourists' motivation to participate in volunteerism in terms of the activities of the volunteer project is not significant.	One-way ANOVA
Ha2:	The difference in volunteer tourists' motivation to participate in volunteerism in terms of the activities of the volunteer project is	One-way

	significant.	ANOVA
Ho3:	The difference in volunteer tourists' motivation to participate in volunteerism in terms of the skills required by the volunteer project is not significant.	One-way ANOVA
Ha3:	The difference in volunteer tourists' motivation to participate in volunteerism in terms of the skills required by the volunteer project is significant.	One-way ANOVA
Ho4:	The difference in volunteer tourists' motivation to participate in volunteerism in terms of the age of the participants is not significant.	One-way ANOVA
Ha4:	The difference in volunteer tourists' motivation to participate in volunteerism in terms of age of the participants is significant.	One-way ANOVA



CHAPTER V

Data Analysis and Critical Discussions

5.1 Descriptive Statistics

The descriptive statistic in this study helps to describe relationships among variables related the hypotheses concerning volunteer tourists' motivation on volunteer in Thailand.

There were a total of 400 questionnaires distributed to the volunteer tourism organizations and individual volunteers in Thailand by E-mail, on-line questionnaire survey, Telephone and self administer during 15th July - 5th September, 2010. A total of 329 questionnaires were filled in and returned to the researcher (see Table 5.1 for detail).

Table 5.1

Summary of the questionnaires distributed and returned

Ways to distribute questionnaire	E-mail	Online survey*	Telephone	Self Administer Questionnaire
Track of Tiger Company, Chiang Mai	40	—	—	50
Gibbon Rehabilitation Project (GRP), Phuket	30	20	—	—
Volunthai Organization, Bangkok	20	—	—	15
Dragonfly Volunteer Organization, Nakhon Ratchasima	30	—	—	15
Openmind Project, Bangkok & Chiang Mai	20	15	—	20
Other Volunteer Organizations, Bangkok	—	20	30	—
Individual Volunteers, Bangkok		20	15	40
Total distributed 400	140	75	45	140
Returned 329	121	43	25	140
Rate of Returned 82.25%	86.43%	57.33%	55.56%	100%

Note *: check the questionnaire online address "<http://www.my3q.com/survey/341/xiyue928/75538.phtml>"

5.1.1 Personal information related to volunteers.

5.1.1.1 Origin of volunteer tourists.

The nationality origin of 329 respondents is depicted in Figure 5.1 and Table 5.2. Most of the respondents who volunteered in Thailand were from Asia (43.8%), followed by America (25.5%), then Europe (22.5%), and the least number from Africa (8.2%).



Figure 5.1. Nationalities of volunteer tourists

Table 5.2

Nationalities of volunteer tourists

Where have you come from?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Europe	74	22.5	22.5	22.5
	America	84	25.5	25.5	48.0
	Asia	144	43.8	43.8	91.8
	Africa	27	8.2	8.2	100.0
	Total	329	100.0	100.0	

5.1.1.2 Age of volunteer tourists.

Figure 5.2 and Table 5.3 below show that the ages of most of the volunteer tourists are between 20-29 years old, or 39.5% out of a total of 329 respondents. This was followed by those aged between 30-39 years old (22.2%), then by those aged under 20 years old (17.3%), followed by those aged between 40-49 years (10.3%), and those aged between 50-59 (7.9%). Belonging to the smallest age group were those aged older than 60 at 2.7%.

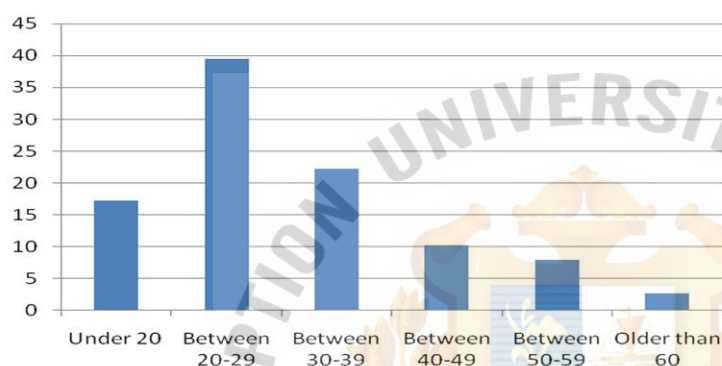


Figure 5.2. Age of volunteer tourists

Table 5.3

Age of volunteer tourists

What is your age?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 20	57	17.3	17.3	17.3
	Between 20-29	130	39.5	39.5	56.8
	Between 30-39	73	22.2	22.2	79.0
	Between 40-49	34	10.3	10.3	89.4
	Between 50-59	26	7.9	7.9	97.3
	Older than 60	9	2.7	2.7	100.0
	Total	329	100.0	100.0	

5.1.1.3 Educational attainment of volunteer tourists.

As for educational level distribution, it can be seen in Figure 5.3 and Table 5.4 that half of the respondents (45.9%) had an undergraduate degree, followed by 25.5% with a master's degree, 18.2% attained high school education or below, 4.3% of the respondents were non-academic, and 4.9% held a doctoral degree. The smallest group at 1.2% consisted of respondents with vocational certificate or other degrees.

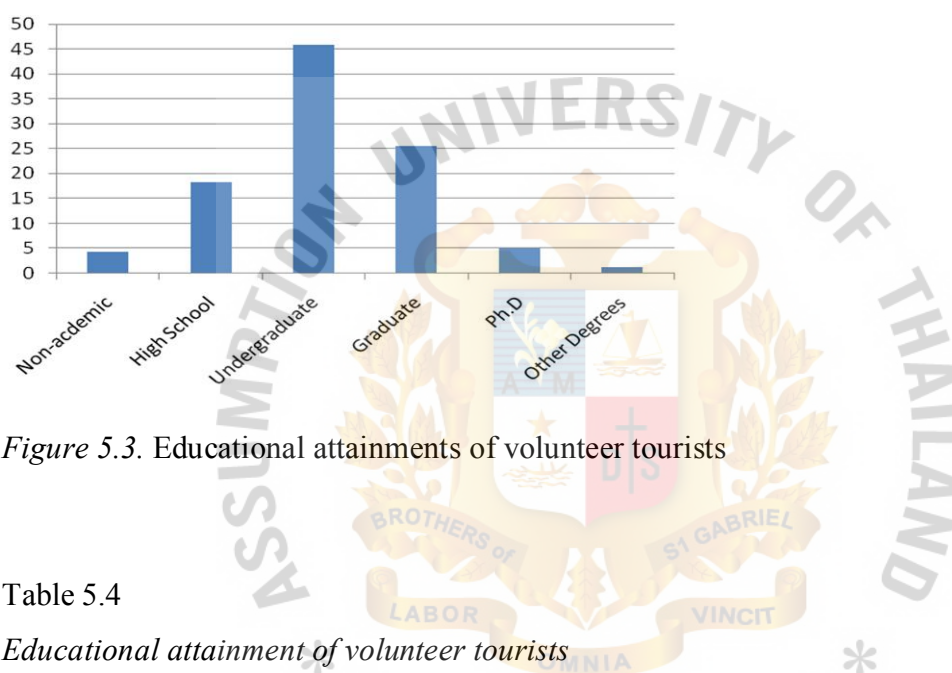


Figure 5.3. Educational attainments of volunteer tourists

Table 5.4

Educational attainment of volunteer tourists

What is your educational attainment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Non-academic	14	4.3	4.3	4.3
	High school	60	18.2	18.2	22.5
	Undergraduate	151	45.9	45.9	68.4
	Graduate	84	25.5	25.5	93.9
	Ph.D	16	4.9	4.9	98.8
	Other degrees	4	1.2	1.2	100.0
	Total	329	100.0	100.0	

5.1.1.4 Frequency of vacation travel each year.

It can be gleaned from Figure 5.4 and Table 5.5 that, with regard to the frequency of annual vacation travel among the respondents, nearly half of the respondents travelled 2-3 times each year (47.4%), followed by those who travelled once (27.1%), with the least number (25.2%) being those who travelled more than three times each year.

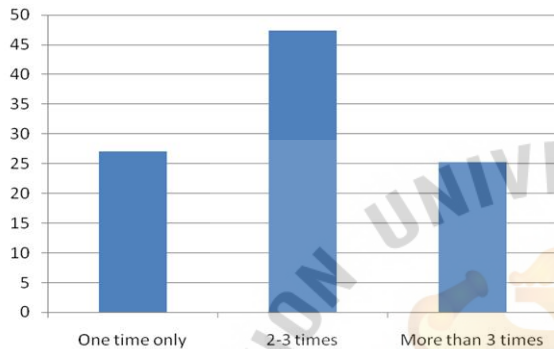


Figure 5.4. Frequency of travel in vacation each year

Table 5.5
Frequency of travel in vacation each year

How often do you travel for vacations each year?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One time Only	89	27.1	27.1	27.1
	2-3 times	157	47.7	47.7	74.8
	More than 3 times	83	25.2	25.2	100.0
	Total	329	100.0	100.0	

5.1.2 Information on volunteer tourism project.

5.1.2.1 Duration of volunteer project.

Figure 5.5 and Table 5.6 below illustrate that the largest group of voluntourists (34.0%), in terms of duration of volunteer project, are those who volunteered for half a month.

This was followed by the second largest group (23.7%) composed of those who volunteered for less than 1 week. In the order of decreasing percentage, the remaining groups were those who volunteered for less than 1 month (17.9%), one-half year (12.2%), less than 1 year (9.4%), and, finally, by those who volunteered for more than 1 year (2.7%).

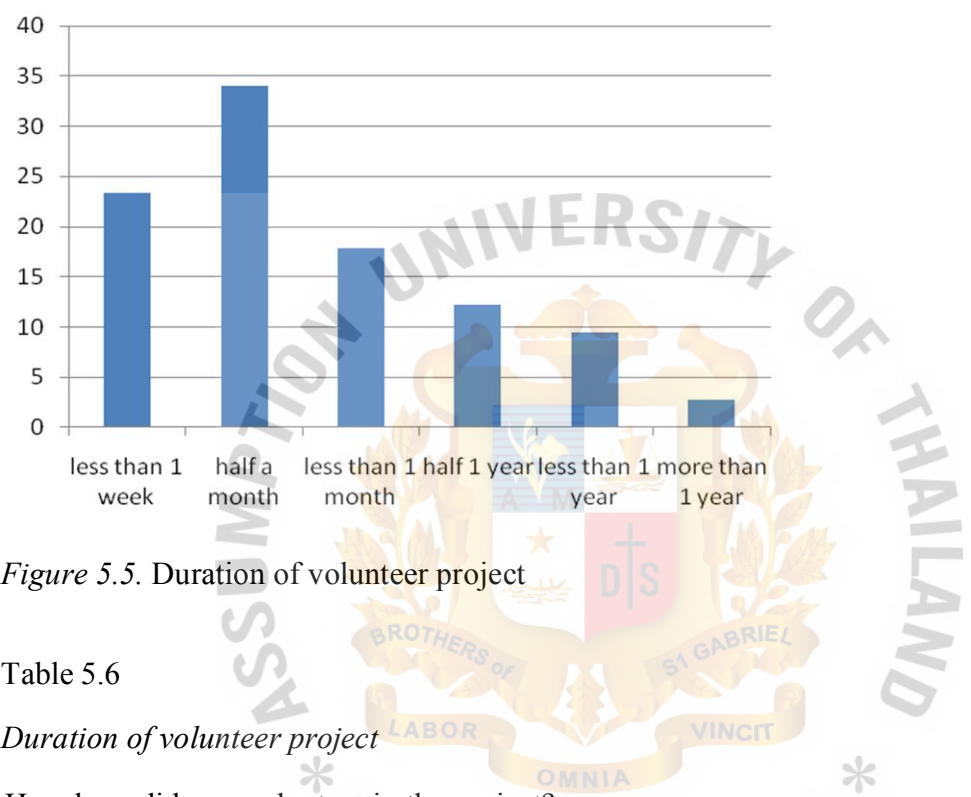


Figure 5.5. Duration of volunteer project

Table 5.6

Duration of volunteer project

How long did you volunteer in the project?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less 1 week	78	23.7	23.7	23.7
	Half month	112	34.0	34.0	57.8
	Less 1 month	59	17.9	17.9	75.7
	Half 1 year	40	12.2	12.2	87.8
	Less 1 year	31	9.4	9.4	97.3
	More than 1 year	9	2.7	2.7	100.0
	Total	329	100.0	100.0	

5.1.2.2 Volunteer tourism destination in Thailand.

The following Figure 5.6 and Table 5.7 reveal that nearly half of the respondents (48.6%) participated in volunteer activities in the central part of Thailand, whereas 30.1% chose to volunteer in the north of Thailand. The smallest group of voluntourists (21.3%) chose to be involved in volunteer tourism in the south of Thailand.

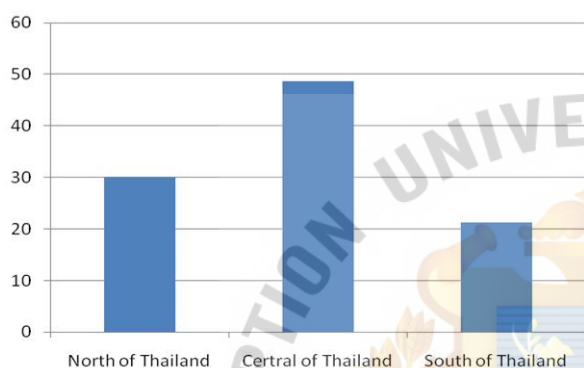


Figure 5.6. Volunteer tourism destinations in Thailand

Table 5.7

Volunteer tourism destination in Thailand

Where did you volunteer?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Northern part of Thailand	99	30.1	30.1	30.1
Central part of Thailand	160	48.6	48.6	78.7
Southern part of Thailand	70	21.3	21.3	100.0
Total	329	100.0	100.0	

5.1.2.3 Main content/theme/activity of the volunteer project.

In terms of the main content/theme/activity of the volunteer project, the results of data reflected in Figure 5.7 and Table 5.8 below indicated three top activities: working with children (22.5%), education and training (22.2%), and environmental and wildlife conservation (21.6%). In the order of decreasing numbers, the remaining volunteer projects are cultural preservation (13.7%), building and construction (11.2%), research/academic purpose (7.3%), and, finally, other activities (e.g., HIV/AIDS prevention; helping the handicapped) as having the smallest group of volunteer tourists (1.5%).

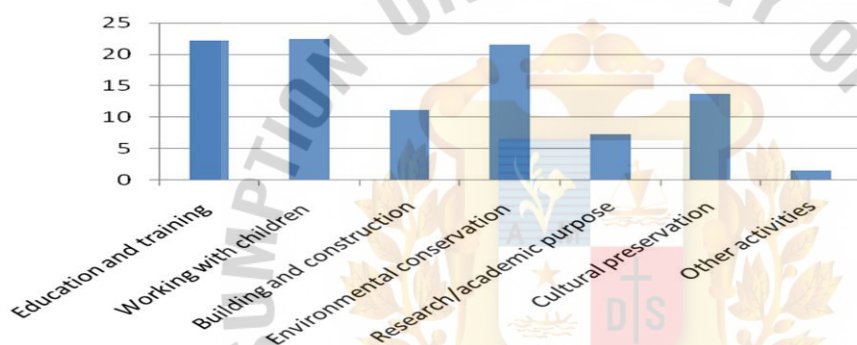


Figure 5.7. The main content/theme/activity of the volunteer project

Table 5.8

The main content/theme/activity of the volunteer project

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Education/training	73	22.2	22.2	22.2
	Working with children	74	22.5	22.5	44.7
	Building/contraction	37	11.2	11.2	55.9
	Environmental/wildlife	71	21.6	21.6	77.5
	Research purpose	24	7.3	7.3	84.8
	Cultural preservation	45	13.7	13.7	98.5
	Other	5	1.5	1.5	100.0
	Total	329	100.0	100.0	

5.1.2.4 Accommodation related to volunteer project.

The following Figure 5.8 and Table 5.9 show the type of accommodation preferred by volunteers in volunteer tourism projects. The largest group (27.4%) reportedly lived in home stay accommodation. This was followed by 22.8% who stayed in a rented house. In decreasing numbers, the next groups which were almost the same in percentage (19.5% and 19.1%), reported staying in camps and guesthouses, followed by 9.7% of volunteers who stayed in hotels and, finally, 1.5% of volunteers reportedly lived in friends' houses or in private rooms provided by the travel agency.

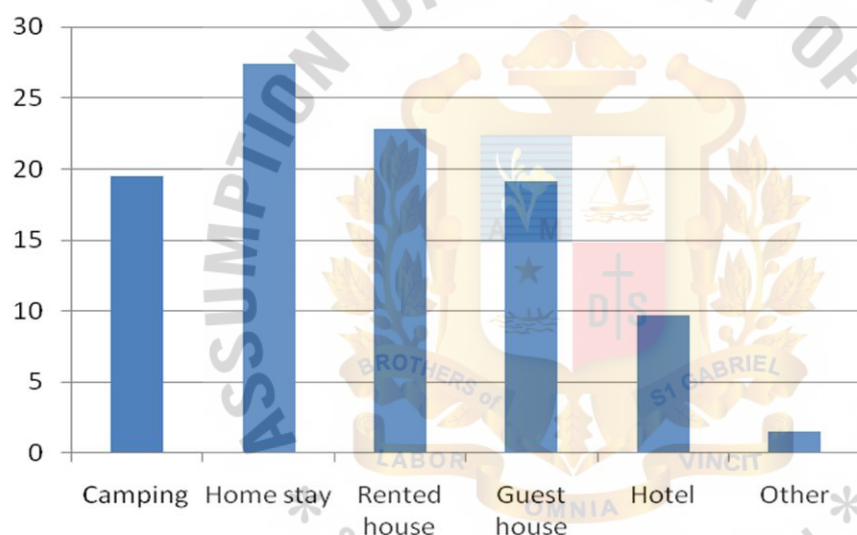


Figure 5.8. Accommodation of volunteer project

Table 5.9

Accommodation of volunteer project

Which kind of accommodation you stayed in during volunteer activity?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Camping	64	19.5	19.5	19.5
	Home stay	90	27.4	27.4	46.8
	Rented house	75	22.8	22.8	69.6
	Guesthouse	63	19.1	19.1	88.8
	Hotel	32	9.7	9.7	98.5
	Other	5	1.5	1.5	100.0
	Total	329	100.0	100.0	

5.1.2.5 Skill level requirement of volunteer project.

It can be seen in the following Figure 5.9 and Table 5.10 that, relative to the level of skill requirement of volunteer projects, nearly half of the respondents (45.3%) volunteered in projects that required a certain level of skill. The second largest group of volunteers (32.8%) opted for projects that did not require any skills. This was followed by 11.6% of volunteers who worked in projects that required moderate skill, and the smallest group (10.3%) was found to be volunteers who chose projects that required a high level of skill.

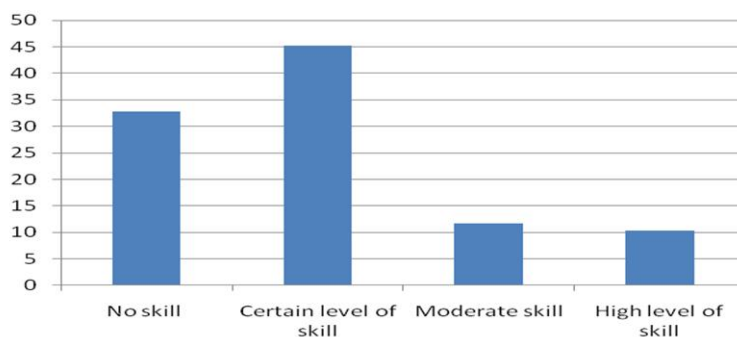


Figure 5.9. Skill requirement of volunteer project

Table 5.10

Skill requirement of volunteer project

What level of skill did the project require?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No skill	108	32.8	32.8	32.8
	Certain skill	149	45.3	45.3	78.1
	Moderate skill	38	11.6	11.6	89.7
	High level skill	34	10.3	10.3	100.0
	Total	329	100.0	100.0	

5.1.2.6 Reason for visiting the destination.

According to the statistical returns on the item ‘reason for visiting the destination’, Figure 5.10 and Table 5.11 below show that the largest group of respondents (30.4%) considered the beautiful scenery and landscape; this was followed by those who considered the reputation/word of mouth endorsement of the destination (21.3%). In decreasing percentage distribution, the next groups were those who opted for reasons of affordability and economic underdevelopment (17.9% and 15.2%, respectively). These were followed by the group whose main reason was due to the comfortable climate (9.7%) and, finally, by 5.5% of respondents who had other reasons (e.g., having a friend there; having good memories there; or visiting a good friend at the same time).

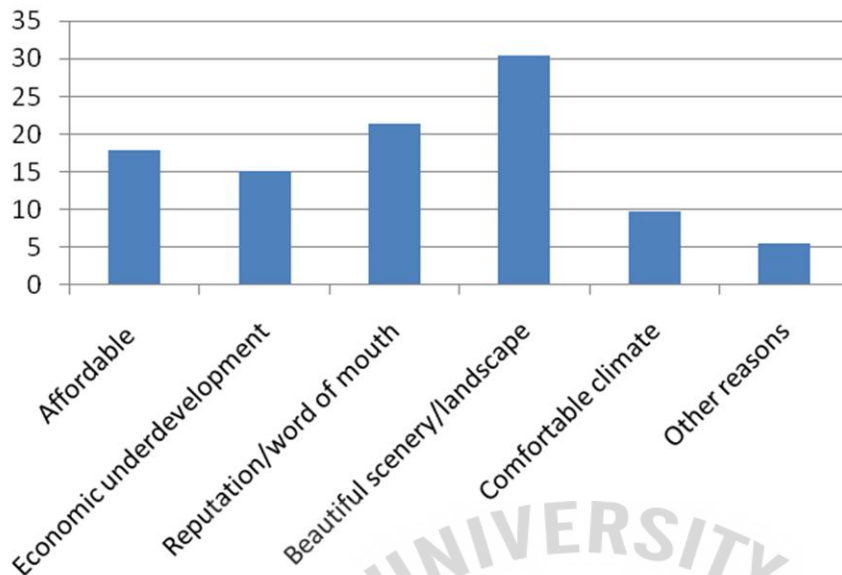


Figure 5.10. The reason to visit the destination

Table 5.11

The reason to visit the destination

Why did you visit the destination you volunteer?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Affordable	59	17.9	17.9	17.9
	Economic underdevelopment	50	15.2	15.2	33.1
	reputation	70	21.3	21.3	54.4
	Beautiful landscape	100	30.4	30.4	84.8
	Climate	32	9.7	9.7	94.5
	Other reason	18	5.5	5.5	100.0
Total		329	100.0	100.0	

5.1.2.7 Information sources of volunteer project.

Figure 5.11 and Table 5.12 below demonstrate that the largest group of respondents (29.8%), according to information sources of the volunteer project, obtained information from the Internet or websites. The second largest group (21.6%) came to know about the volunteer

project via magazines, newspapers, and books. In decreasing numbers, the next group (16.7%) got their information through TV, 14.0% through friends/family/word of mouth, and 13.7% through a travel agency. The smallest group of respondents (4.3%) obtained information from other sources (e.g., college/university or directly from the volunteer tourism project itself).

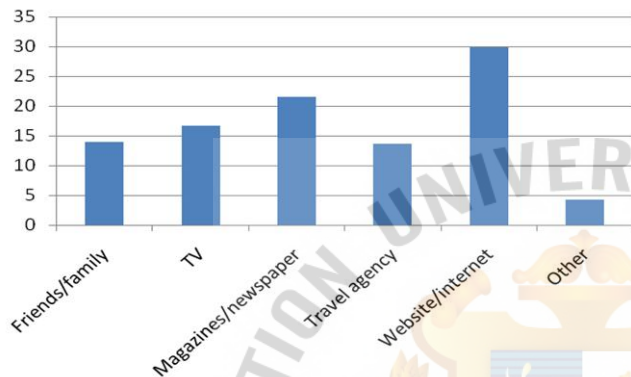


Figure 5.11. Information sources of volunteer project

Table 5.12

Information sources of volunteer project

How did you know about this volunteer trip?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Friend/family/WOM	46	14.0	14.0	14.0
	TV	55	16.7	16.7	30.7
	Magazine/newspaper	71	21.6	21.6	52.3
	Travel agency	45	13.7	13.7	66.0
	Website	98	29.8	29.8	95.7
	Other	14	4.3	4.3	100.0
	Total	329	100.0	100.0	

5.2 Factor Analysis

An exploratory factor analysis was performed in order to assess the dimensionality of the instrument. The principal component analysis with varimax rotation was employed. Factors with eigenvalue greater than 1.00 and items with factors loading greater than 0.50 were considered significant and included in the analysis. The reliability analysis was employed to assess the overall reliability score of the instrument and reliability scores for each factor. The principal components factor method was used to generate the initial solution. The eigenvalue suggested that seven factors emerged as motivation of volunteers in Thailand. These seven factors explained 65% of the overall variance before the rotation. All of the seven factors have relatively not very high reliability coefficients ranging from 0.522 to 0.706. No item was eliminated from further analysis. The factor loading matrix for the enduring involvement items is illustrated in Table 5.13 below. The overall significance of the correlation matrix was 0.000, with a Bartlett test of sphericity value of 1190.793. The Kaiser-Meyer-Olkin overall measure of sampling adequacy was 0.646, which was mediocre (Kaiser, 1974).

The seven factors underlying the motivation of volunteer tourists in Thailand were as follows:

Factor 1: *self-esteem* contained four items and explained 13.815% of the variance in the data, with an eigenvalue of 2.763. The motives associated with this factor included “I wanted to broaden my horizons”, “I wanted to learn new skills or new knowledge”, “I wanted to experience an alternative life style”, and “I search for more alternative types of travel offering a range of experiences”.

Factor 2: *socialization* included three items and explained 12.250% of the variance in the data, with an eigenvalue of 2.450. The motives associated with this factor covered “I wanted to improve the quality of life of the community”, “I have past experience of providing similar services” and “Volunteering creates a better society”.

Factor 3: *self-accomplishment* contained three items and explained 9.392% of the variance in the data, with an eigenvalue of 1.878. The motives associated with this factor included “I wanted to build connections that may help my career” and “The experience will help me succeed in my profession”.

Factor 4: *curiosity* included three items and explained 6.977% of the variance in the data, with an eigenvalue of 1.395. The motives associated with this factor covered “My friends take part in this project, so do I”, “I do not have anything to do with my time” and “I wanted to move and live in community on temporary basis.”

Factor 5: *community welfare* contained two items and explained 6.596% of the variance in the data, with an eigenvalue of 1.319. The motives associated with this factor including “I feel I am giving time and energy for a good cause and paying for the privileges” and “I wanted to help local people”.

Factor 6: *leisure* included two items and explained 6.039% of the variance in the data, with an eigenvalue of 1.208. The motives associated with this factor covered “I wanted to have fun and relax myself” and “This vacation represents an attempt to encapsulate the enthusiasm”.

Factor 7: *escape* contained four items and explained 5.444% of the variance in the data, with an eigenvalue of 1.089. The motives associated with this factor including “Through

this journey, I can better understand and appreciate different cultures, religions and heritage”,
 “I am only interested in this project”, “This trip gives me opportunity to experience local
 tourist attractions” and “I have become jaded with standardized package holidays”.

Table 5.13 *Factor Analysis Results of the Volunteer Tourists' Motivation in Thailand*

Volunteer Tourists' Motivation Factors	Factor Loadings	Eigen value	Percentage of variance explained (%)	Reliability Alpha
<u>Factor 1: Self-esteem</u>				
I wanted to broaden my horizons	0.737	2.763	13.985	0.706
I wanted to learn new skills or new knowledge	0.820			
I wanted to experience an alternative life style	0.519			
I search for more alternative types of travel offering a range of experiences	0.695			
<u>Factor 2: Socialization</u>				
I wanted to improve the quality of life of the community	0.645	2.450	12.856	0.604
I have past experience of providing similar services	0.613			
Volunteering creates a better society	0.739			
<u>Factor 3: Self-accomplishment</u>				
I wanted to build connections that may help my career	0.783	1.878	9.952	0.648
The experience will help me succeed in my profession	0.779			
<u>Factor 4: Curiosity</u>				
My friends take part in this project, so do I	0.718	1.395	7.977	0.658
I do not have anything to do with my time	0.768			
I wanted to move and live in community on temporary basis	0.631			
<u>Factor 5: Community welfare</u>				
I feel I am giving time and energy for a good cause and paying for the privileges	0.566	1.319	6.856	0.539
I wanted to help local people	0.847			
<u>Factor 6: Leisure</u>				
I wanted to have fun and relax myself	0.600	1.208	6.539	0.522
This vacation represents an attempt to encapsulate the enthusiasm	0.548			
<u>Factor 7: Escape</u>				
Through this journey, I can better understand and appreciate different cultures, religions and Heritage	0.690	1.089	5.956	0.553
This trip gives me opportunity to experience local tourist attractions	0.596			
I am only interested in this project	0.718			
I have become jade with standardized package holiday	0.629			
			Total 64.121	Total 0.668

Note: extraction Method-Principal Component Analysis
 Rotation Method-Varimax with Kaiser Normalization
 KMO (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) = 0.646
 Bartlett's Test of Sphericity: p = 0.000 (X²=1190.793, df=190)

5.3 Hypotheses Testing

The hypothesis which is developed for the purpose of testing is called the *null hypothesis*, designated as ‘Ho’. The *alternate hypothesis* (‘Ha’) is the statement that is accepted if the sample data provide sufficient evidence that the null hypothesis is false.

Level of significance or sometimes called the level of risk is the probability of rejecting the null hypothesis when it is true. The significance level determines the probability level 0.05 or 0.01 that is to be considered too low to warrant support of the null hypothesis. If the probability of occurrence of the observed data is *smaller than* the level of significance, the data suggest the null hypothesis should be rejected (Zikmund, 2003).

This study generated four hypotheses for testing. One-way ANOVA was used to test the hypotheses. The significance level used in this study is 0.05 or 95% level of confidence.

5.3.1 Hypotheses 1 - Comparative difference in volunteer tourists’ motivation by duration of volunteer project.

Ho1: The difference in volunteer tourists’ motivation to participate in volunteerism in terms of the duration of the volunteer project is not significant.

Ha1: The difference in volunteer tourists’ motivation to participate in volunteerism in terms of the duration of the volunteer project is significant.

One-way ANOVA was conducted to explore the differences between seven motivation factors and five duration groups (duration group “More than a year” has been excluded because of lowest frequency). The results are shown in Table 5.14 below.

There were nine items with a significance value more than 0.05. This means the difference in volunteer tourists' motivation in the nine items in terms of the duration of the volunteer project is not significant.

There were 10 items having a significance value less than 0.05, so the null hypothesis is rejected. As can be seen in Table 5.14, two items of the duration of the volunteer project in "Factor 1: self-esteem" are significant; they are "I wanted to broaden my horizons" ($p = 0.027$) and "I search for more alternative types of travel offering a range of experiences" ($p = 0.003$). Three items in "Factor 2: socialization" are significant of the duration of volunteer project which are "I wanted to improve the quality of life of the community" ($p = 0.002$), "I have past experience of providing similar services" ($p = 0.000$) and "Volunteering creates a better society" ($p = 0.002$). In "Factor 3: self-accomplishment", both "I wanted to build connections that may help my career" ($p = 0.045$) and "The experience will help me succeed in my profession" ($p = 0.000$) items are significant. Only one item in "Factor 4: curiosity" is significant which is "I do not have anything to do with my time" ($p = 0.001$). No item is significant in "Factor 5: community welfare". Meanwhile, the item "This vacation represents an attempt to encapsulate the enthusiasm" ($p = 0.000$) of "Factor 6: leisure" is significant. The difference in volunteer tourists' motivation in two items of "Factor 7: escape" which are "This trip gives me opportunity to experience local tourist attractions" ($p = 0.009$) and "I have become jaded with standardized package holidays" ($p = 0.003$), in terms of the duration of the volunteer project, are significant.

Table 5.14

ANOVA comparison of volunteer tourists' motivations factors for different duration of volunteer projects.

Volunteer Tourists' Motivation Factors	Less than 1 week <i>N</i> = 78	Half 1 month <i>N</i> = 112	Less than 1 month <i>N</i> = 59	Half 1 year <i>N</i> = 40	Less 1 year <i>N</i> = 31	<i>F</i> -value	<i>P</i> -value
<u>Factor 1: Self-esteem</u>							
I wanted to broaden my horizons	3.92	4.21	4.31	4.28	3.65	2.564	.027*
I wanted to learn new skills or new knowledge	3.91	4.21	3.95	4.23	3.71	2.129	.062
I wanted to experience an alternative life style	3.69	3.83	3.75	4.00	3.61	0.958	.444
I search for more alternative types of travel offering a range of experiences	3.72	3.57	3.39	3.98	3.19	3.647	.003**
<u>Factor 2: Socialization</u>							
I wanted to improve the quality of life of the community	3.56	3.01	3.08	3.13	3.26	3.942	.002**
I have past experience of providing similar services	2.76	2.42	2.46	3.18	3.26	4.762	.000**
Volunteering creates a better society	3.78	3.66	3.64	3.55	4.03	3.930	.002**
<u>Factor 3: Self-accomplishment</u>							
I wanted to build connections that help my career	3.42	3.56	3.25	3.68	2.90	2.292	.045
The experience will help me succeed in my profession	3.28	3.12	2.83	2.75	2.68	4.590	.000**
<u>Factor 4: Curiosity</u>							
My friends take part in this project, so do I	2.37	2.50	2.46	2.50	2.00	1.042	.393
I do not have anything to do with my time	2.49	2.51	2.05	1.80	2.06	4.479	.001**
I wanted to move and live in community on temporary basis	2.62	2.66	2.59	2.45	2.97	0.717	.611
<u>Factor 5: Community welfare</u>							
I feel I am giving time and energy for a good cause and paying for the privileges	3.58	3.46	3.20	3.23	3.16	1.358	.240
I wanted to help local people	3.55	3.74	3.93	3.63	3.68	1.045	.391
<u>Factor 6: Leisure</u>							
I wanted to have fun and relax myself	3.65	3.64	3.34	3.28	3.65	1.267	.278
This vacation represents an attempt to encapsulate the enthusiasm	3.77	3.52	3.15	3.43	3.13	9.496	.000**
<u>Factor 7: Escape</u>							
Through this journey, I can better understand and appreciate different cultures, religions and Heritage	4.15	4.13	4.34	4.13	4.19	0.503	.774
This trip gives me opportunity to experience local tourist attractions	3.95	3.44	3.86	3.70	3.61	3.144	.009**
I am only interested in this project	3.36	3.47	3.07	3.33	3.61	1.789	.115
I have become jade with standardized package holiday	3.54	3.62	3.25	3.60	3.42	3.708	.003**

Note: 5-point Likert-type scale was used and given the following corresponding values: (5) strongly agree, (3) neither agree nor disagree, (1) strongly disagree.

* Significant different at .05 level

** Significant different at .001 level

Table 5.15

Compare differences among the duration groups

Volunteer Tourists' Motivation Factors	F-value/ P-value	Comparison I > J	Mean difference (I-J)
I wanted to broaden my horizons	F = 2.564 Sig .027	Half a month > less than a year Less than a month > less than a week Half a year > less than a year	.56912** .38201* .65992** .62984*
I search for more alternative types of travel offering a range of experiences	F = 3.647 Sig .003	Half a year > less than a month Less a week > less than a year	.58517* .78145** .52440*
I wanted to improve the quality of life of the community	F = 3.942 Sig .002	Less than a week > half a month > less than a month	.54235** .46654*
I have past experience of providing similar services	F = 4.762 Sig .000	Half 1 year > half a month > less than a month Less than a year > half a month > less than a month > less a week	.75536** .71737** .83842** .80044** .50165*
Volunteering creates a better society	F = 3.930 Sig .002	More than a year > less than a week > half a month > less than a month > half a year > less than a year	1.21795** 1.33929** 1.35593** 1.45000** .96774*
I wanted to build connections that help my career	F = 2.292 Sig .045	Less than a week > less than a year Half a month > less than a year Half a year > less a year	.51985* .65927** .77177**
The experience will help me succeed in my profession	F = 4.590 Sig .001	Less than a week > less than 1 month > half 1 year > less than 1 year	.45154* .53205* .60463*
I do not have anything to do with my time	F = 4.479 Sig .001	Less than a week > less than a month > half a year Half a month > less than a month > half a year	.43633* .68718** .45808* .70893**
This vacation represents an attempt to encapsulate the enthusiasm	F = 9.496 Sig .000	Less than 1 week > less than a month > less than a year	.61669** .64020**
This trip gives me opportunity to experience local tourist attractions	F = 3.144 Sig .009	Less than 1 week > half 1 month Less than 1 month > half 1 month	.51122** .42691*
I have become jade with standardized package holiday	F = 3.708 Sig .003	Half 1 month > less than 1 month	.36183*

* The mean difference is significant at the .05 level.

** Significant different at .001 level

As can be seen in Table 5.14, in all of the items under factor 2: socialization and factor 3: self-accomplishment, there are significant differences across the five duration groups. It means the duration of volunteer projects have greatest impact on socialization motive and self-

accomplishment motive. If tourists participate in a volunteer tourism project with strong motive on socialization and self-accomplishment, the duration of the project differs.

Meanwhile, there is no item in factor 5: community welfare that has a significant difference with the five duration groups, which further means that if volunteer tourists participated in a volunteer tourism project with a community welfare motive, they are hardly concerned about the duration of the project.

With respect to post-hoc analysis, the Least Significant Difference (LSD) test was employed in this study. The LSD test also showed the same results which confirmed the above analysis. Table 5.15 above showed more details of differences among the five duration groups. It revealed that international tourists do volunteer work in Thailand from 'two weeks up to six months' to get involved in order to "broaden their horizons" than in any other given duration of the project. The higher mean scores for these durations confirm this fact. The post-hoc test also explained that volunteer tourists volunteering in Thailand for around 'half a year' looked for "more alternative types of travel offering a range of experiences" than those volunteering for 'less than a month' or 'less than a year'. The mean scores for this duration obtained similar results in Table 5.14.

From Table 5.14, it can be seen that 'less than a week' has the highest mean score than other durations. Similarly, the results of the post hoc test showed that the international tourists who volunteered in Thailand for 'less than a week' have a strong motive to "improve the quality of life of the community". The post-hoc test also reveals that the volunteers who participated for a longer duration (more than half a year) had "past experience of providing similar services" than volunteers who participated in the project for a shorter duration. In

comparing the mean scores in Table 5.14, 'less than a year' (3.26) has the highest mean score followed by 'half a year' (3.18).

Projects of 'more than one year' duration have mean scores greater than that of other groups with the reason of "volunteering creates a better society" (see Table 5.15). This means that international volunteers who work for longer duration of the project believed that volunteering could "create a better society" far more than other volunteers who take part in volunteer projects of shorter duration.

The international tourists whose volunteering duration lasted from 'one week up to half a year' got involved in "building connections with their career" than those who worked for 'less than a year'. The higher mean scores for these duration categories confirm this fact, as seen in Table 5.14. Likewise, the post hoc test also revealed that tourists volunteering for 'less than a week' thought the experience will "help them succeed in their profession" more than other those in other duration groups. Table 5.14 showed that the duration 'less than a week' has the highest mean score compared to other duration groups.

The post-hoc test identified that international tourists who volunteered from 'one week up to two weeks' agree more with "spending time on the volunteer project than anything else at that time" than those who participated in longer durations of the volunteer project. In comparing the mean scores in Table 5.14, 'half a month' duration has the highest mean score of 2.51, followed closely by 'less a month' duration with a mean score of 2.49.

In Table 5.14, it can be seen that 'less than a week' duration has the highest mean score (3.77) than other durations. A similar result of post-hoc testing revealed that the international tourists who volunteer for 'less than a week' have strong motives on "attempting

to encapsulate the enthusiasm” than those in other duration groups. International tourists who volunteered for ‘less than a week’ and ‘less than a month’ felt that volunteering gave them the opportunity to “experience local tourist attractions” than those who volunteered for ‘half a month’ duration. Higher mean scores for those durations confirm this fact.

The tourists whose preferred duration was ‘half a month’ achieved the highest mean score (3.62) for the motivation factor “I have become jaded with standardized package holidays”. Table 5.15 also showed that international tourists who volunteered for ‘half a month’ have stronger desire on this motive than those in other duration groups.

5.3.2 Hypothesis 2 - Comparative difference in volunteer tourists’ motivation by the activities of the volunteer project.

Ho2: The difference in volunteer tourists’ motivation to participate in volunteerism in terms of the activities of the volunteer project is not significant.

Ha2: The difference in volunteer tourists’ motivation to participate in volunteerism in terms of the activities of the volunteer project is significant.

One-way ANOVA was conducted to explore the differences between seven motivation factors and six project activities groups (the project activity group “other activities” had been excluded because of having the lowest frequency). The results are shown in Table 5.16 below.

There are 13 items with a significance value less than 0.05; hence, the null hypothesis is rejected. Factor 1: self-esteem, “I wanted to broaden my horizons” ($p = 0.024$), “I wanted to learn new skills or new knowledge” ($p = 0.000$) and “I wanted to experience an alternative

life style” ($p = 0.014$). Factor 2: socialization, “I have past experience of providing similar services” ($p = 0.000$) and “Volunteering creates a better society” ($p = 0.033$). Factor 3: self-accomplishment, “I wanted to build connections that may help my career” ($p = 0.002$) and “The experience will help me succeed in my profession” ($p = 0.006$). Factor 4: curiosity, “I wanted to move and live in community on a temporary basis” ($p = 0.008$). Factor 5: community welfare, “I wanted to help local people” ($p = 0.033$). Factor 6: leisure, “This vacation represents an attempt to encapsulate the enthusiasm” ($p = 0.000$). Factor 7: escape, “Through this journey, I can better understand and appreciate different cultures, religions, and heritage” ($p = 0.001$), “This trip gives me opportunity to experience local tourist attractions” ($p = 0.015$), and “I have become jaded with standardized package holidays” ($p = 0.017$). This means that there are significant differences in volunteer tourists’ motivation in terms of activities of the volunteer project.

As can be seen in Table 5.16 below, each factor has more than one item having significant difference with the independent variable ‘activities of the volunteer project’. All of the items under factor 3, there are significant differences among the six activities groups. It also means that the different activities of volunteer projects have the greatest impact on the self-accomplishment motive; that is, if tourists participate in a volunteer tourism project with a strong motive for self-accomplishment, the type of activity differs. On the other hand, three items under factor 1 and factor 7 indicate that there is a significant difference in terms of the six activities groups; this means that if the volunteer tourists participated in a volunteer tourism project with self-esteem and escape motives, they will also consider the type of activity in the project. There are two items under factor 2 and one item under factor 4, factor 5, and factor 6 showing a significant difference among the six activities groups.

Table 5.16

ANOVA comparison of volunteer tourists' motivations factors for different activities of volunteer projects.

Volunteer Tourists' Motivation Factors	Education and Training <i>N</i> = 73	Working with children <i>N</i> = 74	Building/construct ion <i>N</i> = 37	Environm ental/wild life <i>N</i> = 71	Research/ academic purpose <i>N</i> = 24	Cultural preservation restoration <i>N</i> = 45	<i>F</i>-value	<i>P</i>-value
<u>Factor 1: Self-esteem</u>								
I wanted to broaden my horizons	4.04	4.28	4.46	4.11	4.00	3.87	2.461	.024*
I wanted to learn new skills or new knowledge	3.75	4.45	4.24	4.14	3.96	3.67	4.562	.000**
I wanted to experience an alternative life style	3.81	4.04	3.73	3.97	3.63	3.36	2.719	.014*
I search for more alternative types of travel offering a range of experiences	3.64	3.73	3.38	3.74	3.21	3.58	1.049	.393
<u>Factor 2: Socialization</u>								
I wanted to improve the quality of life of the community	3.10	3.43	3.32	2.90	3.04	3.60	2.096	.053
I have past experience of providing similar services	3.21	2.69	2.27	2.30	2.38	3.09	4.999	.000**
Volunteering creates a better society	4.10	3.76	3.65	3.49	3.67	3.67	2.322	.033*
<u>Factor 3: Self-accomplishment</u>								
I wanted to build connections that help my career	3.18	3.18	3.68	3.76	3.13	3.69	3.521	.002**
The experience will help me succeed in my profession	2.89	2.95	3.10	3.10	2.63	3.71	3.052	.006**
<u>Factor 4: Curiosity</u>								
My friends take part in this project, so do I	2.23	2.46	2.89	2.23	2.42	2.40	1.524	.169
I do not have anything to do with my time	2.22	2.15	2.32	2.15	2.58	2.42	0.863	.522
I wanted to move and live in community on temporary basis	2.90	2.27	3.03	2.49	2.58	2.64	2.939	.008**
<u>Factor 5: Community welfare</u>								
I feel I am giving time and energy for a good cause and paying for the privileges	3.47	3.45	3.27	3.39	3.63	3.11	1.197	.307
I wanted to help local people	4.00	3.80	3.32	3.69	3.67	3.49	2.314	.033*
<u>Factor 6: Leisure</u>								
I wanted to have fun and relax myself	3.41	3.34	3.59	3.73	3.96	3.49	1.479	.185
This vacation represents an attempt to encapsulate the enthusiasm	3.41	3.00	3.38	3.70	3.33	3.78	4.409	.000**
<u>Factor 7: Escape</u>								
Through this journey, I can better understand and appreciate different cultures, religions and Heritage	4.23	4.45	4.00	3.87	3.88	4.48	3.857	.001**
This trip gives me opportunity to experience local tourist attractions	3.62	3.84	3.62	3.92	3.00	3.73	2.689	.015*
I am only interested in this project	3.38	3.00	3.54	3.52	3.55	3.33	1.970	.070
I have become jade with standardized package holiday	3.73	3.41	3.97	3.25	3.50	3.58	2.628	.017*

Note: 5-point Likert-type scale was used and given the following corresponding values: (5) strongly agree, (3) neither agree nor disagree, (1) strongly disagree.

* The mean difference is significant at the .05 level.

** Significant different at .001 level

With respect to post-hoc analysis, the LSD test was employed in this study. The LSD test further established the above analysis. Table 5.17 below showed the differences among the six project activities groups.

It can be gleaned from Table 5.16 above that the activities ‘building and construction’ and ‘working with children’ have the highest mean score (4.46) along with the second highest mean score (4.28). Similar findings are shown in the following Table 5.17 which revealed that international tourists volunteering in activities such as ‘working with children’ and ‘building and construction’ got involved with the intention to “broaden their horizons” more than those in other volunteering activities. The international tourists who got involved in activities such as ‘working with children’, ‘building and construction’, and ‘environmental and wildlife conservation’ also desired to “learn new skills or new knowledge” more than other those in other volunteering activities. Comparing the mean scores in Table 5.16 would lead to the same result.

Tourists who participated in ‘education and training’, ‘working with children’, and ‘environmental and wildlife conservation’ want to experience alternative lifestyle through these volunteering activities as evidenced by similar findings in mean score comparisons and post-hoc testing. Volunteers who indulged in ‘education and training’ and ‘cultural preservation and restoration’ had past experiences of similar services. The mean difference of the post-hoc test on ‘education and training’ activity is greater than in other group activities and it has the highest mean score compared to other activities. Likewise, ‘education and training’ activity also has the highest mean score for the motive volunteering “creates a better society”. Comparing the differences among activity groups confirm the same result, as shown

in Table 5.17 below. This means that international volunteers participated in ‘education and training’ activity with the belief that volunteering “creates a better society”.

Table 5.17

Compare differences among groups based on the activities

Volunteer Tourists' Motivation Factors	F-value/ P-value	Comparison I > J	Mean difference (I-J)
I wanted to broaden my horizons	F = 2.461 Sig .024	Working with children >cultural preservation / restoration Building/construction >education/training >cultural preservation /restoration	.41712* .41836* .59279*
I wanted to learn new skills or new knowledge	F = 4.562 Sig .000	Working with children >education/training >research/academic purpose >cultural preservation/restoration Building/construction >education/training >cultural preservation/restoration Environmental/wildlife conservation >education/training >cultural preservation/restoration	.69252** .48761* .77928** .48982* .57658** .38742* .47418*
I wanted to experience an alternative life style	F = 2.719 Sig .014	Education/training >cultural preservation/restoration Working with children >cultural preservation/restoration Environmental/wildlife conservation >cultural preservation/restoration	.45266* .68498** .61628**
I have past experience of providing similar services	F = 4.999 Sig .000	Education/training >Working with children >Building/construction >Environmental/wildlife conservation >research/academic purpose Cultural preservation /restoration >education/training >building/construction >environmental/wildlife conservation	.51629* .93521** .90970** .83048** .81862** .79311** .71389*
Volunteering creates a better society	F = 2.322 Sig .033	Education/training >working with children >Building/construction >Environmental conservation >cultural preservation/restoration	.33913* .44724* .60293** .42922*
I wanted to build connections that help my career	F = 3.521 Sig .002	Building/construction >education/training >working with children Environmental/wildlife conservation >working with children >research/academic purpose Cultural preservation /restoration >education/training >working with children >research/academic purpose	.49759* .50000* .58498** .63556* .51081** .51321** .56389**
The experience will help me succeed in my profession	F = 3.052 Sig .006	Cultural preservation /restoration >education/training >working with children >building/construction >environmental/wildlife conservation >research/academic purpose	.82070** .76517** .60300* .61251* 1.08611**
I wanted to move and live in community on temporary basis	F = 2.939 Sig .008	Education/training >working with children >environmental/wildlife conservation Building/construction >working with children >environmental/wildlife conservation	.63384** .41115* .75676** .53407*

Continue

I wanted to help local people	F = 2.314 Sig .033	Education/training >building/construction >cultural preservation/restoration Working with children >building/construction	.67568** .51111** .47297*
This vacation represents an attempt to encapsulate the enthusiasm	F = 4.409 Sig .000	Education/training >working with children Environmental/wildlife >working with children conservation Cultural preservation >working with children /restoration	.41096* .70423** .77778**
Continued.....Through this journey, I can better understand and appreciate different cultures, religions and heritage	F = 3.857 Sig .001	Education/training >environmental/wildlife conservation Working with children >building/construction >environmental/wildlife conservation >research/academic purpose Cultural preservation >building/construction /restoration >environmental/wildlife conservation >research/academic purpose	.35964* .44595* .57271** .57095** .46667* .59343** .59167*
This trip gives me opportunity to experience local tourist attractions	F = 2.689 Sig .015	Education/training >research/academic purpose Working with children >research/academic purpose Building/construction >research/academic purpose Environmental/wildlife >research/academic purpose conservation Cultural preservation >research/academic purpose /restoration	.61644* .83784** .62162* .91549** .73333**
I have become jade with standardized package holiday	F = 2.628 Sig .017	Building/construction >working with children >environmental/wildlife conservation	.56757** .71945**

* The mean difference is significant at the .05 level.

** Significant different at .001 level

The post-hoc test reveals that international tourists who got involved in activities such as ‘building/construction’, ‘environmental/wildlife conservation’, and ‘cultural preservation/restoration’ paid more attention to building connections that are “helpful to their career” than those volunteering in ‘education/training’, ‘working with children’, and ‘research/academic’ groups. On the other hand, international tourists who participated in ‘cultural preservation/restoration’ activities were rather concerned about how this experience can “help them succeed in their profession” than more than those in other activity groups.

International tourists who joined in ‘building and construction’ and ‘education and training’ take the matter of “moving to live with a community on a temporary basis” than those who joined volunteer project to ‘work with children’ and ‘environmental and wildlife conservation’ (see Table 5.17). The mean score for those activities also confirm this factor.

‘Education and training’ volunteering activity achieved the highest mean score (4.00) for the motive, “I wanted to help local people”, followed by ‘working with children’ (3.80). The post-hoc test confirmed this result in Table 5.17, which points out that volunteers who participated in these two activities are more focused on helping local people than other volunteers who joined ‘building construction’ or ‘cultural preservation and conservation’ activities.

‘Cultural preservation and restoration’ volunteering activity has the highest mean score (4.48) on the motive, “through this journey, I can better understand and appreciate different cultures, religions, and heritage”, followed by ‘working with children’ (4.45) and ‘education and training’ (4.23). On the other hand, the post-hoc test confirmed this result in Table 5.17 above, which explained that volunteers participated in these three activities to “better understand and appreciate different cultures, religions, and heritage” than other volunteers who participated in other activities such as ‘building and construction’, ‘environmental and wildlife conservation’, or ‘research and academic purpose’.

From Table 5.17, it can be seen that the mean difference of the volunteering activities ‘education and training’, ‘working with children’, ‘environmental and wildlife conservation’, ‘cultural preservation and restoration’, and ‘building and construction’ are greater than that of ‘research and academic purpose’ activity. The result of post-hoc testing reflect that international tourists who volunteer for ‘research and academic purposes’ pay less attention on visiting the local attractions than tourists who participated in other volunteering activities. In comparing the mean score of all activity groups, ‘research and academic purpose’ also showed the lowest mean score (3.00), as illustrated in Table 5.16.

International tourists who volunteered to do ‘building and construction’ volunteer activity are more concerned with how to “escape the standardized package holiday” and find a special way to travel than other tourists who participated in ‘working with children’ and ‘environmental and wildlife conservation’ activities. ‘Building and construction’ activity also showed the highest mean score (3.97), as illustrated in Table 5.16.

5.3.3 Hypothesis 3 - Comparative difference in volunteer tourists’ motivation by the age of the participants of the volunteer project.

Ho3: The differences in volunteer tourists’ motivation to participate in volunteerism in terms of the age of the participants of the volunteer project is not significant.

Ha3: The differences in volunteer tourists’ motivation to participate in volunteerism in terms of the age of the participants of the volunteer project is significant.

One-way ANOVA was employed to explore the differences between seven motivation factors and five tourist age groups (the tourist age category ‘older than 60’ was excluded because of having the lowest frequency). The results are depicted in Table 5.18 below. The One Way-ANOVA analysis in Table 5.18 showed that there are 10 items with a significance value more than 0.05. This means that the difference in volunteer tourists’ motivation in 10 items in terms of age of the participants is not significant.

Table 5.18

ANOVA comparison of volunteer tourists' motivation factors by age of volunteer tourists.

Volunteer Tourists' Motivation Factors	Under 20 N = 57	Between 20-29 N = 130	Between 30-39 N = 73	Between 40-49 N = 34	Between 50-59 N = 26	F-value	P-value
<u>Factor 1: Self-esteem</u>							
I wanted to broaden my horizons	4.53	4.05	4.05	3.35	4.42	7.402	.000**
I wanted to learn new skills or new knowledge	4.51	4.08	3.84	3.74	3.73	4.775	.000**
I wanted to experience an alternative life style	4.23	3.60	3.74	3.74	3.81	2.983	.012*
I search for more alternative types of travel offering a range of experiences	3.93	3.37	3.75	3.32	4.31	4.754	.000**
<u>Factor 2: Socialization</u>							
I wanted to improve the quality of life of the community	2.79	3.52	3.25	3.32	2.65	3.255	.007**
I have past experience of providing similar services	2.14	2.69	2.99	3.03	2.81	3.448	.005**
Volunteering creates a better society	3.60	3.85	3.48	4.00	3.96	2.165	0.58
<u>Factor 3: Self-accomplishment</u>							
I wanted to build connections that help my career	3.61	3.48	3.26	3.35	3.38	1.106	.357
The experience will help me succeed in my profession	3.26	3.08	3.00	2.71	3.35	1.699	.134
<u>Factor 4: Curiosity</u>							
My friends take part in this project, so do I	2.26	2.73	2.16	2.26	1.96	3.330	.006**
I do not have anything to do with my time	2.33	2.45	2.01	2.24	2.08	1.861	.101
I wanted to move and live in community on temporary basis	2.54	2.76	2.66	2.41	2.35	0.946	.450
<u>Factor 5: Community welfare</u>							
I feel I am giving time and energy for a good cause and paying for the privileges	3.58	3.42	3.23	3.06	3.54	1.447	.207
I wanted to help local people	3.75	3.72	3.63	3.74	3.85	0.202	.961
<u>Factor 6: Leisure</u>							
I wanted to have fun and relax myself	4.26	3.61	3.25	3.15	2.88	9.344	.000**
This vacation represents an attempt to encapsulate the enthusiasm	3.81	3.50	3.38	2.53	3.38	7.483	.000**
<u>Factor 7: Escape</u>							
Through this journey, I can better understand and appreciate different cultures, religions and Heritage	4.16	4.24	3.95	4.32	4.50	1.887	.096
This trip gives me opportunity to experience local tourist attractions	3.79	3.91	3.45	3.38	3.73	2.709	.020*
I am only interested in this project	3.53	3.39	3.11	3.32	3.42	1.143	.337
I have become jade with standardized package holiday	3.61	3.60	3.21	3.82	3.58	2.110	.064

Note: 5-point Likert-type scale was used and given the following corresponding values: (5) strongly agree, (3) neither agree nor disagree, (1) strongly disagree

* The mean difference is significant at the .05 level.

** Significant different at .001 level

There were 10 items which had a significance value less than 0.05; therefore, the null hypotheses is rejected. They are factor 1: self-esteem, "I wanted to broaden my horizons" (p

= 0.000), “I wanted to learn new skills or new knowledge” ($p = 0.000$), “I wanted to experience an alternative life style” ($p = 0.012$) and “I search for more alternative types of travel offering a range of experiences” ($p = 0.000$). Factor 2: socialization, “I wanted to improve the quality of life of the community” ($p = 0.007$) and “I have past experience of providing similar services” ($p = 0.005$). Factor 4: curiosity, “My friends take part in this project, so do I” ($p = 0.006$). Factor 6: leisure, “I wanted to have fun and relax myself” ($p = 0.000$) and “This vacation represents an attempt to encapsulate the enthusiasm” ($p = 0.000$). Factor 7: escape, “This trip gives me opportunity to experience local tourist attractions” ($p = 0.020$). This means that there are significant differences in volunteer tourists’ motivation in terms of age of the participants.

As can be seen in Table 5.18, in all of the items under factor 1: self-esteem and factor 6: leisure, there are significant differences across the five age groups. This means that the variable age of tourists has the greatest impact on “self-esteem and leisure” motive. If the tourists participate in a volunteer tourism project with a strong motive on “self-esteem and leisure” factors, the age of the tourists differs. On the other hand, there are two items under factor 2: socialization that has significant different means with the age groups; this suggests that age of volunteer tourists affected their “socialization” motivation when they participated in a volunteer tourism project.

Meanwhile, factor 4: curiosity and factor 7: escape have only one item each that has a significant difference with the five age groups, which means that different age groups have more or less influence on tourists’ curiosity and escape motives. However, there is no item in factor 3: self-accomplishment and factor 5: community welfare with significant difference;

hence, there is no age difference among volunteer tourists when they participated in a volunteer tourism project with the motive of “self-accomplishment and community welfare”.

With respect to post-hoc analysis, LSD test was employed in this study. LSD test also showed similar results which confirmed the above analysis. Table 5.19 showed the differences among the five age groups. Comparing differences among tourists’ age groups (Table 5.19) with the motivation factor “I wanted to broaden my horizons” can establish that younger volunteer tourists need more opportunities to broaden their horizons than their older counterparts. Likewise, volunteers ‘under 20 years of age’ have a strong motive to “learn new skills or new knowledge” than other age groups, based on the post-hoc test. The mean score shown in the earlier Table 5.18 also confirms the result. Moreover, in comparing differences across volunteer tourists’ age with the motivation “I wanted to experience an alternative life style”, it was found that volunteers ‘under 20 years old’ care about this motive factor more than their older counterparts. Results from the post-hoc test and comparison of means proved that younger volunteer tourists pay more attention on their “self-esteem and self-enhancement” than the mature volunteers. Apparently, younger volunteer tourists want “to get involved in new experiences in their life”.

The post-hoc test also revealed that international volunteer tourists ‘under 20 years old’, ‘between 30-39’, and ‘between 50-59’ got involved because they were “in search for more alternative types of travel offering a range of experiences”. Volunteer tourists aged ‘between 50-59 years’, in particular, have a strong motive for this factor than other age groups; the mean score also confirmed this finding. Additionally, post-hoc testing showed that international volunteer tourists aged ‘between 20-29 years old’ were consistent in “improving the quality of life of the community” than those aged ‘under 20 years old’ and

‘between 50-59 years old’. Those aged ‘between 20-29 years’ also got the highest mean score, as seen in Table 5.18.

In comparing the mean differences among the four age groups (‘between 20-29’, ‘between 30-39’, ‘between 40-49’, and ‘between 50-59’), it was found that their motive “I have past experience of providing similar services” was greater than that of volunteers ‘under 20 years old’ (see Table 5.19). This result reflected that older volunteer tourists have more professional experience or life experiences than their younger counterparts; in other words, younger volunteers lack experience in providing volunteering services compared to older volunteers. Furthermore, volunteer tourists aged ‘between 20-29’ expected to join a volunteering project along with their friends because the post-hoc test showed that they have strong agreement on the motive “my friends take part in this project, so do I” compared to other age groups. The higher mean scores for this age group also confirmed this finding.

Table 5.19

Compare differences among the tourists’ age groups

Volunteer Tourists’ Motivation Factors	F-value/ P-value	Comparison I > J	Mean difference (I-J)
I wanted to broaden my horizons	F = 7.402 Sig .000	Under 20 > between 20-29 > between 30-39 > between 40-49 Between 20-29 > between 40-49 Between 30-39 > between 40-49	.47247** .47152** 1.17337** .70090** .70185**
I wanted to learn new skills or new knowledge	F = 4.775 Sig .000	Under 20 > between 20-29 > between 30-39 > between 40-49 > between 50-59	.42416** .67316** .77348** .77800**
I wanted to experience an alternative life style	F = 2.983 Sig .012	Under 20 > between 20-29 > between 30-39 > between 40-49	.18114** .48834* .49278*
I search for more alternative types of travel offering a range of experiences	F = 4.754 Sig .000	Under 20 > between 20-29 > between 40-49 Between 30-39 > between 20-29 Between 50-59 > between 20-29 > between 30-39	.56059** .60630* .38419* .93846** .55427*

		> between 40-49	.98416**
I wanted to improve the quality of life of community	F = 3.448 Sig .005	Between 20-29 > under 20 > between 50-59	.72591** .86154**
I have past experience of providing similar services	F = 4.762 Sig .000	Between 20-29 > under 20 Between 30-39 > under 20 Between 40-49 > under 20 Between 50-59 > under 20	.55196** .84595** .88906** .66734*
My friends take part in this project, so do I	F = 3.330 Sig .006	Between 20-29 > under 20 > between 30-39 > between 50-59	.46761* .56639** .76923**
I wanted to have fun and relax myself	F = 9.344 Sig .000	Under 20 > between 20-29 > between 30-39 > between 40-49 > between 50-59 Between 20-29 > between 30-39 > between 40-49 > between 50-59	.65547** 1.01658** 1.11610** 1.37854** .36112* .46063** .72308**
This vacation represents an attempt to encapsulate the enthusiasm	F = 7.483 Sig .000	Under 20 > between 30-39 > between 40-49 Between 20-29 > between 40-49 Between 30-39 > between 40-49	.42346* 1.27761** .97059** .85415**
This trip gives me opportunity to experience local tourist attractions	F = 2.709 Sig .020	Between 20-29 > between 30-39 > between 40-49	.51122** .42691**

* The mean difference is significant at the .05 level.

** Significant different at .001 level

Table 5.18 revealed that volunteer tourists aged ‘under 20 years old’ obtained the highest mean score (4.26) on the motive “I wanted to have fun and relax myself”; this was followed by those aged ‘between 20-29’ (mean score 3.61). Similar results were also portrayed in the results of post-hoc testing. The younger volunteer tourists were not only concerned about their self-enhancement but also cared about how to enjoy their leisure time during their trip. It was apparent that volunteer tourists aged ‘under 20 years’ and ‘between 20-29 years’ expected to have fun and relaxation during their volunteer trip compared to volunteer tourists ‘older than 30 years old’.

Comparing mean differences among age groups represents an attempt to “encapsulate the enthusiasm” as shown in Table 5.19, such that volunteers aged ‘under 20 years old up to 39 years old’ got involved in volunteer projects in an attempt to “encapsulate the enthusiasm”

more than other age groups. Higher mean scores for the age factor confirm this factor.

International volunteers aged ‘between 20 to 29’ were keen to “experience local tourist attractions”. This result also proved that younger volunteer tourists look forward to having fun and relaxation. In comparing the mean scores in Table 5.18, it was revealed that those aged ‘between 20-29’ obtained the highest mean score (3.91) for this motivation factor.

5.3.4 Hypothesis 4 - Comparative difference in volunteer tourists’ motivation by the skill requirement of the volunteer project.

Ho4: The differences in volunteer tourists’ motivation to participate in volunteerism in terms of the skill requirement of the volunteer project is not significant.

Ha4: The differences in volunteer tourists’ motivation to participate in volunteerism in terms of the skill requirement of the volunteer project is significant.

One-way ANOVA was utilized to explore the difference between seven motivation factors and four different project skill requirement groups. The results shown in Table 5.20 indicated that there were seven items with a significance value more than 0.05. This means that the difference in volunteer tourists’ motivation in the seven items in terms of the skill requirement of the volunteer project is not significant.

There were 13 items which had a significance value less than 0.05; hence, the null hypothesis is rejected. They are factor 1: self-esteem, “I wanted to broaden my horizons” ($p = 0.013$), “I wanted to learn new skills or new knowledge” ($p = 0.000$), “I wanted to experience an alternative life style” ($p = 0.017$) and “I search for more alternative types of travel offering a range of experiences” ($p = 0.008$). Factor 2: socialization, “I wanted to improve the quality

of life of the community” ($p = 0.023$), “I have past experience of providing similar services” ($p = 0.014$) and “Volunteering creates a better society” ($p = 0.004$). Factor 3: self-accomplishment, “The experience will help me succeed in my profession” ($p = 0.000$). Factor 4: curiosity, “My friends take part in this project, so do I” ($p = 0.001$) and “I do not have anything to do with my time” ($p = 0.005$). Factor 6: leisure, “I wanted to have fun and relax myself” ($p = 0.001$). Factor 7: escape, “This trip gives me opportunity to experience local tourist attractions” ($p = 0.007$) and “I have become jaded with standardized package holidays” ($p = 0.003$). All this indicate that there is a significant difference in volunteer tourists’ motivation in terms of skill requirement of the volunteer project.

As can be seen in Table 5.20 below, in all of the items under factor 1: self-esteem and factor 2: socialization, there are significant differences across the four project skill requirement groups. This means that the skill requirements of volunteer projects have an impact on the self-esteem and socialization motive factors. In other words, if volunteer tourists join a volunteer tourism project with strong motives of self-esteem and socialization, the skill requirements will be considered by these volunteer tourists. Meanwhile, there are two items of factor 4: curiosity and factor 7: escape which showed significant differences across the four project skill requirement groups, which means that when volunteer tourists participated in a volunteer tourism project with curiosity and escape motives, they will also be concerned about the skill requirements of the project.

Table 5.20

ANOVA comparison of volunteer tourists' motivations factors with different skill requirement of volunteer project.

Volunteer Tourists' Motivation Factors	No skill <i>N</i> =108	Certain level of skill <i>N</i> =149	Moderate skill <i>N</i> =38	High level of skill <i>N</i> =34	<i>F</i> -value	<i>P</i> -value
<u>Factor 1: Self-esteem</u>						
I wanted to broaden my horizons	4.27	4.17	3.79	3.74	3.636	.013*
I wanted to learn new skills or new knowledge	4.37	4.06	3.12	3.82	11.543	.000**
I wanted to experience an alternative life style	4.06	3.68	3.79	3.47	3.431	.017*
I search for more alternative types of travel offering a range of experiences	3.90	3.50	3.24	3.68	3.966	.008**
<u>Factor 2: Socialization</u>						
I wanted to improve the quality of life of the community	3.39	3.17	2.71	3.61	3.233	.023*
I have past experience of providing similar services	2.93	2.46	2.84	2.97	3.579	.014*
Volunteering creates a better society	4.03	3.59	3.53	3.76	4.595	.004**
<u>Factor 3: Self-accomplishment</u>						
I wanted to build connections that help my career	3.36	3.47	3.13	3.71	1.702	.166
The experience will help me succeed in my profession	2.81	3.32	2.53	3.29	6.127	.000**
<u>Factor 4: Curiosity</u>						
My friends take part in this project, so do I	2.24	2.63	1.82	2.56	5.413	.001**
I do not have anything to do with my time	2.03	2.48	1.95	2.44	4.418	.005**
I wanted to move and live in community on temporary basis	2.65	2.58	3.03	2.38	1.904	.129
<u>Factor 5: Community welfare</u>						
I feel I am giving time and energy for a good cause and paying for the privileges	3.39	3.42	3.29	3.29	0.576	.631
I wanted to help local people	3.61	3.79	3.74	3.68	0.657	.579
<u>Factor 6: Leisure</u>						
I wanted to have fun and relax myself	3.86	3.48	3.21	3.15	5.708	.001**
This vacation represents an attempt to encapsulate the enthusiasm	3.89	3.50	3.16	3.38	1.178	.318
<u>Factor 7: Escape</u>						
Through this journey, I can better understand and appreciate different cultures, religions and Heritage	4.29	4.10	4.11	4.29	1.078	.359
This trip gives me opportunity to experience local tourist attractions	3.79	3.83	3.26	3.41	4.106	.007**
I am only interested in this project	3.43	3.40	3.08	3.24	1.175	.319
I have become jade with standardized package holiday	3.77	3.56	3.16	3.21	4.642	.003**

Note: 5-point Likert-type scale was used and given the following corresponding values: (5) strongly agree, (3) neither agree nor disagree, (1) strongly disagree.

* The mean difference is significant at the .05 level.

** Significant different at .001 level

There is only one motivation, “experience will help me succeed in my profession” in factor 3: self-accomplishment and factor 6: leisure which showed significant differences across the four project skill requirement groups. This suggests that when volunteer tourists

participated in a volunteer tourism project with self-accomplishment and leisure motives, they will consider the skill requirements of the project. However, there is no item under factor 5: community welfare that showed a significant difference; hence, if the volunteer tourists participated in a project with the community welfare motive, they would be hardly concerned about the skill requirements of the project.

With respect to post-hoc analysis, LSD test was employed in this study. LSD test also showed the same results which confirmed the above analysis. Table 5.21 showed the differences among four volunteer project skill requirement groups.

There are four motivations of factor 1: self-esteem which showed significant differences across different skill requirement groups. In comparing the post-hoc test results in Table 5.21, the category 'no skill requirement' is greater than the other skill requirement groups of the following motivations: "I wanted to broaden my horizons", "I wanted to learn new skills or new knowledge", "I wanted to experience an alternative life style" and "I search for more alternative types of travel offering a range of experiences". Again the category 'no skill requirement' also obtained high mean scores with these four motivation factors in Table 5.20, followed by 'certain level of skill'. This result reflected that volunteer tourists who participated in volunteering project without any skill requirement or certain skill requirement got involved mainly because of self-esteem motivation compared to other tourists who took part in volunteering projects that required 'moderate skill' or 'high level of skill'.

Table 5.21

Compare differences among the different skill requirement of volunteer project

Volunteer Tourists' Motivation Factors	F-value/ P-value	Comparison I > J	Mean difference (I-J)
I wanted to broaden my horizons	F = 3.636 Sig .013	No skill > moderate skill > high level of skill Certain level of > moderate skill skill > high level of skill	.47904* .53322* .38502* .43920*
I wanted to learn new skills or new knowledge	F = 11.543 Sig .000	No skill > certain level of skill > moderate skill > high level of skill Certain level of > moderate skill skill	.30997* 1.05458** .54684** .74461**
I wanted to experience an alternative life style	F = 3.431 Sig .017	No skill > certain level of skill > high level of skill	.38696** .59423**
I search for more alternative types of travel offering a range of experiences	F = 3.966 Sig .008	No skill > certain level of skill > moderate skill	.40150** .66131**
I wanted to improve the quality of life of community	F = 3.233 Sig .023	High level of skill > moderate skill	.90712**
I have past experience of providing similar services	F = 3.579 Sig .014	High level of skill > certain level of skill	.51421*
Volunteering creates a better society	F = 4.595 Sig .004	No skill > certain level of skill > moderate skill	.43717** .50146**
The experience will help me succeed in my profession	F = 6.127 Sig .000	High level of skill > moderate skill	.76780*
My friends take part in this project, so do I	F = 5.413 Sig .001	Certain level of > no skill skill > moderate skill	.39013* .81508**
I do not have anything to do with my time	F = 4.418 Sig .005	Certain level of > no skill skill > moderate skill	.44873** .52914*
I wanted to have fun and relax myself	F = 5.708 Sig .001	No skill > certain level of skill > moderate skill > high level of skill	.38460** .65058** .71405**
This trip gives me opportunity to experience local tourist attractions	F = 4.106 Sig .007	No skill > moderate skill Certain level of > moderate skill skill > high level of skill	.52388** .56235** .41374*
I have become jade with standardized package holiday	F = 4.642 Sig .003	No skill > moderate skill > high level of skill Certain level of > moderate skill skill	.61062** .56264** .39915*

* The mean difference is significant at the .05 level.

** Significant different at .001 level

There were three motivations of factor2: socialization that had significant differences across the different skill requirement groups. 'High level of skill' obtained the highest mean

score with the motive “I wanted to improve the quality of life of community” (3.61) which was similar to the result of the post-hoc test. Hence, international tourists volunteering with ‘high skill requirement’ intend to “improve the quality of life in the local community” through the volunteering process. Similarly, the category ‘high level of skill’ also has the highest mean score with the motive “I have past experience of providing similar services” (2.97). Post-hoc testing results displayed in Table 5.21 showed similar results. It can be said that international tourists who volunteered in projects requiring ‘high level of skill’ got involved because they “had past experiences” compared to other tourists who volunteered in projects which did not require without any skill. On the other hand, volunteer tourists who participated in volunteering projects ‘with no skill requirement’ chose to do so, on the premise that volunteering “creates a better society” than other groups of volunteer tourists. Additionally, international volunteer tourists who opted for projects that required ‘high level skill’ felt that the volunteering experience will help them “succeed in their profession” much more than other groups. The higher mean score for this skill requirement confirms this fact, as depicted in Table 5.21.

According to factor analysis, in relation to the two motivations of factor 4: curiosity: “My friends take part in this project, so do I” and “I do not have anything to do with my time”, there are significant differences across the skill requirement groups. These results are similar to the results of the post-hoc test. Thus, it can be inferred that international volunteer tourists who participated in volunteering projects with ‘certain level of skill’ are consistent in that, “if their friends partake in the project, they will join too”. Again, tourists volunteering for projects requiring ‘certain level of skill’ chimed in with they “had nothing to do with their

time” than other skill requirement groups. Likewise, ‘certain level of skill’ obtained the highest mean score (2.63 and 2.68) compared to other skill groups.

The post-hoc test showed that ‘no skill’ > ‘certain level of skill’, ‘moderate skill’, and ‘high level of skill’ which explained why international volunteer tourists who join projects with ‘no skill requirement’ got involved to “have fun and relax” compared to other groups. The higher mean score for this skill requirement confirmed this fact, as demonstrated in Table 5.21.

The post-hoc test also showed that ‘no skill’ > ‘moderate skill’ and ‘certain level of skill’ > ‘moderate skill’ and ‘high level of skill’ which explained why international volunteer tourists who join projects ‘without skill requirement’ or ‘certain level of skill’ were consistent in that the volunteer trip “provided opportunity to experience local tourist attractions” compared to volunteers who took part in projects which required ‘moderate skill’ or ‘high level of skill’. The higher mean score for this skill requirement confirmed this fact, as illustrated in Table 5.21.

Based on the post-hoc test result, it was found that ‘no skill’ > ‘moderate skill’ and ‘high level of skill’ and ‘certain level of skill’ > ‘moderate skill’. These suggest that international volunteer tourists who join projects ‘with no skill’ or ‘certain level of skill’ requirement are more concerned about the special way of travel because “they have become jaded with standardized package holidays” compared to other groups. The same results were reflected in Table 5.21 in which ‘no skill’ obtained the highest mean score (3.77) with “I have become jaded with standardized package holidays”, followed by ‘certain level of skill’ (mean score 3.56).

CHAPTER VI

Summary, Conclusions, and Recommendations

This final chapter contains four major sections. The first section is concerned with the summary of findings including the profile of volunteer tourists in Thailand, a summary of the characteristics of volunteer tourism projects, findings of factor analysis and hypothesis testing, and comparison of findings between the current and previous research. The second section presents the conclusions based on the research outcomes. The last two sections cover the recommendations and suggestions for further study.

6.1 Summary of Findings

The primary aim of this study was to investigate the motivational factors of international volunteer tourists in Thailand. The study also attempted to examine the difference in volunteer tourists' motivation to participate in volunteerism in terms of the duration of the volunteer project, activities of the volunteer project, skills required by the volunteer project, and age of the participants.

6.1.1 Sample profile of volunteer tourists in Thailand.

Of the 329 respondents in the current study, nearly half of them were Asians (43.8%). In addition, majority of them were undergraduate students (45.9%), aged between 20-29 years (39.5%), and most of them traveled 2-3 times a year (47.4%). The following Table 6.1 presents a summary chart on the respondents' personal information and majority percentage.

Table 6.1

Summary of respondents' personal information

Volunteers' personal information	Majority of respondents (%)
Nationalities	Asia 43.8%
Age	Between 20-29 years old 39.5%
Educational attainment	Undergraduate 45.9%
Frequency of travel	2-3 times 47.7%

6.1.2 Summary of volunteer projects' characteristics.

Most of the volunteer tourists (34.0%) in this study participated in volunteer projects for 'half a month' and close to half of them (48.6%) volunteered in the central part of Thailand. One-fourth (27.4%) of the volunteer tourists were provided home stay accommodation by the travel agency or volunteer tourism organizations. 'Certain level of skill' received the highest percentage (45.3%) under skill requirement of volunteer project. A great number of volunteer tourists visited the volunteered destination because of the beautiful landscape (30.4%). Moreover, 29.8% of respondents obtained information about the volunteer project from the Internet.

To answer one of the research questions in this study, "What types of activities do volunteer tourists prefer?", this study found out that 'working with children' (22.5%) is the most popular volunteering activity in Thailand. Additionally, the percentages of 'education and training' (22.2%) and 'environmental and wildlife conservation' (21.6%) were almost the same as that of 'working with children' which means that these three volunteering activities are three of the most popular volunteer tourism activities in Thailand. The following Table

6.2 presents a summary chart of the volunteer projects' characteristics and majority percentage.

Table 6.2

Summary of volunteer projects characteristics

Volunteer projects information	Majority of respondents (%)
Duration of volunteer project	Half a month (34.0%)
Volunteer tourism destinations in Thailand	Central part of Thailand (48.6%)
The main content/theme/activity of the volunteer project	Working with children (22.5%)
Accommodation of volunteer project	Home stay (27.4%)
Skill requirement of volunteer project	Certain level of skill (45.3%)
The reason to visit the destination	Beautiful landscape (30.4%)
Information sources of volunteer project	Website (29.8%)

6.1.3 Findings of factor analysis and hypothesis testing.

Factor analysis and hypothesis post-hoc test were employed in this study. From factor analysis, 20 motivations of volunteer tourists were categorized into seven factors: self-esteem, socialization, self-accomplishment, curiosity, community welfare, leisure, and escape.

Compared with the four independent variables in this study, factor: socialization and factor: self-accomplishment were related to 'duration of the volunteer project'. 'Activities of volunteer projects' has significant means with the factor: self-accomplishment. The factor: self-esteem and the factor: leisure were greatly affected by the 'age of the volunteer tourist'. Finally, the factor: self-esteem and factor: socialization were much affected by the 'skill requirements' of volunteer projects.

This study on the topic of understanding the motivation of international volunteer tourists in Thailand obtained data from 329 questionnaires completed by the target respondents. One-way ANOVA was utilized to test the research hypotheses. The summary of hypothesis testing is presented in Table 6.3.

Table 6.3
Summary of Hypothesis testing results

Description	Statistical technique	Hypotheses testing result
Hypothesis 1		
The differences in volunteer tourists' motivation to participate in volunteerism in terms of the duration of the volunteer project is not significant	One-way ANOVA	Reject Ho1 in 11 items
Hypothesis 2		
The differences in volunteer tourists' motivation to participate in volunteerism in terms of the activities of the volunteer project is not significant	One-way ANOVA	Reject Ho2 in 13 items
Hypothesis 3		
The difference in volunteer tourists' motivation to participate in volunteerism in terms of the skills required by the volunteer project is not significant.	One-way ANOVA	Reject Ho3 in items
Hypothesis 4		
The differences in volunteer tourists' motivation to participate in volunteerism in terms of the age of the participants is not significant	One-way ANOVA	Reject Ho4 in 10 13 items

6.1.4 Comparison of findings between the current and previous research.

The following section discusses some similarity and/or difference between the findings of the current study and those of previous research.

Callanan and Thomas (2005) found that the most popular duration of volunteer project is 'less than four weeks' because volunteers have proper time to contribute something to the community and also because it takes time to explore the destination. In the current study, the results showed that the most popular duration of the volunteer project in Thailand is 'half a month' and volunteers who participated in a volunteer project with shorter duration felt the need to explore local attractions through the volunteering trip. In other words, participants

who volunteered for a longer period of time paid less attention on travel purposes such as socialization; instead, they would rather do good things for the local community and create a better society.

In the current study, it was found that working with children, education and training, and environmental and wildlife conservation were the top three volunteer activities in Thailand. The research of Callanan and Thomas (2005) found that community welfare, which covered 295 volunteering cases, is the most popular volunteer activity in the world; this activity included care of elderly, care of children, and social services. Moreover, the study by Callanan and Thomas (2005) established that teaching-related project is the second most popular activity, based on 252 cases that covered foreign language teaching or professional skill training. On one hand, Michel, Miller, and Cheung (2010) found that environmental conservation was the most popular type of volunteer work (69% of cases) and that wildlife protection (55% of cases) was less popular than environmental conservation.

Callanan and Thomas (2005) suggested that volunteer tourism projects would attract mature persons more than young persons because mature person are more suitable and have more experience of working and communicating with others. In the current study, results of post-hoc testing indicated that most of the mature volunteers have had past experience of providing similar services and that they were searching for more choices of travel offering a range of unusual experiences compared to their younger counterparts. Callanan and Thomas (2005) also mentioned that volunteers learn from the communities while working and helping the local people and they get experiences from exploring a new country and new people. In the same vein, Michel, Miller, and Cheung (2010) mentioned that the younger the respondent, the higher the level of interest in each type of volunteer work. In the current study, it was

found that younger volunteers like to broaden their horizons and gain new skill or knowledge more than mature volunteer tourists, and that the younger volunteers are dedicated to experiencing other possibilities over their routine life and amusing themselves.

Additionally, Callanan and Thomas (2005) mentioned that the higher the skill qualification required by the project, the fewer the volunteers who would want to participate. In this study, most volunteer tourists participated in volunteer projects which required a certain level of skill.

6.1.4.1 Synopsis of the comparison of findings.

It can be said that the results of this study are similar to those of previous research. This study found a significant difference in volunteer tourists' motivation to participate in volunteerism in terms of the duration, activities, and skill requirements of volunteer tourism projects. Depending on the different characteristics of volunteer tourism projects, providers should also recognize and manage projects to satisfy volunteer tourists of different ages, in order to meet their expectations.

6.2 Conclusions

Based on the research objectives and results of the study, the following conclusions were drawn:

Research objective 1: To investigate the motivational factors of international volunteer tourists in Thailand.

In order to match different demands of tourists, this study revealed seven motivational factors of international volunteer tourists in Thailand which afforded different volunteers'

information to the volunteer tourism providers in Thailand. Tour providers can establish distinct tour packages or volunteer activities for different tourists depending on these seven motivational factors. Hypothesis testing established that there is a significant difference in volunteer tourists' motivation to participate in volunteerism in terms of the duration, activities and skill requirement of the volunteer project and age of participants.

Research objective 2: To identify the types of activities that interest international volunteer tourists in Thailand.

Based on the data analysis employed in this study, 74 out of a total 329 respondents were interested in 'working with children'; 73 out of a total 329 respondents were interested in 'education and training'; 71 of a total 329 respondents were interested in 'environmental and wildlife conservation'; this was followed by 'cultural preservation/restoration' (45 of a total 329 respondents), 'building and construction activity' (37 of a total 329 respondents) and activities with 'research/academic purpose' (24 of a total 329 respondents).

6.3 Recommendations

Based on the findings and conclusions of this study, several recommendations can be made to increase volunteer tourists' satisfaction in order to meet their expectations on volunteer tourism projects in Thailand. Tour operators could develop volunteering activities, accommodation, and other areas according to the findings of this study while improving volunteer tourism in Thailand. Furthermore, there are connections and similarities between voluntourism and other fields of tourism such as ecotourism, social tourism, CSR, alternative

tourism, charity tourism, and moral tourism. Volunteer tourism not only helps local people and give special experiences to volunteer tourists but also provides insight to tourism marketing.

6.3.1 Recommendations based on duration of volunteer project.

The duration of the project is an important element for tourists to consider in decision making. The volunteer project providers should offer flexible options of duration to tourists to combine customization with volunteer tourism products. This study's findings suggest that providers should encourage individual volunteers to participate in long-term projects (more than three month) and arrange short-term projects (less than two weeks) for group volunteers because individuals could manage their time more flexibly than group volunteers and also makes it easier for volunteers to move to other destinations. Voluntourism providers should also limit the duration of some projects depending on the activities. For instance, it is suggested that the duration of working with children projects be extended by at least one month in order to better understand and communicate with children, and also to consider the psychological principle that it is not good for children to be with strangers frequently.

6.3.2 Recommendations based on volunteering project activities.

The results of volunteer project activities showed that working with children, education and training, and environmental/wildlife conservation are very popular in Thailand. Volunteer tourism providers might consider improving these three activities by using the research results and also develop other activities by using the rich sources of Thailand.

In addition, tourists expressed a strong desire to understand and help the local people with the volunteering activity of working with children; hence, this study not only suggested extending the project duration by at least one month but also train volunteer tourists before they work with children. It is necessary to offer other opportunities to volunteer tourists to learn new skills or gain new knowledge as well. The training activities should not only include how to work with children but should also cover training on Thai-based traditions, values, and heritage including perhaps training classes on Thai language, cuisine, etcetera, for a deeper understanding of the Thai people and their culture.

Compared to other volunteering activities, there is a significant difference in education and training on volunteer tourists' past experiences in providing similar services. The providers should require skills education knowledge and experiences. This study found that 70% of education and training volunteering activity in Thailand is about teaching English. However, international voluntourism education activities are comprised more of computer or IT training classes, artistic skills, or other foreign language teaching classes. Voluntourism planners should also add other education-based activities in order to attract more volunteer tourist participants. This study also suggests extending the duration of education and training projects as in the case of working with children. Volunteer tourists should be more carefully selected in order to fit the particular needs of the local community. Travel agencies need a comprehensive teaching plan to be more responsible to both volunteers and local communities.

Thailand has the potential to explore more and more volunteer tourism destinations that afford environment and wildlife conservation activity by using the rich natural resources of the country. Volunteerism providers should try to partner with National Parks or other

environment protection organizations in Thailand. The activities of environment and wildlife conservation could become more diversified than before. Elephant protection in the north of Thailand, for example, has become a traditional activity in Thailand volunteer tourism, but it is not attractive enough to catch tourists' eyes, especially Asian tourists. This study suggests the development of other activities such as marine life conservation in the south of Thailand or other wildlife protection activities.

6.3.3 Recommendations based on age of volunteer tourists.

The result of the seven factors analysis can be very useful to planners and marketers trying to balance traveling days and volunteering days for a volunteer project. Younger volunteers are always interested in new things and recreational activities or in simply having fun in their trips. It was found that most of the motives of younger volunteers had to do with curiosity, leisure, and escape. Providers may arrange more days for volunteer travel. In addition, volunteer project duration aimed at undergraduate students should be arranged for around two weeks only; in this way, 8 days are reserved for traveling and the other 6 days for volunteering activities. Tour operators should also find more traditional attractions or offer special activities related to Thai culture for the young volunteer tourists.

This research also showed that mature volunteer tourists (aged older than 39 years) feel more social responsibility than their younger counterparts. In this case, volunteer projects providers could encourage mature people to volunteer on long-term projects by arranging more days of volunteering work than traveling.

Furthermore, it was found that during or after finishing the project, volunteer tourists are very engaged and keen to talk about their experiences. This being the case, it would be

good for tour managers to find ways to capture volunteer tourists' personal experiences as well as their positive or negative reflections as part of effective marketing strategies. The experience could be very authentic at that time; hence, volunteer tourists' expressed feelings, preferences, discoveries, and revelations could be recorded or included in future advertisements about volunteer tourism activities and destinations.

6.3.4 Recommendations based on skill requirements of volunteer project.

The statistical results on skill requirements of volunteer projects showed that majority of volunteer tourists participated in projects which required a certain level of skill or without any skill requirement. This finding suggests the cutting down of skill requirements to enable younger volunteers (aged under 20 up to 29 years old) with no skill requirement or with a certain level of skill to participate. Understandably, younger volunteers lack social and professional experience although they may have great interest in doing volunteer work. Be that as it may, it is still imperative that proper selection mechanisms be put in place or that suitable training be provided to those volunteers with great enthusiasm but with limited or marginal exposure to their chosen project.

6.3.5 Recommendations for travel agencies.

Volunteer tourists are more sensitive on "where my money is going" than other tourists because volunteering is beneficial to the local community and local people, not for the travel agency. This is one of the most important factors for volunteer tourists when choosing a travel agency; they expect transparency on the part of the agency as far where their money is going. For example, the breakdown of the volunteer tourism project cost should be transparent to volunteer tourists so that they would feel comfortable and willing to spend their

money as they prepare to embark on a volunteer vacation. The findings of this research suggest that providers should offer the volunteer tourist payment details such as transportation and accommodation costs, food and drink expenses, donations, and other expenditures such as tour guide and insurance fees.

6.4 Suggestions for Further Study

The current study focused on three regions of Thailand but did not include details on which particular towns or cities should be involved with volunteer tourism. It could be worth paying more attention on the specific towns or cities in Thailand by other researchers. This study only investigated volunteers' motivation but did not explore other aspects such as expectations and satisfaction levels of volunteer tourists that might prove useful for the marketing sector. Future research on voluntourism utilizing quantitative and/or qualitative methodology should explore the expectations and satisfaction levels of volunteer tourists as well as other psychosocial factors such as acculturation, altruism, emotional intelligence in order to add to the literature on volunteer tourism in Thailand or beyond. Future research should also further analyze similarities and differences between the seven motivational factors identified in this study through factor analysis or other suitable means of investigation.

“Is volunteer tourism a good thing?” As expected, the answer is never simple. The commonality that existed was the deep struggle each person had with the same question. How or in what ways can volunteer tourism benefit the local community is also worth exploring and discussing in future studies. Future findings and implications can be very useful towards the further development and improvement of volunteer tourism especially in developing countries.

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APPENDIX A

Questionnaire



Dear Respondent:

This questionnaire was designed in partial fulfillment of the requirements for the degree of Master of Business Administration in Tourism Management, Graduate School of Business, Assumption University, Thailand. The purpose of this survey is to understand motivation, activities, and experiences of international volunteer tourists. Your feedback is very valuable and your information will be strictly used for educational purposes and treated as confidential. Your cooperation and precious time on this questionnaire is highly appreciated.

Sincerely Yours,

Xiyue Yang

Part 1. Personal Information

Please indicate your answer, by marking (✓) with only one option for the following questions:

1. Where have you come from?

- | | |
|---------------------------------|----------------------------------|
| <input type="checkbox"/> Europe | <input type="checkbox"/> America |
| <input type="checkbox"/> Asia | <input type="checkbox"/> Africa |

2. What is your age?

☐ Under 20

☐ Between 20~29

☐ Between 30~39

☐ Between 40~49

☐ Between 50~59

☐ Older than 60

3. What is your educational attainment?

☐ Non-Academic

☐ High School

☐ Undergraduate

☐ Graduate

☐ Ph. D.

☐ Other Degrees

4. How often do you travel for vacations each year?

☐ One time only

☐ Two-three times

☐ More than three times

Part 2. Information of Volunteer Projects in Thailand

Please indicate by marking (√) with only one option for the following items:

5. How long did you volunteer in the project?

☐ Less than 1 week (include 1 week)

☐ Half a month

☐ Less than 1 month (include 1 month)

☐ Half a year

☐ Less than 1 year (include 1 year)

☐ More than a year

6. Where did you volunteer?

☐ Northern part of Thailand (name of the city: _____)

☐ Central part of Thailand (name of the city: _____)

☐ Southern part of Thailand (name of the city: _____)

7. What was the main content/theme/activity of the volunteer project?

- ☐ Education and training
- ☐ Working with children (caring and nursing)
- ☐ Building and construction
- ☐ Environmental and wildlife conservation
- ☐ Research/academic purpose
- ☐ Cultural preservation and restoration
- ☐ Other _____ (please specify)

8. Which kind of accommodation did you stay in during volunteer activity?

- ☐ Camping
- ☐ Home stay
- ☐ Rented house
- ☐ Guest house
- ☐ Hotel
- ☐ Other _____ (please specify)

9. What level of skill did the project require?

- ☐ No skill
- ☐ Moderate skill
- ☐ Certain level of skill
- ☐ High level of skill

10. Why did you visit the destination you volunteered in?

- ☐ Affordable
- ☐ Reputation/word of mouth
- ☐ Comfortable climate
- ☐ Economic underdevelopment
- ☐ Beautiful scenery/landscape
- ☐ Other _____ (please specify)

11. How did you know about this volunteer trip?

- ☐ Friends/family/word of mouth
 ☐ TV
☐ Magazines/newspaper/books
 ☐ Travel agency
☐ Website/internet
 ☐ Other _____ (please specify)

Part 3. Motivation of Volunteer Tourists

Please indicate by marking (✓) in one box for the following statements, where

5 = strongly agree, 4 = agree, 3 = neither agree nor disagree, 2 = disagree, 1 = strongly disagree

I joined this volunteer project because.....

	Statements	5	4	3	2	1
12	I wanted to broaden my horizons.					
13	I feel I am giving time and energy for a good cause and paying for the privileges.					
14	Through this journey, I can better understand and appreciate different cultures, religions, and heritage.					
15	I wanted to learn new skills or new knowledge.					
16	I wanted to have fun and relax myself.					
17	I wanted to build connections that may help my career.					
18	The experience will help me succeed in my profession.					
19	I search for more alternative types of travel offering a range of experiences.					
20	I wanted to improve the quality of life of the community.					
21	This vacation represents an attempt to encapsulate the enthusiasm.					
22	I have past experience of providing similar services.					

23	Volunteering creates a better society.					
24	I wanted to help local people.					
25	This trip gives me opportunity to experience local tourist attractions.					
26	I wanted to experience an alternative lifestyle.					
27	I am only interested in this project.					
28	I have become jaded with standardized package holidays.					
29	My friends take part in this project, so do I.					
30	I do not have anything to do with my time.					
31	I wanted to move and live in a community on a temporary basis.					



APPENDIX B

Factor Analysis

Communalities

	Initial	Extraction
I wanted to broaden my horizons	1.000	.688
I feel I am giving time and energy for a good cause and paying for the privileges	1.000	.551
Through this journey, I can better understand and appreciate different cultures, religions and heritage	1.000	.542
I wanted to learn new skills or new knowledge	1.000	.688
I wanted to have fun and relax myself	1.000	.563
I wanted to build connections that may help my career	1.000	.648
The experience will help me succeed in my profession	1.000	.665
I search for more alternative types of travel offering a range of experiences	1.000	.500
I wanted to improve the quality of life of the community	1.000	.641
This vacation represents an attempt to encapsulate the enthusiasm	1.000	.660
I have past experience of providing similar services	1.000	.535
Volunteering creates a better society	1.000	.590
I wanted to help local people	1.000	.741
This trip gives me opportunity to experience local tourist attractions	1.000	.535
I wanted to experience an alternative life style	1.000	.594
I am only interested in this project	1.000	.580
I have become jade with standardized package holiday	1.000	.622
My friends take part in this project, so do I	1.000	.630
I do not have anything to do with my time	1.000	.640
I wanted to move and live in community on a temporary basis	1.000	.590

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
				Loadings					
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.763	13.985	13.985	2.763	13.815	13.815	2.349	11.746	11.746
2	2.450	12.856	26.066	2.450	12.250	26.066	2.125	10.626	22.372
3	1.878	9.952	35.458	1.878	9.392	35.458	1.992	9.959	32.330
4	1.395	7.977	44.435	1.395	6.977	42.435	1.764	8.822	41.152
5	1.319	6.856	55.031	1.319	6.596	49.031	1.319	6.594	52.746
6	1.208	6.539	60.069	1.208	6.039	55.069	1.310	6.552	64.298
7	1.089	5.956	64.121	1.089	5.444	60.513	1.243	6.215	69.513
8	.987	4.935	72.448						
9	.883	4.414	74.862						
10	.828	4.139	78.002						
11	.709	3.544	81.545						
12	.632	3.162	85.708						
13	.626	3.129	88.836						
14	.580	2.898	90.734						
15	.540	2.701	92.435						
16	.515	2.575	94.011						
17	.492	2.460	95.471						
18	.412	2.060	96.531						
19	.375	1.873	98.405						
20	.319	1.595	100.000						

Extraction Method: Principal Component Analysis.

Component Matrix^a

	Component						
	1	2	3	4	5	6	7
I wanted to broaden my horizons	.338	.695		.130	.146	-.207	
I feel I am giving time and energy for a good cause and paying for the privileges	.123	.224	.180	-.185	.563	.257	.190
Through this journey, I can better understand and appreciate different cultures, religions and heritage	.174	.248		.270	-.180		.579
I wanted to learn new skills or new knowledge	.452	.597	-.237			-.108	-.238
I wanted to have fun and relax myself	.266	.296		.197		.472	.198
I wanted to build connections that may help my career	.518		.320	-.349	-.331	.161	.100
The experience will help me succeed in my profession	.662	-.115	.125	-.304	-.323		
I search for more alternative types of travel offering a range of experiences	.620	.167	-.219		-.198		
I wanted to improve the quality of life of the community	.517	-.520	-.126		-.123	-.250	
This vacation represents an attempt to encapsulate the enthusiasm	.345	-.152	.384	-.207		.571	
I have past experience of providing similar services	.192	-.638	-.137	.219			.140
Volunteering creates a better society	.413	-.363	-.103	.372	.293		.213
I wanted to help local people				-.482	.545	-.206	.389
This trip gives me opportunity to experience local tourist attractions	.505	-.233		-.150	.251	-.373	
I wanted to experience an alternative life style	.457	.441	-.382	.114	.102	.134	
I am only interested in this project	.145	-.313	.145		.388	.107	-.520
I have become jade with standardized package holiday	.361	-.267		.519	.237	.180	-.235
My friends take part in this project, so do I	.105	.319	.571			-.368	-.206
I do not have anything to do with my time			.753	.131		-.219	
I wanted to move and live in community on a temporary basis			.596	.456			.115

Extraction Method: Principal Component Analysis.

a. 7 components extracted.

Rotated Component Matrix^a

	Component						
	1	2	3	4	5	6	7
I wanted to broaden my horizons	.737	-.127		.314	.104		-.125
I feel I am giving time and energy for a good cause and paying for the privileges	.148				.566	.424	.112
Through this journey, I can better understand and appreciate different cultures, religions and heritage	.145	.116		.114		.126	.690
I wanted to learn new skills or new knowledge	.820						
I wanted to have fun and relax myself	.246					.600	-.185
I wanted to build connections that may help my career			.783	.107		.139	
The experience will help me succeed in my profession	.174	.151	.779				
I search for more alternative types of travel offering a range of experiences	.519	.200	.422	-.145			-.124
I wanted to improve the quality of life of the community		.645	.375			-.278	
This vacation represents an attempt to encapsulate the enthusiasm	-.130		.520			.548	.253
I have past experience of providing similar services	-.329	.613	.130	-.148			
Volunteering creates a better society		.739			.171		
I wanted to help local people					.847	-.103	
This trip gives me opportunity to experience local tourist attractions	.164	.419	.281		.399	-.277	.596
I wanted to experience an alternative life style	.695	.105		-.238		.196	
I am only interested in this project		.205			.103		.718
I have become jade with standardized package holiday	.156	.239	-.104		-.187	.260	.639
My friends take part in this project, so do I	.227	-.171		.718		-.159	
I do not have anything to do with my time	-.149		.155	.768			
I wanted to move and live in community on a temporary basis	-.145	.116	-.138	.631		.349	-.104

Extraction Method: Principal Component Analysis.

Rotation Method: Quartimax with Kaiser Normalization.

Component Matrix^a

	Component						
	1	2	3	4	5	6	7
I wanted to broaden my horizons	.338	.695		.130	.146	-.207	
I feel I am giving time and energy for a good cause and paying for the privileges	.123	.224	.180	-.185	.563	.257	.190
Through this journey, I can better understand and appreciate different cultures, religions and heritage	.174	.248		.270	-.180		.579
I wanted to learn new skills or new knowledge	.452	.597	-.237			-.108	-.238
I wanted to have fun and relax myself	.266	.296		.197		.472	.198
I wanted to build connections that may help my career	.518		.320	-.349	-.331	.161	.100
The experience will help me succeed in my profession	.662	-.115	.125	-.304	-.323		
I search for more alternative types of travel offering a range of experiences	.620	.167	-.219		-.198		
I wanted to improve the quality of life of the community	.517	-.520	-.126		-.123	-.250	
This vacation represents an attempt to encapsulate the enthusiasm	.345	-.152	.384	-.207		.571	
I have past experience of providing similar services	.192	-.638	-.137	.219			.140
Volunteering creates a better society	.413	-.363	-.103	.372	.293		.213
I wanted to help local people				-.482	.545	-.206	.389
This trip gives me opportunity to experience local tourist attractions	.505	-.233		-.150	.251	-.373	
I wanted to experience an alternative life style	.457	.441	-.382	.114	.102	.134	
I am only interested in this project	.145	-.313	.145		.388	.107	-.520
I have become jade with standardized package holiday	.361	-.267		.519	.237	.180	-.235
My friends take part in this project, so do I	.105	.319	.571			-.368	-.206
I do not have anything to do with my time			.753	.131		-.219	
I wanted to move and live in community on a temporary basis			.596	.456			.115

Extraction Method: Principal Component Analysis.

a. Rotation converged in 6 iterations.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.646
Bartlett's Test of Sphericity	Approx. Chi-Square	1190.793
	Df	190
	Sig.	.000



APPENDIX C

Hypothesis Test

Multiple Comparisons

LSD

Dependent Variable	(I) Project Duration	(J) Project Duration	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
I wanted to broaden my horizons	Less1week	Half a month	-.29121	.15472	.061	-.5956	.0132
		Less 1month	-.38201*	.18102	.036	-.7381	-.0259
		Half 1year	-.35192	.20403	.086	-.7533	.0495
		Less 1 year	.27792	.22275	.213	-.1603	.7161
	Half a month	Less 1 week	.29121	.15472	.061	-.0132	.5956
		Less 1month	-.09080	.16877	.591	-.4228	.2412
		Half 1year	-.06071	.19325	.754	-.4409	.3195
		Less 1year	.56912*	.21292	.008	.1502	.9880
	Less1month	Less 1week	.38201*	.18102	.036	.0259	.7381
		Half a month	.09080	.16877	.591	-.2412	.4228
		Half 1 year	.03008	.21488	.889	-.3927	.4528
		Less 1 year	.65992*	.23273	.005	.2021	1.1178
	Half1 year	Less 1 week	.35192	.20403	.086	-.0495	.7533
		Half a month	-.06071	.19325	.754	-.3195	.4409
		Less 1 month	-.03008	.21488	.889	-.4528	.3927
		Less 1 year	.62984*	.25105	.013	.1359	1.1237
	Less1year	Less 1 week	-.27792	.22275	.213	-.7161	.1603
		Half a month	-.56912*	.21292	.008	-.9880	-.1502
		Less 1 month	-.65992*	.23273	.005	-1.1178	-.2021
		Half 1 year	-.62984*	.25105	.013	-1.1237	-.1359
I wanted to build connections that may help my career	Less1week	Half a month	-.13942	.16762	.406	-.4692	.1903
		Less 1month	.16884	.19611	.390	-.2170	.5546
		Half 1year	-.25192	.22104	.255	-.6868	.1829
		Less 1 year	.51985*	.24132	.032	.0451	.9946

Half a month	Less 1 week	.13942	.16762	.406	-.1903	.4692
	Less 1month	.30826	.18284	.093	-.0514	.6680
	Half 1year	-.11250	.20936	.591	-.5244	.2994
	Less 1year	.65927*	.23067	.005	.2055	1.1131
Less1month	Less 1week	-.16884	.19611	.390	-.5546	.2170
	Half a month	-.30826	.18284	.093	-.6680	.0514
	Half 1 year	-.42076	.23279	.072	-.8787	.0372
	Less 1 year	.35101	.25213	.165	-.1450	.8470
Half1 year	Less 1 week	.25192	.22104	.255	-.1829	.6868
	Half a month	.11250	.20936	.591	-.2994	.5244
	Less 1 month	.42076*	.23279	.072	-.0372	.8787
	Less 1 year	.77177*	.27197	.005	.2367	1.3068
Less1year	Less 1 week	-.51985*	.24132	.032	-.9946	-.0451
	Half a month	-.65927*	.23067	.005	-1.1131	-.2055
	Less 1 month	-.35101	.25213	.165	-.8470	.1450
	Half 1 year	-.77177*	.27197	.005	-1.3068	-.2367
The experience will help me succeed in my profession	Less1week	.16598	.18424	.368	-.1965	.5284
	Less 1month	.45154*	.21555	.037	.0275	.8756
	Half 1year	.53205	.24295	.029	.0541	1.0100
	Less 1 year	.60463*	.26524	.023	.0828	1.1264
Half a month	Less 1 week	-.16598	.18424	.368	-.5284	.1965
	Less 1month	.28556	.20096	.156	-.1098	.6809
	Half 1year	.36607	.23011	.113	-.0866	.8188
	Less 1year	.43865	.25353	.085	-.0601	.9374
Less1month	Less 1week	-.45154*	.21555	.037	-.8756	-.0275
	Half a month	-.28556	.20096	.156	-.6809	.1098
	Half 1 year	.08051	.25587	.753	-.4229	.5839
	Less 1 year	.15309	.27712	.581	-.3921	.6983

	Half1 year	Less 1 week	-.53205*	.24295	.029	-1.0100	-.0541
		Half a month	-.36607	.23011	.113	-.8188	.0866
		Less 1 month	-.08051	.25587	.753	-.5839	.4229
		Less 1 year	.07258	.29893	.808	-.5155	.6607
	Less1year	Less 1 week	-.60463*	.26524	.023	-1.1264	-.0828
		Half a month	-.43865	.25353	.085	-.9374	.0601
		Less 1 month	-.15309	.27712	.581	-.6983	.3921
		Half 1 year	-.07258	.29893	.808	-.6607	.5155
I search for more alternative types of travel offering a range of experiences	Less1week	Half a month	.14652	.17155	.394	-.1910	.4840
		Less 1month	.32812	.20071	.103	-.0667	.7230
		Half 1year	-.25705	.22622	.257	-.7021	.1880
		Less 1 year	.52440*	.24698	.034	.0385	1.0103
	Half a month	Less 1 week	-.14652	.17155	.394	-.4840	.1910
		Less 1month	.18160	.18713	.333	-.1865	.5497
		Half 1year	-.40357	.21427	.061	-.8251	.0180
		Less 1year	.37788	.23608	.110	-.0866	.8423
	Less1month	Less 1week	-.32812	.20071	.103	-.7230	.0667
		Half a month	-.18160	.18713	.333	-.5497	.1865
		Half 1 year	-.58517*	.23825	.015	-1.0539	-.1164
		Less 1 year	.19628	.25804	.447	-.3114	.7039
	Half1 year	Less 1 week	.25705	.22622	.257	-.1880	.7021
		Half a month	.40357	.21427	.061	-.0180	.8251
		Less 1 month	.58517*	.23825	.015	.1164	1.0539
		Less 1 year	.78145*	.27835	.005	.2338	1.3291
	Less1year	Less 1 week	-.52440*	.24698	.034	-1.0103	-.0385
		Half a month	-.37788	.23608	.110	-.8423	.0866
		Less 1 month	-.19628	.25804	.447	-.7039	.3114
		Half 1 year	-.78145*	.27835	.005	-1.3291	-.2338

I wanted to improve the quality of life of the community	Less1week	Half a month	.54235*	.20146	.007	.1460	.9387
		Less 1month	.46654*	.23569	.049	.0028	.9302
		Half 1year	.42628	.26566	.110	-.0964	.9489
		Less 1 year	.29322	.29003	.313	-.2774	.8638
	Half a month	Less 1 week	-.54235*	.20146	.007	-.9387	-.1460
		Less 1month	-.07582	.21975	.730	-.5081	.3565
		Half 1year	-.11607	.25162	.645	-.6111	.3789
		Less 1year	-.24914	.27723	.369	-.7945	.2963
	Less1month	Less 1week	-.46654*	.23569	.049	-.9302	-.0028
		Half a month	.07582	.21975	.730	-.3565	.5081
		Half 1 year	-.04025	.27978	.886	-.5907	.5102
		Less 1 year	-.17332	.30302	.568	-.7695	.4228
	Half1 year	Less 1 week	-.42628	.26566	.110	-.9489	.0964
		Half a month	.11607	.25162	.645	-.3789	.6111
		Less 1 month	.04025	.27978	.886	-.5102	.5907
		Less 1 year	-.13306	.32687	.684	-.7761	.5100
	Less1year	Less 1 week	-.29322	.29003	.313	-.8638	.2774
		Half a month	.24914	.27723	.369	-.2963	.7945
		Less 1 month	.17332	.30302	.568	-.4228	.7695
		Half 1 year	.13306	.32687	.684	-.5100	.7761
This vacation represents an attempt to encapsulate the enthusiasm	Less1week	Half a month	.25137	.14371	.081	-.0313	.5341
		Less 1month	.61669*	.16813	.000	.2859	.9475
		Half 1year	.34423	.18950	.070	-.0286	.7170
		Less 1 year	.64020*	.20689	.002	.2332	1.0472
	Half a month	Less 1 week	-.25137	.14371	.081	-.5341	.0313
		Less 1month	-.36531	.15675	.020	.0569	.6737
		Half 1year	.09286	.17949	.605	-.2603	.4460
		Less 1year	.38882	.19776	.050	-.0002	.7779

Less1month	Less 1week	-.61669*	.16813	.000	-.9475	-.2859	
	Half a month	-.36531*	.15675	.020	-.6737	-.0569	
	Half 1 year	-.27246	.19958	.173	-.6651	.1202	
	Less 1 year	.02351	.21616	.913	-.4017	.4488	
Half1 year	Less 1 week	-.34423	.18950	.070	-.7170	.0286	
	Half a month	-.09286	.17949	.605	-.4460	.2603	
	Less 1 month	.27246	.19958	.173	-.1202	.6651	
	Less 1 year	.29597	.23317	.205	-.1628	.7547	
Less1year	Less 1 week	-.64020*	.20689	.002	-1.0472	-.2332	
	Half a month	-.38882	.19776	.050	-.7779	.0002	
	Less 1 month	-.02351	.21616	.913	-.4488	.4017	
	Half 1 year	-.29597	.23317	.205	-.7547	.1628	
I have past experience of providing similar services	Less1week	Half a month	.33677	.18572	.071	-.0286	.7021
		Less 1month	.29878	.21728	.170	-.1287	.7262
		Half 1year	-.41859	.24490	.088	-.9004	.0632
		Less 1 year	-.50165	.26737	.062	-1.0277	.0244
Half a month	Less 1 week	-.33677	.18572	.071	-.7021	.0286	
	Less 1month	-.03798	.20258	.851	-.4365	.3606	
	Half 1year	-.75536	.23196	.001	-1.2117	-.2990	
	Less 1year	-.83842*	.25557	.001	-1.3412	-.3356	
Less1month	Less 1week	-.29878	.21728	.170	-.7262	.1287	
	Half a month	.03798	.20258	.851	-.3606	.4365	
	Half 1 year	-.71737*	.25792	.006	-1.2248	-.2100	
	Less 1 year	-.80044*	.27935	.004	-1.3500	-.2509	
Half1 year	Less 1 week	.41859	.24490	.088	-.0632	.9004	
	Half a month	.75536*	.23196	.001	.2990	1.2117	
	Less 1 month	.71737*	.25792	.006	.2100	1.2248	
	Less 1 year	-.08306	.30133	.783	-.6759	.5098	

	Less1year	Less 1 week	.50165*	.26737	.062	-.0244	1.0277
		Half a month	.83842*	.25557	.001	.3356	1.3412
		Less 1 month	.80044*	.27935	.004	.2509	1.3500
		Half 1 year	.08306	.30133	.783	-.5098	.6759
Volunteering creates a better society	Less1week	Half a month	.12134	.14788	.413	-.1696	.4123
		Less 1month	.13798	.17302	.426	-.2024	.4784
		Half 1year	.23205	.19501	.235	-.1516	.6157
		Less 1 year	-.25021	.21291	.241	-.6691	.1687
		More than 1 year	-1.21795*	.35302	.001	-1.9124	-.5234
	Half a month	Less 1 week	-.12134	.14788	.413	-.4123	.1696
		Less 1month	.01665	.16131	.918	-.3007	.3340
		Half 1year	.11071	.18471	.549	-.2527	.4741
		Less 1year	-.37154	.20351	.069	-.7719	.0288
		More than 1 year	-1.33929*	.34743	.000	-2.0228	-.6558
	Less1month	Less 1week	-.13798	.17302	.426	-.4784	.2024
		Half a month	-.01665	.16131	.918	-.3340	.3007
		Half 1 year	.09407	.20538	.647	-.3100	.4981
		Less 1 year	-.38819	.22244	.082	-.8258	.0494
		More than 1 year	-1.35593*	.35885	.000	-2.0619	-.6500
	Half1 year	Less 1 week	-.23205	.19501	.235	-.6157	.1516
		Half a month	-.11071	.18471	.549	-.4741	.2527
		Less 1 month	-.09407	.20538	.647	-.4981	.3100
		Less 1 year	-.48226*	.23995	.045	-.9543	-.0102
		More than 1 year	-1.45000*	.36996	.000	-2.1778	-.7222

Less1year	Less 1 week		.25021	.21291	.241	-.1687	.6691
	Half a month		.37154	.20351	.069	-.0288	.7719
	Less 1 month		.38819	.22244	.082	-.0494	.8258
	Half 1 year		-.48226*	.23995	.055	.0102	.9543
	More than 1 year		-.96774*	.37969	.011	-1.7147	-.2208
More than1year	Less 1 week		1.21795*	.35302	.001	.5234	1.9124
	Half a month		1.33929*	.34743	.000	.6558	2.0228
	Less 1 month		1.35593*	.35885	.000	.6500	2.0619
	Half 1 year		1.45000*	.36996	.000	.7222	2.1778
	Less 1 year		.96774*	.37969	.011	.2208	1.7147
This trip gives me opportunity to experience local tourist attractions	Less1week	Half a month	.51122*	.15254	.001	.2111	.8113
		Less 1month	.08431	.17847	.637	-.2668	.4354
		Half 1year	.24872	.20116	.217	-.1470	.6445
		Less 1 year	.33581	.21961	.127	-.0962	.7679
	Half a month	Less 1 week	-.51122*	.15254	.001	-.8113	-.2111
		Less 1month	-.42691*	.16639	.011	-.7543	-.0996
		Half 1year	-.26250	.19053	.169	-.6373	.1123
		Less 1year	-.17540	.20992	.404	-.5884	.2376
	Less1month	Less 1week	-.08431	.17847	.637	-.4354	.2668
		Half a month	.42691*	.16639	.011	.0996	.7543
		Half 1 year	.16441	.21185	.438	-.2524	.5812
		Less 1 year	.25150	.22945	.274	-.1999	.7029
	Half1 year	Less 1 week	-.24872	.20116	.217	-.6445	.1470
		Half a month	.26250	.19053	.169	-.1123	.6373
		Less 1 month	-.16441	.21185	.438	-.5812	.2524
		Less 1 year	.08710	.24751	.725	-.3998	.5740
	Less1year	Less 1 week	-.33581	.21961	.127	-.7679	.0962
		Half a month	.17540	.20992	.404	-.2376	.5884
		Less 1 month	-.25150	.22945	.274	-.7029	.1999

		Half 1 year	-.08710	.24751	.725	-.5740	.3998
I have become jade with standardized package holiday	Less1week	Half a month	-.07761	.15258	.611	-.3778	.2226
		Less 1month	.28422	.17852	.112	-.0670	.6354
		Half 1year	-.06154	.20121	.760	-.4574	.3343
		Less 1 year	.11911	.21967	.588	-.3131	.5513
	Half a month	Less 1 week	.07761	.15258	.611	-.2226	.3778
		Less 1month	.36183*	.16644	.030	.0344	.6893
		Half 1year	.01607	.19058	.933	-.3589	.3910
		Less 1year	.19672	.20998	.350	-.2164	.6098
	Less1month	Less 1week	-.28422	.17852	.112	-.6354	.0670
		Half a month	-.36183*	.16644	.030	-.6893	-.0344
		Half 1 year	-.34576	.21191	.104	-.7627	.0711
		Less 1 year	-.16512	.22951	.472	-.6166	.2864
	Half1 year	Less 1 week	.06154	.20121	.760	-.3343	.4574
		Half a month	-.01607	.19058	.933	-.3910	.3589
		Less 1 month	.34576	.21191	.104	-.0711	.7627
		Less 1 year	.18065	.24758	.466	-.3064	.6677
	Less1year	Less 1 week	-.11911	.21967	.588	-.5513	.3131
		Half a month	-.19672	.20998	.350	-.6098	.2164
		Less 1 month	.16512	.22951	.472	-.2864	.6166
		Half 1 year	-.18065	.24758	.466	-.6677	.3064
I have no thing to do with my time	Less1week	Half a month	-.02175	.16833	.897	-.3529	.3094
		Less 1month	.43633*	.19694	.027	.0489	.8238
		Half 1year	.68718*	.22198	.002	.2505	1.1239
		Less 1 year	.42266	.24234	.082	-.0541	.8994
	Half a month	Less 1 week	.02175	.16833	.897	-.3094	.3529
		Less 1month	.45808*	.18362	.013	.0968	.8193
		Half 1year	.70893*	.21025	.001	.2953	1.1226
		Less 1year	.44441	.23165	.056	-.0113	.9001
	Less1month	Less 1week	-.43633*	.19694	.027	-.8238	-.0489
		Half a month	-.45808*	.18362	.013	-.8193	-.0968
		Half 1 year	.25085	.23378	.284	-.2091	.7108

	Less 1 year	-.01367	.25320	.957	-.5118	.4845
Half1 year	Less 1 week	-.68718*	.22198	.002	-1.1239	-.2505
	Half a month	-.70893*	.21025	.001	-1.1226	-.2953
	Less 1 month	-.25085	.23378	.284	-.7108	.2091
	Less 1 year	-.26452	.27313	.334	-.8018	.2728
Less1year	Less 1 week	-.42266	.24234	.082	-.8994	.0541
	Half a month	-.44441	.23165	.056	-.9001	.0113
	Less 1 month	.01367	.25320	.957	-.4845	.5118
	Half 1 year	.26452	.27313	.334	-.2728	.8018

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



Multiple Comparisons

LSD

Dependent Variable	(I) Activity	(J) Activity	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
I wanted to broaden my horizons	Education and training	Working with children	-.24269	.17282	.161	-.5827	.0973
		Building and construction	-.41836*	.21142	.049	-.8343	-.0024
		Environmental and wildlife conservation	-.07158	.17462	.682	-.4151	.2720
		Research/academic purpose	.04110	.24651	.868	-.4439	.5261
		Cultural preservation and restoration	.17443	.19856	.380	-.2162	.5651
	Working with children	Education and training	.24269	.17282	.161	-.0973	.5827
		Building and construction	-.17568	.21094	.406	-.5907	.2393
		Environmental and wildlife conservation	.17111	.17404	.326	-.1713	.5135
		Research/academic purpose	.28378	.24609	.250	-.2004	.7679
		Cultural preservation and restoration	.41712*	.19804	.036	.0275	.8067
	Building and construction	Education and training	.41836*	.21142	.049	.0024	.8343
		Working with children	-.17568	.21094	.406	-.2393	.5907
		Environmental and wildlife conservation	.34678	.21242	.104	-.0711	.7647
		Research/academic purpose	.45946	.27458	.095	-.0807	.9997
		Cultural preservation and restoration	.59279*	.23249	.011	.1354	1.0502
	Environmental and wildlife conservation	Education and training	.07158	.17462	.682	-.2720	.4151
		Working with children	-.17111	.17404	.326	-.5135	.1713
		Building and construction	-.34678	.21242	.104	-.7647	.0711
		Research/academic purpose	.11268	.24736	.649	-.3740	.5993

		Cultural preservation and restoration	.24601	.19962	.219	-.1467	.6387
	Research/academic purpose	Education and training	-.04110	.24651	.868	-.5261	.4439
		Working with children	-.28378	.24609	.250	-.7679	.2004
		Building and construction	-.45946	.27458	.095	-.9997	.0807
		Environmental and wildlife conservation	-.11268	.24736	.649	-.5993	.3740
		Cultural preservation and restoration	.13333	.26480	.615	-.3876	.6543
	Cultural preservation and restoration	Education and training	-.17443	.19856	.380	-.5651	.2162
		Working with children	-.41712	.19804	.036	-.8067	-.0275
		Building and construction	-.59279	.23249	.011	-1.0502	-.1354
		Environmental and wildlife conservation	-.24601	.19962	.219	-.6387	.1467
		Research/academic purpose	-.13333	.26480	.615	-.6543	.3876
Through this journey, I can better understand and appreciate different cultures, religions and heritage	Education and training	Working with children	-.21307	.15044	.158	-.5090	.0829
		Building and construction	.23288	.18404	.207	-.1292	.5950
		Environmental and wildlife conservation	.35964	.15201	.019	.0606	.6587
		Research/academic purpose	.35788	.21459	.096	-.0643	.7800
		Cultural preservation and restoration	-.23379	.17285	.177	-.5738	.1063
	Working with children	Education and training	.21307	.15044	.158	-.0829	.5090
		Building and construction	.44595	.18362	.016	.0847	.8072
		Environmental and wildlife conservation	.57271	.15150	.000	.2746	.8708
		Research/academic purpose	.57095	.21423	.008	.1495	.9924
		Cultural preservation and restoration	-.02072	.17240	.904	-.3599	.3185
	Building and construction	Education and training	-.23288	.18404	.207	-.5950	.1292
		Working with children	-.44595	.18362	.016	-.8072	-.0847
		Environmental and wildlife conservation	.12676	.18491	.494	-.2370	.4905

	Research/academic purpose	.12500	.23902	.601	-.3452	.5952
	Cultural preservation and restoration	-.46667*	.20239	.022	-.8648	-.0685
Environmental and wildlife conservation	Education and training	-.35964*	.15201	.019	-.6587	-.0606
	Working with children	-.57271*	.15150	.000	-.8708	-.2746
	Building and construction	-.12676	.18491	.494	-.4905	.2370
	Research/academic purpose	-.00176	.21533	.993	-.4254	.4219
	Cultural preservation and restoration	-.59343*	.17377	.001	-.9353	-.2516
Research/academic purpose	Education and training	-.35788	.21459	.096	-.7800	.0643
	Working with children	-.57095*	.21423	.008	-.9924	-.1495
	Building and construction	-.12500	.23902	.601	-.5952	.3452
	Environmental and wildlife conservation	.00176	.21533	.993	-.4219	.4254
	Cultural preservation and restoration	-.59167*	.23051	.011	-1.0452	-.1382
	Education and training	.23379	.17285	.177	-.1063	.5738
	Working with children	.02072	.17240	.904	-.3185	.3599
	Building and construction	.46667*	.20239	.022	.0685	.8648
	Environmental and wildlife conservation	.59343*	.17377	.001	.2516	.9353
Cultural preservation and restoration	Research/academic purpose	.59167*	.23051	.011	.1382	1.0452
	Education and training	.23379	.17285	.177	-.1063	.5738
	Working with children	.02072	.17240	.904	-.3185	.3599
	Building and construction	.46667*	.20239	.022	.0685	.8648
	Environmental and wildlife conservation	.59343*	.17377	.001	.2516	.9353
I wanted to learn new skills or new knowledge	Education and training	.69252*	.16419	.000	-1.0155	-.3695
	Working with children	-.48982*	.20087	.015	-.8850	-.0946
	Building and construction	-.38742*	.16591	.020	-.7138	-.0610
	Environmental and wildlife conservation	-.20491	.23420	.382	-.6657	.2559
	Research/academic purpose	.08676	.18864	.646	-.2844	.4579
	Cultural preservation and restoration					
Working with children	Education and training	.69252*	.16419	.000	.3695	1.0155
	Building and construction	.20270	.20041	.313	-.1916	.5970
	Environmental and wildlife conservation	.30510	.16535	.066	-.0202	.6304

		Research/academic purpose	.48761 ⁺	.23381	.038	.0276	.9476
		Cultural preservation and restoration	.77928 ⁺	.18816	.000	.4091	1.1495
Building and construction		Education and training	.48982 ⁺	.20087	.015	.0946	.8850
		Working with children	-.20270	.20041	.313	-.5970	.1916
		Environmental and wildlife conservation	.10240	.20181	.612	-.2946	.4994
		Research/academic purpose	.28491	.26087	.276	-.2283	.7981
		Cultural preservation and restoration	.57658 ⁺	.22089	.009	.1420	1.0111
Environmental and wildlife conservation		Education and training	.38742 ⁺	.16591	.020	.0610	.7138
		Working with children	-.30510	.16535	.066	-.6304	.0202
		Building and construction	-.10240	.20181	.612	-.4994	.2946
		Research/academic purpose	.18251	.23502	.438	-.2799	.6449
		Cultural preservation and restoration	.47418 ⁺	.18966	.013	.1011	.8473
Research/academic purpose		Education and training	.20491	.23420	.382	-.2559	.6657
		Working with children	-.48761 ⁺	.23381	.038	-.9476	-.0276
		Building and construction	-.28491	.26087	.276	-.7981	.2283
		Environmental and wildlife conservation	-.18251	.23502	.438	-.6449	.2799
		Cultural preservation and restoration	.29167	.25158	.247	-.2033	.7866
Cultural preservation and restoration		Education and training	-.08676	.18864	.646	-.4579	.2844
		Working with children	-.77928 ⁺	.18816	.000	-1.1495	-.4091
		Building and construction	-.57658 ⁺	.22089	.009	-1.0111	-.1420
		Environmental and wildlife conservation	-.47418 ⁺	.18966	.013	-.8473	-.1011
		Research/academic purpose	-.29167	.25158	.247	-.7866	.2033
I wanted to build connections that may help my career	Education and training	Working with children	.00241	.18512	.990	-.3618	.3666
		Building and construction	-.49759 ⁺	.22647	.029	-.9431	-.0521
		Environmental and wildlife conservation	-.58248 ⁺	.18705	.002	-.9505	-.2145

	Research/academic purpose	.05308	.26405	.841	-.4664	.5726
	Cultural preservation and restoration	-.51081*	.21269	.017	-.9292	-.0924
Working with children	Education and training	-.00241	.18512	.990	-.3666	.3618
	Building and construction	-.50000*	.22595	.028	-.9445	-.0555
	Environmental and wildlife conservation	-.58489*	.18643	.002	-.9517	-.2181
	Research/academic purpose	.05068	.26361	.848	-.4679	.5693
	Cultural preservation and restoration	-.51321*	.21214	.016	-.9306	-.0959
Building and construction	Education and training	.49759*	.22647	.029	.0521	.9431
	Working with children	.50000*	.22595	.028	.0555	.9445
	Environmental and wildlife conservation	-.08489	.22754	.709	-.5325	.3628
	Research/academic purpose	.55068	.29412	.062	-.0280	1.1293
	Cultural preservation and restoration	-.01321	.24904	.958	-.5032	.4767
Environmental and wildlife conservation	Education and training	.58248*	.18705	.002	.2145	.9505
	Working with children	.58489*	.18643	.002	.2181	.9517
	Building and construction	.08489	.22754	.709	-.3628	.5325
	Research/academic purpose	.63556*	.26497	.017	.1143	1.1569
	Cultural preservation and restoration	.07167	.21383	.738	-.3490	.4924
Research/academic purpose	Education and training	-.05308	.26405	.841	-.5726	.4664
	Working with children	-.05068	.26361	.848	-.5693	.4679
	Building and construction	-.55068	.29412	.062	-1.1293	.0280
	Environmental and wildlife conservation	-.63556*	.26497	.017	-1.1569	-.1143
	Cultural preservation and restoration	-.56389*	.28365	.048	-1.1219	-.0058
Cultural preservation and restoration	Education and training	.51081*	.21269	.017	.0924	.9292
	Working with children	.51321*	.21214	.016	.0959	.9306
	Building and construction	.01321	.24904	.958	-.4767	.5032

		Environmental and wildlife conservation	-.07167	.21383	.738	-.4924	.3490
		Research/academic purpose	.56389*	.28365	.048	.0058	1.1219
The experience will help me succeed in my profession	Education and training	Working with children	-.05553	.20778	.789	-.4643	.3532
		Building and construction	-.21770	.25419	.392	-.7178	.2824
		Environmental and wildlife conservation	-.20818	.20995	.322	-.6212	.2049
		Research/academic purpose	.26541	.29637	.371	-.3177	.8485
		Cultural preservation and restoration	-.82070*	.23872	.001	-1.2904	-.3510
Working with children	Education and training	.05553	.20778	.789	-.3532	.4643	
	Building and construction	-.16216	.25361	.523	-.6611	.3368	
	Environmental and wildlife conservation	-.15265	.20925	.466	-.5643	.2590	
	Research/academic purpose	.32095	.29588	.279	-.2612	.9030	
	Cultural preservation and restoration	-.76517*	.23811	.001	-1.2336	-.2967	
Building and construction	Education and training	.21770	.25419	.392	-.2824	.7178	
	Working with children	.16216	.25361	.523	-.3368	.6611	
	Environmental and wildlife conservation	.00952	.25539	.970	-.4929	.5120	
	Research/academic purpose	.48311	.33013	.144	-.1664	1.1326	
	Cultural preservation and restoration	-.60300*	.27952	.032	-1.1529	-.0531	
Environmental and wildlife conservation	Education and training	.20818	.20995	.322	-.2049	.6212	
	Working with children	.15265	.20925	.466	-.2590	.5643	
	Building and construction	-.00952	.25539	.970	-.5120	.4929	
	Research/academic purpose	.47359	.29740	.112	-.1115	1.0587	
	Cultural preservation and restoration	-.61252*	.24000	.011	-1.0847	-.1404	
Research/academic purpose	Education and training	-.26541	.29637	.371	-.8485	.3177	
	Working with children	-.32095	.29588	.279	-.9030	.2612	
	Building and construction	-.48311	.33013	.144	-1.1326	.1664	

		Environmental and wildlife conservation	-.47359	.29740	.112	-1.0587	.1115
		Cultural preservation and restoration	-1.08611*	.31837	.001	-1.7125	-.4598
	Cultural preservation and restoration	Education and training	.82070*	.23872	.001	.3510	1.2904
		Working with children	.76517*	.23811	.001	.2967	1.2336
		Building and construction	.60300*	.27952	.032	.0531	1.1529
		Environmental and wildlife conservation	.61252*	.24000	.011	.1404	1.0847
		Research/academic purpose	1.08611*	.31837	.001	.4598	1.7125
	This vacation represents an attempt to encapsulate the enthusiasm	Working with children	.41096*	.16575	.014	.0849	.7370
		Building and construction	.03258	.20277	.872	-.3663	.4315
		Environmental and wildlife conservation	-.29327	.16748	.081	-.6228	.0362
		Research/academic purpose	.07763	.23642	.743	-.3875	.5427
		Cultural preservation and restoration	-.36682	.19043	.055	-.7415	.0078
	Working with children	Education and training	-.41096*	.16575	.014	-.7370	-.0849
		Building and construction	-.37838	.20231	.062	-.7764	.0196
		Environmental and wildlife conservation	-.70423*	.16692	.000	-1.0326	-.3758
		Research/academic purpose	-.33333	.23602	.159	-.7977	.1310
		Cultural preservation and restoration	-.77778*	.18994	.000	-1.1515	-.4041
	Building and construction	Education and training	-.03258	.20277	.872	-.4315	.3663
		Working with children	.37838	.20231	.062	-.0196	.7764
		Environmental and wildlife conservation	-.32585	.20373	.111	-.7266	.0750
		Research/academic purpose	.04505	.26334	.864	-.4730	.5631
		Cultural preservation and restoration	-.39940	.22298	.074	-.8381	.0393
	Environmental and wildlife conservation	Education and training	.29327	.16748	.081	-.0362	.6228
		Working with children	.70423*	.16692	.000	.3758	1.0326

		Building and construction	.32585	.20373	.111	-.0750	.7266
		Research/academic purpose	.37089	.23724	.119	-.0958	.8376
		Cultural preservation and restoration	-.07355	.19145	.701	-.4502	.3031
Research/academic purpose	Education and training	Working with children	-.07763	.23642	.743	-.5427	.3875
		Building and construction	.33333	.23602	.159	-.1310	.7977
		Environmental and wildlife conservation	-.04505	.26334	.864	-.5631	.4730
		Cultural preservation and restoration	-.37089	.23724	.119	-.8376	.0958
		Research/academic purpose	-.44444	.25397	.081	-.9441	.0552
Cultural preservation and restoration	Education and training	Working with children	.36682	.19043	.055	-.0078	.7415
		Building and construction	.77778*	.18994	.000	.4041	1.1515
		Environmental and wildlife conservation	.39940	.22298	.074	-.0393	.8381
		Research/academic purpose	.07355	.19145	.701	-.3031	.4502
		Cultural preservation and restoration	.44444	.25397	.081	-.0552	.9441
I have past experience of providing similar services	Education and training	Working with children	.51629*	.20620	.013	.1106	.9220
		Building and construction	.93521*	.25226	.000	.4389	1.4315
		Environmental and wildlife conservation	.90970*	.20835	.000	.4998	1.3196
		Research/academic purpose	.83048*	.29412	.005	.2518	1.4091
		Cultural preservation and restoration	.11659	.23691	.623	-.3495	.5827
Working with children	Education and training	Building and construction	-.51629*	.20620	.013	-.9220	-.1106
		Environmental and wildlife conservation	.41892	.25168	.097	-.0762	.9141
		Research/academic purpose	.39341	.20766	.059	-.0151	.8020
		Cultural preservation and restoration	.31419	.29363	.285	-.2635	.8919
		Research/academic purpose	-.39970	.23630	.092	-.8646	.0652
Building and construction	Education and training	Working with children	-.93521*	.25226	.000	-1.4315	-.4389
		Building and construction	-.41892	.25168	.097	-.9141	.0762

		Environmental and wildlife conservation	-.02550	.25345	.920	-.5241	.4731
		Research/academic purpose	-.10473	.32762	.749	-.7493	.5398
		Cultural preservation and restoration	-.81862*	.27740	.003	-1.3644	-.2729
Environmental and wildlife conservation	Education and training	-.90970*	.20835	.000	-1.3196	-.4998	
	Working with children	-.39341	.20766	.059	-.8020	.0151	
	Building and construction	.02550	.25345	.920	-.4731	.5241	
	Research/academic purpose	-.07923	.29515	.789	-.6599	.5014	
	Cultural preservation and restoration	-.79311*	.23818	.001	-1.2617	-.3245	
Research/academic purpose	Education and training	-.83048*	.29412	.005	-1.4091	-.2518	
	Working with children	-.31419	.29363	.285	-.8919	.2635	
	Building and construction	.10473	.32762	.749	-.5398	.7493	
	Environmental and wildlife conservation	.07923	.29515	.789	-.5014	.6599	
	Cultural preservation and restoration	-.71389*	.31595	.025	-1.3355	-.0923	
Cultural preservation and restoration	Education and training	-.11659	.23691	.623	-.5827	.3495	
	Working with children	.39970	.23630	.092	-.0652	.8646	
	Building and construction	.81862*	.27740	.003	.2729	1.3644	
	Environmental and wildlife conservation	.79311*	.23818	.001	.3245	1.2617	
	Research/academic purpose	.71389*	.31595	.025	.0923	1.3355	
Volunteering creates a better society	Working with children	.33913*	.16706	.043	.0105	.6678	
	Building and construction	.44724*	.20438	.029	.0452	.8493	
	Environmental and wildlife conservation	.60293*	.16881	.000	.2708	.9350	
	Research/academic purpose	.42922	.23830	.073	-.0396	.8980	
	Cultural preservation and restoration	.42922*	.19194	.026	.0516	.8068	
Working with children	Education and training	-.33913*	.16706	.043	-.6678	-.0105	
	Building and construction	.10811	.20391	.596	-.2931	.5093	

		Environmental and wildlife conservation	.26380	.16824	.118	-.0672	.5948
		Research/academic purpose	.09009	.23790	.705	-.3779	.5581
		Cultural preservation and restoration	.09009	.19145	.638	-.2866	.4667
Building and construction	Education and training		-.44724*	.20438	.029	-.8493	-.0452
	Working with children		-.10811	.20391	.596	-.5093	.2931
	Environmental and wildlife conservation		.15569	.20534	.449	-.2483	.5597
	Research/academic purpose		-.01802	.26544	.946	-.5402	.5042
	Cultural preservation and restoration		-.01802	.22475	.936	-.4602	.4241
Environmental and wildlife conservation	Education and training		-.60293*	.16881	.000	-.9350	-.2708
	Working with children		-.26380	.16824	.118	-.5948	.0672
	Building and construction		-.15569	.20534	.449	-.5597	.2483
	Research/academic purpose		-.17371	.23913	.468	-.6442	.2967
	Cultural preservation and restoration		-.17371	.19297	.369	-.5534	.2059
Research/academic purpose	Education and training		-.42922	.23830	.073	-.8980	.0396
	Working with children		-.09009	.23790	.705	-.5581	.3779
	Building and construction		.01802	.26544	.946	-.5042	.5402
	Environmental and wildlife conservation		.17371	.23913	.468	-.2967	.6442
	Cultural preservation and restoration		.00000	.25598	1.000	-.5036	.5036
Cultural preservation and restoration	Education and training		-.42922*	.19194	.026	-.8068	-.0516
	Working with children		-.09009	.19145	.638	-.4667	.2866
	Building and construction		.01802	.22475	.936	-.4241	.4602
	Environmental and wildlife conservation		.17371	.19297	.369	-.2059	.5534
	Research/academic purpose		.00000	.25598	1.000	-.5036	.5036
I wanted to help local people	Education and training	Working with children	.20270	.16867	.230	-.1291	.5345
		Building and construction	.67568*	.20634	.001	.2697	1.0816

	Environmental and wildlife conservation	.30986	.17043	.070	-.0254	.6451
	Research/academic purpose	.33333	.24058	.167	-.1400	.8066
	Cultural preservation and restoration	.51111*	.19379	.009	.1299	.8924
Working with children	Education and training	-.20270	.16867	.230	-.5345	.1291
	Building and construction	.47297*	.20587	.022	.0680	.8780
	Environmental and wildlife conservation	.10716	.16986	.529	-.2270	.4413
	Research/academic purpose	.13063	.24018	.587	-.3419	.6032
	Cultural preservation and restoration	.30841	.19329	.112	-.0719	.6887
Building and construction	Education and training	-.67568*	.20634	.001	-1.0816	-.2697
	Working with children	-.47297*	.20587	.022	-.8780	-.0680
	Environmental and wildlife conservation	-.36582	.20731	.079	-.7737	.0420
	Research/academic purpose	-.34234	.26798	.202	-.8696	.1849
	Cultural preservation and restoration	-.16456	.22691	.469	-.6110	.2818
Environmental and wildlife conservation	Education and training	-.30986	.17043	.070	-.6451	.0254
	Working with children	-.10716	.16986	.529	-.4413	.2270
	Building and construction	.36582	.20731	.079	-.0420	.7737
	Research/academic purpose	.02347	.24142	.923	-.4515	.4984
	Cultural preservation and restoration	.20125	.19482	.302	-.1820	.5845
Research/academic purpose	Education and training	-.33333	.24058	.167	-.8066	.1400
	Working with children	-.13063	.24018	.587	-.6032	.3419
	Building and construction	.34234	.26798	.202	-.1849	.8696
	Environmental and wildlife conservation	-.02347	.24142	.923	-.4984	.4515
	Cultural preservation and restoration	.17778	.25844	.492	-.3307	.6862
Cultural preservation	Education and training	-.51111*	.19379	.009	-.8924	-.1299

and restoration	Working with children	-.30841	.19329	.112	-.6887	.0719	
	Building and construction	.16456	.22691	.469	-.2818	.6110	
	Environmental and wildlife conservation	-.20125	.19482	.302	-.5845	.1820	
	Research/academic purpose	-.17778	.25844	.492	-.6862	.3307	
This trip gives me opportunity to experience local tourist attractions	Education and training	Working with children	-.22140	.17078	.196	-.5574	.1146
		Building and construction	-.00518	.20892	.980	-.4162	.4058
		Environmental and wildlife conservation	-.29905	.17256	.084	-.6385	.0404
		Research/academic purpose	.61644*	.24360	.012	.1372	1.0957
		Cultural preservation and restoration	-.11689	.19621	.552	-.5029	.2691
Working with children	Education and training	.22140	.17078	.196	-.1146	.5574	
	Building and construction	.21622	.20845	.300	-.1939	.6263	
	Environmental and wildlife conservation	-.07766	.17198	.652	-.4160	.2607	
	Research/academic purpose	.83784*	.24319	.001	.3594	1.3163	
	Cultural preservation and restoration	.10450	.19571	.594	-.2805	.4895	
Building and construction	Education and training	.00518	.20892	.980	-.4058	.4162	
	Working with children	-.21622	.20845	.300	-.6263	.1939	
	Environmental and wildlife conservation	-.29387	.20991	.162	-.7068	.1191	
	Research/academic purpose	.62162*	.27134	.023	.0878	1.1554	
	Cultural preservation and restoration	-.11171	.22975	.627	-.5637	.3403	
Environmental and wildlife conservation	Education and training	.29905	.17256	.084	-.0404	.6385	
	Working with children	.07766	.17198	.652	-.2607	.4160	
	Building and construction	.29387	.20991	.162	-.1191	.7068	
	Research/academic purpose	.91549*	.24444	.000	.4346	1.3964	
	Cultural preservation and restoration	.18216	.19726	.356	-.2059	.5702	
Research/academic	Education and training	-.61644*	.24360	.012	-1.0957	-.1372	

purpose		Working with children	-.83784 ⁺	.24319	.001	-1.3163	-.3594
		Building and construction	-.62162 ⁺	.27134	.023	-1.1554	-.0878
		Environmental and wildlife conservation	-.91549 ⁺	.24444	.000	-1.3964	-.4346
		Cultural preservation and restoration	-.73333 ⁺	.26168	.005	-1.2481	-.2185
Cultural preservation and restoration		Education and training	.11689	.19621	.552	-.2691	.5029
		Working with children	-.10450	.19571	.594	-.4895	.2805
		Building and construction	.11171	.22975	.627	-.3403	.5637
		Environmental and wildlife conservation	-.18216	.19726	.356	-.5702	.2059
		Research/academic purpose	.73333 ⁺	.26168	.005	.2185	1.2481
I wanted to experience an alternative life style	Education and training	Working with children	-.23232	.18799	.217	-.6022	.1375
		Building and construction	.07849	.22998	.733	-.3740	.5309
		Environmental and wildlife conservation	-.16361	.18995	.390	-.5373	.2101
		Research/academic purpose	.18322	.26814	.495	-.3443	.7108
		Cultural preservation and restoration	.45266 ⁺	.21598	.037	.0277	.8776
Working with children	Education and training	Working with children	.23232	.18799	.217	-.1375	.6022
		Building and construction	.31081	.22945	.177	-.1406	.7622
		Environmental and wildlife conservation	.06871	.18932	.717	-.3037	.4412
		Research/academic purpose	.41554	.26770	.122	-.1111	.9422
		Cultural preservation and restoration	.68498 ⁺	.21543	.002	.2612	1.1088
Building and construction	Education and training	Education and training	-.07849	.22998	.733	-.5309	.3740
		Working with children	-.31081	.22945	.177	-.7622	.1406
		Environmental and wildlife conservation	-.24210	.23106	.296	-.6967	.2125
		Research/academic purpose	.10473	.29868	.726	-.4829	.6923
		Cultural preservation and restoration	.37417	.25290	.140	-.1234	.8717

Environmental and wildlife conservation	Education and training	.16361	.18995	.390	-.2101	.5373	
	Working with children	-.06871	.18932	.717	-.4412	.3037	
	Building and construction	.24210	.23106	.296	-.2125	.6967	
	Research/academic purpose	.34683	.26908	.198	-.1825	.8762	
	Cultural preservation and restoration	.61628*	.21714	.005	.1891	1.0435	
Research/academic purpose	Education and training	-.18322	.26814	.495	-.7108	.3443	
	Working with children	-.41554	.26770	.122	-.9422	.1111	
	Building and construction	-.10473	.29868	.726	-.6923	.4829	
	Environmental and wildlife conservation	-.34683	.26908	.198	-.8762	.1825	
	Cultural preservation and restoration	.26944	.28805	.350	-.2972	.8361	
Cultural preservation and restoration	Education and training	-.45266*	.21598	.037	-.8776	-.0277	
	Working with children	-.68498*	.21543	.002	-1.1088	-.2612	
	Building and construction	-.37417	.25290	.140	-.8717	.1234	
	Environmental and wildlife conservation	-.61628*	.21714	.005	-1.0435	-.1891	
	Research/academic purpose	-.26944	.28805	.350	-.8361	.2972	
I have become jade with standardized package holiday	Education and training	Working with children	.32062	.17163	.063	-.0170	.6583
		Building and construction	-.24695	.20996	.240	-.6600	.1661
		Environmental and wildlife conservation	.47251*	.17342	.007	.1313	.8137
		Research/academic purpose	.22603	.24481	.357	-.2556	.7076
		Cultural preservation and restoration	.14825	.19719	.453	-.2397	.5362
	Working with children	Education and training	-.32062	.17163	.063	-.6583	.0170
		Building and construction	-.56757*	.20948	.007	-.9797	-.1554
		Environmental and wildlife conservation	.15188	.17284	.380	-.1882	.4919
		Research/academic purpose	-.09459	.24440	.699	-.5754	.3862
		Cultural preservation and restoration	-.17237	.19668	.381	-.5593	.2146

Building and construction	Education and training	.24695	.20996	.240	-.1661	.6600
	Working with children	.56757*	.20948	.007	.1554	.9797
	Environmental and wildlife conservation	.71945*	.21095	.001	.3044	1.1345
	Research/academic purpose	.47297	.27268	.084	-.0635	1.0094
	Cultural preservation and restoration	.39520	.23089	.088	-.0590	.8494
Environmental and wildlife conservation	Education and training	-.47251*	.17342	.007	-.8137	-.1313
	Working with children	-.15188	.17284	.380	-.4919	.1882
	Building and construction	-.71945*	.21095	.001	-1.1345	-.3044
	Research/academic purpose	-.24648	.24566	.316	-.7298	.2368
	Cultural preservation and restoration	-.32426	.19824	.103	-.7143	.0658
Research/academic purpose	Education and training	-.22603	.24481	.357	-.7076	.2556
	Working with children	.09459	.24440	.699	-.3862	.5754
	Building and construction	-.47297	.27268	.084	-1.0094	.0635
	Environmental and wildlife conservation	.24648	.24566	.316	-.2368	.7298
	Cultural preservation and restoration	-.07778	.26298	.768	-.5951	.4396
Cultural preservation and restoration	Education and training	-.14825	.19719	.453	-.5362	.2397
	Working with children	.17237	.19668	.381	-.2146	.5593
	Building and construction	-.39520	.23089	.088	-.8494	.0590
	Environmental and wildlife conservation	.32426	.19824	.103	-.0658	.7143
	Research/academic purpose	.07778	.26298	.768	-.4396	.5951
I wanted to move and live in community on a temporary basis	Education and training	.63384*	.19738	.001	.2455	1.0222
	Working with children					
	Building and construction	-.12292	.24146	.611	-.5980	.3521
	Environmental and wildlife conservation	.41115*	.19944	.040	.0188	.8035
	Research/academic purpose	.32078	.28154	.255	-.2331	.8747
	Cultural preservation and restoration	.25967	.22677	.253	-.1865	.7058

Working with children	Education and training	-.63384*	.19738	.001	-1.0222	-.2455
	Building and construction	-.75676*	.24091	.002	-1.2307	-.2828
	Environmental and wildlife conservation	-.22269	.19877	.263	-.6137	.1684
	Research/academic purpose	-.31306	.28107	.266	-.8660	.2399
	Cultural preservation and restoration	-.37417	.22619	.099	-.8192	.0708
Building and construction	Education and training	.12292	.24146	.611	-.3521	.5980
	Working with children	.75676*	.24091	.002	.2828	1.2307
	Environmental and wildlife conservation	.53407*	.24260	.028	.0568	1.0114
	Research/academic purpose	.44369	.31360	.158	-.1733	1.0607
	Cultural preservation and restoration	.38258	.26553	.151	-.1398	.9050
Environmental and wildlife conservation	Education and training	-.41115*	.19944	.040	-.8035	-.0188
	Working with children	.22269	.19877	.263	-.1684	.6137
	Building and construction	-.53407*	.24260	.028	-1.0114	-.0568
	Research/academic purpose	-.09038	.28252	.749	-.6462	.4654
	Cultural preservation and restoration	-.15149	.22799	.507	-.6000	.2970
Research/academic purpose	Education and training	-.32078	.28154	.255	-.8747	.2331
	Working with children	.31306	.28107	.266	-.2399	.8660
	Building and construction	-.44369	.31360	.158	-1.0607	.1733
	Environmental and wildlife conservation	.09038	.28252	.749	-.4654	.6462
	Cultural preservation and restoration	-.06111	.30243	.840	-.6561	.5339
Cultural preservation and restoration	Education and training	-.25967	.22677	.253	-.7058	.1865
	Working with children	.37417	.22619	.099	-.0708	.8192
	Building and construction	-.38258	.26553	.151	-.9050	.1398
	Environmental and wildlife conservation	.15149	.22799	.507	-.2970	.6000
	Research/academic purpose	.06111	.30243	.840	-.5339	.6561

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

Multiple Comparisons

LSD

Dependent Variable	(I) age	(J) age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
I wanted to broaden my horizons	Under 20	Between20-29	.47247*	.16096	.004	.1558	.7891
		Between30-39	.47152*	.17910	.009	.1192	.8239
		Between40-49	1.17337*	.21956	.000	.7414	1.6053
		Between50-59	.10324	.23979	.667	-.3685	.5750
	Between 20-29	Under 20	-.47247*	.16096	.004	-.7891	-.1558
		Between30-39	-.00095	.14819	.995	-.2925	.2906
		Between40-49	.70090*	.19518	.000	.3169	1.0849
		Between50-59	-.36923	.21768	.091	-.7975	.0590
	Between 30-39	Under 20	-.47152*	.17910	.009	-.8239	-.1192
		Between20-29	.00095	.14819	.995	-.2906	.2925
		Between40-49	.70185*	.21038	.001	.2880	1.1157
		Between50-59	-.36828	.23141	.112	-.8235	.0870
	Between 40-49	Under 20	-1.17337*	.21956	.000	-1.6053	-.7414
		Between20-29	-.70090*	.19518	.000	-1.0849	-.3169
		Between30-39	-.70185*	.21038	.001	-1.1157	-.2880
		Between50-59	-1.07014*	.26398	.000	-1.5895	-.5508
	Between 50-59	Under 20	-.10324	.23979	.667	-.5750	.3685
		Between20-29	.36923	.21768	.091	-.0590	.7975
		Between30-39	.36828	.23141	.112	-.0870	.8235
		Between40-49	1.07014	.26398	.000	.5508	1.5895
I wanted to learn new skills or new	Under 20	Between20-29	.42416*	.15869	.008	.1120	.7363
		Between30-39	.67316*	.17656	.000	.3258	1.0205
		Between40-49	.77348*	.21646	.000	.3476	1.1993

knowledge I		Between50-59	.77800*	.23640	.001	.3129	1.2431
	Between 20-29	Under 20	-.42416*	.15869	.008	-.7363	-.1120
		Between30-39	.24900	.14610	.089	-.0384	.5364
		Between40-49	.34932	.19241	.070	-.0292	.7279
		Between50-59	.35385	.21460	.100	-.0683	.7760
	Between 30-39	Under 20	-.67316*	.17656	.000	-1.0205	-.3258
		Between20-29	-.24900	.14610	.089	-.5364	.0384
		Between40-49	.10032	.20740	.629	-.3077	.5084
		Between50-59	.10485	.22814	.646	-.3440	.5537
	Between 40-49	Under 20	-.77348*	.21646	.000	-1.1993	-.3476
		Between20-29	-.34932	.19241	.070	-.7279	.0292
		Between30-39	-.10032	.20740	.629	-.5084	.3077
		50-59	.00452	.26024	.986	-.5075	.5165
	Between 50-59	Under 20	-.77800*	.23640	.001	-1.2431	-.3129
		Between20-29	-.35385	.21460	.100	-.7760	.0683
		Between30-39	-.10485	.22814	.646	-.5537	.3440
		Between40-49	-.00452	.26024	.986	-.5165	.5075
I wanted to have fun and relax myself	Under 20	Between20-29	.65547*	.16969	.000	.3216	.9893
		Between30-39	1.01658*	.18880	.000	.6451	1.3880
		Between40-49	1.11610*	.23146	.000	.6607	1.5715
		Between50-59	1.37854*	.25278	.000	.8812	1.8759
	Between 20-29	Under 20	-.65547*	.16969	.000	-.9893	-.3216
		Between30-39	-.36112*	.15622	.021	.0538	.6685
		Between40-49	.46063*	.20575	.026	.0559	.8654
		Between50-59	.72308*	.22948	.002	.2716	1.1745
	Between 30-39	Under 20	-1.01658*	.18880	.000	-1.3880	-.6451
		Between20-29	-.36112*	.15622	.021	-.6685	-.0538
		Between40-49	.09952	.22178	.654	-.3368	.5358
		Between50-59	.36196	.24395	.139	-.1180	.8419

	Between 40-49	Under 20	-1.11610 [*]	.23146	.000	-1.5715	-.6607
		Between20-29	-.46063 [*]	.20575	.026	-.8654	-.0559
		Between30-39	-.09952	.22178	.654	-.5358	.3368
		Between50-59	.26244	.27828	.346	-.2850	.8099
	Between 50-59	Under 20	-1.37854 [*]	.25278	.000	-1.8759	-.8812
		Between20-29	-.72308 [*]	.22948	.002	-1.1745	-.2716
		Between30-39	-.36196	.24395	.139	-.8419	.1180
		Between40-49	-.26244	.27828	.346	-.8099	.2850
I search for more alternative types of travel offering a range of experiences	Under 20	Between20-29	.56059 [*]	.18331	.002	.2000	.9212
		Between30-39	.17640	.20396	.388	-.2249	.5777
		Between40-49	.60630 [*]	.25005	.016	.1144	1.0982
		Between50-59	-.37787	.27308	.167	-.9151	.1594
	Between 20-29	Under 20	-.56059 [*]	.18331	.002	-.9212	-.2000
		Between30-39	-.38419 [*]	.16877	.023	-.7162	-.0522
		Between40-49	.04570	.22228	.837	-.3916	.4830
		Between50-59	-.93846 [*]	.24790	.000	-1.4262	-.4508
	Between 30-39	Under 20	-.17640	.20396	.388	-.5777	.2249
		Between20-29	.38419 [*]	.16877	.023	.0522	.7162
		Between40-49	.42990	.23959	.074	-.0415	.9013
		Between50-59	-.55427 [*]	.26354	.036	-1.0727	-.0358
	Between 40-49	Under 20	-.60630 [*]	.25005	.016	-1.0982	-.1144
		Between20-29	-.04570	.22228	.837	-.4830	.3916
		Between30-39	-.42990	.23959	.074	-.9013	.0415
		Between50-59	-.98416 [*]	.30063	.001	-1.5756	-.3927
	Between 50-59	Under 20	.37787	.27308	.167	-.1594	.9151
		Between20-29	.93846 [*]	.24790	.000	.4508	1.4262
		Between30-39	.55427 [*]	.26354	.036	.0358	1.0727
		Between40-49	.98416 [*]	.30063	.001	.3927	1.5756

I wanted to improve the quality of life of the community	Under 20	Between20-29	-.72591*	.21810	.001	-1.1550	-.2968
		Between30-39	-.45710	.24267	.061	-.9345	.0203
		Between40-49	-.53406	.29750	.074	-1.1193	.0512
		Between50-59	.13563	.32491	.677	-.5036	.7748
	Between 20-29	Under 20	.72591*	.21810	.001	.2968	1.1550
		Between30-39	.26881	.20080	.182	-.1262	.6638
		Between40-49	.19186	.26446	.469	-.3284	.7121
		Between50-59	.86154*	.29495	.004	.2813	1.4418
	Between 30-39	Under 20	.45710	.24267	.061	-.0203	.9345
		Between20-29	-.26881	.20080	.182	-.6638	.1262
		Between40-49	-.07695	.28506	.787	-.6378	.4839
		Between50-59	.59273	.31356	.060	-.0241	1.2096
	Between 40-49	Under 20	.53406	.29750	.074	-.0512	1.1193
		Between20-29	-.19186	.26446	.469	-.7121	.3284
		Between30-39	.07695	.28506	.787	-.4839	.6378
		Between50-59	.66968	.35768	.062	-.0340	1.3734
	Between 50-59	Under 20	-.13563	.32491	.677	-.7748	.5036
		Between20-29	-.86154*	.29495	.004	-1.4418	-.2813
		Between30-39	-.59273	.31356	.060	-1.2096	.0241
		Between40-49	-.66968	.35768	.062	-1.3734	.0340
This vacation represents an attempt to encapsulate the enthusiasm	Under 20	Between20-29	.30702	.15694	.051	-.0017	.6158
		Between30-39	.42346	.17463	.016	.0799	.7670
		Between40-49	1.27761*	.21408	.000	.8564	1.6988
		Between50-59	.42240	.23380	.072	-.0376	.8824
	Between 20-29	Under 20	-.30702	.15694	.051	-.6158	.0017
		Between30-39	.11644	.14449	.421	-.1678	.4007
		Between40-49	.97059*	.19030	.000	.5962	1.3450
		Between50-59	.11538	.21225	.587	-.3022	.5329

	Between 30-39	Under 20	-.42346*	.17463	.016	-.7670	-.0799
		Between20-29	-.11644	.14449	.421	-.4007	.1678
		Between40-49	.85415*	.20513	.000	.4506	1.2577
		Between50-59	-.00105	.22563	.996	-.4450	.4428
	Between 40-49	Under 20	-1.27761*	.21408	.000	-1.6988	-.8564
		Between20-29	-.97059*	.19030	.000	-1.3450	-.5962
		Between30-39	-.85415*	.20513	.000	-1.2577	-.4506
		Between50-59	-.85520*	.25739	.001	-1.3616	-.3488
	Between 50-59	Under 20	-.42240	.23380	.072	-.8824	.0376
		Between20-29	-.11538	.21225	.587	-.5329	.3022
		Between30-39	.00105	.22563	.996	-.4428	.4450
		Between40-49	.85520	.25739	.001	.3488	1.3616
I have past experience of providing similar services	Under 20	Between20-29	-.55196*	.20197	.007	-.9493	-.1546
		Between30-39	-.84595*	.22473	.000	-1.2881	-.4038
		Between40-49	-.88906*	.27550	.001	-1.4311	-.3471
		Between50-59	-.66734*	.30088	.027	-1.2593	-.0754
	Between 20-29	Under 20	.55196*	.20197	.007	.1546	.9493
		Between30-39	-.29399	.18595	.115	-.6598	.0718
		Between40-49	-.33710	.24490	.170	-.8189	.1447
		Between50-59	-.11538	.27314	.673	-.6527	.4220
	Between 30-39	Under 20	.84595*	.22473	.000	.4038	1.2881
		Between20-29	.29399	.18595	.115	-.0718	.6598
		Between40-49	-.04311	.26398	.870	-.5625	.4762
		Between50-59	.17861	.29037	.539	-.3926	.7499
	Between 40-49	Under 20	.88906*	.27550	.001	.3471	1.4311
		Between20-29	.33710	.24490	.170	-.1447	.8189
		Between30-39	.04311	.26398	.870	-.4762	.5625
		Between50-59	.22172	.33123	.504	-.4299	.8734

	Between 50-59	Under 20	.66734*	.30088	.027	.0754	1.2593
		Between20-29	.11538	.27314	.673	-.4220	.6527
		Between30-39	-.17861	.29037	.539	-.7499	.3926
		Between40-49	-.22172	.33123	.504	-.8734	.4299
This trip gives me opportunity to experience local tourist attractions	Under 20	Between20-29	-.11822	.16485	.474	-.4425	.2061
		Between30-39	.33742	.18342	.067	-.0234	.6983
		Between40-49	.40712	.22486	.071	-.0353	.8495
		Between50-59	.05870	.24558	.811	-.4244	.5418
	Between 20-29	Under 20	.11822	.16485	.474	-.2061	.4425
		Between30-39	.45564*	.15177	.003	.1571	.7542
		Between40-49	.52534*	.19989	.009	.1321	.9186
		Between50-59	.17692	.22293	.428	-.2617	.6155
	Between 30-39	Under 20	-.33742	.18342	.067	-.6983	.0234
		Between20-29	-.45564*	.15177	.003	-.7542	-.1571
		Between40-49	.06970	.21546	.747	-.3542	.4936
		Between50-59	-.27871	.23700	.240	-.7450	.1875
	Between 40-49	Under 20	-.40712	.22486	.071	-.8495	.0353
		Between20-29	-.52534*	.19989	.009	-.9186	-.1321
		Between30-39	-.06970	.21546	.747	-.4936	.3542
		Between50-59	-.34842	.27035	.198	-.8803	.1834
	Between 50-59	Under 20	-.05870	.24558	.811	-.5418	.4244
		Between20-29	-.17692	.22293	.428	-.6155	.2617
		Between30-39	.27871	.23700	.240	-.1875	.7450
		Between40-49	.34842	.27035	.198	-.1834	.8803
I wanted to experience an alternative life style	Under 20	Between20-29	.62038*	.18114	.001	.2640	.9767
		Between30-39	.48834*	.20155	.016	.0918	.8849
		Between40-49	.49278*	.24709	.047	.0067	.9789
		Between50-59	.42038	.26985	.120	-.1105	.9513

My friends take part in this project, so do I	Between 20-29	Under 20	-.62038*	.18114	.001	-.9767	-.2640
		Between30-39	-.13203	.16677	.429	-.4601	.1961
		Between40-49	-.12760	.21964	.562	-.5597	.3045
		Between50-59	-.20000	.24497	.415	-.6819	.2819
	Between 30-39	Under 20	-.48834*	.20155	.016	-.8849	-.0918
		Between20-29	.13203	.16677	.429	-.1961	.4601
		Between40-49	.00443	.23675	.985	-.4613	.4702
		Between50-59	-.06797	.26042	.794	-.5803	.4444
	Between 40-49	Under 20	-.49278*	.24709	.047	-.9789	-.0067
		Between20-29	.12760	.21964	.562	-.3045	.5597
		Between30-39	-.00443	.23675	.985	-.4702	.4613
		Between50-59	-.07240	.29707	.808	-.6568	.5120
	Between 50-59	Under 20	-.42038	.26985	.120	-.9513	.1105
		Between20-29	.20000	.24497	.415	-.2819	.6819
		Between30-39	.06797	.26042	.794	-.4444	.5803
		Between40-49	.07240	.29707	.808	-.5120	.6568
	Under 20	Between20-29	-.46761*	.19562	.017	-.8525	-.0828
		Between30-39	.09877	.21766	.650	-.3294	.5270
		Between40-49	-.00155	.26684	.995	-.5265	.5234
		Between50-59	.30162	.29142	.301	-.2717	.8749
	Between 20-29	Under 20	.46761*	.19562	.017	.0828	.8525
		Between30-39	.56639	.18010	.002	.2121	.9207
		Between40-49	.46606	.23720	.050	-.0006	.9327
		Between50-59	.76923*	.26455	.004	.2488	1.2897
	Between 30-39	Under 20	-.09877	.21766	.650	-.5270	.3294
		Between20-29	-.56639*	.18010	.002	-.9207	-.2121
		Between40-49	-.10032	.25568	.695	-.6033	.4027
		Between50-59	.20285	.28124	.471	-.3504	.7561

Between 40-49	Under 20	.00155	.26684	.995	-.5234	.5265
	Between20-29	-.46606	.23720	.050	-.9327	.0006
	Between30-39	.10032	.25568	.695	-.4027	.6033
	Between50-59	.30317	.32081	.345	-.3280	.9343
Between 50-59	Under 20	-.30162	.29142	.301	-.8749	.2717
	Between20-29	-.76923*	.26455	.004	-1.2897	-.2488
	Between30-39	-.20285	.28124	.471	-.7561	.3504
	Between40-49	-.30317	.32081	.345	-.9343	.3280

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

Multiple Comparisons

LSD

Dependent Variable	(I) skill	(J) skill	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
I wanted to broaden my horizons	No skill	Certain level of skill	.09402	.13256	.479	-.1668	.3548
		Moderate skill	.47904*	.19785	.016	.0898	.8683
		High level of skill I	.53322*	.20628	.010	.1274	.9390
	Certain level of skill	No skill	-.09402	.13256	.479	-.3548	.1668
		Moderate skill	.38502*	.19063	.044	.0100	.7601
		High level of skill I	.43920*	.19937	.028	.0470	.8314
	Moderate skill	No skill	-.47904*	.19785	.016	-.8683	-.0898
		Certain level of skill	-.38502*	.19063	.044	-.7601	-.0100
		High level of skill I	.05418	.24763	.827	-.4330	.5413
	High level of skill	No skill	-.53322*	.20628	.010	-.9390	-.1274
		Certain level of skill	-.43920*	.19937	.028	-.8314	-.0470
		Moderate skill	-.05418	.24763	.827	-.5413	.4330
-.0661	No skill	Certain level of skill	.30997*	.12398	.013	.0661	.5539
		Moderate skill	1.05458*	.18504	.000	.6906	1.4186
		High level of skill I	.54684*	.19292	.005	.1673	.9264

	Certain level of skill	No skill	-.30997*	.12398	.013	-.5539	
		Moderate skill	.74461*	.17829	.000	.3939	1.0954
		High level of skill I	.23687	.18646	.205	-.1299	.6037
	Moderate skill	No skill	-.105458*	.18504	.000	-1.4186	-.6906
		Certain level of skill	-.74461*	.17829	.000	-1.0954	-.3939
		High level of skill I	-.50774*	.23159	.029	-.9633	-.0521
	High level of skill	No skill	-.54684*	.19292	.005	-.9264	-.1673
		Certain level of skill	-.23687	.18646	.205	-.6037	.1299
		Moderate skill	.50774	.23159	.029	.0521	.9633
I wanted to have fun and relax myself	No skill	Certain level of skill	.38460*	.14032	.006	.1086	.6606
		Moderate skill	.65058*	.20942	.002	.2386	1.0626
		High level of skill I	.71405*	.21834	.001	.2845	1.1436
	Certain level of skill	No skill	-.38460*	.14032	.006	-.6606	-.1086
		Moderate skill	.26598	.20178	.188	-.1310	.6629
		High level of skill I	.32945	.21103	.119	-.0857	.7446
	Moderate skill	No skill	-.65058*	.20942	.002	-1.0626	-.2386
		Certain level of skill	-.26598	.20178	.188	-.6629	.1310
		High level of skill I	.06347	.26211	.809	-.4522	.5791
	High level of skill	No skill	-.71405*	.21834	.001	-1.1436	-.2845
		Certain level of skill	-.32945	.21103	.119	-.7446	.0857
		Moderate skill	-.06347	.26211	.809	-.5791	.4522
The experience will help me succeed in my profession	No skill	Certain level of skill	-.50062*	.15846	.002	-.8124	-.1889
		Moderate skill	.28850	.23651	.223	-.1768	.7538
		High level of skill I	-.47930	.24658	.053	-.9644	.0058
	Certain level of skill	No skill	.50062	.15846	.002	.1889	.8124
		Moderate skill	.78912	.22788	.001	.3408	1.2374
		High level of skill I	.02132	.23832	.929	-.4475	.4902
	Moderate skill	No skill	-.28850	.23651	.223	-.7538	.1768
		Certain level of skill	-.78912*	.22788	.001	-1.2374	-.3408
		High level of skill I	-.76780*	.29601	.010	-1.3501	-.1855

High level of skill			No skill	.47930	.24658	.053	-.0058	.9644
			Certain level of skill	-.02132	.23832	.929	-.4902	.4475
			Moderate skill	.76780*	.29601	.010	.1855	1.3501
I search for more alternative types of travel offering a range of experiences	No skill	Certain level of skill		.40150*	.14795	.007	.1104	.6926
		Moderate skill		.66131*	.22081	.003	.2269	1.0957
		High level of skill I		.22168	.23022	.336	-.2312	.6746
	Certain level of skill	No skill		-.40150*	.14795	.007	-.6926	-.1104
		Moderate skill		.25980	.21276	.223	-.1588	.6784
		High level of skill I		-.17983	.22251	.420	-.6176	.2579
	Moderate skill	No skill		-.66131*	.22081	.003	-1.0957	-.2269
		Certain level of skill		-.25980	.21276	.223	-.6784	.1588
		High level of skill I		-.43963	.27637	.113	-.9833	.1041
	High level of skill	No skill		-.22168	.23022	.336	-.6746	.2312
		Certain level of skill		-.17983	.22251	.420	-.2579	.6176
		Moderate skill		.43963	.27637	.113	-.1041	.9833
I wanted to improve the quality of life of the community	No skill	Certain level of skill		.21439	.17469	.221	-.1293	.5580
		Moderate skill		.67836	.26072	.010	.1655	1.1913
		High level of skill I		-.22876	.27182	.401	-.7635	.3060
	Certain level of skill	No skill		-.21439	.17469	.221	-.5580	.1293
		Moderate skill		.46397	.25121	.066	-.0302	.9582
		High level of skill I		-.44315	.26272	.093	-.9600	.0737
	Moderate skill	No skill		-.67836*	.26072	.010	-1.1913	-.1655
		Certain level of skill		-.46397	.25121	.066	-.9582	.0302
		High level of skill I		-.90712*	.32631	.006	-1.5491	-.2652
	High level of skill	No skill		.22876	.27182	.401	-.3060	.7635
		Certain level of skill		.44315	.26272	.093	-.0737	.9600
		Moderate skill		.90712*	.32631	.006	.2652	1.5491
I have past experience of providing similar services	No skill	Certain level of skill		.46955	.16175	.004	.1513	.7878
		Moderate skill		.08382	.24141	.729	-.3911	.5587
		High level of skill I		-.04466	.25169	.859	-.5398	.4505

	Certain level of skill	No skill	-.46955*	.16175	.004	-.7878	-.1513
		Moderate skill	-.38573	.23260	.098	-.8433	.0719
		High level of skill I	-.51421*	.24326	.035	-.9928	-.0357
	Moderate skill	No skill	-.08382	.24141	.729	-.5587	.3911
		Certain level of skill	.38573	.23260	.098	-.0719	.8433
		High level of skill I	-.12848	.30214	.671	-.7229	.4659
	High level of skill	No skill	.04466	.25169	.859	-.4505	.5398
		Certain level of skill	.51421*	.24326	.035	.0357	.9928
		Moderate skill	.12848	.30214	.671	-.4659	.7229
Volunteering creates a better society	No skill	Certain level of skill	.43717*	.12745	.001	.1864	.6879
		Moderate skill	.50146*	.19021	.009	.1273	.8757
		High level of skill I	.26307	.19832	.186	-.1271	.6532
	Certain level of skill	No skill	-.43717*	.12745	.001	-.6879	-.1864
		Moderate skill	-.06429	.18327	.726	-.2963	.4248
		High level of skill I	-.17410	.19167	.364	-.5512	.2030
	Moderate skill	No skill	-.50146*	.19021	.009	-.8757	-.1273
		Certain level of skill	-.06429	.18327	.726	-.4248	.2963
		High level of skill I	-.23839	.23807	.317	-.7067	.2300
	High level of skill	No skill	-.26307	.19832	.186	-.6532	.1271
		Certain level of skill	.17410	.19167	.364	-.2030	.5512
		Moderate skill	.23839	.23807	.317	-.2300	.7067
This trip gives me opportunity to experience local tourist attractions	No skill	Certain level of skill	-.03847	.13099	.769	-.2962	.2192
		Moderate skill	.52388*	.19550	.008	.1393	.9085
		High level of skill I	.37527	.20383	.067	-.0257	.7763
	Certain level of skill	No skill	.03847	.13099	.769	-.2192	.2962
		Moderate skill	.56235*	.18837	.003	.1918	.9329
		High level of skill I	.41374*	.19700	.036	.0262	.8013
	Moderate skill	No skill	-.52388*	.19550	.008	-.9085	-.1393
		Certain level of skill	-.56235*	.18837	.003	-.9329	-.1918
		High level of skill I	-.14861	.24469	.544	-.6300	.3328

	High level of skill	No skill		-.37527	.20383	.067	-.7763	.0257
		Certain level of skill		-.41374*	.19700	.036	-.8013	-.0262
		Moderate skill		.14861	.24469	.544	-.3328	.6300
I wanted to experience an alternative life style	No skill	Certain level of skill		.38696*	.14466	.008	.1024	.6716
		Moderate skill		.27534	.21591	.203	-.1494	.7001
		High level of skill I		.59423*	.22511	.009	.1514	1.0371
	Certain level of skill	No skill		-.38696*	.14466	.008	-.6716	-.1024
		Moderate skill		-.11162	.20803	.592	-.5209	.2976
		High level of skill I		.20726	.21757	.341	-.2207	.6353
	Moderate skill	No skill		-.27534	.21591	.203	-.7001	.1494
		Certain level of skill		-.11162	.20803	.592	-.2976	.5209
		High level of skill I		.31889	.27023	.239	-.2127	.8505
	High level of skill	No skill		-.59423*	.22511	.009	-1.0371	-.1514
		Certain level of skill		-.20726	.21757	.341	-.6353	.2207
		Moderate skill		-.31889	.27023	.239	-.8505	.2127
I have become jade with standardized package holiday	No skill	Certain level of skill		.21147	.13126	.108	-.0467	.4697
		Moderate skill		.61062*	.19590	.002	.2252	.9960
		High level of skill I		.56264*	.20424	.006	.1608	.9644
	Certain level of skill	No skill		-.21147	.13126	.108	-.4697	.0467
		Moderate skill		.39915*	.18875	.035	.0278	.7705
		High level of skill I		.35116	.19740	.076	-.0372	.7395
	Moderate skill	No skill		-.61062*	.19590	.002	-.9960	-.2252
		Certain level of skill		-.39915*	.18875	.035	-.7705	-.0278
		High level of skill I		-.04799	.24518	.845	-.5303	.4344
	High level of skill	No skill		-.56264*	.20424	.006	-.9644	-.1608
		Certain level of skill		-.35116	.19740	.076	-.7395	.0372
		Moderate skill		.04799	.24518	.845	-.4344	.5303
My friends take part in this project, so do I	No skill	Certain level of skill		-.39013*	.15526	.012	-.6956	-.0847
		Moderate skill		.42495	.23172	.068	-.0309	.8808
		High level of skill I		-.31808	.24159	.189	-.7934	.1572

	Certain level of skill	No skill	.39013*	.15526	.012	.0847	.6956
		Moderate skill	.81508*	.22327	.000	.3758	1.2543
		High level of skill I	.07205	.23350	.758	-.3873	.5314
	Moderate skill	No skill	-.42495	.23172	.068	-.8808	.0309
		Certain level of skill	-.81508*	.22327	.000	-1.2543	-.3758
		High level of skill I	-.74303*	.29002	.011	-1.3136	-.1725
	High level of skill	No skill	.31808	.24159	.189	-.1572	.7934
		Certain level of skill	-.07205	.23350	.758	-.5314	.3873
		Moderate skill	.74303	.29002	.011	.1725	1.3136
I do not have anything to do with my time	No skill	Certain level of skill	-.44873*	.14576	.002	-.7355	-.1620
		Moderate skill	.08041	.21755	.712	-.3476	.5084
		High level of skill I	-.41340	.22682	.069	-.8596	.0328
	Certain level of skill	No skill	.44873*	.14576	.002	.1620	.7355
		Moderate skill	.52914*	.20961	.012	.1168	.9415
		High level of skill I	.03533	.21922	.872	-.3959	.4666
	Moderate skill	No skill	-.08041	.21755	.712	-.5084	.3476
		Certain level of skill	-.52914*	.20961	.012	-.9415	-.1168
		High level of skill I	-.49381	.27228	.071	-1.0295	.0418
	High level of skill	No skill	.41340	.22682	.069	-.0328	.8596
		Certain level of skill	-.03533	.21922	.872	-.4666	.3959
		Moderate skill	.49381	.27228	.071	-.0418	1.0295

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