

Lecture Note

- TRM 3308 Research and Seminar for Tourism Business
 - HIM 3309 Research for Hotel Business
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Lecturer: Aj Siripen Yiamjanya

Unit 1: Some Basics about Research

Topic

- What is research? And the research paradigms
- Principal components of research
- Linking the components together

Objectives

After the completion of this unit, students should be able to:

- Define research term and identify research paradigms.
- Recall the principal components of research.
- Identify the components of given studies.
- Explain how all research components are linked.

1. What is research? And the research paradigms

1.1 Definitions

Oxford English Dictionary defines research as “*the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions*”. A tourism research described the word as an organized (research is planned, intended) and systematic (there are methods and procedures) process of gathering information relating to particular issues¹. Therefore, research is a process that helps us discover new knowledge and to prove our assumption (s).

A survey generally is a simpler way of gathering information. Surveys are a method of gathering information from individuals. They have several purposes and can be done in many ways. Information can be gathered with a printed questionnaire, over the telephone, by mail, in person, by diskette, or on the web².

¹Šimkova(n.d.), <http://www.wseas.us/e-library/conferences/2011/Drobeta/TED/TED-38.pdf>

² <http://www.hr-survey.com/WhatIs.htm>

1.2 Research paradigms

Research can be in many fields such as scientific and social science research. Tourism research is considered as that in the social science field. Social science research is the activity of gathering, analyzing and interpreting information for a variety of social, economic, educational and political purposes.

Research in tourism is categorized into the following:

- (1) *Post/positivist paradigm*: this paradigm views *'the world or reality as very organized by universal laws and truths, or structured and based on rules that guide actions in both the natural and the social world. It asserts that human behavior is predictable* because it is governed by external force (the universal laws and truths that explain causal relationship). *Post/ positivists believe in the existence of 'a single reality'*. Generally, research studies in this paradigm are testable facts and can be generalized, which therefore can be used in developing theories that explain behavior or relationships in the natural and social worlds. Some potential areas of research paradigm include the following:

- Scientific test, laboratory tests
- Consumer behavior studies
- Environmental impact studies
- Tourism forecasting and modelling
- Social impact studies
- Marketing research studies
- Hospitality satisfaction studies

These areas of tourism research concern causal relationship that can be empirically tested in the real world or using models of the real world. *Most studies use quantitative methodology and statistically tested*. Therefore, results of these kinds of tourism research can be generalized to all other similar sets of behavior, events or tourism phenomena. It can be said that *research conducts under this paradigm are mostly based on theoretical confirmation and hypotheses testing*. Research conducted under this paradigm is usually quantitative where a hypothesis is tested while the researcher remains objective and separate from the area of investigation.

- (2) *Interpretative social sciences paradigm or constructivism paradigm*: this research paradigm emphasizes that:

- *There are multiple explanations or realities to explain a phenomenon rather than one causal relationship or one 'theory'*.
- The research process should be *subjective rather than objective*.
(Subjective analysis is based on personal opinions, interpretations, points of view, emotions and judgment. Objective analysis is fact-based, measurable and observable.)
- The use of a *qualitative methodology* instead of a quantitative methodology
- Empirical materials* rather than data are collected from an insider's perspective rather than from an outsider's perspective.

- Empirical materials* rather than data are collected in their real world or natural setting as opposed to being collected under ‘experimental’ conditions.

*Empirical materials in data collection are such as case study, personal experience, introspective, life story, interview, observational data, historical, interactional data and visual texts.

From this, it is therefore researchers will need to become part of social groups being studied. Examples of this kind of research are:

- The cruise ship experience, by studying the workers’ perspectives or the travelers’ perspectives by either working aboard the cruise ship or becoming a cruise ship passenger—also, empirical material would be gathered using participant observation as well as in-depth interviewing with colleagues or passengers
- Host-guest interactions, by becoming part of the host community and observing and gathering empirical materials through in-depth interviews or focus group studies
- Consumer service evaluation, by becoming a customer in the various sectors of the hospitality industry, and supplementing this participant observation with in-depth interview of other customers.

Being part of particular social groups being studied and using qualitative methodology help researchers to understand the material(things/ situations/ realities happening there) and construct knowledge based on (inter) subjective interpretation.

- (3) *Critical theory paradigm*: this paradigm portrays that the world is complex and involves oppression, subjugation, and exploitation of minority groups who lack any real power. The world is contrived by people and institutions in power positions who try to maintain the status quo and subsequently their positions of power. *The critical theory paradigm insists that research should cause some changes. As a consequence, the research process involves interaction between the researcher and minority group being studied. Knowledge gained from this research paradigm should lead to positive changes for marginalized and oppressed groups and people.* The researcher need to get below the surface to get the real meaning of social interactions and the power plays that are implicit in social interactions. Therefore, *the methodology used in gathering data for this kind of research is mixed between quantitative and qualitative (mixed method)*, for example using participant observation, in-depth interviewing, focus groups, Delphic panels and action research in order to expose the oppression, subjugation and exploitation of the minority group being studied. Some possible research studies applying this paradigm in tourism include the following:

- Host- guest interactions, particularly where the hosts are the minority and are being overwhelmed by tourism numbers so much that they feel their location is becoming a tourism precinct rather than an integrated community
- The negative social impacts of tourism on the host community, particularly where the negative impacts are being overlooked by those in positions of power such as governments and tourism developers and operators
- The relationship between those in power, such as tourism developers and/ or governments, and those without power, such as local business operators or resident groups, particularly in regards to tourism planning and development
- Indigenous hospitality workers and their working conditions in developing nations
- The exploitation of children in sex tourism
- Social pathologies (pathology = relationship of causes and effects) resulting from tourism developments upon minority groups such as the unemployed, women, or children
- The impacts of vertical integration by overseas companies within host nations and their impacts on Indigenous companies
- The impacts of mega- events such as the Olympic Games on various sectors within the host community and their living conditions.

In summary, this critical theory research paradigm is concerned with undertaking research that will affect transformational change for minority groups who would be unable to change the practices of those in power. The critical theory paradigm research also uses qualitative methodology (with quantitative methodology), therefore, the relationship between the researcher and the minority group (s) being studied is subjective and knowledge is generated from the real world. The difference is that *this paradigm does not see that all 'realities' as equal*, instead, that there are oppressed, subjugated or exploited groups, and therefore the researcher in this paradigm works to advocate and overcome the causes of those oppressions, subjugations and exploitations.

- (4) *Participatory paradigm*: this paradigm is different from the other paradigms already mentioned, in that *the paradigm supports co-creation of knowledge via participation in experiences and collective interactions among researchers and co-researchers (participants)*. This paradigm creates and values experiential and practical knowing which results from collective and inter-subjective constructions. *Experiential knowing is the knowing acquired via direct participation and embodied living. Practical knowing is action- based knowing—that is a knowing of how to do something without necessarily knowing the theory or principles behind such action* (not theory- based knowledge gained). Experiential and practical knowing, which leads to cooperation, change and development, as well as empowerment are valued as well as transactional knowledge—that is, knowledge generated via dialogue. Participatory ethnics are value laden (rich in value), since all participants are subjectively and inter-

subjectively involved. Some (example) potential areas of tourism research under this paradigm include:

- Improving residents' quality of life in tourism precincts
- Developing tourism experience providers' collective experience packages
- Reviewing a tourism attraction's reputation with regards to corporate social responsibility
- Developing an indigenous tourism experience
- Changing tourism businesses' practices to more sustainable ones
- Developing tourism training packages
- Public participation in tourism planning and development

From the examples of tourism research topics above under this paradigm, the use of participatory research would be instigated with the inclusion of various stakeholders (that is co-researchers and co-participants) to involve and co-create in the topics being studied, which is related to facilitating change, engendering collective ownership of and commitment to plan, processes, strategies and evaluation practices and their practical applications.

2. Principal components of research

Generally, the principal components of research done around the world comprise the following chapters:

- Introduction and Background Statement
- Literature Review
- Research Methodology
- Results (mostly use 'Findings')
- Discussion
- Conclusion

2.1 Introduction and Background Statement

Introduction chapter sets the scene of research and it outlines the basic scope for the research. *This part includes introduction and background statement.* A general introduction refers to the topic you will be discussing. It leads readers from a general subject area to a particular topic of inquiry. It establishes the scope, context and significance of the research being conducted by summarizing current understanding and background information about the topic. Another part in this section is background statement. Background statement discusses your problem statement, rationale, and research questions. It links introduction to your research topic and helps make sure that a flow of ideas is logical. Simply, it helps readers understand your reasons for conducting the study. Therefore, in writing an introduction and background statement, you should provide discussion of existing data that is related to your topic, statement of problem or issues with supporting data or some initial information in forms of historical data such as statistics, relevant information and studies. Many times, you will need to provide theories, central concepts, terms, and propose key ideas (especially those not familiar or new terms/ concepts) that will be

covered in the topic being studied. It is important that you as a researcher understands your topic, its importance and potential or expected outcomes of your study.

Difference between introduction and background statement

- (1) Introduction contains preliminary data about your topic. It is an opening data and overview to what to be followed. Background statement is more about discussions in depth about the topic.
- (2) The introduction should end with your research questions, aims and objectives.
- (3) In the background statement (the background of the study), you should define your research topic by defining terms in the topic, so that you know what you need to review later (in Chapter 2- Literature Review).
- (4) The background of the study is the key to introduce your audience/readers to your research topic and should be done with strong knowledge and thoughtful writing.

In conclusion, the introduction chapter has 3 purposes. First, it sets out rationale for the research. This means, the reasons why the work is important and why the research should be conducted, as well as the contribution or benefits it will make to the study. Second, it tells the aims and objectives of the research to be conducted. Third, it alerts your audience/ readers to the structure of the text by providing a kind of 'roadmap' through each of the chapter.

2.2 Literature Review

The purpose of the literature review is to examine extent work on a topic area. It sets out to establish the 'intellectual case' for the research more fully (much more than in the introduction chapter). By doing this, it helps you justify the choice of aim (s)/ and objectives to be more specific. By studying more on the previous studies, you will know who already conducted similar research that you are going to do, or what were already studied and in which areas, and what suggestions and limitations those previous researchers proposed or mentioned. By this, literature review informs and positions the work you are going to study and it helps to establish the originality and likely contribution of a research. Moreover, literature review can be in the form of identifying theories, conceptual or thematic ideas or trends. Methods of studies and strategies for data collection and analysis can be part of the review of literature as well. Finally, the literature review will help you work on your research in the chapter of discussion after you get the findings.

2.3 Research Methodology

This chapter sets out the methods and techniques that you will use in collecting and analyzing data in order to answer the aim (s)/ and objectives of the research. This chapter covers type of approach such as quantitative, qualitative, and mixed or multiple methods, and the particular methods and technique, population and sample size, tools for analysis, which normally depends on what type of approach the data is collected, such as statistics, content analysis, tools used for scientific test. Use

of different research methods depends on the complexity and objectives of your research.

2.4 Results/ Findings

This chapter describes the results of your study (what you have found from the research fieldwork). It presents the outputs of collected data or analysis as well as interpretations of the data in the form of findings. Report of results or findings must cover all answers to your research objectives. Moreover, you only report what you have found. Action of discussion towards the findings should not be included.

2.5 Discussion

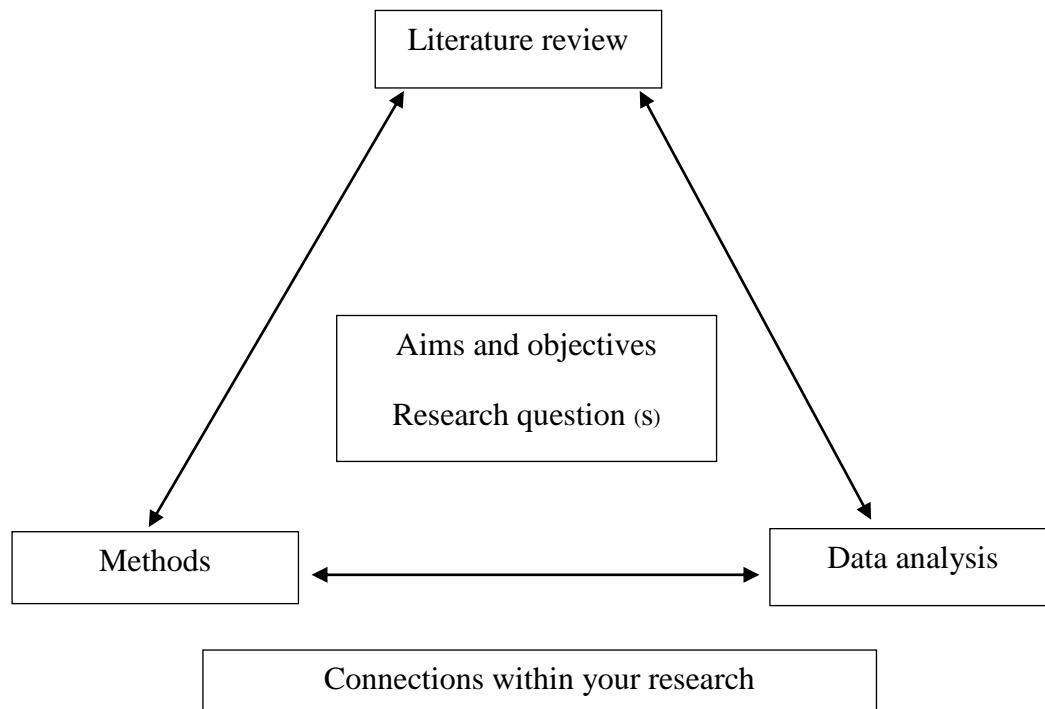
This chapter offers space and scope to address issues based on results or findings. Discussion can be made in order to compare or to point out similarities or differences between your results and previous studies (that you have reviewed in Chapter 2), as well as raising or emerging issues. You will be able to discuss your findings in this chapter freely and usefully when you have good literature review.

2.6 Conclusions

This chapter provides a summary of the main findings from the research as well as the limitations of the study and its implication for further research on the topic or in the field. The conclusion is an opportunity for researcher to reflect on the research process.

3. Linking the components together

All chapters are equally important. Writing of your research is like writing a novel where every chapter is associated and connected, and readers can be cross read back and forth to understand this interaction (how each chapter affects one another and how all chapters are developed). There must be a continuity, logic and argumentation through the research report. A good research will provide readers to see connections between each chapter, for example between the literature review, the methods chapters and your data analysis. These linkages are facilitated through the aim (s)/ and objectives you first articulate in the introduction as a preview to the rest of the study. Picture 1 below shows the connections within your research (connections between literature review, methods, data analysis, all which facilitate the research aim (s)/ and objectives as the core.



3.1 The literature review helps you to locate and contextualize your topic in the existing thematic body of knowledge on the subject. Your review of the current situations and related issues (i.e. recent stage in the development of a product, the newest ideas and the most up-to-date features) on your subject helps you to refine as well as justify your aim (s)/ and objectives.

3.2 Your choice of methods has to be entirely appropriate to your aim (s)/ and objectives.

3.3 Your choice of analytical techniques, processes and measures has to be appropriate to the types of data you collected, and the methods you have used to generate the data. They must allow you to address your aim (s)/ and objectives directly. Backwards linkages are important. The comparison of your data with those revealed in previously published studies must be significant and relevant, and contribute to an explanation of the real situation or context within the topic or area that you studied, and that are reflected in your findings.

Learning Activities and Medias

- Lecturer explains about the course.
- Preliminary class discussion
- Homework (Individual Study and Presentation with power point): Find a research paper (English one) in tourism field (length between 4-6 pages). Read and do the following:
 - Present the research title, author, year of publication, research objectives and expected outcome of the research.
 - Identify what area of the research title.
 - Explain what the research paper is about.
 - Explain the connection between each component in the research paper.
 - Present to the class next week.

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Students' Presentation

Students have a presentation on the research paper they selected and the lecturer gives feedback and bring into class discussion

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Unit 2: Selecting a Topic

Topic

- Interest, motivations and expectations
- Interests and skills with access to information
- Structured and systematic approach to selecting a topic

Objectives

After the completion of this unit, students should be able to:

- Recall motivating factors that influence research topic selection.
- Describe the systematic way to selecting a research topic.
- Explain how selecting a right topic affects the practices that will follow.
- Identify research areas in different sectors in tourism and hospitality.

1. Interest, motivations and expectations

Tourism study is a wide-ranging subject and it crosses a number of traditional disciplinary boundaries within the social sciences. As a result, there is a wide array of potential topics for your research. Normally you are advised to select a topic you are interested in. Topics may arise from attending lecture programs, seminar discussions, from your reading, or from a presentation by a guest speaker which inspires your imagination. Your choice of topic relates in part to particular motivating factors such as personal connections with a particular study area or looking ahead to a possible career. Personal interest in a particular subject area is one of the most key motivations affecting the choice of research topics. Other very important factors include links to particular career development and perceived ease of access to data or how much easy or difficult will be to get data. Cost factors and local knowledge also are what you need to consider.

2. Interests and skills with access to information

Your personal interest may be the very first factor that influences you to select a particular topic, what you need to consider involves the skills that you have and ease of access to data. Different topics have different appropriate methods to get data. Some may need you to confront with a high degree of face-to-face data collection with members of the public, and if you are very uneasy about conducting interviews or on street questionnaire surveys, it will cause you difficulties in collecting data. However, most research topics in social sciences require you to conduct data collection by uses of these

common methods and you may not be able to avoid the fact that you need to confront with lots of people. In some case, it will be more difficult if your topic has you to get data from persons who are in positions that is not easy to access such as those in high position (whose schedule is busy). As a result, you need to have a thoughtful plan as well as your attempt to contacts (probably through some persons) before reaching the targeted interviewee (s).

Level of ease to information access also concerns site (s) you select in the process of topic selection. If the site you select is quite far from where you live, which affects your fieldwork plan, or it is not easy to go, this will also affect length of time you will have to invest (cost factors) in your research conduct. Sources of information you need to find for your literature review is another factor you should consider in the process of topic selection. Some topics are very innovative or they are new ideas, where there is a limit of past studies. When you start to find past studies as in the literature review stage, you will find that existing past studies are not enough for your discussion. However, this may not always be the case for those who are interested in conducting a research in searching for preliminary answers under innovative topics, as they would propose new ideas. However, normally there is likely no a 'real new' topic in the post-modern world today, and with easy access to information around the world via the Internet, you can find all you search for.

3. Structured and systematic approach to selecting a topic

The tourism system composes various sectors and in each sector, there are various functions or ways tourism tasks are operated as well as their different stakeholders, goals, visions and values. The following are the main sectors of tourism system:

- Tourism attractions
- Transport sector
- The hospitality sector
- Tourism bodies
- Government
- Tourists
- The community
- The environment
- Tourism and hospitality operators and companies

The way to view and understand tourism system and its sectors should be horizontally oriented; this means that each sector relates across one another in a linear direction, where management and development of them should go together likely at the same time. Each sector requires information for its management and future planning and development, and therefore it is where tourism research plays its role. The following are some recommended areas of research topics for your further idea of a narrower topic, based on data and information each sector need:

3.1 Tourism attractions

- Destination (attraction) image
- The competitiveness of a tourism product (attraction), experience
- The quality of the service delivery by staff
- Site visitation patterns
- The quality of educational components offered during a tourism experience
- Current and potential target markets
- Social, cultural, environmental, and economic impact assessments
- The location of a tourism product, experience in the destination [/ experience] life cycle (Butler, 1980)
- Strategies for future planning and marketing, or an understanding of the consequences of legislative and statutory (legal) changes

3.2 Transport sector

- The development and evaluation of pricing strategies
- The determination of demand elasticities, income and price elasticities
- Data regarding quality control
- Scheduling
- Safety and security issues
- Usage trends and patterns
- Customer expectations and satisfaction
- Seasonality impacts
- Environmental and social impacts
- Target markets
- Competitiveness within the transport sector
- Management issues
- Future forecasting of transport needs
- The effectiveness of innovations and technological advancements

3.3 The hospitality sector

- Quality evaluation and client needs in regard to services, amenities, facilities and their layout
- The functionality and aesthetics of room designs in accommodation facilities
- An evaluation of menu changes and menu contents
- Stock control
- Health and safety issues
- Education and training requirements
- Pricing strategies
- The effectiveness of yield management techniques
- The effectiveness of loyalty programs
- The development and monitoring of market profiles
- The evaluation of marketing strategies
- Competitors and their products
- The development and review of strategies regarding cost- efficiency improvements

- An evaluation of management and policies
- The implications of legislative and statutory changes such as tax systems
- The benefits and costs of tour packaging and product clustering
- A longitudinal knowledge of usage patterns and trends

3.4 Tourism bodies

- A destination's image
- The identification of major generating regions
- Identification of market segments
- The development of socio-demographic profiles
- The identification of community attitudes
- The assessment of social, cultural, environmental and economic impacts
- The resultant strategies for upgrading or restructuring, amplifying, modifying or restricting such impacts
- The evaluation of future development needs in regard to infrastructure, superstructure, facilities and amenities
- Investment requirements and strategies

3.5 Government: the government sector needs:

- To establish data sets to monitor incoming and outgoing visitation patterns and to keep track of residents and visitors
- To gather data on visitor numbers and activities in order to manage natural and built environments in a sustainable way
- To quantify visitor numbers and establish visitor patterns for planning and management purposes
- Data on visitor numbers to provide and maintain infrastructure and public facilities to support both local communities and visitors
- To know about expenditure patterns to regulate or stimulate investment
- Data to determine associated taxes or to implement legislation and statutory requirements to maintain standards of construction and/ or quality of life for residents or tourists
- To assess social, cultural, environmental and economic impacts
- To determine the effectiveness of overseas advertising and promotional campaigns.

3.6 Tourists: information/ data requirements relating to tourists include:

- Developing typologies in association with market segmentations and psychometric profiles
- Finding out and understanding tourists' motivations, to assist in providing quality tourist experiences, appropriate amenities, facilities and services, planning, development and maintenance of tourism spaces, and marketing campaigns
- Obtaining information/ data on socioeconomic backgrounds, generating areas, expectations, values and attitudes.

3.7 The community: there are two categories of research areas arisen in the community sector:

- Research associated with community participation in tourism planning and development
- Research to establish social and cultural impacts

The possible research topics in regard to the community sector can be about the following:

- The identification of community attitudes to development
- The assessment of social, cultural, environmental and economic impacts and development of strategies for sustainable tourism development
- Implementation or review of legislative requirements and policy development (re) formation

3.8 The environment

- Environmental audits
- The identification of preservation and conservation values
- The conduct of environmental impact assessments
- The monitoring of environmental impacts and restoration strategies
- The identification of issues and the subsequent development of legislative requirements and policy development
- The determination of carrying capacities, limits of acceptable change and recreational and tourism opportunity spectra
- Economic values such as use values associated with the environment
- The identification and monitoring of attitudes to user- pays pricing strategies

3.9 Tourism and hospitality operators and companies

- Information about visitor needs and wants in order to provide better services, facilities or amenities
- Data/ information to maintain or improve market share
- Data/ information in regard to the performance of their tourism operations in order to increase efficiencies and profits

Systematically, there are three key stages in the systematic approach to topic selection:

- (1) Initiating the idea (s)
- (2) Linking your idea (s) to other academic studies
- (3) Thinking about the practical implementations—is the study feasible?

To explain more, the following is ways to do in meeting the three key stages above.

- (1) Ask yourself what sector you are interested in. In many cases, a research topic is selected based on contemporary issues (issues currently talked about or of public interest).
- (2) Try to scope into an area or function (if you cannot think of any in this stage, studying previous studies first will help you get idea)

- (3) Ask what problem (s) is within that area.
- (4) Ask yourself what you would like to know or what answer you would like to find in this area.
- (5) Find other studies (previous studies) in the area you are interested—find what they found and what they suggested, and refine your topic.

Learning Activities and Medias

- Lecturer opens discussions and gives an introductory lecture.
- The lecturer applies problem-based learning by eliciting students' perspectives about tourism issues for further discussions for guiding the students for selecting and refining their own research topic.
- Individual Homework: Think of possible topic with objectives from home, and bring it to the classroom next week for consulting with the lecturer. (In this process, the lecturer tells the students to search for the literature, which can help them broaden their idea). The step later is that you will need to write a research proposal—this refers to a writing work to propose your idea about the selected research topic (to be developed as a 'research title' later).

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Lecturer: Aj Siripen Yiamjanya

Unit 3: Significance of Literature Review (Chapter 2: Literature Review)

Topic

- Why to read the literature?
- Preparing for search of the literature
- Reading strategies (what to read)
- Effective literature review and how to write reviews
- In- text citation and ethical issues

Objectives

After the completion of this unit, students should be able to:

- Describe what literature and literature review is.
- Explain significance and usefulness of the literature review for conducting a research.
- Point out purposes of reading the literature.
- Search for literature in different types of sources in the literature review stage.
- Describe what in- text citation is and why it is required.
- Apply citation by using a particular style correctly in the literature review stage.

1. Why to read the literature?

Your research must be linked to the existing body of knowledge. Your reading informs your work and it provides the initial basis for selecting a topic and developing your ideas. We read the literature for many reasons:

- To establish the context of your topic with a view to establishing your likely contribution and putting together your proposal
- To develop a (conceptual/ theoretical) framework for your study and to help you write your literature review as a crucial component of your research
- To inform you of the way other researchers have done about collecting information and the techniques they have used to analyze their data.

2. Preparing for search of the literature

Conducting a literature search can be an overwhelming stage in which you have to deal with. You may not be sure how much to read during your review of the literature. Normally, it depends on your requirements and circumstances (i.e. your research objectives and scope). You may use keywords in your research area to search for the literature. Moreover, you need to start by identifying the key debates within the literature. There are many sources of literature such as textbooks, review papers in

published journals. From these, you can decide which are relevant to your topic in terms of its aims/ and objectives. In searching by use of keywords, sometimes, you may not be able to find good literature especially for those topics with the interdisciplinary approach. For example, you had decided to study the significance of leadership in the context of sustainable tourism. You would find very little in standard tourism texts. Your search would need to start with key debates within the literature on leadership (within management studies or organizational behavior for instance). Then, you would need to put these in the context of work on sustainable tourism management.

3. Reading strategies (what to read)

Therefore, reading strategies is needed. You need to be clear about what to read and to read with purposes. There are reading materials that are useful as follows:

- Journals: tourism journals have their articles referenced in Google Scholar, so this can be a good starting point for finding published, referred research.
- E- papers: these consist of a mixture of conference papers posted on the Internet, along with full-text PDF papers posted on blogs and other sites. However, you should be aware that they should be reliable and accurate, because papers in some individual websites or blogs may not be reliable and accurate enough because those papers have not been through the formal peer- review process (read by academic teams).
- Official and unofficial reports: these are widely available. While most government reports tend to be available electronically and free, most commercial companies usually charge high fees. In some areas of tourism, the most-up-to-date information tends to be only available via the Internet, and many charge fees.
- Trade and national press: most are best accessed via the Internet. Examples are online newspapers and news channels

Keywords searches on search engines, such as Google (in Google Scholar) are an obvious way to start but you will definitely be faced with a large number of web pages of potentially interesting reading material. From there, you can collect the list of references you find and then proceed to search. You need to bear in mind that some journal papers cannot be accessed via general home Internet but only via institutional portals (e.g. university library portal) which purchased the right to access to particular databases.

Recording your literature research results

As you start gathering relevant literature and documents, you should start a bibliographic index. The system can be created manually by handwritten methods or by using software programs such as Endnotes, or simply use Microsoft Word function such as Footnote in Reference menu. Below is an example of bibliographic index cards for book references, edited book references, journal references and websites.

Book reference

Author (s):
 Title of book:
 Year of publication:
 Publisher:
 Place of publication:
 Key words:
 ISBN:
 Comments and quotes (including page references):

Edited book reference

Author (s) of chapter in edited book:
 Title of chapter in edited book:
 Year of publication:
 Title of book:
 Editor (s) of book:
 Publisher:
 Place of publication:
 Page numbers:
 Key words:
 Comments and quotes (including page references):

Journal reference

Author (s):
 Title of article:
 Year of publication:
 Title of journal:
 Volume:
 Number/ issue:
 Page numbers:
 DOI:
 Key words:
 Comments and quotes (including page references):

Website reference

Author (s):
 Title of website:
 Year of publication:
 Publisher:
 Place:
 URL:
 Date downloaded/ retrieved:
 Key words:
 Comments and quotes (including 'page' references):

4. Effective literature review and how to write reviews

Producing an effective literature review is more than just collecting together a range of references. After all, your literature review is one of the central features in (1) the structure of your research that provides a foundation for the design of the research; (2) your data collection; and (3) your data analysis, more specifically. The purpose of reading literature is to put your work into a critical context—not just describe what other researchers have done.

Purposive reading or reading with purposes means that you need to decide what issues and ideas are relevant to your study. Reading lots of literature but those literatures are of little actual relevance to your research, it means your reading the literature is useless. Reading with purposes starts with identifying and listing the key debates in your topic area. Then, you should relate these to your specific research objectives, to see:

- whether they fit; and
- how closely they relate to particular objectives.

You can list out the relevant ideas in terms of how strongly and accurately the links fit with your objectives and use these as a guide to the collection of references. You should look for how these relevant ideas have been debated—that is, what different views

exist within the academic community on these major ideas. After that, organizing your references by theme, date of publication and relevance gives you a useful organizational framework.

Purposive reading also extends to how you read individual texts. When you are organizing your reading, you should make notes on the material you have read. It is a good idea to print out papers for your reading. When you read, you should make note the following:

- a clear record of the research problem/ theme that paper covers
- an indication of the idea debated. What are the key points being debated? Put these down in basic note form (not written in large chunk)
- the methods used to collect the information, whether quantitative, qualitative or mixed methods approaches were employed (because these will inform what you do)
- the type (s) of analysis used (because these will inform what you do)
- the major findings and conclusions, and how they are recorded (because this will help in the presentation of you research)
- any problems identified in the approach.

In other words, you read and make note of:

- who- are the author (s)/ and where do they come from? Is this significant?
- what- was their subject and what were their main findings? Why are these important?
- why- was the research conducted? Why was it conducted in this manner? Who sponsored it and what influence might this have had?
- when- was the research conducted? When was it published? Is the date of publication significant? How does it coincide with other contributions in the same field?
- where- was the research undertaken? For what reasons?
- how- was the data collected/ analyzed? What survey instruments or analytical techniques were employed? What was the sample size? How was the sample devised?

Examples of writing brief literature review will be given separately (Jenning, G., 2010, *Tourism Research*, p. 311)

5. In- text citation and ethical issue

In- text citation is that in your writing proposal and research, you refer to the previous studies that you have read during your literature review stage, and you give referring to them in your written text. Below is an example of in- text citation.

The reasons we do citations are the following:

- Citations let anyone who reads your work find the items you used in your research. Citation is to provide all of the information so your reader can find the book, article, or other item you are citing.
- Citing builds your credibility and shows that your ideas are shared by other researchers who are also studying in the same field.
- You must avoid plagiarism in the citation. You should cite your sources properly, which mean that you give credit to the original author (s).

The popular citation styles are APA style (American Psychological Association), MLA style (Modern Language Association), and the Chicago style. The following are some examples of how to write citations in each style. When you do citation, you need to choose only one style and use that style for the whole writing, including the reference chapter.

(1) *APA (American Psychological Association)*: APA (American Psychological Association) style is most commonly used to cite sources within the social sciences.

APA citation basics

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, for example, (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper.

Short quotations

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by 'p.'). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses. Here are two examples.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

Long quotations

Here is an example of how to write a citation for long quotation. Start the quotation on a new line, indented 1/2 inches from the left margin, i.e., in the same place you would begin a new paragraph.

Jones's (1998) study found the following:
Students often had difficulty using APA style, especially when it was their first time citing sources.
This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

Summary or paraphrase

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA

guidelines encourage you to also provide the page number (although it is not required.). Here is an example³.

According to Jones (1998), APA style is a difficult citation format for first-time learners.

APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199)

(2) *MLA (Modern Language Association)*: MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities.

In-text citations: Author-page style

MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. Here are three examples⁴.

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

(3) *Chicago style*: in Chicago style, footnotes or endnotes are used to reference pieces of work in the text. To cite from a source a superscript number is placed after a quote or a paraphrase (to do superscript number, find References menu in the Microsoft Word and choose 'Insert Footnote' or 'Insert Endnote'). Footnotes must appear at the bottom of the page that they are referred to. This is also applied with reference listing in the reference chapter (Bibliography) (In Chicago style, footnotes or endnotes are used to reference pieces of work in the text).

³Purdue Online Writing Lab, In-Text Citations: The Basics. Retrieved from <https://owl.english.purdue.edu/owl/resource/560/02/>

⁴ Purdue Online Writing Lab, MLA In-Text Citations: The Basics. Retrieved from <https://owl.english.purdue.edu/owl/resource/747/02/>

Here is the summary of practices for Chicago citation style:

- To cite from a source a superscript number is placed after a quote or a paraphrase.
- Citation numbers should appear in sequential order.
- Each number then corresponds to a citation, a footnote or to an endnote.
- Endnotes must appear on an endnotes page. The page should be titled Notes (centered at top). This page should appear immediately before the bibliography page.
- Footnotes must appear at the bottom of the page that they are referred to.

Here is an example:

Cole found that “The bones were very fragile” (33-34).¹

The first time the in-text reference is cited you must include, author’s first name, author’s last name, title, place of publication, publisher name, year and referenced pages. Here is an example.

James Smith, *The first and last war*, (New York, Hamilton, 2003),²

If the citation has been referenced immediately prior, the note may be shortened even further to *ibid* with the page number. Here is an example.

Ibid., 786.

Ethic issue

The word “plagiarism” is the use of ideas, words or findings of others without acknowledging them as such. To plagiarize is to give the impression that you have written, thought or discovered something that you in fact borrowed from someone else without acknowledging this in an appropriate manner.

Learning Activities and Medias

- Lecturer opens discussions and gives an introductory lecture.
- The lecturer asks each student about their last assignment (thinking of possible topic). Then, the lecturer lets them express their topic, and the lecturer categorizes all topics into groups.
- Categorizing the topic areas, you will work in the group based on a common topic. After that, the lecturer assigns each group to help find relevant literature. *This is a practice activity before assigning you to work on your individual research.
- The lecturer also demonstrates how to write reviews of literature and how to search in the Internet as well as demonstrating on the Microsoft Word how to do in- text citation.

Lecture Note

- TRM 3308 Research and Seminar for Tourism Business
 - HIM 3309 Research for Hotel Business
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Lecturer: Aj Siripen Yiamjanya

Unit 4: Writing a Research Proposal (Chapter 1: Introduction and Background Statement)

Topic

- What is a research proposal?
- Research questions and hypotheses
- Key components in research proposal
- What makes a good proposal?

Objectives

After the completion of this unit, students should be able to:

- Describe what a research proposal is and why it is required to write up before conducting a research.
- Recall key components to be included in a research proposal.
- Explain the principles to remember while developing a research proposal.
- Describe what could make a good research proposal.
- Draft a research proposal for their semester project.

1. What is a research proposal?

A research proposal consists of several sections: an introduction, a brief literature review, a methodology section, a time line, a budget and reference section. Research proposal represents your draft idea of why a particular research title must be conducted. Your proposal revolves around your aim (s)/ and objectives, how they connect to the readings you have undertaken and how they drive your choice of approach, methods and analytical techniques. A proposal starts from assumption that you have decided in a single topic area, narrowed down from several initial ideas and that you may have already some preliminary reading of the connected thematic literature, and perhaps also in the area of research methods. On the other word, a proposal gives a direction for researchers.

A good research proposal must provide information on the setting being studied such as its geographical location, and the location of the study's focus within various types of tourism products (e.g. cultural tourism, indigenous tourism, community-based tourism, ecotourism, adventure tourism, domestic tourism, international tourism, special event tourism, business tourism or other combination such as international cultural tourism trends), or within hospitality sector (e.g. accommodation, transportation, food and beverage management, customer service). In

writing a research proposal, some key concepts are also introduced (such as motivation, the travel experience, satisfaction, conflict or leadership or management styles) and definitions of key concepts as well as various other terms.

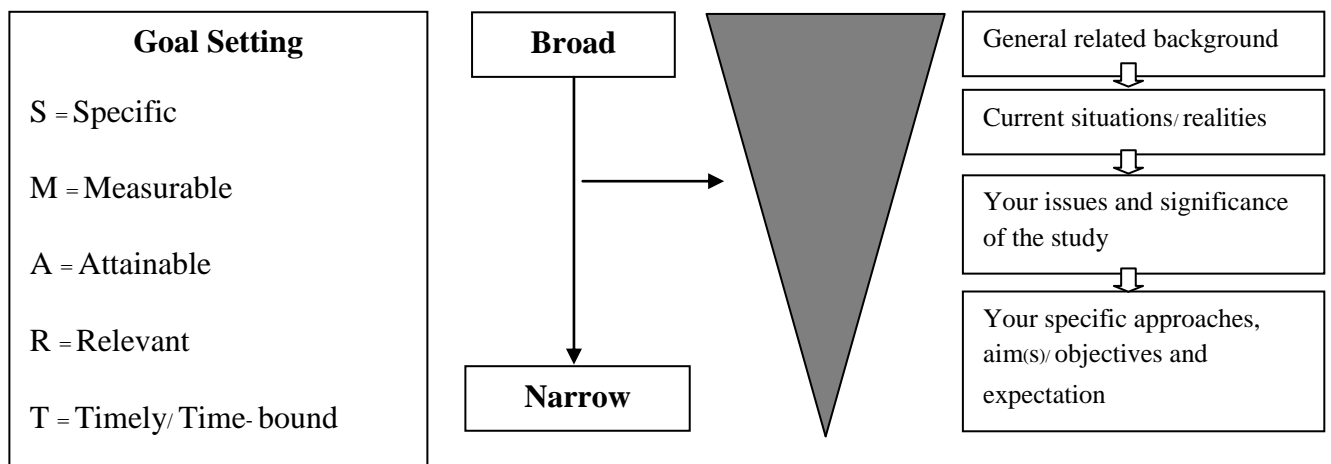
Connectivity and continuity is very important in drafting a research proposal. By having your aims and objectives firmly established before you start your empirical work, you should spend your time on structuring your work in the way that shows the connectivity and continuity throughout your research.

What to be in a research proposal?

- Why you have chosen these aims/ objectives (as well as research questions and hypotheses if you have) (what is the background or the rationale of them- In here you need to develop the background from the wider to the narrow scope more specifically to your topic area
- The importance of this research both in application in real life or in different areas of the society, and in the academic
- The sort (s) of data you require in order to be able to address or answer them
- The type (s) of analytical technique you may need to employ in order to address or answer them

The principle you need to repeat in mind while developing your research proposal is the following:

- Specific (clear, straightforward and directed to a particular goal)
- Measurable (so that you can evaluate your progress)
- Attainable (appropriate to the task at hand, with an achievable scope)
- Relevant (applicable to the current operating conditions or considerations)
- Timely/ Time- bound (with a clear start and end point)



2. Research questions and hypotheses

There are 2 types of questions to be addressed in your research proposal.

- *General question:* this refers to current situation or particular reality which shows conflicts, problems, significant issues, or gaps, which can be solved by research process
- *Research question:* this refers to questions evolved from particular situations or realities or gaps (in general question mentioned above) that are under the interest of a researcher to find solutions, or to find what and how those gaps can be filled in, or to find what to make in order to match with those realities. Research results (or findings) may finally match or not match with the realities but researcher needs to be able to explain those situations (why have they happened, how have they happened, for example).

There are 4 dimensions of specification of research topic area to address in your proposal: context (what), time (past/ present/future) (when), location or place (where), and target/ population/ object of study (who/ which object). Making this will help you justify your research title; this means, when you design your research title, you need to make sure that these dimensions are shown in the title.

Example 1

The research title is “*The Study of Local Wisdom and Its Influence on Tourism Promotion of Koh Pha Ngan, Surat Thani Province*”

Context: local wisdom that influences on tourism promotion

Time: at the present time

Location/ place: Koh Pha Ngan, Surat Thani Province

Target/ population/ object of study: local wisdom

Example 2

The research title is “*Administration and Management of Tourism in the Upper North of Thailand for Accommodating Senior Tourists*”

Context: administration and management of tourism

Time: at the present time

Location/ place: Upper North of Thailand

Target/ population/ object of study: senior tourists

What affect ways to pose your research question?

- Academic background of the researcher: for example, education, background knowledge and special expertise
- Significance of the selected research title: for example, whether the research conduct is to answer some problems (realities) or to find new body of knowledge
- Future trends: for example, whether the research conduct is to meet up particular future technological, social or cultural trends
- Possibility: for example, how easy or complicated it will be to get answers or explanations of the research you will conduct, readiness of research tools
- Academic gap: for example, some theories and concepts may not be clearly defined and need more studies to complete the gaps

- Redundancy of research works: researchers should make sure that the research title they are going to conduct is not redundant with other authors' works, and the researchers must clarify what the central points of interest of their works are.

3. Key components in research proposal

3.1 Aims/ and objectives

You as a researcher are required to establish what you are trying to achieve through your research.

3.2 Context/ background

This section of the proposal establishes the background to, and rationale for your research. It explains how your study compares with, or differs from, other existing studies on, or connected to, your topic area. To do this, it establishes the potential originality and contribution of your research to tourism studies. You should also briefly explain the timing of the research.

3.3 Selection of methods and analytical techniques

Your choice of data sources (primary and/ or secondary, qualitative and/ or quantitative) and analytical techniques should be thoroughly described and properly justified with respect to your aims (s) and objectives, and with other previous works (that's why literature review is very important and helpful). You should outline your sample frame (s), your approach (es) to sampling, and the size of the sample (s) you expect to draw.

3.4 Draft survey instrument

These may not be required in your proposal and if you are not confident about your topic. However, your proposal will be read and commented by your advisors or reviewers, as you also expect to get their feedback about your proposal, or whether it will be approved or not, you still need to have a draft of your survey instruments (i.e. questionnaires, interview schedules, focus- group topic guides, etc.) for comments. These are usually included as appendices after your proposal.

4. What makes a good proposal?

There is a list of questions to follow, to check whether your proposal is good enough as follows:

- Are the aim (s)/ and objectives clearly articulated?
- Are the aim (s)/ and objectives clearly located in the relevant academic reading?
- Is the research informed by appropriate theories and concepts?
- What is the rationale for the research?
- What is the background to the research?
- Are the choices of research method (s)/ and data source (s) appropriate?
- Are the choices of analytical technique (s) and data presentation appropriate?
- Are there any practical issues surrounding access to, or availability of, data?

- When will the research be conducted and is the timing appropriate?
- Where will the research be conducted and is the choice of (case-study) location (s) appropriate?
- Is the scope of the project feasible for the time and/ or financial and/ or human resources available?
- Are the timelines for the research realistic?
- Has a project (management) plan been included?
- How comprehensive is the project plan and are there any significant missing components?
- Are there financial resources available to be able to conduct the research as described?
- What are the ethical issues associated with the research, and are these fully described?
- Are there appropriate measures in place to address any ethical issues the research may raise?
- What are the health and safety issues involved in conducting the research?
- Are the hazards fully audited?
- Are the risks properly assessed?
- Are there appropriate measures in place to manage the health and safety risks?

Learning Activities and Medias

- Lecturer gives lecture.
- Class activity: at this level, you should have a desired research topic, so that you can start brainstorming on a research proposal writing. You are assigned to complete the following form (next page) as the guideline for further proposal writing.

1. *State your proposed research topic*

2. *Identify the key concepts/ words associated with your topic*

3. *Identify synonyms and related concepts and words for each of the key concepts/ words*

(This activity helps you when you search literature. There are synonyms for each key word. For example, in the literature, tourist could be described as domestic tourist, international tourist, traveler, visitor, day tripper or excursionist, and motivation for travel could be recorded as reasons for travel or purpose of visit/ trip. So, think literally. Your first key word choice may give you small range of results in a search, and you need to think of alternative ways of describing your concept.)

Concept/ Key word one	Concept/ Key word two	Concept/ Key word three
Concept/ Key word four	Concept/ Key word five	Concept/ Key word six

4. *Identify specific sources for statistical references*

Look up, for example, the United Nations World Tourism Organization (UNWTO), Pacific Asia Travel Association (PATA), national statistics/ tourism organizations (such as Department of Tourism Thailand, Tourism Authority of Thailand) and other publication or website sources that provide statistical data that is relevant to your topic.

5. *Identify relevant government strategies*

Consider local, regional, state, national and international produced documents.

Lecture Note

- **TRM 3308 Research and Seminar for Tourism Business**
 - **HIM 3309 Research for Hotel Business**
-

Lecturer: Aj Siripen Yiamjanya

- Revision and submission of the final- approved research proposal
- Start working on Chapter 2- Literature Review

Lecture Note

- TRM 3308 Research and Seminar for Tourism Business
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-
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Lecturer: Aj Siripen Yiamjanya

Unit 5: Some Consideration on Methods and Data (Chapter 3: Research Methodology)

Topic

- Methods mapping
- The four pillars of research
- Primary and secondary data
- Sampling
- Quantitative and qualitative data and methods

Objectives

After the completion of this unit, students should be able to:

- Identify a range of methods and data types in research.
- Make appropriate linkages from research aim (s) and objectives to the chosen methods.
- Design appropriate research methodology and be able to explain how the chosen methods can answer the objectives of their semester research project.

1. Methods mapping

The following are general points of advice when considering your methods of data collection.

- All data- collection methods have strengths and weaknesses that underlie their use. There is no one perfect method on any given context and each method has advantages and disadvantages.
- It is often better to view alternative competing methods as not being mutually exclusive but rather as being complementary and offering support to each other. In other words, a mixed or multiple methods approach may be appropriate.
- The selection of your method (s) depends on the degree to which they are useful and appropriate for your work; that is, in assisting you to address your aim (s) and objectives. This means not only the ability of the method to generate the data you require but also in the context of the time and resources you have available.

You should think of aims and objectives as directly connected with methods, and you can map these three elements to consolidate the linkages. However, it is not

‘one objective’, ‘one method’; but a particular method may be able to deliver information to help you to satisfy more than one objective.

2. The four pillars of research

When selecting research method, it also depends on the nature of your research you wish to conduct. There are 4 broad types of orientation you can follow:

- *Normative research*: research which represents the collection and assessment of social norms, such as patterns of behavior.
- *Exploratory studies*: research which focuses on asking ‘why’ questions relating to particular social phenomena, and allow researchers to develop predictions and hypothesize about why things happen.
- *Descriptive studies*: research which attempts to measure a situation or issue in as much detail as possible, therefore supplying the reader with a more rounded picture.
- *Predictive research*: research which obviously focuses on utilizing data and research findings to understand future potential and possibilities.

3. Primary and secondary data

Primary data refers to collecting some ‘original’ data for the specific purposes of your research. This may involve a range of data- collection methods including questionnaires, in-depth interviews, focus groups, and researching archives. There are other methods as well, apart from the mentioned methods.

Secondary data describes data that has been put together by another person or organization for a particular purpose but which is put to another use in your research. Secondary data can provide a strong context to your specific study. It may be in the form of a key finding which you may wish to examine, test or confirm in a different setting or set of circumstances. Some good reasons for using secondary data in your research study are:

- They may help fill important gaps in your primary data, particularly if your own survey was restricted in size or scope due to time constraints.
- They can sometimes be used as a comparative data set so you can contrast your findings from your primary survey with other data.
- There may be no other means of collecting relevant data in cases where primary data collection is limited by access problems.

4. Sampling

The following terms are related with sampling.

- **Population**: a population comprises all the study subjects, participants (tourists, visitors, hosts, family, friends, employees, managers, etc.) or study units (attractions, transport providers, accommodation facilities, etc.) that are the focus of the research project.

For example:

- *All Asian tourists visiting Thailand in 2018*

- *All five- star accommodation facilities in Australia*
- **Target population:** the target population is the units in the population that the researcher wishes to target for study.
For example:
 - *Chinese tourists visiting Thailand in 2018*
 - *All five- star accommodation facilities in the state of Victoria (in Australia)*
- **Sample:** a sample is a selection of subjects or units from the overall population.
For example:
 - *Free, independent Chinese tourists visiting Thailand in 2018*
 - *All five- star accommodation facilities located in the central business district (CBD) in Melbourne, Victoria, Australia*
- **Sampling:** sampling is the means by which subjects or study units from the target population are included in the research project. For example, in the case of Chinese tourists visiting Thailand in 2018, Chinese tourists visiting Thailand in 2018 is the whole population (which is represented by the total number of this tourist nationality visiting Thailand in the year 2018). To do sampling for this, we get samples for the research, which is only free, independent Chinese tourist group. A sample size is required as the population is too large.

Sampling formula will be give separately (Jenning, G., 2010, *Tourism Research*, p. 147-148)

5. Quantitative and qualitative data and methods

5.1 Quantitative methods

The use of quantitative methods to generate primary data is linked mainly to questionnaire surveys. One of the main advantages of questionnaires is there flexibility. They can be used to collect basic factual information about people, such as demographic characteristics and behavior. In addition, they can elicit data on people's opinions, attitudes and perceptions. You can also include open-ended questions which allow the respondent to express their points in their own words. These variations are a key reason why questionnaires are used so much. Nowadays the routine formats are:

- Face-to-face
- Postal
- Internet-based

5.2 Qualitative methods

The use of qualitative methods has become increasingly popular in students' dissertations. These approaches cover a variety of methods, including in-depth interviews, focus groups, participant observation and even diary-based methods. Other newer, more innovative methods employing visual data in the form of photographs, video diaries and drawing have started to emerge. However, they have some common characteristics, which include:

- The use of multiple methods which are both interactive between researcher and respondent, and humanistic.
- Such methods are not tightly constrained within a study but rather emergent; that is, they may evolve during your research as you learn more about what questions to ask.
- Qualitative methods are useful for researching complex ideas, especially opinions and perceptions.
- Research involving such methods may take place in the natural setting of the respondent. In tourism studies this natural setting may include holiday accommodation, a bar in a holiday resort, or even a bus.
- Such research raises important ethical issues.
- The methods are interpretive, which puts an emphasis on you as the researcher to interpret and make sense of the data. This has implications on how you present and analyze the data along with the fact that the data is filtered through you personally. You need to take note and acknowledge possible biases such as your positionality (e.g. age, gender, ethnicity, education, background).
- There is an inherent contestability in qualitative data collection and analysis requiring greater reflexivity or reflection of/ on interpretation. This forces researchers to consider moving between different theories, concepts or positions to arrive at a critical interpretation of the data.

5.3 Types of interview methods

There is a variety of interview methods, but before we discuss these it is important that you think carefully why you think interview data is of use to your project. You should also keep in mind that interviews are not the 'soft' or 'easy' option; they require a good deal of planning and preparation to be properly conducted.

The main types of interview methods are:

- *Unstructured interviews*, which tend to follow a general set of ideas/ topics to be discussed with the respondent, but which may be asked in no particular order, and some may not be covered at all. Your role as interviewer is not to be too intrusive: just start the interview and let the interviewee develop their ideas.
- *Semi-structured interview*, in which you produce a clear list of topics/ questions but are flexible as to when and how these are discussed within the interview.

- *Structured interviews* are more guided by you, the interviewer. The interviewee is asked a set number of questions usually in an organized sequence. Remember that the aim of all interviews is to allow the interviewee to give their views expressed in their own words. These interviews obviously work best in a face-to-face situation, but in many cases, this is not possible and the interview may have to be conducted by phone, e-mail or Skype.

5.4 When to use focus group

Focus groups can also be called as ‘discussion groups’. This technique is very popular in tourism research. The main advantages of focus groups are that they bring together a number of people in order to study their group norms, meanings and process. Focus group technique helps researcher discover ‘why people think as they do’, and particularly it is effective in revealing ‘how views are created and modified through group interaction’.

A focus group consists of a small number of people, usually between about 6 and 8, and a moderator. A moderator is a person who will introduce various topics of discussion to the group and guide the discussion based on a topic guide (i.e. script). Normally, it is the researcher who will be a moderator to the group.

Focus groups are not a forum to survey the views of a number of individuals in one place at a given time (like group interviewing). Rather, they offer the means to establish consensus and dissonant positions over key issues, and how these form. The dynamic of the group can often lead to unexpected outcomes or new directions for the research, and social relations of how positions are negotiated and reconfigured.

Successful focus groups depend on the interaction of the group and the skills of the moderator in facilitating a productive discussion on topics of interest.

Focus groups are useful under the following circumstances:

- When you are interested in collecting underlying motives and reasons that help explain specific views.
- In exploring particular topics when you want to obtain a broad feel for how different people consider them.
- For considering the degree to which people agree and share views in terms of your research topics. This is sometimes used to help in the early stages of questionnaire design.
- For presenting tangible objects and artifacts (e.g. brochures, postcards, plans, mockups) on which you want the group's opinions.

Most focus groups are conducted face-to-face, but there are circumstances when they are conducted virtually using VOIP or voice over Internet protocol) and VDO call. However, these are difficult to set up, but can

be undertaken via chat rooms, and other social media forums. The disadvantage is that it is more difficult to observe, note and record the group interaction.

5.5 The use of observation methods

Data can be obtained by observation; you can watch and record people's behavior and listen to their discussions. Such observations can give you a direct record of exactly what people do: not what they say or think they do, but rather their actual behavior. However, observing people's behavior does not give you any data on the motives behind a particular type of behavior. Therefore, observation has to be conducted with other forms of qualitative research methods, which is typically, interviewing.

There are 2 types of observation: participant observation and systematic observation.

Participant observation is when you as a researcher get into a particular situation. For example, taking a package tour to observe the behavior of other tourists- it can be said that there are problems of access, either through costs (i.e. paying to go on a tour) or through needing permission. There are some limitations particularly age—as a younger person you would be in difficult situation in joining a group of retired people. There are also issues of your personal safety and ethics.

When you decide to use observation method or not in your research, you should be aware of the following:

- Age and gender can act as key limitations.
- Your ability to blend in and observe are key significant.
- It is not an easy approach since it demands a great deal of effort and commitment from you as a researcher.

Systematic observation covers the situation where it is difficult for the researcher to participate. Systematic observation refers to gathering information as an observer but without any participation. Usually you start with a list of items you are keen to observe and record in a systematic fashion. As a researcher, you need to consider the practicality of undertaking this method:

- Locating yourself to be unobtrusive and avoid any interaction with those being observed
- Having a complete view of the entire sample under observation
- Having a means of recording events with you such as notebook, clipboard, and/ or camera.

What you need to concern also is about ethical issue, especially when you would like to record or take photo while observing, especially on a commercial activity. This concerns issues with copyright. The issue of personal safety is also the case, especially when you observe an illegal activity.

5.6 Diary- based methods

This approach involves information being collected by respondents asked to keep a diary and record within specific information relevant to your research. For instance, they can be used to generate rich data on time spent on particular activities and at specific attractions or destinations. They can also be used to record experiences, emotions or the details about how travel decisions were made.

Diary- based methods may represent an extension of the interview process. The result is a form of extensive narrative which must be read carefully and in context. Like interviewing, diary- based research also requires a good deal of preparation, it can be demanding of your time, and there are significant cost considerations. You are asking people to keep a good record of their behavior while they are at leisure so you will need a high degree of cooperation. To achieve this first you will probably have to pay people to complete the diary.

You should only consider using diary- based approach if:

- You really need such detailed information and you have discounted alternative methods.
- You are able to get cooperation from the respondents.
- You have the time and resources to collect such information.
- You are able to cope with the analysis.

Learning Activities and Medias

- The lecturer gives lecture with some media.
- Task in the class
Review your proposal for the methodology.
 - Think carefully about what data you are going to collect.
 - Consider how your aim (s)/ objectives as well as the type of research the students wish to conduct drive your choice of method (s) and data type (s).
 - Write to reflect on how your choice of method (s) and source (s) of data can answer your research objectives (this is to submit at the end of this class)
- Next task is carrying out Chapter 2 (Literature Review) for your research project
 - Find 10 papers, read them and start writing reviews of each paper (Chapter 2: Literature Review)
 - Start to design your Research Methodology (Chapter 3: Research Methodology)

Lecture Note

- **TRM 3308 Research and Seminar for Tourism Business**
- **HIM 3309 Research for Hotel Business**

Lecturer: Aj Siripen Yiamjanya

Midterm Examination (Week 8)

Lecture Note

- TRM 3308 Research and Seminar for Tourism Business
 - HIM 3309 Research for Hotel Business
-

Lecturer: Aj Siripen Yiamjanya

Unit 6: Data Collection

Topic

- Considering data collecting methods
- Objectives versus methods
- Data collecting tools
- Designing questions

Objectives

After the completion of this unit, students should be able to:

- Consider how to choose data collecting instruments or tool with specific important questions.
- Give reasons why particular types of data collecting tools are selected for particular objectives.
- Choose appropriate data collecting tool and design appropriate questions for their semester research project

1. Considering data collecting methods

Considering data collecting methods involves a process of making decision what data collecting methods you as a researcher will use for collecting primary data. There are five important and immediate questions:

- Are the method(s) applicable in the specific context of your research and its purpose?
- What are the advantages of using the particular method (s), either individually or in combination?
- What are the disadvantages of using the particular method (s), either individually or in combination?
- Will the method (s) yield the volume of empirical data you require in the time you have available?
- Will the method (s) yield the quality of empirical data you require?

By answering these questions, you are taking the first steps towards assessing whether your potential method (s) will allow you to address your objectives. In the other word, are they fit for the purpose of your research and do they have the potential to result in a successful outcome?

2. Objectives versus methods

To match a correlation between objectives and method (s) to be used, you can use a table of objectives versus methods.

Objective (example)	Method		
	Questionnaire	Interviews	Observation
1. To examine the levels of participation and exclusion of people with disabilities in holiday taking.	✓	✓	-
2. To investigate the nature of holiday decision making by people with disabilities in terms of perceived and actual barriers.	✓	✓	✓
3. To explain the meaning of holidays to people with disabilities and their families.	-	✓	✓

Key: ✓ Major method for this objective

✓ Secondary method for this objective

- Not using this method to address this objective

- Normally a questionnaire survey is identified as the main means by which to establish the levels of participation in holiday-making, primarily by means of establishing a benchmark within the sample.
- Interviews are used in a secondary regard to explore whether there are any underlying factors behind the observed participation/ exclusion rates.
- Observation at attractions offer a further significant opportunity to gather (insight) data and develop ideas on-site: when holidays are being taken rather than at home before or after holidays.

3. Data collecting tools

Designing data collecting tool (for formulating research instrument) is the process of preparing instrument or tool for collecting data, by considering the approach of research study and the requirement of data types as very significant. This will help researchers to find and use the most appropriate data collecting tool to their research objectives and scopes of the research (i.e. area and samples). Data collecting tool must be evaluated or assessed by reviewers (i.e. your advisor) and edited before using them in “pilot study” to make sure that the data collecting tools are reliable.

A pilot study is the method of trying your designed data collecting tool with small target group to check whether the tool is effective enough as well as to find mistakes or flaws of the tool found during the pilot study, so that the researcher can come back to revise the tool for actual fieldwork.

4. Designing questions

Seven questions for auditing your survey instruments

Question	Ask yourself this:
1	What is the purpose of each question- why am I asking it?
2	What objective (s) (or research question (s)) will each question serve?
3	Have I got too many/ few/ the right number of questions in order to be able to address my objectives (s) (or my research question (s))?
4	What information do I hope to generate from each question?
5	What are the likely problems in asking particular questions (in the current way)?
6	Is there a better way of posing the questions/ capturing the necessary information?
7	What analytical procedure (s) will be applied to the data that each question will generate?

When designing questionnaire, normally there are 3 kinds of data you are using to pose questions in the questionnaire:

- *Nominal data*: (data or attributes are only named)-this kind of data includes for example gender, ethnicity, nationality, occupation, area of residence, religious preferences.

Examples:

What is your gender?

A. Male B. Female

Where do you live?

A. North of Thailand B. South of Thailand C. Central Thailand

- *Ordinal data*: (data or attributes can be ordered)- this kind of data implies some form of order (e.g. from highest to lowest, best to worse, top to bottom, such as income, degree of education, position), and they are often used to classify people's perceptions as well. Ordinal data can be considered as a scale measurement to measure values as 'more or less', "larger or smaller", but without specifying the size of the intervals. The examples are rating scales, ranking scales, Likert-type scales (for example in the form of level "strongly disagree, disagree, neutral, agree, strongly agree", or level of agreement "yes, maybe, no", or level of satisfaction "very unsatisfied, somewhat unsatisfied, neutral, somewhat satisfied, satisfied").

These 2 kinds of data above are called "categorical data".

- *Measurement data*: this kind of data is measured based on some quantitative trait. The resulting data are set of numbers. The examples of data are age, weight, height, score. This kind of data can be classified into *interval data and ratio data*. *Interval data* is measured on a scale where the intervals are equal (the distance between attributes has meaning) or degrees of difference but without a true zero point, for example, IQ, GPA, or when we measure temperature, the distance between 30-40 Celsius Degrees is same as the distance between 70-80 Celsius

Degrees. Measurement data are typically summarized using “averages” (or “means”). *Ratio data* measures in terms of equal intervals and an absolute zero point of origin, for example height, delay time, weight.

Mostly in tourism research, we use nominal and ordinal data.

Learning Activities and Medias

- The lecturer gives lecture.
- The lecturer uses examples of research methods through some research works (both report and papers).
- Students revise their Research Methodology design (continued work- individual discussion with the lecturer).

Lecture Note

- **TRM 3308 Research and Seminar for Tourism Business**
- **HIM 3309 Research for Hotel Business**

Lecturer: Aj Siripen Yiamjanya

Time allocated for developing questions

and data collecting tool, and fieldwork (collecting data)

*Under condition of regular meeting and sending/showing progress to the lecturer (around Week 10-11)

Lecture Note

- TRM 3308 Research and Seminar for Tourism Business
 - HIM 3309 Research for Hotel Business
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Lecturer: Aj Siripen Yiamjanya

Unit 7: Data Analysis and Report on Findings (Chapter 5: Findings)

Topic

- Data analysis and presentation
- Analysis and reporting quantitative data
 - Simple descriptives and inferential statistical tests
- Analysis and reporting qualitative materials
- Report on findings

Objectives

After the completion of this unit, students should be able to:

- Explain data analysis approach of each data type: qualitative and quantitative data.
- Reiterate the differences between qualitative empirical material interpretation/ (re) construction and quantitative data analysis.
- Understand and be able to analyze research data during all phases of research project.
- Present the research findings or results in an appropriate manner by using presentation tool such as tabulation, graphs and descriptives.

1. Data analysis and presentation

Data analysis is the chapter that report findings from your fieldwork of data collection. As there are two types of data: quantitative data and qualitative data. Analysis of both data types is different.

Qualitative data is any data that present words and descriptions; anything that describes, for example, taste, experience, texture or an opinion, that cannot be presented in numerical figures. This type of data is usually collected through focus groups, personal interviews, or using open-ended questions in surveys.

Quantitative data is any data that is expressed in numbers of numerical figures. This type of data can be distinguished into categories, grouped, measured, calculated or ranked. Some example are questions such as age, rank (such as rank of perception, agreement or satisfaction, and others that can be ranked), cost, length, weight, scores, etc. You can present such data in graphical format, charts, or you can apply statistical analysis methods to this data. Questionnaires in surveys is a major source of collecting numeric data.

2. Analysis and reporting quantitative data

Analysis and report of quantitative data include descriptive and inferential statistics.

Descriptive statistics involve the use of analysis methods like frequency distributions, percentage tables and standard deviation, for example. Normally and in a simple way, we use descriptive analysis to report data like age, gender, education, occupation, income, place of residency and so on, of the sample cases you have collected (e.g. Chinese tourists).

Inferential statistics involve consideration of statistical significance, levels of significance. This type of statistics is based on probability sampling, when testing a hypothesis and making statements about the sample in relation to the population being studied. There are many types of statistics and to use in data analysis depends on degree of complication and sophistication of research hypothesis assumption and scales of raw data you have from your fieldwork.

You will be trained a simple quantitative data analysis by using SPSS program (*date to be announced*) in order to know how to use the program to generate data from filled- up questionnaire for further summary of findings and discussion.

3. Analysis and reporting qualitative materials

Qualitative materials or data is an empirical data that cannot be abstracted into numerical representation. Rather, in qualitative data analysis, themes and motifs are generated by comparison between empirical materials (data) and inferences are made. Way to qualitative data analysis is **an interpretive and (re) construction method (s) used to represent findings**. Qualitative research interpretation/ (re) construction is often linked to sample size, which is small. In interpretation/ (re) construction, you may use **content analysis, comparative analysis, mapping, taxonomy building and modelling**, for example. To carry out these methods, researchers need to have a strong back-up literature review.

Example and readings of descriptive coding, content analysis and other qualitative methods will be given separately (Jenning, G., 2010, *Tourism Research*, p. 209-217)

Differences and similarities in qualitative empirical material interpretation/ (re) construction and quantitative data analysis

	Qualitative	Quantitative
Differences	Text- based interpretation / (re)construction to identify themes and motifs	Numeric analysis using statistical formulae
	Inductive approach (inductive reasoning approach moves from specific instances into a generalized conclusion)	Deductive approach (deductive reasoning approach moves from generalized principles that are known to be true to a true and specific conclusion)
	Generate theory from empirical materials and evidence.	Tests hypotheses.
	Interpretation/ (re) construction begins with empirical material collection.	Analysis begins when all data are collected (data coding may begin earlier, although analysis cannot be completed until all data are collected).
	Empirical material interpretation / (re) construction is grounded in the real world and maintained in the form the empirical materials were collected, e.g. conversations that have been transcribed or visual images that have been digitized.	Data analysis is abstracted from the real world using numbers and statistical representation.
Similarities	Interpretation/ (re) construction involves inferences founded in empirical (ideographic) materials.	Analysis involves inferences founded in empirical (numerical) data.
	Method (s) of interpretation/ (re) construction are made visible to readers through the research design.	Method (s) of analysis are made visible to readers through the research design.
	Comparisons are made between empirical materials to identify differences and similarities.	Comparisons are made between empirical data, particularly covariance between variables.
	Interpretation/ (re) construction attempts to be 'authentic'.	Analysis attempts to be error- free.

4. Report on findings

This is the largest part of a research report. The section is done along with data analysis. It includes a description of variables and their relationships. The description of the results includes textual statement, tables, figures and graphs. Tables and graphs are introduced with brief sentences(explanation of results shown in tables and graphs). Remember that this section only presents the results and findings by reporting. There is no interpretation and discussion to be done in this section. One simple format to present results and findings is by following the order of the objectives and questions on the survey instrument (i.e. questionnaire or interview questions). Another format, which is more complicated, is by following researcher's determined themes or by the focal points.

Learning Activities and Medias

- The lecturer gives lecture.
- You are required to attend the SPSS program training. Therefore, it is better that you have the collected data in hand.

Lecture Note

- TRM 3308 Research and Seminar for Tourism Business
 - HIM 3309 Research for Hotel Business
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Lecturer: Aj Siripen Yiamjanya

Unit 8: Discussion on Findings and Conclusions

Topic

- Purposes of writing discussion
- Organizing the discussion
- Writing on conclusions

Objectives

After the completion of this unit, students should be able to:

- Discuss the findings of their research by making comparison to or contrast against findings reported in other previous research works they have reviewed in the literature review chapter.
- Write up conclusion and contribute some recommendations generated from their research findings and discussion.

1. Purpose of writing discussion

The purpose of this section is to highlight the major statistical as well as empirical findings from the results section and interpret them. In other words, the main findings are summarized and interpreted. You should link back to the theoretical constructs and other studies introduced in the literature review chapter. Also, you need to link back to the main hypotheses and aims of your research. In the discussion of the results, you must be ethical: there should be no selective treatment of results or bias. The discussion should be frank and honest, especially when the results are contrary to the researcher's expectations. Contrary results should be discussed and unusual results, weaknesses and alternatives should be clearly discussed.

2. Organizing the discussion

First, restate the overall purpose and objectives of the study. Then explain the main finding as related to the overall purpose and objectives of the study. Next, summarize other interesting findings from the results section. Explain how the statistical/ empirical findings relate to the purpose of the study. One way to do this is to take every research question in turn and explain in plain terms what the statistical or empirical results mean. All explanations must be supported by the results of the data analysis. In the discussion section, you do not need to include any numbers. You do not need to repeat the statistics or table numbers from the results. Instead, you need to explain the results in language that is easy for a non-researcher and readers to

understand. To discuss, you also compare and contrast your findings with others researchers' works that you have reviewed. This part requires analytical and logical thinking. Some new or interesting issues based on the research findings will normally be arisen and you should bring them into discussion and portray the realities perceived from the research results.

3. Writing on conclusion

The conclusions section sums up the key points of your discussion, the significant outcomes of your investigation. You should write conclusion section by using the following guidelines:

- Write conclusion to relate directly to the purpose/ objectives of the research project that you stated in the Introduction Chapter
- Summarize the key findings, outcomes or information in your report
- Acknowledge limitations and make recommendations for future work
- Highlight the significance or usefulness of your work.

The conclusions section can also include recommendations. It is called '*Conclusions and Recommendations*'. Recommendations should reflect the conclusions. It proposes actions that should be taken. Here is the guidelines for writing recommendations:

- Base each recommendation on your view of what can and should be done.
- Recommendations may refer to a need, a new concept, a new project, a solution to a problem.
- Use a numbered list, if possible, and try to match the numbers with those of the conclusions.
- Each conclusion may lead to one or more recommendations.

What to be noted when writing recommendations is the below checklist:

- The main recommendation is first.
- The recommendations are in descending order of importance.
- Each recommendation is clearly stated.
- Each recommendation is possible.
- Each recommendation is related to information in your research study.

Additionally, there is a small part called '*Suggestions for Future Research*'. Here are the guidelines:

- This section may be added to the end of the Conclusion and Recommendations section
- Limit the information to the most important ideas for future work.

- You may mention a possible continuation of your experiment, especially areas that you feel have not been adequately explored.
- You may mention a long-term development that could be based on your work⁵.

Learning Activities and Medias

- The lecturer gives lecture.
- The lecturer gives show some example of writings for discussion, conclusions and recommendations.
- Cooperative Learning: group study with example research papers. After that, each of you need to apply the knowledge and technique to your own research work.
- **There will a research paper writing session, in which you need to develop a research paper based on your report of 5 chapters, under advisor's supervision.**
- There will be SSRUIC Mini Conference as your stage for presenting your research paper. It is compulsory you submit one research paper for the conference and attend for oral presentation (date to be announced).

Main References

- Coles, T. Timothy Duval, D. and Shaw, D. (2013). *Student's Guide to Writing Dissertations and Theses in Tourism Studies and Related Disciplines*. Oxon: Routledge.
- Jennings, G. (2010). *Tourism Research*. Milton Qld.: John Wiley & Sons Australia, Ltd.

⁵ <https://www.ryerson.ca/content/dam/studentlearningsupport/resources/graduate-student/Writing%20a%20Science%20Dissertation%20Part%202.pdf>