

CHAPTER 3

RESEARCH METHODOLOGY

Chapter Three states the methodology employed in this study. It contains five parts as follows:

- 3.1 Type of Research
- 3.2 Population and Sample Size
- 3.3 Research Instruments
- 3.4 Data Collection
- 3.5 Data Analysis and Statistical Devices

3.1 Type of Research

A survey study was employed in this research by using questionnaires. According to Brown (1997), this type of research is useful for collecting large amount of information in a relatively short time.

3.2 Population and Sample Size

3.2.1 Population

There were two groups of population used in this study. The first population group called the local guide group consisted of 19 homestay hosts and 100 tourist guides who involved in Rural Tourism and Homestay at Umphang District, Tak Province. The second population group called the policy maker group consisted of 83 policy makers who were from several offices in Tak Province as follows:

- 1 Governor and 3 Vice Governors of Tak Province
- 1 Director and 1 Deputy Director of Tourism Authority of Thailand Northern Office: Region 4
- 1 District Chief Officer and 1 Assistant District Chief Officer of Umphang District
- 13 Members of the Assembly of Umphang Sub-district Administrative Organization
- 25 Members of the Assembly of Mae-chan Sub-district Administrative Organization
- 14 Members of the Assembly of Umphang Municipality Organization
- 1 Headman of Umphangkee and 1 headman of Khotha Karen Villages
- 14 Committees of Umphang Eco-tourism Club
- 7 Committees of Umphang Folk House Club

3.2.2 Sample Size

Based on the table for determining the sample size from the given population of Krejcie and Morgan (1970) cited in Rawiwan Chinatrakoon (1995, see Appendix C), sample size of the local guide group was 92 and the policy maker group was 68. The rest were used in a pilot study for finding reliability of the questionnaires. Details are shown in Table 3.1.

Table 3.1 Sample Size for Each Group of Population

Groups of Population	Numbers of Population	Sample Size	Sample Size for Pilot Study
Local guides	119	92	27
Policy makers	83	68	15
Total	202	160	42

3.3 Research Instrument

Two questionnaires were used as the research instrument in this study. Questionnaires 1 and 2 were used for collecting data from the local guides and the policy makers, respectively.

3.3.1 Construction of the Questionnaires

Questionnaires 1 and 2 were constructed according to the stages as follows:

1. Related literatures and previous researches concerning needs analysis and syllabus design were studied in order to provide frameworks for writing questionnaires.
2. A preliminary interview for English needs and English functions and topics required for Rural Tourism and Homestay was conducted with the president and some committees of Umphang Eco-tourism Club, the secretary of Umphang Folk House Club, and some local guides in order to formulate information for the questions.
3. Two questionnaires were written based on information from the related literatures, the research instruments used in previous researches, and the preliminary interview.
4. The questionnaires were examined for the content validity by three qualified professors.
5. A pilot study was constructed in order to test for the reliability of the questionnaires and to improve language appropriateness of the questions.
6. The revised editions of the questionnaires were administered to the samples.

3.3.2 Contents of the Questionnaires

Two questionnaires were designed for two groups of sample: the local guides and the policy makers. All questionnaires were written in Thai so that the samples would be able to understand the intended contents clearer.

3.3.2.1 Questionnaire 1 for the Local Guides

The contents of Questionnaire 1 consisted of three parts as follows:

Part One: Twelve questions were for the samples to state their personal information. Questions 1 to 5 were multiple choices for the responses on gender, age, educational level, marital status, and number of years in dealing with Rural Tourism and Homestay. Questions 6 and 7 were checklists for the responses on methods of communication and kinds of information that the tourists required. Question 8 was a five-point Likert type scale question for the response on level of requirement on each kind of information.

Questions 9 to 11 were multiple choices for the responses on experience in learning English, sources of English experience, and number of years in learning English. Question 12 was a five-point Likert type scale question for the response on level of English ability.

Part Two: Six five-point Likert type scale questions were included in this part. Question 1 was for the response on level of English needs. Question 2 was for the response on level of English needs in terms of each skill. Questions 3 to 6 were for the responses on English needs in terms of each language function and topic on listening, speaking, reading, and writing skills.

Part Three: Seven multiple choice questions were for surveying the opinions on English training course for the local guides. The responses to be stated consisted of a number of learners for each class, a number of months suitable for the course, a number of days and hours the course should be taken place, the most suitable time of the course, months that the samples prefer to take the course, the extent of knowledge about tourism and local sites the English instructors should have, and the English instructors of the course. One open-ended question was also included in this part in order to provide the samples to express their additional comments and suggestions on English needs and an English training course.

The details of Questionnaire 1 are shown in Appendix A.

3.3.2.2. Questionnaire 2 for the Policy Makers

The contents of Questionnaire 2 consisted of two parts as follows:

Part One: Six multiple-choice questions were for the samples to state their personal information about gender, age, educational level, organizations that the samples belong to, the duty related to Rural Tourism and Homestay, and experience in learning English.

Part Two: Questions 1 to 4 were five-point Likert type scale questions surveyed the opinions on the extent of English needs, English needs in terms of each skill, the

needs of English improvement for the local guides, and the extent of the needs of English improvement for the development of Rural Tourism and Homestay.

Question 5 was dichotomous for the response on whether or not the samples agree to set up an English training course for the local guides. Question 6 was a checklist for the samples to recommend on organizations that should be responsible for the training course.

Questions 7 and 8 were open-ended questions for expressing their expectations on English ability improvement of the local guides after attending the training course, and their comments and suggestions on the needs of English improvement for the local guides.

The details of Questionnaire 2 are shown in Appendix B.

3.3.3 Validity and Reliability of the Questionnaires

3.3.3.1 Validity

The contents of the questionnaires were tested and approved for their validity and appropriate use of wording by three qualified professors from three fields: Statistics and Research Methodology, Course Design, and Tourism.

3.3.3.2 Reliability

A pilot study was constructed in order to test for the reliability of the questionnaires. Nunan (1992) proposed that a pilot study gives researchers the opportunity to find out if the questions are yielding the kind of data required and to eliminate any questions which may be ambiguous or confusing to the subjects. The Cronbach Alpha method was used for calculating the reliability coefficient of the questionnaires from the pilot study (Luan Saiyos and Angsana Saiyos, 1984). The pilot study of Questionnaire 1 was carried out with 27 local guides. The pilot study of Questionnaire 2 was carried out with 15 policy makers. The alpha reliability coefficient value of Questionnaires 1 and 2 were 0.96 and 0.93 respectively (See Appendices E and F). These values were accepted for social science research as cited in Rawiwan Chinatrakoon (1994) that the alpha reliability coefficient of a good research instrument should be at least 0.80.

3.4 Data Collection

The data collection was organized as follows:

3.4.1 Data Collection from the Local Guide Group

1. A cover letter from the Dean of the Graduate School of King Mongkut's Institute of Technology Ladkrabang was submitted to the President of Umphang Eco-tourism Club and

the President of Umphang Folk House Club, requesting for the cooperation to collect the data from the local guides.

2. The copies of Questionnaire 1 were directly distributed to 92 local guides in June 2004.
3. The distributed copies were taken back by the researcher. Eighty-three copies (90.21 percent), and 81 copies of them were completed.

3.4.2 Data Collection from the Policy Maker Group

1. A cover letter from the Dean of the Graduate School of King Mongkut's Institute of Technology Ladkrabang to the Governor of Tak Province, the District Chief Officer of Umphang District, the administrator of each organization, the head of two Karen villages, and the president of each tourism club, requesting for cooperation to collect the data from them and other policy makers involved in their organization was attached to the questionnaire.
2. The cover letter, 68 copies of Questionnaire 2, and returned envelopes were sent to the samples in June 2004.
3. There were 55 copies returned with the return rate of 80.88 percent, and 50 copies of them were completed.

3.5 Data Analysis and Statistical Devices

The analysis of data was done with completed questionnaires. The data was analyzed by the Statistical Package for the Social Science (SPSS). Statistics of this study was descriptive statistics. Therefore, values used for the analysis were as follows:

3.5.1 Frequency Distribution and Percentage

Frequency distribution was used to indicate *how often* a phenomenon occurs and it was based on counting the number of occurrences (Selinger and Shohamy, 2000). It was used to analyze the data from checklist questions concerning personal information and opinions about an English training course. The frequency distribution was presented in the form of frequency and percentage. The formula for the percentage is as follows:

$$P = \frac{\sum f}{n} \times 100 \quad (3.1)$$

where P = Percentage

$\sum f$ = Total number of responses for each question

n = Total number of samples

(Brown, 1997)

3.5.2 Arithmetic Mean (\bar{X})

Arithmetic mean provides information about the average behavior of the samples regard to specific phenomenon (Selinger and Shohamy, 2000). The formula of this statistic is as follows:

$$\bar{X} = \frac{\sum X}{n} \quad (3.2)$$

where \bar{X} = Mean

Σ = Sum of

X = Scores

n = Number of scores

(Brown, 1997)

Mean scores were used to calculate the average level of information requirement, English ability, English needs, English skill needs, and level of needs for language functions and topics on each skill. Each mean range can be interpret as follows:

4.50 – 5.00 refers to the greatest

3.50 – 4.49 refers to great

2.50 – 3.49 refers to moderate

1.50 – 2.49 refers to a little

1.00 – 1.49 refers to the least

3.5.3 Standard Deviation (S.D)

Standard deviation provides a sort of average of the difference of all scores from the mean (Brown, 1997). It shows the distribution of the samples' scores. The standard deviation value can be interpreted that “the higher the standard deviation, the more varied and more heterogeneous a group was on a given behavior, since the behavior was distributed more widely within the group” (Selinger and Shohamy, 2000). The formula for the standard deviation is as follows:

$$S.D = \sqrt{\frac{\sum (X - \bar{X})^2}{n}} \quad (3.3)$$

where S.D = Standard deviation

Σ = Sum of

X = Samples' scores

\bar{X} = Mean

n = Number of samples

(Brown, 1997)