GUIDELINES BASED ON FACTORS THAT ENCOURAGE CULTURAL FESTIVAL TOURISM COORDINATORS TO ACCEPT AND ADOPT MARKETING COMPETENCIES

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**A Dissertation Submitted in Partial
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ABSTRACT

Title of Dissertation	GUIDELINES BASED ON FACTORS THAT ENCOURAGE CULTURAL FESTIVAL TOURISM COORDINATORS TO ACCEPT AND ADOPT MARKETING COMPETENCIES
Author	Punnatree Suntisupaporn
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The focus of this study is how to best support festival coordinators and festival tourism providers to adopt core competencies that will be most useful in creating a successful festival tourism marketing program. The objectives of this study were: 1. To investigate the current marketing competencies demonstrated by cultural festival coordinators. 2. To study cultural festival coordinators' perceptions regarding the importance of marketing competencies. 3. To study the influence factors that cause cultural festival tourism coordinators to accept marketing competencies. 4. To study the influence factors that cause cultural festival tourism coordinators to adopt marketing competencies. 5. To provide guidelines that support cultural festival tourism coordinators to accept and adopt marketing competencies. This study was conducted by studying related internal factors and relationships of all 3 aspects affecting the adoption marketing competencies process based on the priority: 1) Perceived importance of marketing competencies idea 2) Acceptance of marketing competencies idea and 3) Adoption marketing competencies idea.

Structural equation model, as well as confirmatory factor analysis and path analysis, were used as the methodology. Data were collected from festival coordinators in Thailand. Primary data collected from the quantitative and qualitative method using nonprobability sampling and then use purposive sampling when collecting data. The sample size for quantitative according to Hatcher (1994) sample size should be the larger of 5 times the number of variables this research will collect more than150 samples to prevent error. As reported in this thesis, the modification model fit better, however, the analysis of the structural model revealed that all hypotheses are significant

including three direct paths. The mediation role of acceptance in the model is also supported.

For qualitative data collection eleven interviews were conducted to add in-depth richer insight into the study for further verification of the perceived importance of marketing competencies idea, acceptance of marketing competencies idea and adoption marketing competencies idea. The findings support all of the hypothesis, however, discover some addition relationship among these model. These findings extend the application of the underpinned theories and their tenets in explaining the adoption behavior factors. The implication of findings are discussed and future research direction is recommended.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

This chapter presents the background of event and cultural festival tourism in Thailand and outlines the prior analytical research and scholarship related to this topic. It also discusses the benefits and value that event and cultural festival tourism provide to the tourism industry generally, focusing on the reasons various entities are engaged in festival tourism and the reasons scholars have undertaken to research the topic. Overall, the goals of this study are to identify the key issues involved in cultural festival tourism, to evaluate the impact and value of festival tourism to the community or entity sponsoring the festival, and to suggest some strategies for increasing the benefits to the entities involved in this sector of the tourism industry, thereby providing higher value to the Nation and society in general.

1.1 Background of the Study

1.1.1 Background of the Festival Tourism in Thailand

Over the course of the past decade, special events and cultural festivals have been increasingly used by tourism businesses to augment the profitability of their industry. Many countries and local or regional communities have used cultural festival to attract additional visiting tourists. According to the related research literature, some businesses involved in the tourism industry perceive events and cultural festivals as valuable enterprise assets while others seem to think that festivals are products of the tourist enterprises (Cudny, 2014a, 2014b). In any event, various aspects of event and festival tourism has gained the attention of academic researchers (Getz, 1991; Nicholson & Pearce, 2001). Indeed, the intensified study has given rise to a new field, often referred to as eventology. This level of intensifying research focus is appropriate and valuable precisely because of the rapidly expanding potential for entrepreneurial development and careers.

Statistical data and general information gleaned from many countries reveal that the frequency of festivals has increased throughout the world. Although no accurate figures are available, reports from Leeds University suggest that cultural festival events that once had only a local or regional appeal now can garner a wider, even global tourism interest (Long, Perdue, & Allen, 1990).

In Thailand, the National government has consistently promoted Thai culture as a key motivating factor in pursuit of greater tourism. Indeed, Thai culture has been used effectively in both the service industry and in product development. The Government's policies set out to support cultural festival tourism, as evidenced by the National Tourism Development Plan, vol. 2 (2560-2564) (Committee of National Tourism Policies, 2017). Strategy 4 of the Plan postulates that creating a balance of Thailand tourism through niche market promotion and boosting a wider appeal of tourism includes hosting events/festivals/traditional activities. The National Tourism Authority conceives of the word culture as having a broad meaning -- including a way of life, historical objects, highly significant places such as ancient temples and palaces; museums; distinctive architecture; and even cultural products such as fabric, accessories, costumes, or decorative arts.

In this research, there are four categories or types of cultural festivals: food festivals; festivals associated with belief and folklore; historic festivals; and festivals that focus on the special customs or practices of an ethnic group.

The reasons and criteria for delineating these categories of cultural festivals are as follows: According to the United Nations World Tourism Organization (UNWTO, 2012) food events rank 79% as the most popular gastronomical activity attracting tourists whereas cookery workshops ranked 62%, food fairs 59%, and visits to markets and food producers ranked 53%, as shown in figure 1.1 below.
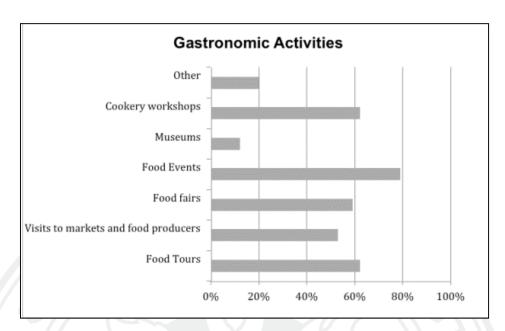
Figure 1.1 Gastronomic Activities

Source: United Nations World Tourism Organization, 2012

The Thai government's development goals, as stated in Thailand's National Economic and Social Development Plan, Vol. 12 (2560-2564), include policies intended to promote food tourism. The development guidelines of Thailand 4.0 call for improved agricultural production methods or food innovation as integral parts of the efforts to promote food tourism.

Over the past decade, food tourism has increased in Thailand and it is estimated that upwards of 25% of tourism expenditure is attributable to food products. According to a 2015 survey of United States tourists discovered that an estimated 39 million U.S. leisure travelers choose a destination based on the availability of culinary activities, while another 35 million seek out culinary activities once they have selected their destination (Correia, Moital, Da Costa Carlos, & Peres, 2008).

Festivals associated with belief or folklore and festivals that honor historical events are particularly gaining popularity and are providing economic and social impacts. Currently, there is a popular trend in marketing, called nostalgia, which uses advertisements with historic references to link consumers' attitudes to a specific brand. Historical festival tourism takes advantage of this trend (Holbrook & Schindler, 2003). Some scholars have noted that specific social impacts may be derived from festivals that are associated with religious belief or folklore, and with

historical events: 1) Improvement of self through a solidification due to an increased sense of shared identity; 2) Promoting global support for culture, worldwide, and support of the regeneration of meaning; 3) Strengthening of relational ties and interpersonal connections (Sedikides, Rudich, Gregg, Kumashiro, & Rusbult, 2004).

A study completed in 2007 under the auspices of the University College London found that tourists will more likely choose to travel to a place associated with their history more than to places that they had not visited before. Some writings have suggested that as a person's worries intensifies -- as the perception grows that society is unstable or that the future is hopeless -- the more historical or nostalgia tourism will increase in popularity.

Ethnic group cultural festivals have a huge cultural and social impact. Ethnic festivals can promote tourism, which in turn may assist in preserving the distinctive culture that is highlighted by the festival (Roche, 2000). Festivals play crucial societal roles, not merely by expanding the tourism industry, but also by providing economic, social, and cultural benefits. The income generated by visiting tourists boosts the economy and expands job opportunities.

Throughout the world, cultural diversity, including an emphasis on rural areas and the needs of minority ethnic groups, has received greater attention since the UNESCO Universal Declaration on Cultural Diversity 2001 gave priority to cultural diversity and the importance of preserving the distinctive identities of each of the world's many ethnic populations. An ethnic festival provides an opportunity for tourists to not only to gain a memorable experience, it may also provide an opportunity for them to experience an authentic, original and real experience, to gain a new perspective, and to learn about the life of others (Williams, 1965). This educational experience may reduce inaccurate or negative perceptions about the ethnic minorities and their cultures (Haywood, 2008).

In addition, tourism may have beneficial impact on the cultural life of persons living within the ethnic communities by enhancing pride in the community, promoting personal identity, and gaining greater self-respect (Ali-Knight & Robertson, 2004; Bowdin, Allen, O'Toole, Harris, & Mcdonnell, 2001; Hall, 1992).

In Thailand, the Ministry of Social Development and Human Security launched its Master Plan (2558-2560) for developing greater awareness of and respect

for ethnic groups in the country. In Thailand, 62 distinctive ethnic groups have been identified. The Master Plan included plans to develop tourism that would increase visitors' awareness of each ethnic group's distinctive identity and culture. In most instances, the ethnic group has its own cultural festivals which may attract tourists and potentially provide economic and social benefits to the region.

However, many of the local, cultural festivals in Thailand have attracted only a small number of tourists specifically to participate in the festival. Thailand's local or regional festivals largely are attended by people who are already visiting in the area and fail to attract foreign tourists who come from outside the area (TKRI Thai Khadi Research Institute, 2009a).

On the one hand, each festival is organized to achieve a specific tasks. The main objective of some festivals is to attract a large number of domestic and international tourists. On the other hand, some festivals focus primarily on social and cultural benefits for the people involved, or are held in order to preserve the local culture, and are not really intended to interest a large number of tourists or to gain economic benefit (UNESCO Institute for Statistics (UIS), 2009). Indeed, some cultural festivals do not desire a massive infrastructure, but instead make use of existing resource.

Organizing and hosting a cultural festival takes a lot of effort and all parties involved must work together to clarify goals and use key success factors to create a successful festival (Derrett, 2009). Undeniably, the number and diversity of festivals are growing. This presents both challenges and opportunities.

Looking specifically at the human resource issues, the numbers of persons dedicated to the field and their level of professional skill merits consideration. Staff who work on cultural events need to adapt new technologies and innovations to meet expectations in the tourism market. The tourism industry needs to encourage and train specialists in the cultural festival sector, and to expand inter-disciplinary knowledge and skills. Unfortunately, a review of literature on cultural festivals shows a lack of research on human resource competency issues, as shown in table below.

Table 1.1 Study Area of Cultural Festivals

No	Authors/Years	Academic article	Management	Behavior	Marketing& PR	Influence factors	Conservation	Branding & Image	Impact	Revisit/loyalty	Motivation	Potential	Participation	Competencies
1)	Brunson (2002)											√		
2)	Prentice and Andersen (2003)					√								
3)	Felsenstein and Fleischer (2003)											√		
4)	Chang (2006)					√								
5)	Getz (2008)	√												
6)	Chew.M (2009)						√							
7)	Weaver & Lawton (2010)	√												
8)	Hojman &Hiscock (2010)								√					
9)	Yoon et al (2010)									√				
10)	Huang, Li, and Cai (2010)									√				
11)	Robinson, R & Clifford , C (2012)			√										
12)	Grappi and Montanari (2011)			√										
13)	Sakurai, Jacobson, Kobori, Primack, Oka, Komatsu, and Machida (2011)							√						
14)	Duffy, Waitt, Gorman-Murray and Gibson (2011)	√												
15)	Del Barrio et al (2012)											√		
16)	Hak Jun Song et al. (2012)						√							
17)	Song, et al. (2012)			√										

No	Authors/Years	Study Area of Cultural Festivals												
		Academic article	Management	Behavior	Marketing& PR	Influence factors	Conservation	Branding & Image	Impact	Revisit/loyalty	Motivation	Potential	Participation	Competencies
18)	Ferdinand (2013)	√												
19)	Cudny (2013)								√					
20)	Cierjacks et al. (2012)	√												
21)	Muhammad et al. (2013)								√					
22)	José Manuel Hernández-Mogollón et al. (2014)	√												
23)	Tang Congcong (2014)							√						
24)	Blesic et al. (2014)					√								
25)	HakJun Song et al. (2014)			√										
26)	Mariani & Giorgio (2014)											√		
27)	Maharjan (2014)		√											
28)	Egresi, F. Kara (2014)								√					
29)	Vasenska& Stankova (2015)						√							
30)	Courtney W. Mason (2015)												√	
31)	Elena et al. (2015)			√										
32)	Dragicevic & Tevsic (2015)				√									
33)	Werner et al. (2016)											√		
34)	Ahmad (2016)													√
35)	Mahika et al. (2015)											√		
36)	Kim, W et al. (2015)								√					
37)	Tangit et al. (2016)					√								
38)	Rivera et al. (2015)				√									
39)	Hudson et al. (2015)						√		√					
40)	Sia et al, (2015)								√					
41)	Davis, (2016)					√								
42)	Maeng et al. (2016)										√			
43)	Yolal et al. (2016)								√					

No	Authors/Years	Study Area of Cultural Festivals												
		Academic article	Management	Behavior	Marketing& PR	Influence factors	Conservation	Branding & Image	Impact	Revisit/loyalty	Motivation	Potential	Participation	Competencies
44)	Dilkes (2016)										√			
45)	Lee (2016)								√					
46)	Dehghanloo & Akhoondnejad (2016)								√					
47)	Andraz & Rodrigues (2016)		√											
48)	Tangit et al. (2016)				√									
49)	Paquin et al. (2016)	√												
50)	Chen et al. (2016)	√												
51)	Mohsin et al. (2016)				√									
52)	Phra mahajitnarach wuttithammo. (2012)						√							
53)	Busaba kitichataropas (2011)						√							
54)	Phra Ronnayut Jatamedho (Thanomsri)						√							
55)	Suchart Suwanawong (2013)						√							
	Total	5	5	4	3	4	6	6	8	6	2	6	1	1

The table above shows that research regarding the competency of persons involved in organizing cultural festivals and research concerning community participation in cultural festivals received the least attention.

The number of cultural festivals has increased considerably over the past decade and numerous regions are now aggressively marketing festivals that occur within the region to attract more tourists, thus the competitive positioning of cultural tourism has become strategically important. Festival organizers and coordinators are looking for a competitive advantage to ensure that their festivals survive and succeed within this highly competitive arena of the tourism industry (Weiler, 2004).

Planning a successful festival requires many competencies, such as comprehensive and detailed planning, project management (including managing risk), budgeting, assessing competitive events or activities, fundraising, hosting visitors. The festival's marketing strategic plan and promotional design must take into account all of these factors in order to launch a successful festival (Brown & James, 2004).

Ensuring that the tourists attending the festivals are highly satisfied is vitally important. Obviously, if tourists are not satisfied, they will not revisit the place, which will most assuredly cause the festival to fail. The event or festival coordinators must focus on the tourists' wide variety of expectations and demands. Overall, coordinators must ensure visitors to a festival are involved or engaged with the activities and are satisfied with the logistics, facilities, and the environment of the place where the festival takes place, so that they will in turn pass on information about the festival and make positive recommendations to other potential visitors. Knowing, or anticipating, the needs and expectations of each tourist or tourist group is a highly complex task and most likely requires the expertise and support of multiple persons, particularly the festival's sponsoring organizations, coordinators, promoters, artists, funders, suppliers, public authorities, tourism traders, etc. The efforts of the many interacting stakeholders must be coordinated in a manner that best promotes the festival's image and ultimately attracts tourists ((Drummond & Andersen, 2004).

Cultural festivals are viewed by their organizers and host communities as being social celebrations of a special cultural attribute important to the community or region. Cultural events are also viewed as tourist attractions which have the capacity to have a considerable, beneficial economic impact on the surrounding region. Whether a festival achieves success as a tourist attraction depends on the festival goals, the competencies of the professionals involved, and the manner in which the festival is managed. Although governmental agencies, festival organizers, and tourism businesses seek the social and economic benefits that festivals can provide, many obstacles still remain to providing a successful tourist festival. It must be noted that the festival industry continues to lack information (research and insightful guidance) regarding the operational aspects of a festival, and the festival specialists working in this sector of the tourism industry still lack the requisite competencies (Barkauskienė & Barkauskas, 2012).

The success of a festival is measured by economic value distributed to the community (positive economic benefit). Litvin (2003) explains that economic gain is made only if the income is derived from a festival tourist who comes from outside the community -- otherwise the money that passes hands due to a transaction is merely money already circulating within the community and is not a net gain. To accurately measure value derived by a person from outside the community, Barber and Zhao (2003) defines tourist as a person who came to watch the cultural festival, traveled more than 80 kilometers or invested in at least one overnight stay, without an intention to work. That is, the purpose of the trip must have been specifically to visit the cultural festival.

Competency models have become a useful management tool for hospitality and tourism organizations and developing appropriate models can be a useful method for identifying essential skills and providing training (Testa & Sipe, 2012). Various competency models have already been developed for tourism and hospitality; however limited focus has been made on organizational management skills for cultural events (that is, those that would facilitate successful cultural events) (Chung (Chung-Herrera, Enz, & Lankau, 2003; Guerrier & Lockwood, 1989; Hsu & Gregory, 1995; Ladkin, 2000; Mariampolski, Spears, & Vaden, 1980).

The idea of event and festival manager competency already exists in Thailand, but implementation of the concept is not widespread in Thailand (for instance, there is no certification for an event professional). The failure to gain the competencies needed (perhaps due to lack of training and lack of professional-level standards) are some of the reasons the festivals in Thailand have not yet achieved the goal (in terms of number of visitors and income generated).

Although the factors and processes leading to innovation/idea adoption have been addressed in the academic literature for a long time, still there appears to be no consensus about its determinants, especially at the organizational level. An important objective of this study is to reveal and discuss the main findings regarding organizational and individual adoption, reconciling and integrating them within a framework. Within this framework, adoption is analyzed at two levels -- organizational and individual. This research tends to focus on both levels. The

findings will help understanding the influence of factors that will most likely cause cultural event coordinators to adopt new ideas and put them into practice.

The focus of this research is how to best assist festival coordinators and festival tourism providers to adopt core competencies that will be most useful in creating a successful festival tourism marketing program.

1.2   Research Questions

What are the key factors that impact a festival coordinator's decision to accept and adopt festival marketing competencies? And what are the best techniques for encouraging the festival coordinator to gain the needed marketing competencies?

1.3   Research Objectives

This research aims to study the factors that influence cultural festival coordinator to attain and use standard marketing competencies with the following objectives:

1.   To investigate the current marketing competencies demonstrated by cultural festival coordinators.

2.   To study cultural festival coordinators' perceptions regarding the importance of marketing competencies.

3.   To study the influence factors that cause cultural festival tourism coordinators to accept marketing competencies.

4.   To study the influence factors that cause cultural festival tourism coordinators to adopt marketing competencies.

5.   To provide guidelines that support cultural festival tourism coordinators to accept and adopt marketing competencies.

1.4   Contributions of the Study

1)   This research employs relevant theories or concepts, such as perceived importance, acceptance theory, and adoption theory, which have been used mostly in

research related to technology and innovation fields of study, but not been applied previously to cultural festival management in Thailand.

2) Once the factors for accepting and adopting marketing competencies in cultural festival tourism are established and made published, the concepts can be used to create educational models or tools, that may be useful for educating stakeholder in many sectors of the tourism industry (not only cultural festival tourism).

3) The results of this study can be used by governmental agencies, cultural organizations, sponsoring entities, or private entrepreneurs (stakeholders) as a guide to create successful cultural festival tourism. The study classifies the relevant factors and guidelines with regard to the identified categories of festivals: food festivals, festivals associated with belief and folklore, historic festivals, and festivals identified with an ethnic group. The guidelines are intended to identify the key factors which attract tourists to each of the identified cultural festivals, for the purpose of generating revenue. The study and guidelines also take into account the social benefits provided by motivating a community to become better aware of and appreciate their own cultural treasures, thereby leading to the conservation and preservation of cultural uniqueness that can be sustained and passed on to the next generation.

4) This study will provide empirical data regarding the reasons cultural festival coordinators in Thailand have not accepted and adopted marketing competencies. It is anticipated that the guidelines set forth will lead cultural festival coordinators in Thailand to gain a better understanding of the challenges, the solutions, and the potential benefits.

5) This research will articulate and establish factors that can be used as base factors in similar future research.

1.5   Scope of the Study

The scope of this study's research and the most important related elements are as follows:

1) Scope of Content

This research aims to study the factors that cause cultural festival tourism coordinators to accept and adopt marketing competencies within the following scope:

Cultural festival tourism includes four types of festivals: food festivals, festivals associated with belief and folklore, historic festivals, and festivals that focus on the special customs or practices of an ethnic group. The cultural festival selection criteria include the following: Although there are many cultural festivals in Thailand, but this study focused on only these four types of festivals, specifically because of the economic, social and cultural impacts these types of festivals have.

This research set out to discern the current situation regarding marketing competencies used in Thailand, and compared the data collected to theoretical recommended competencies. The perceived importance of marketing competencies of cultural festival coordinators and stakeholders depends on two major elements: Communication components and Organizational characteristics (Al-Maghrabi, Dennis, Halliday, & BinAli, 2011; Amara, Spolsky, & Tushyeh, 1999; Antonio & Eduardo, 1999; Boris & Laszlo, 1991; Chong, Yee-Loong, Lin, Ooi, & Raman, 2009; Dimitriadis & Kyrezis, 2011; Hongxia, Xianhao, & Weidan, 2011; S. Y. Kim & Y. J. Lim, 2001; T. G. Kim, Lee, & Law, 2008; Morgan-Thomas & Veloutsou, 2013; Pantano & Pietro, 2012; Schrader et al., 2010; Tessema, Gomersall, Mahmood, & Laurence, 2016).

Whether cultural festival coordinators and stakeholders will accept marketing competencies depends on two major elements: Perceived usefulness and Perceived ease of use (Ajzen, 2006; Ajzen & Madden, 1986; Bandura, 1986; Calvin et al., 2011; Chung-Hung, 2014; F. D. Davis, 1989; Fishbein & Ajzen, 1975; Hussain, Ali, Zhou, Ragavan, & Nair, 2016; Hwang & Moon, 2016; Marumbwa, 2013; Pascual-Leone, Bartrés-Faz, & Keenan, 1999; Rogers & Shoemaker, 1971; Thompson, Higgins, & Howell, 1991; Viswanath Venkatesh & Bala, 2008; Viswanath Venkatesh, Thong, & Xu, 2012; Yahyapour, 2008).

Whether cultural festival coordinators and stakeholders will adopt marketing competencies depends on three major elements:; Subjective norms; External factors; and Marketing competency characteristics (Al-Gahtani, Hubona, & Wang, 2007; Alaiad & Zhou, 2013; Alshare & Mousa, 2014; Borrero, Yousafzai, Javed, & Page, 2014; Bourdon & Sandrine, 2009; Brown, Dennis, & Venkatesh, 2010; Carter & Schaupp, 2008; Casey & Wilson-Evered, 2012; Chiu & Wang, 2008; Dasgupta & Gupta, 2011; Eckhardt, Laumer, & Weitzel, 2009; Lallmahomed, Abrahim, Ibrahim,

& Rahman, 2013; Liang, Xue, Ke, & Wei, 2010; Liew, Vaithilingam, & Nair, 2014; Loose, Weeger, & Gewald, 2013; Lu, Yu, & Liu, 2009; Martins, Oliveira, & Popovič, 2014; Neufeld, Dong, & Higgins, 2007; Ram, 1987; Rogers, 2003; Rogers & Shoemaker, 1971, 1978; Schaupp, Carter, & McBride, 2010; Sun, Bhattacherjee, & Ma, 2009; Viswanath Venkatesh & Bala, 2008; Viswanath Venkatesh, Morris, Davis, & Davis, 2003; Viswanath Venkatesh et al., 2012)

Both descriptive statistics and inferential statistics were used in this research.

2) Scope of Regions Studied

Researchers studied the factors, but regions within Thailand, which would cause cultural festival coordinators to accept and adopt marketing competencies for purposes of increasing the number of festivals and improving the potential of their success. The area of this study included four regions: Northern, Central, North Eastern, and Southern. Data integral to the study were obtained from the Tourism Authority of Thailand (TAT), the Ministry of Tourism and Sports Office, the Ministry of Culture-Provincial Cultural Office; the Governor's Office, Provincial Administrative Organization (PAO), and the Sub-district Administrative Organization (SAO).

3) Scope of Populations Studied

Populations and samples used in the study of this research were derived from:

Those roles, and participate in a cultural festival. Informant from the Department of Tourism, Ministry of Tourism and Sports, the Tourism Authority of Thailand, TAT Office North District 1 2 3 and 4., TAT Central Region Office District 1 2 4 6 7 and 8, The TAT Office Northeast, District 1 2 3 4 and 5, Office of TAT Southern District 1 2 4 and 5, informants from the Ministry of Home Affairs Tourist Tourism and Sports (Office of tourism and sport.), The Ministry of culture (Provincial Cultural Bureau), Governor's Office, Provincial Administrative Organization (PAO), Sub-district Administrative Organization (SAO), The scholars Association officials and officials from government agencies or private organizations with the knowledge or involved with the cultural festival in Thailand.

1.6 Terminology

1) Cultural festivals are celebrations which focus on a special event or thing that a local community wishes to share with the public, who are invited to participate in the experience. There are four categories of cultural festivals: food festivals, festivals associated with belief and folklore, historical festivals, and festivals that focus on the special customs or practices of an ethnic group.

2) Cultural festival tourism refers to food festivals, festivals associated with belief and folklore, historical festivals, and festivals that focus on the special customs or practices of an ethnic group that have function to attract tourists or visitors.

3) Competency means the capacity and ability to plan and conduct a cultural festival. Competency includes the requisite understanding and awareness of the tasks, and the skills needed to carry out the task, at every level. In this research, the most critical competencies needed by festival coordinators relate to marketing, communications, and public relations skills, generally referred to as marketing skills in this study.

4) Perceived importance regarding users' perception of the importance of the marketing competency idea.

5) Acceptance refers to the process whereby an actor becomes aware of a new idea or innovation, and is confident regarding the composition of the core competencies that will enhance his/her job performance.

6) Adoption means the decision to use a new idea or innovation because it is a better way and more useful (Rogers & Shoemaker (Rogers & Shoemaker, 1971).

7) Festival Coordinators are persons who work on festival activities for assisting sponsoring entities (private enterprises or governmental bodies) to gain the maximum tourism potential. Festival Coordinators include persons involved in administration, marketing (including communications and public relations), functional operation, planning and programming, sponsorship, or management of volunteers.

8) Cultural festival tourist means someone who came to watch the cultural festival, traveled more than 80 kilometers or by invested in at least one overnight stay, without an intention to work. That is, the purpose of the trip must have been specifically to visit the cultural festival (Barber & Zhao, 1998).

1.7 Summary of Chapter One

This chapter has presented an overview of this research project. The research starts from an interest in event or cultural festival tourism, prompting the researcher to gather information about past and current academic scholarship and research on cultural festivals. This led to the discovery that one of the most important factors regarding the success (providing enhanced social or economic value to the community sponsoring the cultural event) of the cultural festival depends on the competencies of the festival coordinators. Although the competency of the festival coordinators is critically important, little academic research has focused on this area of tourism.

The justification for this research is based upon this gap discovered in the literature review. In fact, a theoretical conceptual framework of the competencies needed to enhance festival coordinators competitiveness has not been examined to-date by academic researchers. Thus, this study undertakes to fill in the gap by answering these fundamental questions: What are the key factors that impact a festival coordinator's decision to accept and adopt festival marketing competencies? And what are the marketing competencies that a festival coordinator should acquire in order to promote a cultural festival effectively?

This study accomplished five objectives in order to answer these questions: First, to study the marketing competencies displayed by cultural festival coordinators. Second, to study cultural festival coordinators' perceptions regarding the importance of marketing competencies needed to promote a cultural festival effectively. Third, to study the factors that would affect a cultural festival tourism coordinator's decision to accept marketing competencies. Fourth, to study the factors that would affect a cultural festival tourism coordinator's decision to adopt marketing competencies. Finally, to identify and articulate guidelines that would motivate cultural festival coordinators to accept and adopt marketing competencies and thereby most effectively promote a cultural festival and gain the maximum value for the community or entity sponsoring the festival.

The next chapter reviews and discusses the research and academic literature which provide the theories most relevant achieving the research goals of this study.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the literature published to-date which has involved a study of cultural festival coordinators, with a particular focus on coordinators who have adopted marketing competencies. This chapter is divided into five dominant concepts or theories important to discussion about the adoption of innovation or ideas: Festival Tourism Concept, Marketing Competency Concept, Perceived Importance Theory, Acceptance Theory, and Adoption Theory.

    2.1 Festival Tourism Concept

    2.2 Marketing Competency Concept

    2.3 Perceived Importance Theory

    2.4 Acceptance Theory

    2.5 Adoption Theory

2.1 Festival Tourism Concept

2.1.1 Ambiguity in Defining Event and Festival

There is some ambiguous regarding what is meant by the terms event and festival. Some scholars consider event and festival as being the same thing (Cudny, 2013; Janiskee, 1980) while other scholars view festival as a sub-category of event studies (Getz, 2012).

The Romanian Explanatory Dictionary and the Longman Dictionary (online apps) define festival as being an artistic celebration "an artistic manifestation with a diversified schedule, having an occasional or periodical character", or "an artistic manifestation (musical, theatrical, etc.) comprising a series of representations and having a festive character". However, the Longman Dictionary adds a public religious dimension: "a type of public celebration, especially for a religious event".

The social sciences consider a festival to be an event, a social phenomenon, found in every human culture, often using symbols representing the identity and historical roots of a society and involving the participation of the community (Falassi, 1987). Anthropology views a festival as Structural-Functionalism; festival events are limited in time with clearly defined ranges of start and end dates. Derrett (2009) commented that a festival helps the community to work together, to become more vibrant the festival links people together to share their creativity and social skills.

In general, festivals have two fundamental characteristics – they are held in response to specific needs of the community and are entertaining. People tend to find reasons to celebrate for a wide variety of reasons and occasions, including religious rituals, military activities, the establishment of certain institutions, etc. And it is clearly acknowledged that festivals have been a cultural phenomenon shared by humankind for a very long time.

Festival, in this research, includes four types of festivals: food festivals, festivals associated with belief and folklore, historic festivals, and festivals that focus on the special customs or practices of an ethnic group. These form the study's selection criteria as mentioned in Chapter 1.

The term event seems to have changed over time as society has evolved (Ferdinand & Kitchin, 2012). The word derives from the Latin word Eventus, Eventum and Evenire which generally means happening, appearance or result. There are various categories of events, classified according to the theme, scale, sponsorship, organizational process, etc. (Goldblatt, 1990) defined event as "a unique moment in time celebrated with ceremony and ritual to satisfy specific needs," and noted that "Robert F. Jani, director of public relations at Disneyland claimed that events provide a special activity and difference from everyday life" (Goldblatt, 2000). Events are undoubtedly popular and sometimes complex, and often provide value to society in many respects: economic value, cultural value, individual value, etc. (Ferdinand & Kitchin, 2012). Consequently, event organizers should focus more intentionally on planning, taking into account the appropriate design and strategy, so as to provide a unique experience that will attract visitors (Getz, 2012, p. 8).

Festivals as a sub-category of event studies has been the focus of many academic disciplines and has particularly received attention within the field of

management studies. Societies around the world have long organized festivals. Thus, research regarding various aspects of the phenomena has come from a wide array of disciplines and perspectives, including anthropology, sociology, philosophy, religious studies, psychology, history studies, political science, law, management, human geography, economics, socio-cultural, and tourism (Arcodia & Whitford, 2006; Getz, 2012; Yolal, Gursoy, Uysal, Kim, & Karacaoğlu, 2016).

Hede (2008) noted that serious research about events and festivals began in the mid-1970s, and then by the 1980s the academic studies had intensified. Overall, researchers observed that festivals as a form of tourist destination have helped to provide or distribute income to the community and stimulated economic. In some instances, festivals have had the effect of keeping people and their money at home. Research that has focused on the benefits to the sponsoring society from a socio-cultural perspective has noted that festivals can serve to prompt a heightened awareness of cultures (especially for less-known minority ethnic groups) and provide opportunities for social exchange. Community participation has helped cultures to pass on symbolic and cultural identity to younger members of that society. In this regard, festivals have helped to promote and preserve local cultures, to enhance the well-being of the sponsoring community, and have presented opportunities for personal and group development and identity building. Other research has focused more on the visitors or tourists and has explored the visitors' motivational factors and the many causal dimensions underlying those factors. Research has examined the importance of festivals in crystalizing a destination's identity and boosting destination awareness, and research has explored managerial models that best sustain an events' lifecycles. (Backman, Backman, Uysal, & Mohr Sunshine, 1995; Besculides, Lee, & McCormick, 2002; Crompton & McKay, 1997; Delamere & Hinch, 1994; Elias-Varotsis, 2006; Formica & Murrmann, 1998; Frey & Vautravers, 2000; Gartner & Holecek, 1983; Getz, 2008; Getz & Frisby, 1988; Jackson, Houghton, Russell, & Triandos, 2005; K. Kim & Frazier Gary, 1998; Lee, Lee, & Wicks, 2004; Mosely & Mowatt, 2011; Niekerk et al., 2011; Rao, 2001; Schneider & Backman, 1996; D. Scott, 1995; Thrane, 2002; Uysal & R, 1994; Visser, 2005; Walo, Bull, & Breen, 1996; Yolal, Çetinel, & Uysal, 2009; Yuan, Li, & Wilson, 2008).

The Athens Festival, one of oldest and most famous cultural festivals, is organized by the Cultural Department of the Greek National Tourism Organisation. It is held annually in the Roman Theatre, which accommodates 5000 seats, from June until the end of the September. It is one of the first modern festivals; it is a celebration of the arts and a forum for cultural and social exchange by people who are interested in the same thing -- music, dance, theatre, etc. Initially, the concept of festival tended to be equated with a large-scale artistic event; however, lately the scope of festival has become more flexible, due to the important role tourism now plays. Cultural activities other than the arts are now often the focus of festivals and are organized to attract a wide base of tourists. Indeed, even some trade shows and commercial meetings have even given rise small-scale festivals. Overall, the number of festivals and the scope of organizational objectives have increased worldwide rapidly and consistently over the past two decades (Falassi, 1987).

2.1.1.1 Cultural Festival Tourism

Smith (2003) has defined cultural tourism as a journey undertaken by an individual or a group of people looking for a place where they can appreciate the unique charm of the culture. This class of tourists has great tolerance and high respect for the cultures embraced by others, and they undertake the journey in order to learn about the culture of others or even to form new friendships. Cultural awareness is the prime motivation in cultural tourism; the tourists have a keen interest in observing and learning about different lifestyles. Consequently, cultural travel often has the goal of observing performing arts, often as part of an event or festival; visiting historical sites, or monuments; or taking a pilgrimage to a revered place (World Tourism Organization, 1985 as cited in (Benjamin Esu & Mbaze-Ebock Arrey, 2009).

Cultural events or cultural festivals often involve exclusive, distinctive or unique activities that deliver a special experience for an audience (González-Reverté & Miralbell-Izard, 2009).

Cultural festival tourism applies only to a person from outside the community hosting the event, who travels to the cultural festival because the tourist is motivated by art, history, heritage, way of life, religion, customs, traditions, or intellectual ideas. The visitor is interested in the architectural, archaeological or other physical attributes of the environment which have cultural significance (often

remaining from earlier times), and the main purpose of travel is not for entertainment and recreation but to gain more knowledge, understanding, or appreciation of the destination (ICOMOS, 1997; Yun, Hennessey, Macdonald, & Maceahern, 2008).

In conclusion, cultural festival tourism refers to "trips, whose main or concomitant goal is visiting the sites and events whose cultural and historical value has turn them being a part of the cultural heritage of a community" (World Tourism Organization (World Tourism Organization, 2012).

Globally, sponsoring entities are developing and promoting the cultural festival as a means of attracting and enhancing visitor experience. Many scholars have offered their perspective on the value of cultural festivals. According to (Getz, 1991), festivals and events are a new wave of tourism, which can contribute significantly to sustainable community development. Indeed, cultural festivals are increasingly used to stimulate the local economy and maximize the potential of a destination, even in the off-season (Long & Perdue, 1990).

Cultural festivals which offer memorable experiences and novel, fun activities to visitors, are a major component of the cultural tourism market. Some festivals even lead tourists to interact with people within the community and present opportunities for visitors to discover new cultural experiences. (Bachleitner & Zins, 1992) commented that while cultural festivals enhance learning about a local community, festivals also lead to the emergence of small and medium-sized business. Moreover, the sponsoring community may perceive a higher value in their own heritage which leads to stronger ethnic identity and pride in the community. Cultural festivals promote cross-cultural communication, which can led to a better understanding, stronger relationship, between host and guest (Sdrali & Chazapi, 2007).

In regions with rich historic and cultural heritage, tourists are often informed about the culture, including information about social or economic development, or hear stories which reflect the lifestyles of the local people in earlier eras. The process of educating tourists leads the community to research, conserve, and preserve its cultural resources. Generating greater social awareness helps to protect and conserve cultural resources and minimizes the impact of tourism itself.

Generally, cultural tourism focuses on the various forms of arts and crafts, lifestyles or ways of life, language, costumes, foods, religions, and traditions that create a distinctive cultural heritage. According to Jittangwattana (2005), cultural tourism has played a vital part in generating social awareness of cultural resources in Thailand.

Goeldner and Ritchie (2009) contended that cultural tourism rightly emphasizes the education of visitors, focuses on learning and even an authentic participation in the life of the community, whereas mass tourism primarily focuses on entertaining tourists and their enjoyment. Goeldner and Ritchie (2009) noted that cultural tourism provides opportunities for visitors to gain in-depth novel experiences and to learn about the differences in cultures, languages, costumes, and ways of life. Their research questionnaire investigated which aspects of Thai culture were of greatest interest to tourists. They discovered tourists' strongest interest included Thailand's arts and crafts, Lanna lifestyle (Northern Thailand), lifestyles of Thai people generally, foods, festivals, indigenous people, and other aspects of Thai cultural heritage.

2.1.1.2 Categories of Festival Tourism

Festival tourism, as a category of the 'study of events,' integrates three scientific modes of study: 1) event management; 2) event tourism, specifically as an applied study which aims to understand and promote tourism through events; and 3) other impacts that events have on society and culture (Getz, 2012).

Event/Festival can be categorized in a wide variety of groupings. For instance, events can be categorized based on the number of attendees. Slack, Chambers, Harrison, and Harland (1998) categorized events according to their size and complexity: 1) Individual (such as private party, birthday party, wedding party, etc.), 2) Group, 3) Single Organization, 4) Multi-organization, 5) National, and 6) International.

Later, in 2005, Getz divided events into four different categories distinguished by size and impact: 1) Local. Events with low demand, of little economic and social importance, satisfying mainly the needs of small, local communities; 2) Regional. Events with medium demand, of medium importance for

tourism development; 3) Periodic. Hallmark events, repeated over time, in great demand, of considerable importance for the socio-economic growth and tourism development; 4) Occasional Mega. Onetime events, in great demand, of huge importance for socio-economic growth and tourism development.

More recently, Çelik and Çetinkaya (2013) used four similar size classifications for events: 1) Mega, 2) Major, 3) Regional, and 4) Local.

A second effort to categorize of events focuses on the character of the organization sponsoring or managing the event. Given this perspective, Gene (2001) distinguished three types of events: 1) Public Sector, 2) Private Sector, and 3) Non-profit Entrepreneurship.

Another typology of event, suggested by Getz in 2008, divided events into eight theme types: 1) Cultural Celebration (festivals, carnivals, commemorations, religious events); 2) Political and State (summits, royal occasions, political events, VIP visits); 3) Arts and Entertainment (concerts, award ceremonies); 4) Business and Trade (conventions, consumer and trade shows, commercial fairs/markets); 5) Educational and Scientific (conferences, seminars, clinics); 6) Sports Competitions (amateur/professional and spectator/participant); 7) Recreational (sport or games for fun); and 8) Private Events (weddings, parties, social gatherings)

Pumma and Rotsap (2012), who studied Thai events, categorized festivals into four types: 1) Festivals with economic goals (such as the flower festival in Chiang Mai, and the silk festival in Khon Kaen); 2) Festivals associated with religious beliefs or folklore (such as the candle festival parade in Ubon Ratchathani, Loy Krathong, and the Candle Festival in Sukhothai); 3) Historical (such as The Bridge over River Kwai Festival in Kanchanaburi); 4) Ethnic group or cultural festivals (such as the Phi Ta Khon Festival in Loei).

In contrast, Arunin (2005) used six different functional classifications: 1) Religious events (such as Buddhist Lent day, Makha Bucha day); 2) Cultural celebrations (for example, celebration of Rattanakosin 200 years); 3) Festivals that reflects the development of the environmental, cultural and community life (such as a food festival or flower festival); 4) Events or festivals integrated with trade, technology, sports, or special-interest events (such as a local product trade show - OTOP Exhibition or International Motor Expo); 5) Events or exhibitions which take

place to advance the goals of an international organizations (such as APEC Economic Leaders' Meeting, ASEAN Games, beauty pageant contests); and 6) Other entertainment festivals offered in the modern era (such as 7 Wonders @ Silom Street, Pattaya Music Festival, Memorial for the Earthquake Disaster 'Tsunami'

Table 2.1 Event or Festival Typology

Author	Event or Festival Typology						
Pumma & Rotsap (2012)	Festival with economic goals	Festival associated with religious beliefs or folklore	A historical event	Ethnic group or cultural festival			
Ariya Arunin (2005)	Religious event	Cultural celebration	The festival reflects the development of the environmental, cultural and community life	Event or festival integrated with trade, sports, technology, or special-interest	The event or exhibition to advances the goals of an international organization	Other festivals offered in the modern era	
Getz (2005)	Local festival/ event	Regional festival/ event	Periodic hallmark event	Occasional mega events			
Getz (2008)	Cultural celebration	Political and State	Arts and entertainment	Business and Trade	Educational and Scientific	Sports competitions	Recreational	Private events
Uniqueworld.eu	Leisure events	Cultural events	Personal events	Organizational events			
Cudny (2014)	Community celebrations	Community entertainment	Historical commemorations	Multicultural celebrations	Seasonal event	Religious celebrations	
Getz and Page (2016)	Festival or commemoration	Carnivals or parades	Religious rites; pilgrimage	Art exhibits and installations.			
Shone (2001)	Personal events	Leisure events	Cultural events	Organization events			
Slack et al (1998)	Individual event	Group event	Organization event	Multi-organization event	National event	International event	
Columbus (2001)	Public sector	Private sector	Non-profit entrepreneurship				
Çelik & Çetinkaya (2013)	Mega events	Major events	Regional events	Local events			

In 2016, Getz and Page (2016) divided festivals and culture using the following typology: 1) Festival or commemoration, 2) Carnivals or parades, 3) Religious rites or pilgrimage, and 4) Art exhibits and installations.

Uniqueworld.eu said that there are different types of events: 1) Leisure events, 2) Cultural events (a cultural activity that promotes culture in the city or region where it is held), 3) Personal events (indoor and outdoor event), 4) Organization events (to advance the interest of the sponsoring organization, such as charity fundraiser, product promotion, political rally, social outreach, etc.)

Cudny (2014a) divided festivals into six categories: 1) Community entertainment, 2) Community celebration, 3) Multicultural celebration, 4) Historical commemoration, 5) Religious celebration, and 6) Seasonal event.

Shone and Parry (2011) classified events into four types: 1) Personal events (wedding, birthday party, etc.); 2) Leisure events (leisure, sports, recreation); 3) Cultural events (folklore, ceremonial, art, heritage, sacred, etc.); and 4) Organization event (charity fundraisers, product launches, political rally, etc.).

2.1.1.3 Impacts of Festival Tourism

There has been a great deal of research on the impact of festival tourism, which has revealed both positive and negative effects. The socio-culture aspects of festivals have played significant roles in helping to create special experiences and presenting authentic commentary for tourists and the local community, which can elevate the mind and celebrate the spirit of the human race. In addition to the sociological and spiritual dimensions that the community and some tourists experience, the festival often provides economic benefits to the tourism and hospitality industries, and to related service-oriented businesses. (Arcodia & Whitford, 2006; Chhabra, Sills, & Cubbage, 2003).

In terms of economic benefits, festivals bring income directly to the sponsoring community, but it also which contributes to enterprises national-wide. Specifically, tourists traveling to a festival also pay for travel services, accommodations (hotels, hostels, or guesthouses), for food and drink, souvenirs, activity fees, and for many other services or goods that are encountered as part of the travel. The festival itself generates employment for people within the community, as

well as for persons working in hospitality and travel enterprises encountered during the journey to the festival -- all of whom benefit from festival tourism (Allmers & Maennig, 2009; Hodur & Leistritz, 2007).

Festivals and public celebrations can be found in all societies. Most communities can promote these special celebrations to create a positive image for the community and potentially gain popularity as a tourist destination. Thus, most communities can contribute to, and benefit from, festival tourism. (Getz, 1991).

However, despite the many positive impacts that festival tourism may provide, there are negative impacts as well. O'Sullivan and Jackson (2002) outlines some of these less-positive impacts of festival tourism. They noted that some communities have felt compelled to build facilities or otherwise adapt the culture in order to meet the needs of the visitors. Consequently, an influx of tourists can bring about radical changes in a community's infrastructure. Sometimes, external entrepreneurs and investors seek to take advantage of the festival tourism trade and undermine the smaller or local entrepreneurs. Overall, the economic benefits of the festival may not be worth the negative impacts (Visser, 2005).

Yolal et al. (2009) stated that many governmental policy makers now realize the benefits that festival activities and events provide, and have come to promote them as part of their strategy for economic development and nation building. Governmental agents must recognize the significance of an event to the sponsoring community, as well as the potential benefits and costs. Moreover, sponsoring entities that coordinate the event must promote collaboration in order to develop suitable policies and planning that will provide the benefits sought by the participants.

2.2 Marketing Competency Concept

There are several tools organizations historically have used to evaluate the potential of employees, such as the Intelligence Quotient (IQ) test or the Myers-Briggs Type Indicator (MBTI) personality test. In the 1960's, David C. McClelland published his research that pointed out that the IQ test was, in fact, not effective for evaluating the abilities of staff or employees. As an alternative, he proposed a new method to evaluate potential, called the Behavioral Event Interview (BEI), which

focused on core competencies. Since the BEI was introduced, companies have increasingly examined employee competency to evaluate their potential and to craft appropriate training to maximize the potential of a company's human resources (Hosany, Ekinci, & Uysal, 2006).

Locally and globally, it is now widely acknowledged that an organization's greatest resources are derived from the organization's administrative abilities, human resource management, and the quality of its labor. The concept of competence aims to enhance human resources based on the firm's belief that when an entity develops people capacity then the people have the ability to use their talents to advance the organization's goals (Andersson & Reid, 2011).

2.2.1 Definition of Competency

McClelland (1999) referred to competency as a personality trait hidden within an individual which can push the individual to greater results. The definition of competency offered by McClelland is widely adopted, and other scholars have offered similar definitions with modest variations. Earlier writers, such as Spencer and Spencer (1993), similarly had suggested that competency embodies the attributes of a person (Underlying Characteristics of an Individual) which are associated with a particular feature within the depths of a person, and that feature is necessary to generate behavior which contributes to successful outcomes (Superior Performance). Vincent (2008) agreed with both McClelland and Spencer and posited that competence refers to a personal quality or state of being functionally adequate or having sufficient knowledge, strength, and skill.

Boyatzis (1982) defined competency as a group of talents that exists in a person which defines the behavior of the individual and which leads to the desired result.

Hay Group (2005), a global management consulting group, referred to competency as a set of behavioral patterns, abilities, and attributes that a worker should have to achieve successful results. For use in administering, human resource management and organizational development to give the members of the organization provide current and future operating effectively as an organization want to.

Competence can refer simply to an individual's know-how or skill. However, contemporary scholars contend that a competence is not only the capability of applying or using knowledge, skills, or abilities it also means actually engaging in behavior that applies or uses those personal characteristics to successfully perform critical job tasks, specific functions, or to operate successfully in a given role or position. Perry, Foley, and Rumpf (1996) defined competency as a group of knowledge skills and attributes, which affects the main tasks of a job. The requisite features are directly related to job position and can be assessed against a measurable acceptable standard. The attributes needed to perform a job may involve personal characteristics (mental/intellectual/cognitive, social/emotional/attitudinal, physical/ psychomotor) or they may be deeply internal (values, ethics, personality) (Dubois, 1993; Lucia & Lepsinger, 1999; A. Sakworawich, 2004).

Boyatzis (1982) and Fogg (1999) extended the discussion regarding the development of competencies to include an appraisal of internal and external constraints, environments, and relationships related to the job or occupation. Motivations and perceptions of the work, one's self, and one's talents are viewed as also being influential in competently and successfully performing.

Sakworawich (2004) said that competency is not only the group of knowledge skills and attributes, but that capability is also a feature of competence. He commented that capability is a feature, faculty, or process that can be developed or improved; it is a process that can be deployed and through which individual competences can be applied and exploited.

In conclusion a competency is the capability of applying or using knowledge, skills, abilities, behaviors, and personal characteristics to successfully perform critical work tasks, specific functions, or operate in a given role or position (Ennis, 2008). The term competencies (competence or competent) in most contexts refers to a state or quality of being able and fit. Indeed, English dictionaries generally define the word competence as the state of being suitably sufficient or fit.

In the workplace, it is widely acknowledged that competency refers to a person's fitness with reference to his or her job tasks. However, within this workplace reference there are two different variations within these meanings, depending on the organizational frame of reference.

2.2.2   Competency Component

According to McClelland (1999), competency depends on six keys element:

1) Knowledge. Specific knowledge of the subject, recognized as important knowledge within the profession.

2) Skills. Things that people can do well, practical expertise.

3) Social Role. The image that an individual projects and wishes the public to perceive; represents what an individual thinks is important because of public perception and reflects the values of the person (such as being a leader or being intelligent).

4) Self-image. The perspective that an individual has of himself/herself and reflects his/her identity (such as seeing oneself as an expert).

5) Traits. Enduring characteristics of people; habitual behaviors by which we recognize people and reflected in the way we tend to describe people (such as, "that person is reliable" or "she/he is adaptable").

6) Motives/Attitude. Internal factors which drive behavior; the behavior gives rise to an internal source of satisfaction (such as determination to do better or personal drive to achieve).

Competencies have two elemental aspects -- visible and hidden. Visible elements, such as knowledge and skills, are more easily developed. On the other hand, hidden elements, such as individual motivation, self-awareness, personal traits, self-image, social role, etc., are difficult to develop. These distinguishable elemental aspects of competencies were presented in the Iceberg Model by McClelland (1999), which was created to explain the visible versus hidden competency concept. Simply put, just as only a fraction of an iceberg is visible above water, the more noticeable aspects of competency (such as skills, knowledge, and experience) are the tip of the iceberg, whereas the deeper, larger behavioral elements (such as values, personal perception, traits dictating behavioral patterns, thinking styles, self-image, motives, organizational fit, and so forth) are below the surface, not readily apparent, and covered up. (Haywood, 2008; McClelland, 1999).
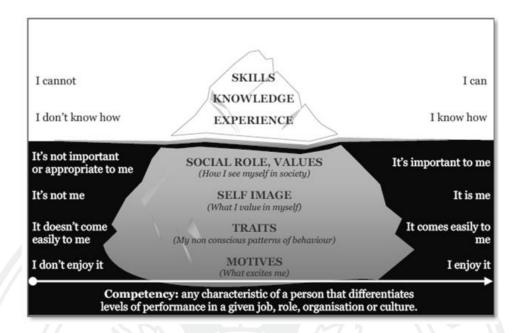
Figure 2.1 Iceberg Model of Competencies

Source: London Leadership Academy (2008)

2.2.3 Competency Category

Before articulating the core competencies that an organization seeks, the organization needs to carefully create a Competency Model, which reflects the true competencies the organization needs to fulfill its visions and to plot strategies to gain competitive advantages.

Puvitayaphan (1990) divided competencies into three main categories:

    1)   Core Competencies (CC) refers to the ability or desirable behavior expected of all employees, which are reflected by the organization's mission/vision or policies. Normally, an organization should not have more than five core competencies, but the competencies are likely differ between departments.

    2)   Managerial Competencies (MC) (called Professional Competency (PC) or Structural Competency (SC) in some textbooks) are the managerial abilities found in successful executives, such as leadership, trouble-shooting and decision-making, strategic planning, change management, teaching or team coaching, etc.

3) Functional Competencies (FC) pertain to abilities needed to fulfill specific tasks. Different job positions have different FC. The FC main concept can be divided into two sub-parts:

(1) Common Functional Competencies, such as coordination and interpersonal skills.

(2) Specific Functional Competencies are abilities needed to complete specific tasks which are based on the scope of responsibilities, often set forth in a detailed Job Description (JD) for that position.

Unlike Puvitayaphan (1990) established three classifications of competencies, determined by their source:

1) Personal Competencies are capabilities unique to an individual or group, such as the ability to paint a picture, perform acrobatics. These are abilities which are difficult to learn or imitate.

2) Job Competencies are abilities that individuals must gain in order to accomplish tasks, such as the ability to lead a team of executives, to analyze information or data, to train or develop strategies.

3) Organization Competencies are distinctive characteristics that provides an organization with advantages.

In some texts, all of the above are linked together as five categories of competency: Personal Competencies, Job Competencies, Organization Competencies, Core Competencies, and Functional Competencies (Ratsameethamachot, 2004).

2.2.4 Marketing Competency

Job competency encompasses a variety of job-related abilities, skills, and knowledge (Nordhaug & Grønhaug, 1994). It is trained through professional education or generated from a particular job, and is especially important in improving job performance (Chen & Naquin, 2006; Hoffmann, 1999; Jirasinghe & Lyons, 1996). Some studies have examined factors pertaining to the abilities of event planners in event and convention sectors (Nozar, 2001; Perry et al., 1996; Riddell, Palmatier, Goulet, & Gallanis, 2007; Tesone, Ross, & Upchurch, 2010; Vanucci & Kerstetter, 2001).

In event or festival tourism sectors, the competency of the coordinator is very important in determining the potential for success. Wohlfeil and Whelan (2006) gave this assessment of a successfully marketing an event: "The potential for emotional bonds through shared customer experiences by providing brand experiences, entertainment and education, which customers perceive as adding to their enjoyment and quality of life".

Professional organizations often develop core competencies, standards, or skill-sets that form the basis for their training programs and certification examinations. Event management professionals have considered all of the skills needed, but acknowledge that some are more important than others. Kolb and Rothwell (2002) and Koenigsfeld, Kim, Cha, Perdue, and Cichy (2012) suggested that leadership-interpersonal skills are core competencies for coordinators, particularly teamwork, communication, task management, relationship management, and operations management skills. Other related competencies that are needed include the ability to manage matters involving finances and accounting, marketing, strategic management, business administration, human resources, and information technologies.

Treasury Board of Canada Secretariat (1998) Board of Canada Secretariat published a document called Project Management Core Competencies, which stated that project management requires competencies in three areas of management:

1) General Management. Sub-core competencies include judgment, integrity, self-confidence, flexibility, initiative, perseverance, thinking skills, organizational awareness, knowledge, leadership, interpersonal relationships and communications skills, and action management skills.

2) Project Management. Sub-core competencies include project integration management, project scope management, project time management, project cost management, project quality management, project human resource management, project reporting management, project risk management, and project procurement management.

3) IT Management. Sub-core competencies include lifecycle management, tools and techniques management, and architecture management.

In 2015, the Department of Labor, Employment and Training Administration (ETA) convened an advisory group composed of technical and subject matter experts to update the Hospitality, Tourism, and Events Industry Competency Model. This Model includes five tiers of competencies:

Tier 1) Personal effectiveness competencies (interpersonal skills, integrity, professionalism, initiative, dependability/reliability, adaptability/flexibility, and life-long learning);

Tier 2) Academic competencies (reading, writing, mathematics, science/technology, communications, critical and analysis thinking, basic computer skills);

Tier 3) Workplace competencies (team work, customer focus, planning and organizing, creative thinking, problem solving and decision making, working with tools and technology, scheduling and coordinating, checking and examining, recording, and business fundamentals);

Tier 4) Industry-wide competencies (principles and concepts, operations and procedures, safety and security, sustainable practices, marketing and sales, quality assurance and quality control, accessibility); and

Tier 5) Industry-sector competencies (lodging, destination marketing and management, tour operations and travel arrangements, recreation amusements and exhibition management, food and beverage services). See Figure 2.5   .

Sharif and Abidin (2015) concluded that the competencies needed in the tourism industry can be separated into eight categories:

1) Management and Technology Skills (ability to use technology, ability to use tools, computer application skills, coordinating skills, recording skills, creative skills, technology awareness, entrepreneurship skills, learning skills, and business fundamental skills); 2) Leadership Skills (motivation, ability to disseminate information, ability to support staff, mentoring and monitoring staff skills, and strategic planning skills); 3) Organizational Skills (ability to delegate, ability to clarify company's objectives, staffing, ability to control resources, budgeting, and conflict resolution skills); 4) Personal Effectiveness Skills (initiative, reliability, flexibility, and critical thinking skills); 5) Business-Oriented Skills (professionalism, interpersonal skills, and integrity); 6) Self-Oriented Skills (writing, reading, and mathematical skills); 7)

Tourism Related Skills (customer service skills and problem solving skills); and 8) Innovative Skills (ability to work as team member and communication skills).

This study focuses most intensively on coordinators' marketing competency. A list of the core marketing competencies needed by coordinators gleaned from the writings of several contemporary scholars include the following: 1) Communication, 2) Teamwork, 3) Problem-solving and Decision-making, 4) Professionalism and Integrity, 5) Market Segmentation Skills, 6) Marketing Planning, 7) Marketing strategies design, 8) Customer relationships management, 9) Key Account Management, 10) Selling Skills, 11) Internet and Social Media Marketing, 12) Advertising and Promotion, 13) Public Relations, and 14) Networking (Jeffrey (EMBOK, 2012; Jeffrey, 2015; May, 1999; Yüksel, 2011).

Fletcher, Dunn, and Prince (1996) and CIM (2016) suggested that marketing competencies include: 1) Partnership Marketing, 2) Risk and Reputation Management, 3) Branding, 4) Marketing Communication, 5) Digital Integration, 6) Product Management, 7) Monitoring and Measuring, and 8) Customer Experience.

Fletcher et al. (1996) prioritized the core marketing competency skills that are needed by event coordinators: 1) Administrative Skills, 2) Marketing/ Communications/PR Skills, 3) Operations Skills, 4) Programming Skills, 5) Sponsorship Skills, and 6) Volunteer Management Skills. And, each core competency has a litany of sub-core competencies:

1) Administrative Skills. Managerial competencies include attention to details, ability to work on many projects simultaneously, self-starter/self-initiative, team-player, time management, creativity/innovative thinking, ability to work with all levels of the organization, computer knowledge, budgeting, goal-setting/analysis, developing and maintaining community involvement/affiliations, political awareness, supervision/training of staff/interns, board relations, personal growth, financial experience, data analysis, continuous education, profit-center development.

2) Marketing/Communications/PR Skills: Managerial competencies including creativity, timeline management, presentation skills, ability to write/compose, ability to develop marketing plans, experience in obtaining in-kind media sponsorships, can develop and implement crisis communications, capacity to coordinate production of collateral pieces, ability to research and purchase electronic

and print media, capable of providing media training, experience writing and presenting grant applications, experience with customer evaluations and secret shopping, capacity to complete economic surveys/impact studies, website development, knowledge of photography, television/radio experience.

3) Operations Skills. Managerial competencies include the ability to work with vendors and volunteers, timeline management, site planning/logistics development/implementation of all operations (i.e., ticketing, staging, lighting, sound, security, traffic flow, waste management, vendors, golf carts, etc.), ability to bid and negotiate contract food concessionaires, ability to bid and negotiate contract service vendors, handle safety/security issues, prepare signage, manage alcohol distribution, comply with ADA regulations, conform to permitting processes, negotiate many types of contracts, create and effectuate emergency/disaster/crisis written plans, perform risk- assessment analysis and management, organize ticketing, procure festival/event insurance, address merchandising goals, handle public transportation issues.

4) Programming Skills. Managerial competencies include capacities to prepare site layout, work with promoters/producers/entertainers, ability to find and sign entertainers, program entertainment, ability to work with stage operations (staging, lighting, sound, tickets, etc.), creation/implementation/management of children's areas, soliciting/jurying/placing/servicing artists, obtaining and working with judges, selecting and managing parade entries; experience in entertainment industry, amusement ride solicitation or management, art patron award programs, sports-related events (including water events), health-related activities, animal areas, or events with horticulture components.

5) Sponsorship Skills. Managerial competencies include servicing sponsors/sponsor relations, appreciating sponsors, selling sponsorships, packaging sponsorships, activating sponsorships, managing in-kind sponsorships (as a form of budget relief), partnering sponsors, pricing sponsorship, following sponsorship trends, handling after action packets, knowledge of ROI.

6) Volunteer Management Skills: Managerial competencies include volunteer recruitment, volunteer management, servicing volunteers, volunteer training, creating a volunteer program, tracking volunteer hours, reporting volunteer hours, and experience working with volunteer programs for seniors and teens.

Table 2.2 Festival Coordinator Competencies

Core Competencies	Managerial Competencies	Authors
Administrative Skills	1) Communicating 2) Attention to details 3) Ability to work on many projects simultaneously 4) Self-starter/self-initiative 5) Team player 6) Time management 7) Creativity/innovative thinking 8) Ability to work with all levels 9) Computer knowledge 10) Budgeting 11) Goal setting/analysis 12) Community involvement/ affiliations 13) Political awareness 14) Supervision/training of staff/interns 15) Board relations 16) Personal growth 17) Financial experience 18) Data analysis 19) Continuing education 20) Profit center development	Fletcher et al. (2008), Treasury board of Canada (1998), Dasgupta & Gupta (2011), Kolb and Rothwell (2002), Margerison (2001), Koenigsfeld et al. (2012), Zeher & Mossenlechner (2009), Valachis (1998), ETA (2015), Shariff (2015)
Marketing/ Communication / PR Skills	1) Creativity 2) Timeline management 3) Presentation skills 4) Ability to write/compose 5) Ability to developing marketing plans 6) Ability to obtain in-kind media Sponsorships 7) Development/implementation of crisis communications 8) Coordinate production of collateral pieces 9) Ability to research and purchase electronic and print media 10) Media training 11) Writing and presenting grant applications 12) Customer evaluations/secret shopping 13) Economic surveys/impact	

Core Competencies	Managerial Competencies	Authors
	studies	
	14) Website development	
	15) Photography	
	16) Television/radio experience	
Operations Skills	1) Ability to work with vendors, volunteers, city/county officials	
	2) Timeline management	
	3) Site planning/logistics	
	4) Development/implementation of all operations	
	5) Ability to bid and negotiate food concessionaires contracts	
	6) Ability to bid and negotiate service vendors contracts	
	7) Safety/security issues	
	8) Prepare signage	
	9) Manage alcohol distributions	
	10) Conform to permitting processes	
	11) Facility use negotiations and contracts	
	12) Emergency/disaster/crisis written plans	
	13) Risk assessment, analysis, and management	
	14) Ticketing	
	15) Festival/event insurance	
	16) Merchandising	
	17) Public transportation	
Programing Skills	1) Site layout	
	2) Ability to work with promoters/ producers/entertainers	
	3) Ability to recruit and contract entertainers	
	4) Programming entertainers	
	5) Ability to work with operations regarding staging, lighting, sound, tickets, etc.	
	6) Creation/implementation/ management of children's areas	
	7) Soliciting/jurying/placing/ servicing artists	
	8) Obtaining/working with judges	
	9) Selecting/managing parade entries	

Core Competencies	Managerial Competencies	Authors
	10) Experience in entertainment industry 11) Amusement ride solicitation/management 12) Art patron award programs	
Sponsorship Skills	1) Servicing sponsors/sponsor relations. 2) Appreciating sponsors 3) Selling sponsorships 4) Packaging sponsorship 5) Activating sponsorships 6) In-kind sponsorships (budget relief) 7) Partnering sponsors 8) Pricing sponsorship 9) Sponsorship trends 10) After action packets	
Volunteer Management Skills	1) Securing volunteers 2) Volunteer management 3) Volunteer recruitment 4) Servicing volunteers 5) Volunteer training 6) Creating volunteer program 7) Tracking volunteer hours 8) Reporting volunteer hours 9) Volunteer programs for seniors 10) Volunteer programs for teens	

Professional organizations have developed core competencies, standards, or skill sets that form the basis for their training programs and their certification examinations. Event or Festival management professionals considered all of the skills included though some is more important than others. Abson (2017), (Salman et al., 2012), (O'Toole, 2011) along with (CIM, 2016) suggested that festival coordinators should concern about marketing competencies included information management (Ability to write/compose content, Economic survey/ impact survey, Understand statistic, Analyze data, Understand competitive environment) and people management (Customer evaluations) while Heinonen (2012) and Fletcher et al. (1996) more emphasize on Technical Expertise Presentation skill, Development/Implementation of crisis communication, Ability to negotiate and purchase electronic and print media,

Ability to adapt to new technology and Update website information/website design and maintenance) however People Management (Customer evaluations) seems to play an important role in marketing competency for festival coordinator according to Fletcher (2000), Salman et al. (2012), Abson (2017), (Heinonen, 2012), O'Toole O'Toole (2011), Van Der Wagen (2002), CIM (2016) and Raj Rajkovic and Prasnikar (2018) as presented in table below.

Table 2.3 Marketing competency for festival coordinators

Author/ Marketing Competency	Fleatcher et al. (2000)	Salman et al (2012)	Abson (2017)	Heinonen (2012)	O'Toole (2011)	Wagen (2002)	CIM (2016)	Rajkovic & Prasnikar (2018)
Presentation skill	√	√				√		
Development/Implementation of crisis communication	√		√	√	√			
Ability to research	√	√					√	
Ability to negotiate and purchase electronic and print media	√			√				√
Media training	√	√	√	√				
Photography	√							
TV/Radio experience	√							
Update website information/website design and maintenance	√			√			√	
Ability to adapt to new technology	√			√			√	
Ability to write/compose	√	√						

Author/ Marketing Competency	Fleatcher et al. (2000)	Salman et al (2012)	Abson (2017)	Heinonen (2012)	O'Toole (2011)	Wagen (2002)	CIM (2016)	Rajkovic & Prasnikar (2018)
content								
Economic survey/ impact survey	√	√			√		√	√
Understand statistic, Analyze data	√	√	√		√		√	√
Understand competitive environment	√	√	√		√	√	√	√
Creativity	√							
Timeline management	√							
Developing marketing plan	√	√		√	√	√	√	
Promote brand image	√							
Media liaison signage registration and badging, Ticketing, Housing	√					√		
Promotional material development	√			√		√		
Customer evaluations	√	√	√	√	√		√	√

Table 2.4 Summary of Marketing competency for festival coordinators

Marketing Competency	Managerial competencies	Marketing Competency	Managerial competencies
Technical Expertise	Presentation skill	Task Management	Creativity
	Development/Implementation of crisis communication		Timeline management
	Ability to research		Developing marketing plan
	Ability to negotiate and purchase electronic and print media		Promote brand image
	Media training		Media liaison signage registration and badging, Ticketing, Housing
	Photography		Promotional material development
	TV/Radio experience		
	Update website information/website design and maintenance		
	Ability to adapt to new technology		
Information Management	Ability to write/compose content	People Management	Customer evaluations
	Economic survey/ impact survey		
	Understand statistic, Analyze data		
	Understand competitive environment		

In conclusion marketing competencies that festival coordinators should be adopted contains: Technical Expertise (Presentation skill, Development/ Implementation of crisis communication, Ability to research, Ability to negotiate and purchase electronic and print media, Media training, Photography, TV/Radio experience, Update website information/website design and maintenance and Ability to adapt to new technology) Task Management (Creativity, Timeline management, Developing marketing plan, Promote brand image, Media liaison signage registration

and badging, Ticketing, Housing and Promotional material development) Information Management (Ability to write/compose content, Economic survey/ impact survey, Understand statistic, Analyze data and Understand competitive environment) finally People Management (Customer evaluations).

2.3   Perceived Importance Theory

In recent decades, studies regarding innovation has included research that focused specifically on the acceptance or adoption of new technology by users. These studies have addressed the factors that most influence users' acceptance and adoption of innovation. However, studies regarding users' perception of the importance of the innovation and the extent to which those factors influence users' acceptance and adoption of innovation has not yet been emphasized. Indeed, there has not been an on-point direct study regarding festival coordinators' perceived importance of competencies, but there has been research regarding perceived importance in other related sectors. Schramm (1973) said that the degree to which information gains access to the mind of the receiver determines the success of the communication. The perception of each phenomenon involves several factors -- and the reasons the factors are deemed important will affect an individual's perceptions differently (Amara et al., 1999; Thawin & Saran, 2002).

Alvarez and Gonzalez (1999) focused on the receiver's end of perceptions. They proposed that previous experience is vitally important in the perception process (previous experience influenced by beliefs, language, religion, knowledge, social status, culture, occupation, etc.) (Chaichanya, 1995).

Suwanawong (2013) divided perception component into following stages: Attention is a factor that greatly influences the perception process, and attention is more or less dependent on two elements: 1) State of the Perceiver, and 2) Stimulus Characteristics. 1) State of the Perceiver pertains to the condition of the perceiver at that moment; includes the perceiver's needs, motives, expectations, age, education, socio-economic status, etc. (Satawatin, 2003). 2) The Stimulus Characteristic focuses on the character of the channel or media, which suggests that perceivers are

particularly open to media created with certain characteristics (intensity, size, contrast, repetition, movement, etc.) (Thawin & Saran, 2002).

Other scholars, most notably Fehrenbacher, Dennis, and Helfert (2012) Puvitayaphan (1990), set out the stimulus characteristics that most influence the perception process:

1) Availability or accessibility. If something is too difficult to find, obtain, or understand, perceivers will stop trying.

2) Consistency. Perceivers will select to perceive mostly based on what they already find interesting.

3) Convenience. Whether alternative channels reach a perceiver depends on convenience to him/her.

4) Accustomedness. People tend to receive information from communication channels which are most familiar.

5) Consistency or repetition. Consistent, continuous, or repetitive information is more likely to reach the perceiver.

Bremmer, Lansink, and Huirne (2008) provided a different emphasis. While others focused on channel characteristic or the perceiver's personal condition, Bremmer pointed out that organizational characteristics (such as the size, status, or structure of the firm) are important factors affecting perceived importance.

Table 2.5 Perception Constructs from Theory

Author	Construct							
Fehrenbacher et al. (2012)	Accuracy	Believability	Consistency of representation	Completeness	Security	Accessible	Timely	
Sang Young Kim and Young Jun Lim (2010)	Entertaining	Advertising	Convenience of use	Ease of access	Reliability	Speed of transmission	Information quality	Up-to-date information
Yesita et al.(2016)	Accessibility	Availability	Cost	Convenience	Previous behavior	Provider (cultural norm, structure)		
Bravo and Rieger (1991)	Firm size							
Bremmer et al. (2008)	Location	Firm size						
Adreakos et al. (1997)	Age	Experience	Education	Location	Credit Access			
Amara et al. 1999)	Age	Experience						
Alvarez and Gonzalez (1999)	Age	Experience						

45

2.4   Acceptance Theory

Acceptance theory has received attention from a wide variety of academic fields, including tourism. Research and studies regarding an individual's acceptance and adoption process is one of the most established and famous aspect of Information Systems (IS) research (Viswanath Venkatesh et al., 2003). These studies focused not only on individual perspectives, but also on organization or group perspectives (Dillon, 2001; S. Sarker & Valacich, 2010; Suprateek Sarker, Valacich, & Sarker, 2005; Sia, Teo, Tan, & Wei, 2004). However, not much research regarding acceptance theory has focused on cultural festival organizations or coordinators.

Acceptance theory, which has developed over time, evolved from other theories. Initially, Fishbein and Ajzen (1975) created a model called "Theory of Reasoned Action" (TRA), which attempted to figure out a methodology to determine the reasons or factors that influences the decisions of individuals and then contributes to their actions. This theory proposes that what affects the choices of individuals is based on two dimensions – Personality and Social Influence.

Personality refers to a person's attitude toward behavior. These authors posited that a person evaluates intended actions based on one's belief that certain behaviors will have a positive or negative impact. A person is likely to have a positive attitude toward the behavior, if a person believes that the behavior will have a positive effect. If the person believes he/she will be affected negatively by a certain behavior, the person is likely to have a bad attitude toward the behavior.

Social Influence refers to the subjective norms which influence an individual's intentions and ultimately is demonstrated through his/her behavior.

The theoretical structure of the TRA is illustrated in Figure 2.3.
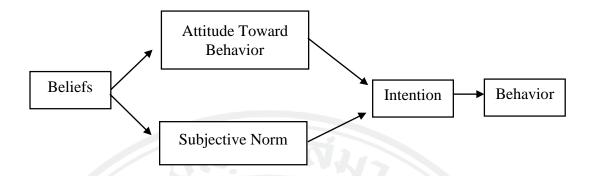
Figure 2.2 The Theoretical Structure of the TRA

Source: Ajzen and Fishbein (1980)

Although the TRA theory is typically used to explain the general behavior of persons, it also can be applied to the core competency acceptance concept. That is, analyzing a coordinator's attitudes towards behavior and the subjective norms that influence the coordinator's actions, is helpful in determining the factors that will influence a coordinator's intention to accept and use innovation (Yahyapour, 2008).

Following Fishbein and Ajzen (1975) published work, several other researchers have undertaken to study an individual's decision-making process and behavior. In 1977, Bandura's research about predicting behavioral outcomes, called the Self-Efficacy Theory, was first published. Later, in 1986 Bandura proposed another theory, called the Social Cognitive Theory. This theory emphasized self-efficacy, which suggested that an individual's internal competencies (such as cognitive, emotional, and physical awareness of oneself) determine his/her actions (Bandara, 1977; Bandura, 1986).

Triadic Reciprocal Determinism

Behavior
Actions & Decisions

Person
Internal Competencies
Cognitive, Emotional & Physical

Environment
External
Spaces, Laws, Objects
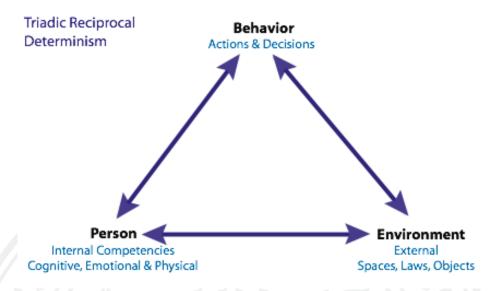
Figure 2.3 The Social Cognitive Theory

Source: Bandura (1986)

Later, Ajzen (1991) presented the Theory of Planned Behavior (TPB) which evolved from the Theory of Reasoned Action (TRA). Ajzen took into account an additional factor, called perceived behavior control, which notes that individuals may control their own behavior. An individual's perceived behavior control places limitations on the TRA Theory, consequently, a person's behavioral intention may not always lead to an individual's behavior. When combined, these theories explain that human behavior is the product of three factors: Personal Factor (behavioral beliefs), Social Factors (normative beliefs), and Control Factors (perceived behavior control). Each factor affects the other factors, and ultimately leads to the formation of a behavioral intention, as illustrated in Figure 2.5.
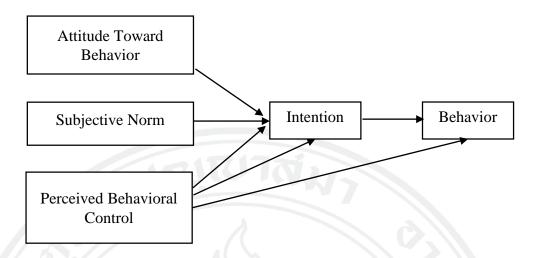
Figure 2.4 Theory of Planned Behavior: TPB Illustrated

Source: Ajzen (1985)

Note that in this model, the perceived behavioral control affects the other factors (attitude towards behavior and subjective norm) and the combined factors influence intention, but the perceived behavioral control factor also has a direct influence on both intention and behavior. Consequently, the stronger the perceived behavioral control, the more influence this factor has on performance or behavior. However, the direct path of influence from perceived behavioral control to behavior does not exist in every cases, such as when the behavior is new, or previously unknown, to the subjects (Ajzen & Madden, 1986; Pascual-Leone et al., 1999).

F. D. Davis (1989) developed his Technology Acceptance Model (TAM) in an effort to determine how to best influence people to accept new technology and innovation. Although his research focused on scientific innovation, this theory is easy to apply to other fields because there are only two variables: Perceived Usefulness and Perceived Ease of Use. TAM is considered to be one of the most applied theories regarding innovation acceptance.

Perceived usefulness in TAM refers to the person's perception regarding the importance the technology or innovation has, based on perceptions regarding the innovation's benefits, such as enhanced job performance, increased outputs, improved quality, enhanced users' self- image, greater efficiency/speed of completing

work, and increased revenue (F. D. Davis, 1989; Viswanath Venkatesh & Davis, 2000).

Perceived ease of use is the perception that the technology or innovation is easy and convenient to use. Dishaw, Strong, Bandy, and Bandy (2002) provided details of factors that affect perceived ease of use: functionality of the tool, characteristics of the task, fit between task and technology tool, and experience. Jeffrey (2015) suggested that perceived enjoyment should be added as a factor to TAM (Rogers & Shoemaker, 1971). The factors influencing acceptance of new technology or innovation is illustrated in Figure 2.6.
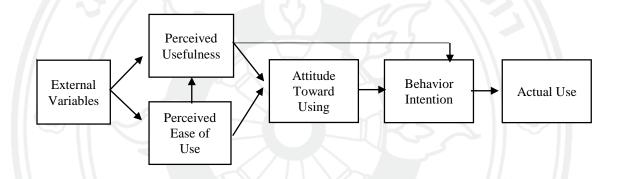
Figure 2.5 Technology Acceptance Model: TAM Illustrated

Source: Davis, 1989.

These two constructs (perceived usefulness and perceived ease of use) predict a user's attitude toward using new technology or innovation, which in turn influences intended use of the new technology or innovation. That is, behavior intention impacts behavior of actual usage. Perceived usefulness is the degree to which a user thinks a technology would enhance his/her performance or productivity in the workplace. Perceived ease of use is the degree of effort (indeed, lack of effort) required by the user to adopt a given technology or innovation. As illustrated in the TAM, perceived ease of use also affects perceived usefulness.

However, other researchers suggested there were shortcomings in the TAM enunciated by F. D. Davis (1989). In 2000, Venkatesh Davis promoted a model called Technology Acceptance Model 2 (TAM2) to address the shortcomings. The

specific objective of TAM2 (Viswanath Venkatesh & Davis, 2000) was to predict the behavior of potential technology users more accurately. These authors added seven factors which focused on usage intentions, in terms of social influence and cognitive instrumental processes. According to the study published by Venkatesh and Davis (2000), both the social influence processes (subjective norm, voluntariness, and image) and the cognitive instrumental processes (job relevance, output quality, result demonstrability, and perceived ease of use) significantly influence users' acceptance. This new model added seven factors, as shown in Figure 2.6
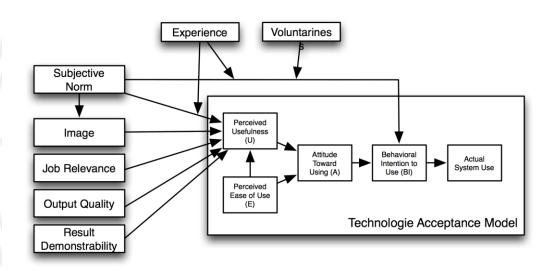
Figure 2.6 Technology Acceptance Model 2 (TAM2)
Source: Venkatesh and Davis (2000)

Later, Viswanath Venkatesh and Bala (2008) proposed Technology Acceptance Model3 (TAM3) which delved deeper into the acceptance process and expanded the list of factors that influence acceptance of computer technology in particular. They added: computer self-efficacy, perception of external control, computer anxiety, computer playfulness, perceived enjoyment, and objective usability, as shown in Figure 2.7
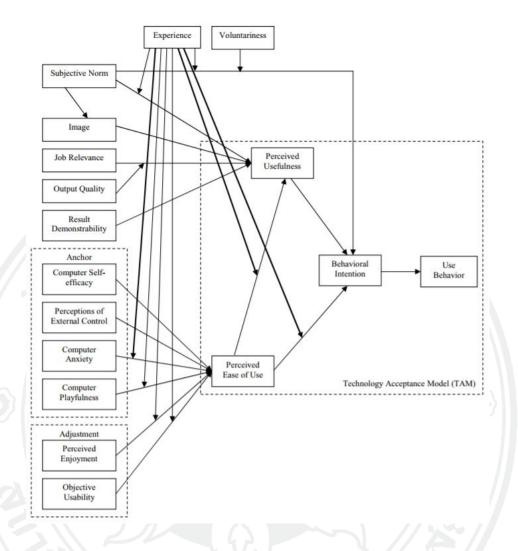
Figure 2.7 Technology Acceptance Model3 (TAM3)

Source: Venkatesh and Bala (2008)

There are other models related to the acceptance of innovation or ideas; indeed efforts were made to predict behaviors regarding the acceptance and use of a Personal Computer (PC), such as the Model of PC Utilization (MPUC) developed by Thompson et al. (1991). According to this theory, "Behaviour is determined by what people would like to do (attitudes), what they think they should do (social norms), what they have usually done (habits), and by the expected consequences of their behavior". This theory undertook to predict PC utilization by a worker where the use was optional, and not mandated by the organization. In such a setting, the theory posits that the use of a PC by the worker is likely to be influenced by several factors,

such as his feelings (affect) towards using PCs, prevalent social norms regarding use of PC in the workplace, general habits related to use of the computer, the consequences expected by the user, and workplace conditions that facilitate the use of the PC. These constructs were labeled as: Social Factors, Affect, Perceived Consequences (Complexity, Job-Fit, Long-Term Consequences of Use), Facilitating Conditions, and Habits.

Marumbwa (2013) presented his research, Exploring the Moderating Effects of Socio-Demographic Variables on Consumer Acceptance and Use of Mobile Money Transfer Services (MMTs) in Southern Zimbabwe, which showed that age, gender and income did not greatly affect MMT user acceptance, but that education levels and employment status were key socio-demographic variables that predicted how readily a user would make use of MMT applications.

In contrast, Hussain et al. (2016) did not focus on demographics, but instead studied users' performance expectancy, effort expectancy, social influence, facilitating conditions, price-value, hedonic motivation, and habits, which proved to be highly significant factors regarding acceptance. These finders were consistent with Karsh, Severtson, Burke, and Brennan (2011) and Chung-Hung (2014), who noted that perceived usefulness, perceived ease of use, subjective norms, and knowledge of innovation most heavily influenced acceptance. Moon (2016) added that the level of performance expected by the consumer in utilizing the innovation, on the hedonic experiences that the consumers pleased, on the social influence that the consumer referents exert, and on the facilitating conditions available. These studies indicated that the actual use of innovation depends very much on intentions to use innovations and the facilitating conditions available.

Table 2.6 Sub-Constructs of Perceived Usefulness and Perceived Ease of Use

No.	Authors / Years	Subjective Norms	Image	Job Relevance/ Job Fit	Output Quality	Result Demonstrability	Tool Functionality	Task Characteristics	Task Technology Fit	Tool Experience	User Expertise	Voluntariness	Source Credibility
1)	Davis (1989)	✓	✓	✓	✓	✓							
2)	Venkatesh and Davis (2000)	✓	✓	✓	✓	✓				✓		✓	
3)	Dishaw et al. (2002)						✓	✓	✓	✓			
4)	Bhattacherjee and Sanford (2006)			✓	✓							✓	✓
5)	David Andrew Jeffrey (2015)			✓	✓	✓							

Table 2.7 Acceptance Constructs Based on Published Theories

Author	Construct						
Fishbein and Ajzen (1975)	Attitude towards Behavior	Subjective Norms					
Davis (1989)	Perceived Usefulness	Perceived Ease of Use					
Wixom and Todd (2005)	Perceived Usefulness	Perceived Ease of Use	Attitude towards Usage				
Ajzen (1991)	Attitude towards Behavior	Subjective Norms	Perceived Behavior Control				
Thompson et al. (1991)	Social Factors	Complexity	Job Fit	Long Term Consequences	Affect towards Use	Facilitating Conditions	
Mumtaz Abdul Hameed and Nalin Asanka (2017)	Perceived Usefulness	Perceived Ease of Use	Subjective Norms	Self-Efficacy	Facilitating Conditions		
Sung Youl Park (2009)	Perceived Usefulness	Perceived Ease of Use	Attitude	Behavioral Intention	Self-Efficacy	Subjective Norms	System Accessibility

Author	Construct						
Taylor and Todd (1995)	Attitude	Subjective Norms	Perceived Behavior Control				
Manon and Bouchard	Usefulness	Perceived Ease of Use	Self-efficacy	External Control	Anxiety	Motivation	Attitude
Krueger & Brazeal (1994)	Perceived Desirability	Perceived Feasibility					
David Andrew Jeffrey (2015)	Perceived Usefulness	Perceived Ease of Use					

Table 2.8 Conclusion: Acceptance Models and Theories with their Constructs

Models and Theories	Constructs Proposed by Theory
Theory of Reasoned Action (TRA) by Fishbein and Ajzen (1975)	1) Attitude 2) Subjective Norms
Technology Acceptance Model (TAM) by Davis (1989)	1) Perceived Usefulness 2) Perceived Ease of Use
Technology Acceptance Model 2 (TAM2) by Venkatesh and Davis (2000)	1) Perceived Usefulness 2) Perceived Ease of Use 3) Subjective Norms 4) Experience 5) Voluntariness 6) Image 7) Job Relevance 8) Output Quality 9) Result Demonstrability
Technology Acceptance Model 3(TAM3) by Venkatesh and Bala (2008)	1)Perceived Usefulness 2) Perceived Ease of Use 3) Subjective Norms 4) Experience 5) Voluntariness 6) Image 7) Job Relevance 8) Output Quality 9) Result Demonstrability 10) Computer Self-Efficacy 11) Perception of External Control 12) Computer Anxiety 13) Computer Playfulness 14) Perceived Enjoyment

Models and Theories	Constructs Proposed by Theory
Theory of Planned Behavior (TPB) by Ajzen (1991)	1) Attitude 2) Subjective Norms 3) Perceived Behavioral Control
Combined TAM and TPB (C-TAM-TPB) by Taylor and Todd (1995).	1) Perceived Usefulness 2) Perceived Ease of Use 3) Attitude 4) Subjective Norms 5) Perceived Behavioral Control
Model of PC Utilization (MPCU) by Thompson et al. (1991)	1) Social Factors 2) Affect 3) Perceived Consequences (Complexity, Job-Fit, Long-Term Consequences of Use) 4) Facilitating Conditions 5) Habits
A Senior Technology Acceptance Model (STAM) by Chen & Chan (2014)	1) Perceived Usefulness 2) Perceived Ease of Use 3) Attitude towards Use 4) Self-Efficacy 5) Anxiety 6) Facilitating Conditions 7) Health Conditions 8) Cognitive Abilities 9) Social Relationships 10) Attitude towards Life and Satisfaction 11) Physical Functions

2.5 Adoption Theory

To some extent, acceptance and adoption theories overlap. Acceptance theory usually emphasizes intention to use while adoption models try to discern the causal factors or elements leading to action. There are many theory and concept included research study on adoption also more than 3,100 publications on innovation diffusion (Van De Ven, 1991).

Scholars in various academic fields have analyzed the innovation construct from various perspectives and at different levels of analysis. The term innovation itself has multiple meaning, and each meaning pertains to a different perspective (Crossan & Apaydin, 2010). In the 1970s to 1980s, innovation analysis mostly occurred within the manufacturing industry as it pertained to technological product development/marketing and processes. Soon after, the service industry became concerned with innovation as well, and over time the definition, analysis, and application broadened to wide variety of fields for study (Gault, 2016).

OECD/Eurostat (2005) defined innovation as "the implementation of a new or significantly improved product (good or service), or process, a new marketing method, or a new organisational method in business practices, workplace organisation or external relations."

Gault (2016) considered marketing innovation to be the implementation of a new or significantly changed method of promoting products of the institutional unit.

Bloch and Bugge (2013) used the term of innovation to mean "a new method for organizing or managing work that differs significantly from existing methods in your organization. This includes new or significant improvements to management systems or workplace organization". This construct focused on innovation as it relates to implementation of a new organizational method.

Other scholars, including Schumpeter (1934), Shionoya (1997), Swedberg (1991) and Fagerberg (2004) considered five circumstances that give rise to innovation: new products, new methods of production, new sources of supply, exploitation of new markets, and new ways to organize business.

Fagerberg (2004) addressed the meaning of marketing innovation . . . " the implementation of a new or significantly changed method of promoting products of the institutional unit."

Schumpeter (1934) provided meaning of innovation in product characteristic aspect in any level (individual level or organization level) scholars have described innovation in the development and/or use of new ideas or behaviors. While Roger (1995) joined ideology and process as an innovation too. (Amabile, 1988; Damanpour & Wischnevsky, 2006; Zaltman, Duncan, & Holbek, 1973)

The Adoption theory or concept is as much as its definition of innovation in this research will discuss and mention only the relevant theory that can be applied in research which included:

1) Innovation Adoption and Diffusion (Rogers, 2003; Rogers & Shoemaker, 1971, 1978)

2) Unified Theory of Acceptance and Use of Technology (UTAUT) and Unified Theory of Acceptance and Use of Technology 2 (UTAUT 2)

3) AIAD Model Concerns-Based Adoption Model (CBAM Model)

Research in diffusion of innovation developed by Everett Roger's in 1960 which has been widely applied by many researchers over the years (Maharjan, 2014).

There is a different between the terms of adoption and diffusion in conclusion adoption apply to individual or organization while diffusion refers to "the stage in which the technology spreads to general use or masses and application" (Carr, 1999; Rogers, 2003). This research focuses on adoption term as it applies to festival coordinators.

Rogers and Shoemaker (1971) considered acceptance and adoption of the innovation to mean a person's decision to use innovation because the person believes that innovation will provide more efficient ways and more useful methods. The factors affecting the rate of adoption can separated into four categories:

1) Innovation Characteristics. Refers to the characteristics of the innovation that most influences the adopter's perception.

2) Type of Innovation. Decision included optional, collective, or authority.

3) Communication Channel. Communication channels may include mass media or interpersonal channels. For (Rogers, 2003), the communication channel is important to an adopter because it provides a means for an adopter to create and share information about innovation. Even though there are many communication channels, Rogers founded that even for organization innovation adoption, interpersonal channels could be more powerful than other channels because it involves interaction between two or more individuals often share certain attributes, such as beliefs, social status, knowledge, experience, etc. (Rogers, 2003; Sahin & Thompson, 2006).

4) Social System. The adopter's social system includes norms or network interconnection. The organization size can predict rate of adoption, in that normally small organizations are able to make decisions and to adopt innovation faster than larger organizations (Damanpour & Wischnevsky, 2006).

Rogers divided the innovation characteristics into five characteristics, which were intended to explain the end-user's decision-making process leading to adoption of innovation: 1) Relative Advantage, 2) Compatibility, 3) Complexity, 4) Trialability, and 5) Observability. Relative Advantage means the degree to which an innovation is considered as being better than the idea it replaces. This construct is found to be one of the best predictors of innovation adoption. Compatibility refers to the degree to which innovation is regarded as being consistent with the potential end-user's existing values, prior experiences, and needs. Complexity is the end-user's perception about the innovation's ease of use and the level of difficulty in understanding innovation. Trialability refers to the degree to which innovation can be tested on a limited basis. Observability is the degree to which the results of innovation can be visible to other people. (Moore & Benbasat, 1991; Rogers, 2003; Rogers & Shoemaker, 1978).

Rogers (2003) also divided the decision-making process into five stages: 1) Awareness/Knowledge, 2) Persuasion, 3) Decision, 4) Implementation, and 5) Confirmation. Awareness or knowledge is the first stage of the process; it occurs when someone (individual or organization) with the potential to obtain innovation first learns about innovation. The second stage occurs when the potential adopter is persuaded that the innovation is a match or fit. The third stage, decision, occurs when

the individual or organization chooses to adopt or reject the innovation. At this stage if the adopter has a chance to try the innovation, the adoption will likely happen more quickly. Next, at the implementation stage, the idea/decision is put into practice. However, it is at the final confirmation stage that attitudes regarding the innovation are formed based on the actual output and outcome of the innovation.

There have been several other noteworthy writings about the adoption process. Some theorists divided the adoption process into three phases: initiation, adoption and (decision), and implementation (Frambach and Schillewaert, 2002; Zaltman et al., 1973; and Zmud, 1982).

Theories within the marketing communication field regarding the process a person goes through when deciding to purchase a product were also developed. Sakurai et al. (2011) suggested that a person who first views a marketing piece goes through six steps that occurs in three phases: Cognitive (Awareness then Knowledge), Affective (Liking then Preference), and Conative/Behavior (Conviction leading to Purchase).
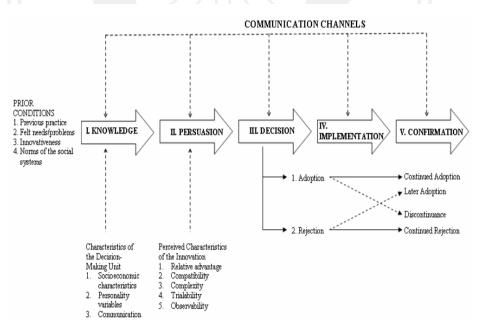
Figure 2.8 Model of the Five Stages in the Innovation-Decision Process

Source: Rogers (2003)

Rogers and Shoemaker (1978) noted that adopters of innovation were one of six character types: 1) Innovators, 2) Early Adopters, 4) Early Majority, 5) Late Majority, and 6) Laggards. Innovators describes persons or organizations willing to take risks, usually have financial resources, and often are within the highest social status. Early Adopters are individuals or organizations who have the highest degree of opinion leadership, have high social status, education, and also financial resources to undertake new innovation. Early Majority refers to individuals or organizations who have average social status and take some time to make decisions to adopt innovation. Late Majority refers to individuals or organizations with a high degree of skepticism and adopt innovation after the Early Majority. These types of people normally have below average social status and financial resources are limited. Laggards are individuals or organizations with the lowest social status and fewest financial resources, which causes them to have little interest in new innovation.

| 2.5% | 13.5% | 34% | 34% | 16% |
| Innovators | Early Adopters | Late Adopters | Late Majority | Laggards |
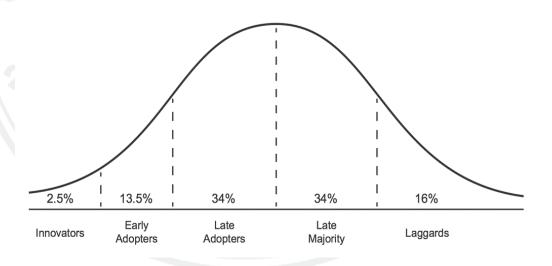
Figure 2.9 Adopter Characteristics Based on Innovativeness

Source: Rogers (1978)

Another theorist Mike Docherty, identified five mindset types exhibited by persons considering the adoption of innovation: 1) Dreaming, 2) Doubting, 3) Quitting or Preserving, 4) Transforming, and 5) Championing.

Dreaming refers to a person or organization excited and optimistic about a new idea or innovation. Doubting refers to a person or organization who fails when first attempting to use a new idea or innovation, which leads then to the next stage – Quitting or Preserving. A person or organization who preserves their quest to adopt innovation must move into the Transforming stage, which is the process the person or organization must undergo to move from failure to Championing, which is the final stage of a successful adoption. There are two other widely respected theories regarding the acceptance and use of technology and innovation: the Unified Theory of Acceptance and Use of Technology (UTAUT) by Viswanath Venkatesh et al. (2003), and the Unified Theory of Acceptance and Use of Technology 2 (UTAUT 2) by (Viswanath Venkatesh et al., 2012).

The Unified Theory of Acceptance and Use of Technology (UTAUT) combines several theories and is widely embraced. It draws from the Theory of Reasoned Action (TRA), the Theory of Planned Behavior (TPB), and the Motivational Model (Morgan-Thomas & Veloutsou, 2013). The UTAUT model undertook to show the relationship of seven factors that influence technology acceptance and adoption: 1) Performance Expectancy, 2) Effort Expectancy, 3) Attitude towards Using Technology 4) Social Influence, 5) Facilitating Conditions, 6) Self-Efficacy, and 7) Anxiety as shown in Figure 2.10
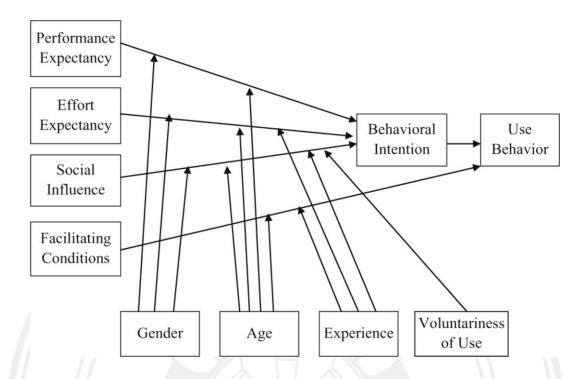
Figure 2.10 Unified Theory of Acceptance and Use of Technology Model

Source: Viswanath Venkatesh et al. (2003)

Sundaravej (2013) explained these construct:

1) Performance Expectancy. The degree to which an individual believes that using an innovation or technology will improve his or her job performance; similar to Perceived Usefulness (Morgan-Thomas & Veloutsou, 2013; Viswanath Venkatesh et al., 2003).

2) Effort Expectancy. The simplicity or complexity of the technology.

3) Attitude towards Using Technology. The degree to which an individual believes he or she should use a particular innovation or system.

4) Social Influence. The degree to which an individual perceives that others believe he or she should use a particular innovation or system.

5) Facilitating Conditions. The degree to which an individual believes that organizational and technical infrastructure exists to support the use of a particular innovation or system.

6)   Self-Efficacy. The degree to which an individual judges his/her own ability to use innovation or technology to complete a job or task.

7)   Anxiety. The degree of anxiety or emotional reaction associated with the use of a particular innovation or system.

Later, in 2012, Venkatesh, Thong and Xu expanded the UTAUT model, added three more constructs, and named the new model UTAUT2. The three new factors were labelled as Hedonic Motivation, Price Value, and Habit.

After Viswanath Venkatesh et al. (2012), other scholars offered many other constructs to the UTAUT Model. There is a long list of these later-added extensions: trust, collaboration-related constructs, individual characteristics, social influences and facilitations, individual characteristics, group characteristics, task characteristics, and situational characteristics, innovativeness, computer self-efficacy, task value, and task cost, organizational culture as perceived by individual users, user status, team climate for innovation as perceived by individual users, perceived threats (business and privacy threats), employer attractiveness, charismatic leadership as perceived by individual users, perceived work compatibility, individual performance, innovation readiness, economic benefit, social benefit, ethnicity, religion, language, employment, income, education, marital status, adaptive service components, computational service components, collaborative service components, networking service components, professionals, financial control, ease of navigation, channel preference, optimism bias, culture of the location, trust, type of recommender system (collaborative filtering vs. content-based), and task type (buying hedonic vs. utilitarian products) (Al-Gahtani et al., 2007; Alaiad & Zhou, 2013; Alshare & Mousa, 2014; Borrero et al., 2014; Bourdon & Sandrine, 2009; Brown et al., 2010; Carter & Schaupp, 2008; Casey & Wilson-Evered, 2012; Chiu & Wang, 2008; Dasgupta & Gupta, 2011; Eckhardt et al., 2009; Lallmahomed et al., 2013; Liang et al., 2010; Liew et al., 2014; Loose et al., 2013; Lu et al., 2009; Martins et al., 2014; Neufeld et al., 2007; Schaupp et al., 2010; Sun et al., 2009; Viswanath Venkatesh & Bala, 2008)

2.5.1   AIAD Model

Scholars who studied marketing and advertisement began to thoroughly examine a customer's perceptions. AIAD was one of the first models, developed by

E.St. Elmo Lewis in 1898. AIAD stands for Attention, Interest, Desire and Action. AIDA was developed specifically to assist marketing and advertising businesses. The model suggests that to gain desirable outputs, marketers should take special measures within each of the four stages of the process in order to reach customers effectively. These steps mapped the cognitive route that a consumer goes through (Li & Yu, 2013), as shown in Figure 2.11.

Attention. Promotes a new innovation to a user and makes the user aware of the existence of that particular innovation; the process uses methods, techniques, and logistics that will gain the user's attention (Bogost, 2007).

Interest. Raises the user's interest by emphasizing and demonstrating the advantages and benefits of the innovation or technology (Nichifor, 2014).

Desire. Addresses the user's aspirations towards a particular innovation, service, or brand; shows that it will satisfy the user's needs and aspirations (Bogost, 2007).

Action. Leads the user to take action and/or to purchasing or adopting the innovation or technology.
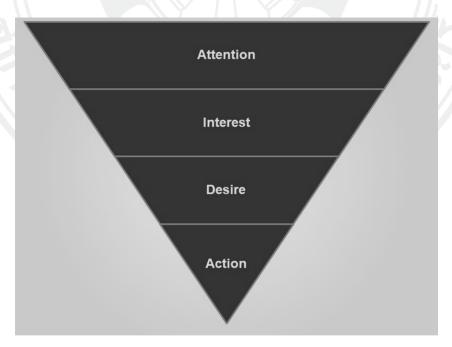
Figure 2.11 AIDA Model

Source: Strong (1925)

2.5.2 The Concerns-Based Adoption Model (CBAM Model)

The Concerns-Based Adoption Model, established by the Center for Research in Teacher Education, Texas, was developed as part of a study that analyzed a teacher's willingness to adopt educational innovations. CBAM outlined the variables that would lead teachers to adopt educational innovations. The key variables included quality of the materials, support resources, and training, but the human relations aspects of the process were considered to be the most influential (Esman & Uphoff, 1984).

CBAM model suggested decisional stages that were similar to, yet differ in significant ways, from the adoption models which had been developed by Lavidge and Steiner (1961) and by Rogers (2003). CBAM articulated seven stages leading to innovation adoption: 1) Awareness, 2) Informational, 3) Personal, 4) Management, 5) Consequences, 6) Collaboration, and 7) Refocusing. The first three stages, which focus on the person himself/herself, are considered to be the lowest stages of the process. The middle stage, management, focuses on the job or tasks. The final, upper-most stage of the process, is reached when the individual becomes concerned about collaboration. This theory points out that behavior change can occur not only because of external factors, but because of a development process within the adopter himself/herself (Davis, 2016; Hall, 1992), as shown in Figure 2.12.
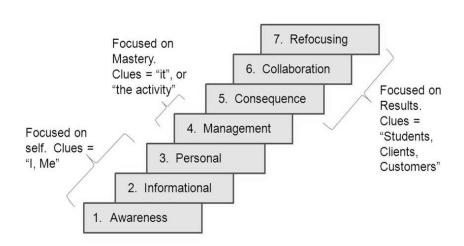
Figure 2.12 CBAM Level of Concern about an Innovation

Source: Rogers (2003).

In summary, the studies have revealed that the factors that most effectively lead to adoption of innovation depend on several variables, many of which pertain to the user's characteristics (Carlfjord, Lindberg, Bendtsen, Nilsen, & Andersson, 2010; S. Scott, Plotnikoff, Karunamuni, Bize, & Rodgers, 2008; Wisdom, Chor, Hoagwood, & Horwitz, 2014) and demographics (such as sex, age, education, and employment status); personal psychological characteristics (such as personal values, beliefs, motivations, attitude, and experience; social system variables (such as culture, subjective norms, or social structure). These personal norms reflect expectations of other people regarding the performance of a particular behavior; most often they reflect the extent to which a person's behavior is influenced by other persons perception of his/her behavior, especially in reference to significant people such as family and friends (Pantano & Pietro, 2012; Ram, 1987).

Ram (1987) suggested additional variables that affect adoption: Divisibility, Reversibility, and Realization. And propaganda characteristics can be divided into 1) Type (personal/non-personal, marketer controller/non-marketer controller) and 2) Characteristic (credibility, clarity, source similarity, in formativeness).

Okazaki (2012) suggested that the factors, which most influence adoption, are the innovation's overall quality and net benefits. Overall quality is a composite of the innovation's system quality, information quality, and service quality. Net benefits are determined by the objectives the user hopes to achieve and the particular context in which the information system is implemented.

To be more clear on definition and terms use in this research the researcher categorize structural dimension on this and its definition as show in table below

Table 2.9 Definition of Terms and Constructs

Structural Dimension	Categories	Sub-Categories	Definition of Categories: Sub-category ___ (Category ___) contains all information regarding
Perceived Importance of marketing	Communication component	Credibility	1) The reputation and reliable of informant sources.
			2) The reliability and accuracy of

Structural Dimension	Categories	Sub-Categories	Definition of Categories: Sub-category ___ (Category ___) contains all information regarding information.
competency idea (PI)			
		Consistent representation	How visible the innovation is to the individual and to members of a social system. The more the innovation is visible, the more positive the innovation will be perceived.
		Accessibility	Difficulty or ease of access to knowledge and resources on marketing competencies.
		Timeliness	An up to date information and meet the needs of the user.
	Organizational characteristics	Culture norm	An organization culture and norms such as belief, share value, state of liberal or conservative
		Organizational structure	An organization size.
Acceptance of marketing competencies idea (AI)	Perceived usefulness	Job fit	The extent to which an individual believes that using an innovation can enhance the performance of his/her job.
		Output quality	Measures perception of how well the result performs the job related tasks.
		Image	The degree to which use of an innovation is perceived to enhance one's image or status in one's social system (Moore & Benbasat, 1991).

Structural Dimension	Categories	Sub-Categories	Definition of Categories: Sub-category ___ (Category ___) contains all information regarding
		Tool experience	An individual's ability to perform these following aspects of work efficiently; 1) Technical expertise 2) Information management 3) Task management 4) People management
	Perceived ease of use	User expertise	Basis of credibility of a person who is perceived to be knowledgeable in an area or topic due to his or her study, training, or past experience in the subject matter.
		Task characteristic	The task condition in which individuals are predicted to prosper in their work (Hackman & Oldham, 1076, 1980).
		Peer influence	Influence of friends, colleagues, or people who do the same career or work in the same position.
Adoption marketing competency Idea	Subjective norms	Superior influence	Top management support (CEO's influence, Opinion leaders)
		Self-efficacy	One's belief about his/her ability to do a special task given a set circumstances. It also about the individual's ability and one's judgements about their capabilities to use innovation (Straub, 2009).
		Champion	The preference of the successful in

Structural Dimension	Categories	Sub-Categories	Definition of Categories: Sub-category ___ (Category ___) contains all information regarding
		opinion	same professional.
		Relative advantage	The degree to which using innovation is perceived as being better than using its predecessor (Moore & Benbasat, 1991).
		Compatibility	The degree to which innovation is perceived as consistent with the existing values, past experiences and needs of potential adopters (Roger, 1995).
	Marketing competency characteristic	Observability	The degree to which the results of the innovation are visible to others (Roger, 1995).
		Complexity	The degree to which an innovation is perceived as relatively difficult to understand and use (Roger, 2003).
		Traialability	The degree to which it is possible to try using the innovation.
		Policy/ Regulation	Enactment and implementation of policies, legislations of regulatory agencies. And accreditation standards include innovation political and cultural fit.
	External factor	Financial support and incentives	Financial support for cultural festival coordinators development, including skill and knowledge support, tools and technologies support also access to devices for

Structural Dimension	Categories	Sub-Categories	Definition of Categories: Sub-category ___ (Category ___) contains all information regarding
			use in the work. Providing financial incentives or disincentives.
		Supporting factors	To create a work environment of the Organization to be creative (Encouragement of creativity, Freedom, Organizational impediments) and competitive (Challenging Work, Pressure) (Amabile,1996; Frambach & Schillewaert, 2002).

CHAPTER 3

RESEARCH FRAMEWORK AND METHODOLOGY

There are several different strategies and methodologies that can be used for collecting data when undertaking research. The purpose of this chapter is to describe and justify the methodological framework used for this research, and to describe how the data collected has been used to answer the research goals and questions (Kothari (Kothari, 2004). The four main purposes of this study were:

  1. To investigate the current marketing competencies demonstrated by cultural festival coordinators.

  2. To study cultural festival coordinators' perceptions regarding the importance of marketing competencies.

  3. To study the influence factors that cause cultural festival tourism coordinators to accept marketing competencies.

  4. To study the influence factors that cause cultural festival tourism coordinators to adopt marketing competencies.

  5. To provide guidelines that support cultural festival tourism coordinators to accept and adopt marketing competencies.

  This study used a mix of quantitative and qualitative research methodologies. The quantitative research provided the means to find facts and to collect data, which were then analyzed to formulate conclusions validated by the findings. The qualitative research included documentary studies, in-depth interviews, and controlled group discussions. The following are key components of the research: population and sample, research design, area of the study, data collection and its instrument, and the methods implemented to maintain the validity and reliability of the instrument. The details of each are separately described, explained and justified in the following sections of this paper: 1) Population and Sample; 2) Research Instrument; 3 Data Collection and 4) Data Analysis

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┌─────────────────────────────┐
│       Research Problem       │
└─────────────────────────────┘
              ⇩
┌─────────────────────────────┐
│       Research Question      │
└─────────────────────────────┘
              ⇩
┌─────────────────────────────┐
│       Literature Review      │
└─────────────────────────────┘
              ⇩
┌─────────────────────────────┐
│       Research Design        │
└─────────────────────────────┘
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Quantitative	**Qualitative**
Population and Sample Festival coordinators	**Population and Sample** Festival coordinators, Information from the Department of Tourism, Ministry of Tourism and Sports, the Tourism Authority of Thailand (TAT), Provincial Cultural Office, Government agencies, private-sector organizations, community people.
Research Tools Questionnaire	**Research Tools** Structure interview
Quality Monitoring Research Validation and reliability (IOC)	**Quality Monitoring Research** Advisor verification: validation, reliability, and language used
Sampling Purposive Sampling	**Sampling** Purposive sampling
Data Analysis Descriptive Statistics, Inferential Statistics using AMOS	**Data analysis** Content analysis,Cross-case analysis

Analysis and Present Research Results

Figure 3.1 Research Process

Source Research Approach for this Study

The first research study that had used mixed methodologies was published in 1959 by Campbell and Fiske. They recommended this approach, which mixed quantitative data collection with qualitative methods typically used in the social and behavioral science. Many scholars have expressed their views (positive and negative) regarding the mixed method, particularly (Reichardt Charles & Rallis Sharon, 1994). But by 2005, the mixed method research was widely accepted (Chalakbang, 2017). Indeed, research conducted in the present era often uses this mixed method in order to reduce the weakness of individual research, to collect answers to carefully posed questions, and to gain information or factual data accurately, clearly, and comprehensively.

In this study, a selection of quantitative and qualitative methods was employed. The quantitative approach employed survey techniques, which was crafted by using a combination of Concurrent or Simultaneous design methods. This is generally useful for simultaneously collecting both qualitative and quantitative data, that supplements each other.
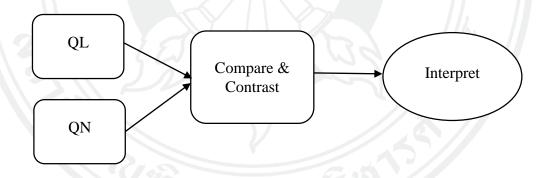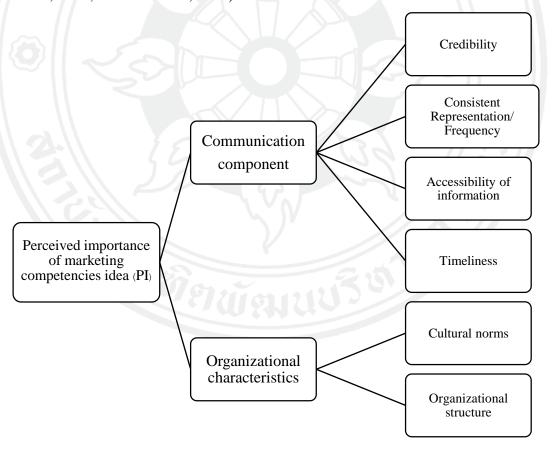
Figure 3.2 Mixed methods called Concurrent or Simultaneous design

Source : Wannika Chalakbang (2017)

3.1 Constructs Observed

1. Regarding the Perceived Importance of the Marketing Competencies Idea (PI)
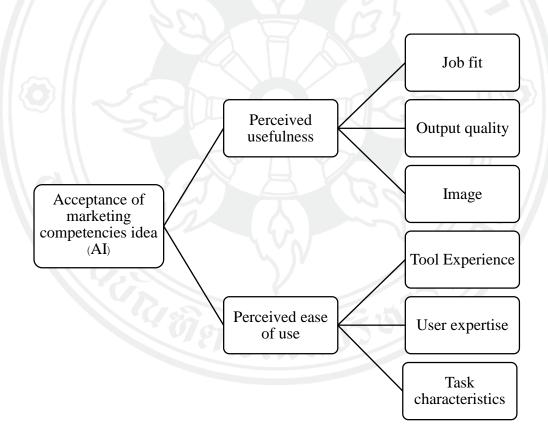
There are previously published studies of research which developed guidelines that can influence cultural festival tourism coordinators' perception of core marketing competencies. Factors that influence coordinators' perception of the core festival marketing competencies are as follows: (Al-Maghrabi et al., 2011; Alvarez & Gonzalez, 1999; Amara et al., 1999; Andreakos, Tzouvelekas, Mattas, & Papanagiotou, 1997; Bravo-Ureta & Rieger, 1991; Bremmer et al., 2008; Chong et al., 2009; F. D. Davis, 1989; Dimitriadis & Kyrezis, 2011; Hongxia et al., 2011; Kim & Lim, 2001; T. G. Kim et al., 2008; Morgan-Thomas & Veloutsou, 2013; Pantano & Pietro, 2012; Tessema et al., 2016)

Figure 3.3 Constructs Observed regarding the Perceived Importance of Marketing Competencies

2. Regarding the Acceptance of the Marketing Competencies Idea (AI)

There are previously published studies of research which developed guidelines that can motivate cultural festival tourism coordinators to accept core marketing competencies. Factors that influence festival coordinators to accept core marketing competencies are as follows: Perception, Acceptance, Festival core competencies, and Adoption, as illustrated below (Sharma & Misha, 2014; Ajzen & Fishbein, 1975; Yahyapour, 2008; Bandura, 1986; Ajzen, 1985; Leone et al., 1999; Ajzen & Madden, 1986; Venkatesh & Davis, 2000; Davis, 1989; Patravadee, 2556; Roger & Shoemaker, 1971; Patravadee, 2556; Venkatesh & Bala, 2008; Thompson et al., 1991; Marumbwa, 2014; Ali & Nair; Hussain, 2016; Karsh et al., 2011; Chung-Hung Tsai, 2014; Yoo-Jin Moon, 2016).

Figure 3.4 Constructs Observed regarding the Acceptance of Marketing Competencies

3. Regarding the Adoption of the Marketing Competencies Idea (ADI)

There are previously published studies of research which developed guidelines that can motivate cultural festival tourism coordinators to adopt core marketing competencies. Factors that influence the adoption of core festival competencies are Perceived, Acceptance, Festival core competencies, Adoption, as illustrated below (Bourdon & Sandrine, 2009; Brown et al., 2010; Casey & Wilson-Evered, 2012; Chiu & Wang, 2008; Dasgupta & Gupta, 2011; Eckhardt et al., 2009; Liang et al., 2010; Loose et al., 2013; Neufeld et al., 2007; Sun et al., 2009; Venkatesh et al., 2008; Alaiad & Zhou, 2003; Alshare & Mousa, 2004; Borrero et al., 2014; Carter & Schaupp, 2008; Lallmahomed et al., 2013; Liew et al., 2014; Lu et al., 2009; Martins et al., 2014; Schaupp et al., 2010; Al-Gahtani et al., 2007; Strong, 1925; S. Ram, 1987; Rogers, 1962; Roger, 1983; Roger, 1995; Roger, 2003; Roger & Shoemaker, 1971; Venkatesh et al., 2012; Venkatesh et al., 2003).
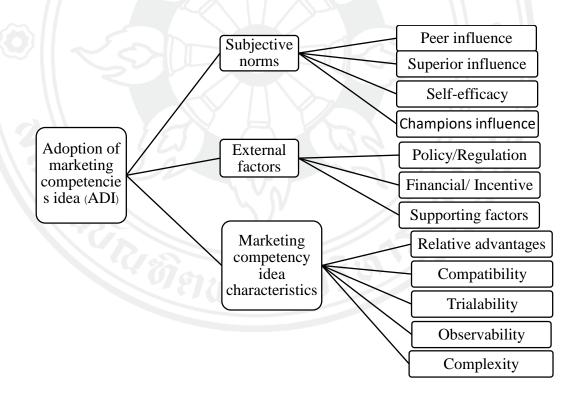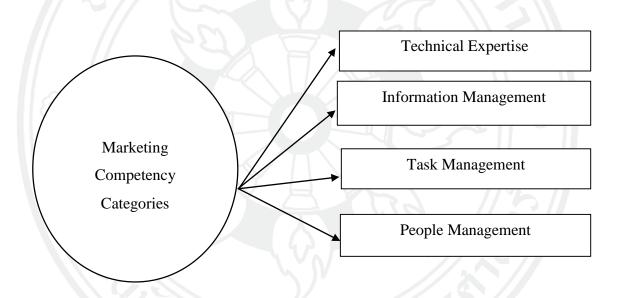
Figure 3.5 Constructs Observed regarding the Adoption of Marketing Competencies

4. Categories of Core Marketing Competency

There are previously published studies of research which developed guidelines that can influence cultural festival tourism coordinators to adopt core marketing competencies. The core festival marketing competencies that festival coordinators should demonstrate are as follows: Technical Expertise, Information Management, Task Management, and People Management, as illustrated below (Fletcher et al. (2008), Treasury Board of Canada (1998), Gupta et al. (2009), Kolb & Rothwell (2002), Margerison (2001), Koenigsfeld et al. (2011), Mossenlechner & Zeher (2006), Valachis (1998), ASEAN (2012), Shariff (2015).

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                                              ┌─────────────────────────────┐
                                              │     Technical Expertise     │
                                              └─────────────────────────────┘
          ╭─────────────╮                     ┌─────────────────────────────┐
         ╱               ╲                     │   Information Management     │
        │   Marketing     │                    └─────────────────────────────┘
        │   Competency    │                    ┌─────────────────────────────┐
        │   Categories    │                    │      Task Management         │
         ╲               ╱                     └─────────────────────────────┘
          ╰─────────────╯                     ┌─────────────────────────────┐
                                              │     People Management        │
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Figure 3.6 Categories Observed regarding a Festival Coordinator's Core Competency
Skills
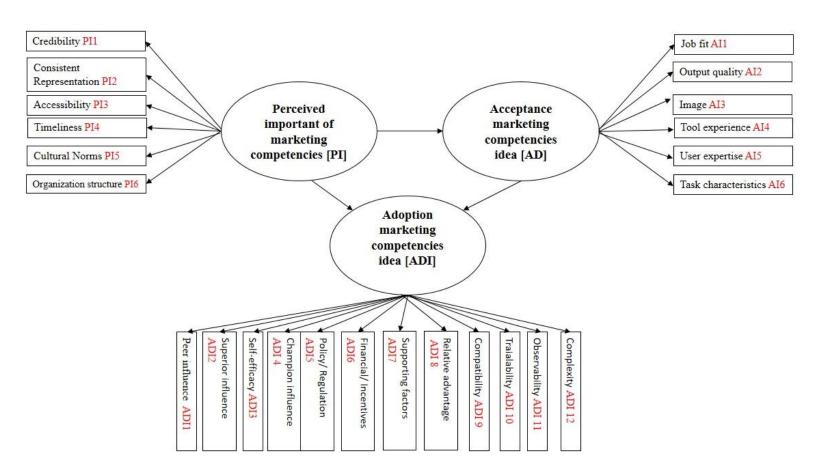
Figure 3.7 Conceptual Framework of the Research

3.2   Population and Sample of the study

The rationale for selecting all regions within Thailand was to eliminate any limitation about the sample size. Thailand was selected as the research context because the researcher is a native Thai person with easy access to Thailand's many data sources, and the researcher is keenly interested in the output and outcome benefits provided to Thailand by the entities studies here.

Objective 1.   To   investigate   the   marketing   competencies   currently demonstrated by cultural festival coordinators in Thailand.

1)   Recommendations have been made for more in-depth research and analysis of the factors that would motivate a festival coordinator to gain core marketing competencies. In this study, an extensive document study and literature review (including books, textbooks, academic papers, policy papers, articles presented at conferences) regarding marketing competencies has already been conducted, as reported above in Chapter 2.

2)   In this study, a qualitative research method was used to collect data regarding the marketing competencies currently demonstrated by cultural festival coordinators in Thailand. Data was collected by in-depth interviews using structured questions along with a survey questionnaire.

The in-depth interviews were conducted from the selected sample, which included both employers and employees familiar with or working with festival tourism coordinators. Snowballing, which is a valid non-probability sampling method, was used to collect a sample of participants; this provided sufficient responses and information for this research. Snowballing sampling is a method whereby researchers starts with one member of the selected sample. Then that member guides the researcher to find other members who fit the sample criteria (persons familiar with or working with festival tourism coordinators) (De Vos, 1998). Ultimately, the decision to include a recommended contact to the sample, and the decision whom to choose from the samples, is made by the researcher. The researcher seeks to choose persons who are able and willing to provide insights and useful information for the research study. Researchers should try to find a diverse sample that gathers data from a wide

array of persons with diverse professional, educational, experiential backgrounds, in order to gain a wide variety of perspectives and more comprehensive information.

In this study, the researcher used the exponential, Non-Discriminative Snowball Sampling, method, which is accomplished by first contacting an appropriate member of the selected sample, and asking that person to recommend others who would fit the sample criteria. As each person interviewed suggests additional potential persons (more than one), the sample group grows exponentially, until the researcher is able to contact sufficient, diverse, persons who provide sufficient, reliable information (Etikan, 2016). When using this approach to build the sample and to gain reliable information, it is necessary that the key respondents relied upon have the characteristics, experience, and knowledge needed by the researcher (Babbie & Mouton, 2001; De Vos & Fouché, 1998; Sarantakos, 1998; Struwig & Stead, 2001). In this case, respondents were selected if they had reliable information regarding festival tourism and their core competencies that coordinators should demonstrate.

Magnani, Sabin, Saidel, and Heckathorn (2005) stated that the sample composition is influenced by the choice of individual. Therefore, those samples tend to be biased. According to the limitations in the traditional snowball method. Subgroups are then treated as a cluster sample and reduce the coverage bias and therefore increase the representativeness. In order to improve the external validity of non probabilistic samples, the researcher was asked the key informant to identify another key informants by the region and characteristic of organization and introduce more than one sampling.

The researcher is able to determine that the information and data collected are reliable and sufficient when the responses to the questions are redundant and no longer produce new categories, themes, or explanations.
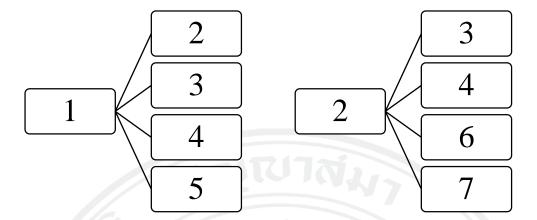
Figure 3.8 Snowball sampling selection

Source: Adjust from Researcher

  Objective 2. To study cultural festival coordinators' perceptions regarding the importance of marketing competencies.

  Objective 3. To study the influence factors that cause cultural festival tourism coordinators to accept marketing competencies.

  Objective 4. To study the influence factors that cause cultural festival tourism coordinators to adopt marketing competencies.

  Objectives 2, 3, and 4 were accomplished by collecting quantitative research data from survey questionnaires. The survey sample population included persons working (employees at multiple levels within the organization) for the Thailand Department of Tourism; Ministry of Tourism and Sports; Tourism Authority of Thailand (TAT) (TAT Northern Region Office, Districts 1, 2, 3, and 4; TAT Central Region Office, Districts 1, 2, 4, 6, 7, and 8; TAT Northeastern Region Office, Districts 1, 2, 3, 4, and 5; TAT Southern Region Office, Districts 1, 2, 4, and 5); Ministry of Home Affairs (Office of Tourism and Sports.); Ministry of Culture (Provincial Cultural Bureau); Governor's Office, Provincial Administrative Organization (PAO), and Sub- district Administrative Organization (SAO); as well as scholars, association officials, and officials from government agencies or private organizations who were involved with, had experience with, or knowledge about cultural festivals in Thailand.

1) Sample Size

The SEM research standard generally recommends at least 200 respondents as providing a reliable, fair sample size, when using a survey questionnaire. And, the "Rule of 100" suggests that the sample should never be less than 100 samples. Samples should not be less than 100 in either case, even though the number of the variable is less than 20 (Gorsuch, 1983; Kline, 1979).

Hatcher (1994) contended that the number of samples should be five times larger than the variables, or at least100. Applying Hatcher's (1994) protocols to this study means that the sample size should be five times larger than the number of constructs, because the sample population of festival coordinators is less than the number of tourists. Given this limitation, in this study the researcher decided to comply with the minimums established by this protocol, which means the researcher used a sample that was five times the number of constructs in this study -- 27 constructs, so the sample size was set at 135 minimum. However, to avoid limitations do to errors that could easily occur when using a questionnaire survey, this study undertook to yield at least 150 responses. This number comports with recommendations given in statistical protocols and provided sufficient responses and data for reliable testing and analysis.

2) Data Sources

Data collected in research studies such as this comes in several forms and from several sources, but overall, data are divided into two types: primary data and secondary data (Douglas, 2015). Primary data refers to data collected directly from the source. This can be accomplished by measuring, counting, interviewing, observing, experimenting, or surveying (often by questionnaire) for the purpose of collecting data that has not been collected before. Secondary data is not information or data gathered directly from the source but is the product of information which already exists. Researchers seek to use resources of time and money prudently, thus they may use data already collected and available from reliable sources, such as government reports, journals, articles, websites, books, or internet records (Driscoll, 2011). This research has made use of both primary and secondary data sources.

Primary data was received from survey questionnaires and interviews conducted via telephone or in-person. The purpose of using these two methods

simultaneously was to reduce the intrinsic limitations of data collected via survey questionnaires. That is, questionnaires can be made more reliable by providing the informants (respondents) opportunities to clarify questions or to explore and explain their responses in depth. Careful, artful interviews also can lead informants to respond more candidly to sensitive question, which they may have otherwise avoided or answered less truthfully if using an unsupervised questionnaire. Thus, the combined approach can minimize these limitations and provide more in-depth, accurate responses (Driscoll, 2011).

Secondary data used in this research included research papers, books, articles, previously published research, news sources, online resources, textbooks, and information available from governmental websites or databases.

Objective 5. To provide guidelines that support cultural festival tourism coordinators to accept and adopt marketing competencies.

Objective 5 was addressed by using qualitative research methods to gather and analyze the data gathered to achieve Objectives 1 to 4, as outlined above. The specific goal was to design guidelines to promote the factors that influence cultural tourism coordinators to accept and adopt the core marketing competencies needed to effectively coordinate a cultural festival or event. The guidelines are a product of the data gathered while seeking to gain information regarding Objective 1 to 4 and information gathered from key informants (experts within this sector of tourism) who responded to the structured interview questions and questionnaire.

1) Sample Size

The goal was to conduct in-depth interviews using semi-structured question with the selected population (festival coordinators, representatives from the public sector, and experts within the academic sector of tourism). The population size needed for qualitative research is normally between 8-30 respondents; less than 8 respondents is unreliable given the possibility of losing useful data, and more than 30 respondents is unnecessary to conduct a reliable single case study (Marshall, Cardon, Poddar, & Fontenot, 2013).

2) Data Sources

Primary data was derived from in-depth interviews using semi-structured questions posed to festival coordinators, representatives from the public sector, and experts from the academic sector of tourism, involved 8-30 respondents.

As mentioned above, it was important to select an appropriate key informant who was engaged in cultural festival tourism simply by verifying their relevant biographical details. The goal was to identify key informants who met specific criteria: Informants should have direct involvement in marketing and cultural festival coordination, and should have at least six months of relevant job experience. Thus, the survey questionnaire targeted qualified persons who had specialized knowledge and experience relevant to the questions asked and likely shared an interest in the findings and recommendations produced by this study.

3.3   Research Instrument

In this study the researchers used the research tools described below to gather data, both quantitative and qualitative, to achieve each of the research objectives:

1) Objective 1. To investigate the marketing competencies demonstrated by cultural festival coordinators.

To achieve this purpose, the research relied on a qualitative method to compare and contrast data collected by questionnaire designed to meet Objectives 2 to 4, by conducting in-depth interviews with structured questions. Many researcher, such as Pipe, Conner, Dansky, Schraeder, and Caruso (2005) have used this method, relying on in-depth interviews, to collect information from persons who were selected according to purposeful criteria. In this study, the sample included both employers and employees who had meaningful interactions with festival tourism coordinators. The population sample was developed using a snowballing sampling methodology, which is a non-probability sampling used to target the informants who can provide information pertinent to this research. During the interview process, the researcher recorded sounds and images as evidence.

The structured interview questions sought to obtain the opinion of the interviewee, using questions focused on topics as outlined below:

Part 1. General information about the interviewees. The general information of the interviewee included the informant's name, agency/firm name, location, job title, job responsibilities, and interview location.

Part 2. Questions about the marketing competencies needed to produce a successful cultural festival.

Part 3. Questions about the perceived importance of marketing competencies to produce a successful cultural festival.

Part 4. Question about the acceptance of marketing competencies needed to produce a successful cultural festival.

Part 5. Question about the adoption of marketing competencies needed to produce a successful cultural festival.

2) Objective 2. To study cultural festival coordinators' perceptions regarding the importance of marketing competencies.

3) Objective 3. To study the influence factors that cause cultural festival tourism coordinators to accept marketing competencies.

4) Objective 4. To study the influence factors that cause cultural festival tourism coordinators to adopt marketing competencies.

Objectives 2, 3, and 4 involved quantitative research. Data were collected by questionnaires, which sought to determine respondents' perceptions regarding the importance of cultural festival marketing competencies, and the factors that influence the acceptance and adoption of marketing competencies. The questionnaires had five parts:

Part 1. The questionnaire asked for general information about the respondent, including age, education, previous work experience, and current employment position (personal characteristics). The researcher used a check list to ensure comprehensive and consistent questioning.

Part 2. Questions sought the respondent's personal opinion regarding his/her perception concerning the level of importance for cultural festival coordinators to demonstrate marketing competencies. The answers used the Likert Scale, with five levels of possible responses.

Part 3. Questions sought the respondent's personal opinion regarding cultural festival coordinator's acceptance of marketing competencies. The answers used the Likert Scale, with five levels of possible responses.

Part 4. Questions sought the respondent's personal opinion regarding cultural festival coordinator's adoption of marketing competencies. The answers used the Likert Scale, with five levels of possible responses.

Part 5. Provided an opportunity for the respondent to make additional comments.

1)   Rating Criteria

Using the Likert Scale, five levels of possible responses were coded to facilitate data analysis:

1 = Strongly disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly agree

2)   Criteria for Translating the Meaning of the Score

Researchers often provide five levels to grade the intensity of a respondent's responses: Strongly disagree, Disagree, Neutral, Agree, and Strongly agree. The intensity levels are then converted to an arithmetic score which can later be used to record and chart statistics based on the responses. The intensity level are often split into these five levels: Balogun, Agumba, and Ansary (2018)

Level 1 score from 1.00-1.80 refers to strongly disagree.

Level 2 score from 1.81-2.60 refers to disagree.

Level 3 score from 2.61-3.40 refers to neutral.

Level 4 score from 3.41-4.20 refers to agree.

Level 5 score from 4.21-5.00 refers to strongly agree.

The statistics recording respondents' level of perceived importance, and the relative importance of the factors that influence acceptance and adoption, were calculated using these range of responses.

3.2.5 Objective 5.   To provide guidelines that support cultural festival tourism coordinators to accept and adopt marketing competencies.

Objective 5 was achieved by analyzing data that had been collected from the questionnaires addressing Objectives 1, 2, 3, and 4. Specifically, by using a qualitative research method (questionnaire and in-depth structured interviews) the researcher gathered respondent's answers to questions concerning the factors that can motivate festival coordinators to accept and adopt core marketing competencies. The interviews were conducted with persons who were familiar with or involved with festival events and the questions were designed to stay within the respondent's domain of expertise. The questionnaire and interview questions were organized with main topics and subtopics, described here:

        1)   Main Topic. The factors which respondents think will influence cultural festival coordinators to accept and adopt core marketing competencies.

        2)   Subtopics.

            (1) Recommendation about methods or strategies to promote.

            (2) Reasons for using the recommended methods or strategies.

            (3) Barriers that may hinder use of the strategies.

3.4   Data Collection

Two methods were used to collect the data, as described in the following section:

3.4.1   Primary Sources

In-depth interviews (via telephone or in-person) and survey questionnaires were used to collect data from persons within the survey sample. The interviews and questionnaires were implemented consistent with the following guidelines:

        1.   Interview the key informants with structured questions. The survey sample included both employers and employees familiar with or working with festival tourism coordinators. The survey sample was built exponentially using the snowballing technique of connections and recommendations. The survey sample population included persons working (employees at multiple levels within the organization) for the Thailand Department of Tourism; Ministry of Tourism and Sports; Tourism Authority of Thailand (TAT) (TAT Northern Region Office, Districts 1, 2, 3, and 4; TAT Central Region Office, Districts 1, 2, 4, 6, 7, and 8; TAT

Northeastern Region Office, Districts 1, 2, 3, 4, and 5; TAT Southern Region Office, Districts 1, 2, 4, and 5);   Ministry of Home Affairs (Office of Tourism and Sports.); Ministry of Culture (Provincial Cultural Bureau); Governor's Office, Provincial Administrative Organization (PAO), and Sub-district Administrative Organization (SAO); as well as scholars, association officials, and officials from government agencies or private organizations who were involved with, had experience with, or knowledge about cultural festivals in Thailand.

The types of qualitative data collected can be classified in following manner:

(1) Structured text, including writings, stories, survey comments, new articles, books, etc.

(2) Unstructured text, including transcriptions, interviews, and unstructured text from survey comments.

The research made use of the following tools and technologies:

(2.1) Paper and pen, to take notes.

(2.2) Audio recorder, to record interviews with selected respondents.

(2.3) Camera, to record the interview and other necessary photos.

2.   Draft an objective questionnaire. Questions were relevant; questions asked were within the expertise or range of knowledge of the respondents; questions posed were objective, clear and understandable; and the questions asked consistent for all respondents.

3.   Seek verification from experts with research experience; seek an independent review of the structured questions from persons who have an expertise in crafting questionnaires; evaluate the content validity of the questionnaire. The quality of the questions were assessed according to the Index of Item-Objective Congruence (IOC), which is a measurement for numerically assessing content experts' evaluations of items, in which ratings from content specialists are obtained in order to evaluate the match between test items and the table of specifications. Questions that failed to meet the criteria and fell below the minimum standards (consistency index of at least 0.5) were cut off, or amended.

4. Improve the questionnaire according to the recommendations of experts.

5. The improved questionnaires were then used to collect data.

3.4.2 Secondary Source

Other sources of information were based on scholarly publications (books or articles) and from previously published research, which served as research guides or to gain suggestions or ideas.

3.5 Data Analysis

After collecting the data, it was verified for accuracy, and then analyzed using computer programs.

3.5.1 Qualitative Data

3.5.1.1 Qualitative Data Analysis

In this study, the qualitative data were captured from two sources: Survey questionnaire comments and responses to the in-depth interview.

Different analytics were used for comments provided by responses in different parts of the process:

1) In-depth interviews conducted to pursue the goals of Objective 1 focused on the current situation regarding the marketing competencies of cultural festival coordinators. The analysis involved the use of a coding and grouping system to collect all the information and to then identify the differences and similarities (comparing and contrasting) information collected from the interviews with answers given in the survey questionnaire. Even answers from the unstructured qualitative interviews were coded and grouped, and then entered into the computer program for data analysis. Because qualitative research is not generated by a pre-set system of coding, the research created codes to generate a new system for content analysis.

2) In-depth interviews conducted to pursue the goals of Objective 5 focused on the appropriate guidelines to promote the factors that would

influence cultural festival tourism coordinators to adopt core marketing competencies. Also used content analysis to analyze data.

      3) Survey comments gained from the open-ended questions used in the questionnaire in pursue the Objectives 2, 3, and 4. Also used content analysis to analyze the data.

    3.5.1.2 Qualitative technique

    There are many qualitative analysis approaches and techniques for different aims such as aim to describe a phenomenon in greater detail, aim to search for explanation, aim to develop a theory (Flick, 2014), and to achive those aims there are several data analysis, including narrative analysis, ethnographic analysis, phenomenological analysis, constant comparative method, interpretive analysis, performance analysis, discourse analysis, grounded theory analysis, content analysis, cross-culture analysis, cross-case analysis (Bernard, 2000; Kawulich, 2004; Merriam, 1998).

    In this study analyzing data by using cross-case analysis to provide finding result. Cross-case analysis is also an effective method to combination of factors that may have contributed to the outcomes of the case, seek or construct an explanation as to why one case is different or the same as others, make sense of puzzling or unique findings, or further articulate the concepts, hypotheses, or theories discovered or constructed from the original case. Cross-case analysis enhances researchers' capacities to understand how relationships may exist among discrete cases, accumulate knowledge from the original case, refine and develop concepts. Cross-case analysis can be separated in to two approaches: case-oriented and variable-oriented. Case-oriented suit for a very small number of cases, usually one and rarely more than three while variable-oriented focus on a larger population and it is often presumed that researcher have well-defined theories and hypotheses, theory testing is the centerpiece of social research. The ideal variable-oriented investigation adjudicates between competing theories.

    In this study, cross-case analysis refers to variable-oriented analysis. For ease of analyzing data was coded into categories to facilitate comparison between cases. The coded transcript and its side margin were used to note major themes of interview. The integration of categories and their properties with respect to different

constructs were grouped together enabling comparison, interpretation and discussion of the phenomena (Saleh, 2006). The Three major categories were coded (as shown in Table 4.13 and Table 4.14) based on the festival coordinators character and the code numbers are used in the description and interpretation of the qualitative data analysis section. For case identification in the analysis process, cases are coded as C1 to C11. These two code numbers have been used to facilitate cross-case analysis.

After analyzing the data, the conclusion will present descriptive recommendations for better practice and policies, which are intended to assist practitioners engaged in the cultural events or festival tourism sectors.

3.5.2 Quantitative Data

In this study, the researcher analyzed data collected from the questionnaires, using the various statistical tests summarized below:

1. Descriptive statistics are statistics which describe the general characteristics of the data, including frequency, percentage, mean, and standard deviation. Numeric data is presented in a variety of graphs and tables, intended to and facilitate analysis of the data.

(1) Personal characteristics, such as gender, age, location, income, education, etc. are presented in percentiles, to facilitate analysis of the data.

$$P = [\frac{fx}{N}] \times 100$$

P   represents percentile

F   represents frequency data appears

X   represents value or data score

n   represents sample size

(2) Mean: for a data set, the mean is the sum of the observations divided by the number of observations. It identifies the central location of the data, sometimes referred to in English as the average. The mean is calculated using the following formula:

$$M = \frac{\Sigma(X)}{N}$$

Σ = sum

X = individual data points

N = sample size (number of data points)

      (3) Standard Deviation is the most common measure of variability, measuring the spread of the data set and the relationship of the mean to the rest of the data. Data points close to the mean indicate that the responses are fairly uniform, in which case the standard deviation is small. The Standard Deviation is calculated using the following formula:

$$S^2 = \frac{\Sigma(X-M)^2}{n-1}$$

Σ = sum

X = individual score

M = mean of all scores

N = sample size (number of scores)

      2. Cronbach's Alpha for Reliability. There are a few ways of determining internal consistency. Three popular ways for calculating the coefficient alpha are: Cronbach's alpha, the Kuder-Richardson formula 20 (KR-20), and the Kuder-Richardson formula 21 (KR-21). KR-20 and KR-21 are mainly used for dichotomously scored items and Cronbach's alpha is mainly used for polytomously scored items (Liu, Wu, & Zumbo, 2009).

      3. Inferential statistics are derived from analyzed, representative samples of the population, which can be used to refer to the summary of population by using probability theory. Inferential statistics include estimation and hypothesis testing. This research uses SEM Structural Equation Modeling. SEM is a statistical technique used in testing to estimate causal relationships. SEM is valuable for theoretical testing or for theoretical building. In this research, SEM is used for theoretical testing of deductive or quantitative research data by building a model

hypothesis, which is then used to determine causal relationship. This process makes it possible test whether the data collected is fit or not. Here, the AMOS 20.0 program was used to perform confirmatory component analysis.

The major component of the structural equation model is the causal relationship, which represents the causal relationship between external variables and internal variables (or between latent variables which may be either); one-way and a recursive; linear additive or two-way; and non-recursive and linear additive, which represents the relation between the latent variables with observable variables.

Confirmed or tested models that are created are consistent with empirical data or not. Statistical consistency measures were conducted as follows:

3.6 Validity of Constructs

There are four commonly used approaches to validate research instruments: face validity, content validity, construct validity and criterion-related validity (Allen & Yen, 1979; Lyman, 1963). Which approach is best depends on the characteristics and goals of the instrument, and what it seeks to measure. Content validity is the subjective assessment of the measures affiliated with the face validity for informal as well as commonsense evaluation of the scale and measurement by the expert's judges (Ariño, 2003).

Content validity involves the subjective assessment of scale measures or characteristics of the included constructs. In this study, content validity of the questionnaire was provided by five independent academic scholars, who applied a process with subjective calculations known the 'Index of Item-Objective Congruence (IOC)'. The experts used the following assessment scoring:

Score +1 Certain that the test is congruent with the objectives or content.

Score 0 Uncertain that the test is congruent with the objectives or content.

Score -1 Certain that the test is *not* congruent with the objectives or content.

According to Brown (1996), if the value of IOC is higher than 0.5, the test is acceptable due to its congruence between the test and its objectives or content;

however, if the IOC is lower than 0.5, the test is unacceptable due to lack of congruence and will be eliminate. In this study the questionnaire before IOC test have 99 questions and after IOC test eliminate some questions remain 64 questions (Appendix A) and translate to Thai language (Appendix B).

For this study, almost all of the data collection tools were derived from similar previously published studies which passed reliability rating.

The researcher investigated the construct validity regarding the perceived importance of marketing competency idea (PI), the acceptance of marketing competency idea (AI), and adoption of marketing competency idea (ADI) before analyzing SEM.

Checking the validation of an analytical model generally involves an evaluation regarding how well the model fits the empirical data. This is most often achieved by considering indices which are assigned acceptable values, as shown in Table 3.1

Table 3.1 Validation of a goodness of fitted model

Fit Indices	Description	Criteria
Chi-Square statistic χ 2	Assess overall fit and the discrepancy between the sample and fitted covariance matrices. Sensitive to sample size. H0: The model fits perfectly.	p-value> 0.05 (Marsh, Hau, & Grayson, 2005)
Degree of freedom χ 2 /df	0 (perfect fit) to positive value (poor fit)	- Less than 2 is perfect fit (Ullman, 2001) - 2 to 5 is acceptable (Marsh & Hocevar, 1985)
The adjusted goodness of fit index (A)GFI	GFI is the proportion of variance accounted for by the estimated population covariance. Analogous to R2. AGFI favors parsimony.	GFI ≥ 0.80 AGFI ≥0.80 (Shevlina, Miles, & Lewis, 2000)
Parsimony goodness of fit index (PGFI)	The PGFI is based upon the GFI by adjusting for loss of degrees of freedom.	PGFI ≥0.50 (Mulaik et al., 1989)
Normal fit index (NFI)	This statistic assesses the model by comparing the χ2 value of the model to the χ2 of the null model.	(Mulaik et al., 1989)
PNFI (parsimonious normal fit index)	The PNFI also adjusts for degrees of freedom however it is based on the NFI	PNFI <0.90 (Diamantopoulos & Siguaw, 2000)

Fit Indices	Description	Criteria
Comparative Fit Index (CFI)	A revised form of NFI. Not very sensitive to sample size. Compares the fit of a target model to the fit of an independent, or null, model.	CFI ≥0.80 (Hilman & Goronduste, 2013)
Root Mean Square Error of Approximation (RMSEA) (Standardized) Root Mean Square Residual (S)RMR	A parsimony-adjusted index. Values closer to 0 represent a good fit. The square-root of the difference between the residuals of the sample covariance matrix and the hypothesized model. If items vary in range (i.e. some items are 1-5, others 1-7) then RMR is hard to interpret, so it is better to use SRMR.	RMSEA <0.08 (Hair, Black, Babin, Anderson, & Tatham, 2006) SRMR <0.08 (Thompson et al., 1991),
Average Value Explained AVE (CFA only)	The average of the R2s for items within a factor	AVE >.4 (Fornell & Larcker, 1981)
Combined Reliability (CR)	Referred to as McDonald's coefficient, is obtained by combining all of the true score variances and covariances in the composite of indicator variables related to constructs, and by dividing this sum by the total variance in the composite.	CR >.6 (Fornell & Larcker, 1981)

The data analysis undertaken to achieve the various objectives of this research can be divided into five parts, as presented in this Table 3.2

Table 3.2 Summary of data analysis

Objectives	Data Analysis
1. To investigate the current marketing competencies demonstrated by cultural festival coordinators.	Use descriptive statistic to analyze data including - Frequency - Percentage - Mean - Standard Deviation Content analysis
2. To study cultural festival coordinators' perceptions regarding the importance of marketing competencies.	Exploratory factor analysis (EFA), Confirmatory Factor Analysis (CFA)
3. To study the influence factors that cause cultural festival tourism coordinators to accept marketing competencies.	Exploratory factor analysis (EFA), Confirmatory Factor Analysis (CFA)
4. To study the influence factors that cause cultural festival tourism coordinators to adopt marketing competencies.	Exploratory factor analysis (EFA), Confirmatory Factor Analysis (CFA)
5.To provide guidelines that support cultural festival tourism coordinators to accept and adopt marketing competencies	Confirmatory Factor Analysis (CFA) Path analysis Cross Case Study Analysis

Table 3.3 Validation of a goodness of fitted model

Objectives	Title	Details

1) To investigate the current situation regarding the marketing competencies of cultural festival coordinators.
   (1) Theoretical recommends for festival coordinator competencies.
   (2) Existing marketing competencies for festival coordinator.
	Research Method Sources	Qualitative and quantitative
		Primary data was acquired using in-depth interviews and a survey questionnaire
		Secondary resources included document studies and literature review of relevant books, textbooks, academic papers, government policy papers, and conference papers which discussed core competencies for festival coordinators and related research.

	Population and Sample	**Population** The sample included employers and employees familiar with festival tourism; the Snowball Sampling Method was used to exponentially expand the sample size. **Sample** The researcher purposively selected informants who were perceived to be knowledgeable about and experienced with the research study topics. The researcher created a sample of persons from diverse backgrounds in order to get varied data. To form the data, the researcher questioned respondents until new categories, or explanations ceased to emerge.
	Sampling	Snowball Sampling
	Research Tools	In-depth interviews with structured interviews Survey questionnaire

Objectives	Title	Details
	Data Analysis	**Qualitative Analysis**
		Content analysis to rearrange data; presented results using a descriptive focus on practitioners: provided recommendations for improved policy statements and professional practices.
		Quantitative Analysis
		Use descriptive statistic to analyze data including
		- Frequency
		- Percentage
		- Mean
2) To study the perceived importance of marketing competencies for cultural festival coordinators.	**Research Method Sources**	Quantitative
		Primary data was acquired from questionnaire responses provided by questionnaire responses provided by informants who worked with the Thailand Department of Tourism; Ministry of Tourism and Sports; Tourism Authority of Thailand (TAT) (TAT Northern Region Office, Districts 1, 2, 3, and 4; TAT Central Region Office, Districts 1, 2, 4, 6, 7, and 8; TAT Northeastern Region Office, Districts 1, 2, 3, 4, and 5; TAT Southern Region Office, Districts 1, 2, 4, and 5); Ministry of Home Affairs (Office of Tourism and Sports.); Ministry of Culture (Provincial Cultural Bureau); Governor's Office, Provincial Administrative Organization (PAO), and Sub-district Administrative Organization (SAO); as well as scholars, association officials, and officials from government agencies or private organizations, and community people
		Secondary resources
		included document studies and literature review of relevant books, textbooks, academic papers, government policy papers, and

Objectives	Title	Details
		conference papers which discussed core competencies for festival coordinators and related research
	Population and Sample	**Population** The population was derived from two groups: 1) Public sector, and 2) Private sector. For example, information was acquired from questionnaire responses provided by informants who worked with the Thailand Department of Tourism; Ministry of Tourism and Sports; Tourism Authority of Thailand (TAT) (TAT Northern Region Office, Districts 1, 2, 3, and 4; TAT Central Region Office, Districts 1, 2, 4, 6, 7, and 8; TAT Northeastern Region Office, Districts 1, 2, 3, 4, and 5; TAT Southern Region Office, Districts 1, 2, 4, and 5); Ministry of Home Affairs (Office of Tourism and Sports.) ; Ministry of Culture (Provincial Cultural Bureau); Governor's Office, Provincial Administrative Organization (PAO), and Sub -district Administrative Organization (SAO); as well as scholars, association officials, and officials from government agencies or private organizations, and community people. **Sample** According to Hatcher (1994), the sample size should be the 5 times larger than the number of variables. This study had 27 constructs so the sample size goal was set at least 135 samples; but more than 150 samples were selected to improve reliability.

Objectives	Title	Details
	Non- probability sampling	Using nonprobability sampling and then used purposive sampling to collect data.
	Research Tools	Questionnaires
	Data Analysis	**Quantitative Analysis** analyzed data from questionnaires using statistical tests.
		1) Descriptive statistics were used to describe the data collected, including frequency, percentage, mean, and standard deviation calculations. Findings (numerical facts or raw data) were presented in charts, tables, or graphs which best reflected data analysis
		2) Inferential statistics used SEM as a statistical technique to test and estimate causal relationships. AMOS 20.0 was used to conduct an exploratory factor analysis.
3) To study factors which influence cultural festival tourism coordinators to accept marketing competencies.	**Research Method Sources**	**Primary data** was acquired from questionnaire responses provided by informants who worked with the Thailand Department of Tourism; Ministry of Tourism and Sports; Tourism Authority of Thailand (TAT) (TAT Northern Region Office, Districts 1, 2, 3, and 4; TAT Central Region Office, Districts 1, 2, 4, 6, 7, and 8; TAT Northeastern Region Office, Districts 1, 2, 3, 4, and 5; TAT Southern Region Office, Districts 1, 2, 4, and 5); Ministry of Home Affairs (Office of Tourism and Sports.); Ministry of Culture (Provincial Cultural Bureau); Governor's Office, Provincial Administrative Organization (PAO), and Sub-district Administrative Organization (SAO); as well as scholars, association officials, and officials from government agencies or private organizations, and community people.
		Secondary resources included document studies and literature review

Objectives	Title	Details
		of relevant books, textbooks, academic papers, government policy papers, and conference papers which discussed core competencies for festival coordinators and related research.

Objectives	Title	Details
	Population and Sample	**Population**
		The population was derived from two groups: 1) Public sector, and 2) Private sector. For example, information was acquired from questionnaire responses provided by informants who worked with the Thailand Department of Tourism; Ministry of Tourism and Sports; Tourism Authority of Thailand (TAT) (TAT Northern Region Office, Districts 1, 2, 3, and 4; TAT Central Region Office, Districts 1, 2, 4, 6, 7, and 8; TAT Northeastern Region Office, Districts 1, 2, 3, 4, and 5; TAT Southern Region Office, Districts 1, 2, 4, and 5); Ministry of Home Affairs (Office of Tourism and Sports.); Ministry of Culture (Provincial Cultural Bureau); Governor's Office, Provincial Administrative Organization (PAO), and Sub-district Administrative Organization (SAO); as well as scholars, association officials, and officials from government agencies or private organizations, and community people.
		Sample
		According to Hatcher (1994), the sample size should be the 5 times larger than the number of variables. This study had 27 constructs so the sample size goal was set at least 135 samples; but more than 150 samples were selected to improve reliability.

Objectives	Title	Details
	Non- probability sampling	Using nonprobability sampling and then used purposive sampling to collect data.
	Research Tools	Questionnaires
	Data Analysis	**Quantitative Analysis** analyzed data from questionnaires using statistical tests.
		1) Descriptive statistics were used to describe the data collected, including frequency, percentage, mean, and standard deviation calculations. Findings (numerical facts or raw data) were presented in charts, tables, or graphs which best reflected data analysis
		2) Inferential statistics used SEM as a statistical technique to test and estimate causal relationships. AMOS 20.0 was used to conduct an exploratory factor analysis.
4) To study factors which influence cultural festival tourism coordinators to adopt marketing competencies.	**Research Method**	Quantitative
	Source	**Primary data** was acquired from questionnaire responses provided by informants who worked with the Thailand Department of Tourism; Ministry of Tourism and Sports; Tourism Authority of Thailand (TAT) (TAT Northern Region Office, Districts 1, 2, 3, and 4; TAT Central Region Office, Districts 1, 2, 4, 6, 7, and 8; TAT Northeastern Region Office, Districts 1, 2, 3, 4, and 5; TAT Southern Region Office, Districts 1, 2, 4, and 5); Ministry of Home Affairs (Office of Tourism and Sports.); Ministry of Culture (Provincial Cultural Bureau); Governor's Office, Provincial Administrative Organization (PAO), and Sub-district Administrative Organization (SAO); as well as scholars, association officials, and officials from government agencies or private organizations, and community people.

Objectives	Title	Details
		Secondary resources included document studies and literature review of relevant books, textbooks, academic papers, government policy papers, and conference papers which discussed core competencies for festival coordinators and related research.
	Population and Sample	**Population** The population was derived from two groups: 1) Public sector, and 2) Private sector. For example, information was acquired from questionnaire responses provided by informants who worked with the Thailand Department of Tourism; Ministry of Tourism and Sports; Tourism Authority of Thailand (TAT) (TAT Northern Region Office, Districts 1, 2, 3, and 4; TAT Central Region Office, Districts 1, 2, 4, 6, 7, and 8; TAT Northeastern Region Office, Districts 1, 2, 3, 4, and 5; TAT Southern Region Office, Districts 1, 2, 4, and 5); Ministry of Home Affairs (Office of Tourism and Sports.); Ministry of Culture (Provincial Cultural Bureau); Governor's Office, Provincial Administrative Organization (PAO), and Sub-district Administrative Organization (SAO); as well as scholars, association officials, and officials from government agencies or private organizations, and community people.

Objectives	Title	Details
		Sample
		According to Hatcher (1994), the sample size should be the 5 times larger than the number of variables. This study had 27 constructs so the sample size goal was set at least 135 samples; but more than 150 samples were selected to improve reliability.
	Non- probability sampling	Using nonprobability sampling and then used purposive sampling to collect data.
	Research Tools	Questionnaires
	Data Analysis	**Quantitative Analysis** analyzed data from questionnaires using statistical tests.
		1) Descriptive statistics were used to describe the data collected, including frequency, percentage, mean, and standard deviation calculations. Findings (numerical facts or raw data) were presented in charts, tables, or graphs which best reflected data analysis
		2) Inferential statistics used SEM as a statistical technique to test and estimate causal relationships. AMOS 20.0 was used to conduct an exploratory factor analysis.
5) To provide guidelines to support factors that would influence cultural festival tourism coordinators to accept and adopt core marketing competencies.	**Research Method**	Qualitative
	Source	**Primary data**
		In-depth interviews with semi-structured question of festival coordinators, representatives from the public sector, and experts within the academic sector, from at least 15 to 30 respondents (Marshall et al, 2013).
		Secondary data derived from summary results of published research,

Objectives	Title	Details
		books, articles, textbooks; relevant news and research papers, textbooks, and information available online.
	Population and Sample	**Population** Public sector, private sector, and academic sectors familiar with festival tourism coordinators. **Sample** Festival coordinators, at least 8 to 30 representative respondents.
	Non- probability sampling	Using nonprobability sampling and then used purposive sampling to collect data.
	Research Tools	Semi Structure In-depth Interviews
	Data Analysis	In-depth interviews were used. The goal was to develop appropriate guidelines to promote the factors that would most influence cultural festival tourism coordinators to accept and adopt core marketing competencies. Cross case analysis was used to analyze data. Conclusions presented as descriptive recommendations for practitioners, leading to improved guideline statements and practices.

CHAPTER 4

MAIN FINDINGS AND DATA ANALYSIS

This chapter presents the findings and analysis derived from the questionnaire survey. The data analyzed in this chapter was collected from questionnaire survey responses given by cultural festival coordinators and other persons who are familiar with or work in areas related to cultural festival marketing in Thailand. All of the 175 selected respondents (100%) responded to the survey. Indeed, all 175 of the respondents completed each of the required questions fully. The survey responses were analyzed using the embedded tools from SPSS software and AMOS. This chapter focuses solely on presenting the data in a meaningful way, which facilitates the discussion regarding the findings and recommendations, which are later presented in Chapter 5.

This chapter focused on both survey questions posed that were intended to research Objectives 2 to 4: Objective 2) To study cultural festival coordinators perceptions regarding the importance of marketing competencies, Objective 3) To study that factors that influence cultural festival tourism coordinator to accept marketing competencies, Objective 4) To study that factors that influence cultural festival tourism coordinator to adopt marketing competencies. And semi-structure question in objective 1 and objective 5.

The data and analytical commentary are divided into two main sections:

Section 1   Quantitative Data Analysis of the Main Study

Section 2   Qualitative Data Analysis of the Main Study

To facilitate understanding of the data presented, the following symbols have been used to represent statistical value and variables:

Statistical notation

MEAN	refers to	Arithmetic Mean
S.D.	refers to	Standard Deviation
Skewness	refers to	Value of Skewness
Kurtosis	refers to	Value of Kurtosis
R, r	refers to	Correlation Coefficient
R2	refers to	Coefficient of Determination
B	refers to	Regression Coefficient
Beta	refers to	Standardized Regression Coefficient
SEB	refers to	Standard Error of Regression Coefficient
Tolerance	refers to	Tolerance Value, showing the ratio of variance in the unexplained variable
VIF	refers to	Inverse Variance of Tolerance
t, t-value	refers to	t-test Statistics
F	refers to	F-test Statistics
SE	refers to	Standard Error
$\chi2$	refers to	Chi-Square
df	refers to	Degree of Freedom
Sig., p, p-value	refers to	Probability Level
AVE	refers to	Average Variance Extracted
CR	refers to	Composite Reliability
λ	refers to	Standardized Factor Loading
n	refers to	Number of items measured variable
δ	refers to	Error Variance
GFI	refers to	Goodness of Fit Index
AGFI	refers to	Adjusted Goodness of Fit Index
CFI	refers to	Comparative Fit Index
RMSEA	refers to	Root Mean Squared Error of Approximate
SRMR	refers to	Root Mean Squared Error of Approximate

RMR	refers to	Root Mean Square Residual
PGFI	refers to	Parsimony Goodness of Fit Index
NFI	refers to	Normal Fit Index
NNFI	refers to	Non-Normed Fit Index
PNFI	refers to	Parsimonious Normal Fit Index
IFI	refers to	Incremental Fit Index
RFI	refers to	Relative Fit Index
DE	refers to	Direct Effect
IE	refers to	Indirect Effect
TE	refers to	Total Effect

Symbolism

PI	refers to	Perceived Importance of Marketing Competencies Ideas
AI	refers to	Acceptance of Marketing Competencies Ideas
ADI	refers to	Adoption of Marketing Competencies Ideas

Observed Constructs

PI 1	refers to	Credibility of the Source
PI 2	refers to	Consistent Represent/Frequency
PI 3	refers to	Accessibility of marketing competencies information
PI 4	refers to	Timeliness of information about marketing competencies
PI 5	refers to	Culture Norm
PI 6	refers to	Organizational Structure
AI 1	refers to	Job Fit
AI 2	refers to	Output Quality
AI 3	refers to	Image
AI 4	refers to	Tool Experience
AI 5	refers to	User Expertise

AI 6	refers to	Task Characteristics
ADI 1	refers to	Peer Influence on adoption of Marketing Competencies
ADI 2	refers to	Superior Influence on adoption of Marketing Competencies
ADI 3	refers to	Self-Efficacy
ADI 4	refers to	Champion Influence on adoption of Marketing Competencies
ADI 5	refers to	Policy and Regulation
ADI 6	refers to	Financial and Incentive
ADI 7	refers to	Supporting Factors
ADI 8	refers to	Relative Advantage
ADI 9	refers to	Compatibility
ADI 10	refers to	Trialability
ADI 11	refers to	Observability
ADI 12	refers to	Complexity of Marketing Competencies Ideas

4.1   Quantitative Data Analysis of the Main Study

In this study, demographics of the respondents' personal data included their gender, age, average monthly income, education level, job position, and years of relevant word experience. Collecting the data was important to assess whether demographics influenced the research findings. Although the informants' demographics appeared not to have any impact on the analysis of this study, the data was useful for describing variables within the samples.

The respondents answered all of the specified questions fully; but none responded to the open-ended question. The tabulated demographic information is detailed here in Table 4.1.

Table 4.1 Socio-Demographic Characteristics of Respondents who Participated in the Survey

Participant's Profile	Frequency	Percent
Gender		
Male	47	26.9
Female	128	73.1
Age		
21-25 years	36	20.6
26-30 years	81	46.3
31-35 years	35	20.0
36-40 years	13	7.4
41-45 years	6	3.4
46-50 years	1	0.6
51 or more	3	1.7
Average Monthly Income		
Below 20,001 Baht	69	39.4
20,001 – 30,000 Baht	93	53.1
30,001 – 40,000 Baht	12	6.9
40,001 – 50,000 Baht	1	0.6
Education		
High school or equivalent	20	11.4
High vocational certificate or equivalent	1	0.6
Bachelor's degree	125	71.4
Postgraduate level	29	16.6
Job Position		
Department Manager	1	0.6
Lower Manager/Executive	15	8.6
Agent	137	78.3
Lower Staff/ Clerks	9	5.1
Others	13	7.4

Participant's Profile	Frequency	Percent
Work experience		
Less than 1 year	19	10.9
1-3 years	45	25.7
4-5 years	62	35.4
6-10 years	37	21.1
10 years plus	12	6.9

As noted in Table 4.1, of the 175 cultural festival coordinators in Thailand who responded to the questionnaire, the majority, 128 (73.1%) were female and 57 (26.9%) were male. Nearly half of the respondents who work as festival coordinators are between 26 to 30 years old (46.3%), followed by the next largest population who are slightly younger, 25 years old or younger (20.6%). Most of the respondents had earned their bachelor's degree (71.4%) , and the second most populous group of respondents had attained postgraduate degrees (16.6%). Informants' average years of work experiences was 4 to 5 years (35.4%); followed by respondents with 1 to 3 years of relevant work experience (25.7%). The majority of respondent were employed as a tour agent (78.3%). The respondents' job position and years of experience suggest that they had the capacity to make decisions using marketing competencies and could answer the survey questions credibly. Overall, the key informants had high profiles (position and years of experience), which added to the data quality (Kim & Frazier, 1997).

4.1.1 Descriptive statistics of the technical expertise that show cultural festival coordinators' marketing competencies

Given that 175 informants responded to this survey about marketing competencies and cultural festival coordinators' technical expertise, n = 175. The scale for items in the responses was anchored from 1 = never to 5 = always. The descriptive statistics are given in Table 4.2.

The informants identified the main technical expertise that persons who demonstrate marketing competencies should possess in order to effectively promote a

cultural festival. In summary, the informants indicated that cultural festival coordinators should have: the ability to do direct marketing, presentation skills, and the ability to use social media to promote a cultural festival. The expertise that respondents considered least useful included: updating website information/website design and maintenance, development/implementation of crisis communication, and writing/presenting grants for a cultural festival. See, Table 4.2.

Table 4.2 Technical Expertise Marketing Competencies that Cultural Festival Coordinators Should Possess as Identified by Respondents

Marketing Competencies	Sum	Mean	Std. Deviation
Technical Expertise	*Statistic*	*Statistic*	*Statistic*	*Statistic*
Presentation skills for cultural festival	667.00	3.8114	.06246	.82621
Development/Implementation of crisis communication	564.00	3.2229	.06491	.85872
Ability to research, negotiate and purchase electronic and print media	601.00	3.4343	.06559	.86766
Media training for staff to answer questions about cultural festival	644.00	3.6800	.06067	.80258
Writing and presenting grants for cultural festival	586.00	3.3486	.08299	1.09790
Photography	630.00	3.6000	.06584	.87099
TV/Radio experience for cultural festival	640.00	3.6571	.06718	.88872
Update website information/website design and maintenance	494.00	2.8229	.08794	1.16340
Ability to adapt to new technology	636.00	3.6343	.06081	.80442
Ability to use social media to promote cultural festival	650.00	3.7143	.06057	.80127
Ability to do direct marketing	678.00	3.8743	.05879	.77769

The informants identified various aspects of marketing competencies related to information management that they considered to be important, ranked from least to greatest importance: ability to write/compose (media content) for a cultural festival, ability to do an economic survey/ impact survey, ability to understand statistics and analyze data, and the ability to understand the competitive environment of tourism. See Table 4.3.

Table 4.3 Information Management Aspects of Marketing Competencies that Cultural Festival Coordinators Should Possess as Identified by Respondents who Participated in the Survey

Marketing Competencies	Sum	Mean	Std. Deviation
Technical Expertise	*Statistic*	*Statistic*	*Statistic*	*Statistic*
Ability to write/compose (content) for cultural festival	596.00	3.4057	.06438	.85162
Economic survey/impact survey	614.00	3.5086	.07059	.93384
Understand statistics, analyze data	654.00	3.7371	.06778	.89670
Understand competitive environment of tourism	719.00	4.1086	.05981	.79125

The informants identified the primary task management aspects of marketing competencies that persons who demonstrate marketing competencies should possess in order to effectively promote a cultural festival, ranked from least to greatest importance: timeline management skills, skills to develop promotional materials, media liaison (signage, registration, badging, ticketing, housing), creativity, customer evaluation, and skills to promote the brand image of the cultural festival. See Table 4.4.

Table 4.4 Task Management Aspects of Marketing Competencies that Cultural
Festival Coordinators Should Possess as Identified by Respondents who
Participated in the Survey

Marketing Competencies	Sum	Mean	Std. Deviation
Technical Expertise	*Statistic*	*Statistic*	*Statistic*	*Statistic*
Creativity	672.00	3.8400	.05046	.66747
Timeline management	627.00	3.5829	.06344	.83923
Developing marketing plan for cultural festival	669.00	3.8229	.06105	.80768
Promote brand image of cultural festival	732.00	4.1829	.05735	.75866
Media liaison (signage, registration badging, ticketing, housing)	665.00	3.8000	.05437	.71919
Developing promotional materials	664.00	3.7943	.06135	.81153
Customer evaluations	703.00	4.0171	.05282	.69872

4.1.2 The factors affecting a festival coordinator' perception regarding the importance of marketing competencies ideas

The survey section used to measure festival coordinators' perceptions regarding the importance of marketing competencies contained 14 questions, which were developed based on concept, theory, and related prior research. n = 175. The scale for items in the responses was anchored from 1 = never to 5 = always. The descriptive statistics pertaining to the perceived importance of marketing competencies for festival coordinators is illustrated in Table 4.5.

Table 4.5 Perceptions regarding Degrees of Importance that Festival Coordinators
should have Marketing Competencies Ideas as Identified by Respondents

Item	Sum	Mean	Std. Deviation	Reliability
Credibility of information sources				
Q1. I trust the information provided through social media.	691.00	3.9486	.52816	.766
Q2. I rely on sources of information from formal sources (circulars, conferences, bulletin boards, journals published within the organization).	781.00	4.4629	.55455	.728
Q3. I rely on sources of information from mass media (TV, radio, etc.).	768.00	4.3886	.57524	.758
Total	**746**	**4.266**	**.552**	**.750**
Consistent Representation / Frequency				
Q4. Publicity information has been provided through various channels thoroughly and regularly.	724.00	4.1371	.48369	.753
Q5. I regularly receive news, information, and knowledge necessary to personally develop marketing competencies.	701.00	4.0057	.46110	.755
Total	**712.5**	**4.071**	**.472**	**.754**
Accessibility of Information				
Q6. My organization offers marketing competencies training programs for employees.	712.00	4.0686	.52070	.745
Q7. My organization empowers employees to have marketing competencies knowledge and skills by formal and non-formal education (internet, library, etc.).	702.00	4.0114	.42869	.765
Total	**707**	**4.039**	**.474**	**.755**

Item	Sum	Mean	Std. Deviation	Reliability
Accessibility of Information				
Q6. My organization offers marketing competencies training programs for employees.	712.00	4.0686	.52070	.745
Q7. My organization empowers employees to have marketing competencies knowledge and skills by formal and non-formal education (internet, library, etc.).	702.00	4.0114	.42869	.765
Total	**707**	**4.039**	**.474**	**.755**
Information updates / Timeliness				
Q8. The content of information about marketing competencies that I receive is up-to-date.	726.00	4.1486	.51493	.747
Q9. The content of information about marketing competencies that I receive is timely.	740.00	4.2286	.55116	.737
Q10. The content of information about marketing competencies that I receive is available upon demand.	727.00	4.1543	.48444	.733
Total	**731**	**4.176**	**.516**	**.739**
Cultural Norms of the Organization				
Q11. My organization is flexible.	698.00	3.9886	.50273	.734
Q12. Employee in my organization have equal opportunities to receive education and training.	710.00	4.0571	.42500	.737
Total	**704**	**4.022**	**.463**	**.735**
Organizational Structure				
Q13. My organization is very supportive of change.	685.00	3.9143	.56586	.766
Q14. My organization easily adopts changes.	691.00	3.9486	.60902	.769

Item		Sum	Mean	Std. Deviation	Reliability
	Total	688	3.931	.587	.767
Grand Total		714.75	4.084	.518	.763

As reflected in Table 4.5, the analytics examined the degree of importance that factors which influence the perceived importance of marketing competencies ideas (PI) have. Overall, all of the factors ranked high (average is 4.084). Indeed, most of the factors were ranked as having a high degree of importance. The factors that ranked the highest were the reliability of formal sources of information (circulars, conferences, bulletin boards, journal published within the organization) (average 4.462); the reliability of mass media sources of information (average 4.388); the content of information about marketing competencies is timely (average 4.228); the content of information about marketing competencies is available upon demand (average 154); the content of information about marketing competencies is up-to-date (average 4.148); publicity information is provided through various channels thoroughly and regularly (average 4.137); my organization offers marketing competencies training programs for employees (average 4.0686); employees in my organization have equal opportunities to learn (average 4.057); the organization empowers employees to have marketing competencies knowledge and skills by formal and non-formal education (average 4.011); regularly receive news, information, and knowledge necessary to personally develop marketing competencies (average 4.005); the organization is flexible (average is 3.988); organization easily to adopts to change (average 3.948); and reliability of information gained through social media (average 3.948). The factor that had the lowest level of agreement, but still ranked high was - organization is very supportive of change (average 3.914)

4.1.3 The factors influencing festival coordinators regarding acceptance of the marketing competencies idea

The survey included 12 questions which were crafted to measure the perceived importance of marketing competencies for festival coordinators. The questions were derived from research regarding marketing competencies concepts, theories, and prior related research. n = 175. The scale for items in the responses was anchored from 1 = never to 5 = always. The descriptive statistics assessing festival coordinators perceptions regarding the importance of marketing competencies are given in Table 4.6.

Table 4.6 The Degree to which Festival Coordinators Accept Marketing Competencies Idea

Item	Sum	Mean	Std. Deviation	Reliability
Job fit				
Q15. I think that using the marketing competencies idea will enhance my effectiveness on the job.	720.00	4.1143	0.35326	.817
Q16. Using the marketing competencies idea could assist me on the job.	729.00	4.1657	0.40254	.811
Total	724.50	4.14	0.38	.814
Output Quality				
Q17. Using the marketing competencies idea will improve chances to create a successful job.	758.00	4.3314	0.47208	.806
Q18. I think using the marketing competencies idea will enable me to accomplish tasks more quickly.	754.00	4.3086	0.48741	.798
Total	756.00	4.32	0.48	.802
Image				

Item	Sum	Mean	Std. Deviation	Reliability
Q19. I believe that using the marketing competencies idea will improve my professional image.	758.00	4.3314	0.51849	.807
Q20. I believe that using the marketing competencies idea will improve the professional image of the organization.	764.00	4.3657	0.51748	.807
Total	761.00	4.35	0.52	.807
Tool Experience				
Q21. I always use marketing competencies ideas to promote cultural festival.	721.00	4.1200	0.43205	.804
Q22. Work experience made me realize that there are benefits to using marketing competencies.	743.00	4.2457	0.50534	.793
Total	732.00	4.18	0.47	.798
User Expertise				
Q23. It is easy for me to become skillful with new ideas.	707.00	4.0400	0.42018	.817
Q24. Learning new ideas is easy for me.	676.00	3.8629	0.68106	.806
Q25. I think using new ideas/innovation is easy.	682.00	3.8971	0.62583	.793
Total	688.33	3.93	0.58	.805
Task Characteristics				
Q26. I rarely make errors when using marketing competencies to promote cultural festival.	739.00	4.2229	0.46922	.808
Total	**739.00**	**4.22**	**0.469**	**.808**
Grand Total	**729.25**	**4.17**	**0.49**	**.819**

As reflected in Table 4.6, the highest ranked factors influencing festival coordinators acceptance of the marketing competencies idea festival coordinators (AI) related to image (average is 4.35). Overall, all of the factors measured were highly ranked regarding degree of importance. The highest ranked factor is based on responses for Q20, using the marketing competencies idea will improve professional image of the organization (average is 4.365); Q17 using the marketing competencies idea will improve chances to create a successful job (average is 4.331), Q19 using marketing competencies idea will improve my professional (average 4.331), Q18 marketing competencies will enable me to accomplish tasks more quickly (average 4.308), Q22 experience made me realize there are benefits to using marketing competencies (average 4.245), Q26 rarely make errors when using marketing competencies to promote cultural festival (average 4.222), Q16 using marketing competencies idea assist me on the job (average is 4.165), Q15 using marketing competencies idea will enhance my effectiveness (average 4.114), Q21 always use marketing competencies to promote cultural festival (average 4.120), Q23 easy for me to become skillful with new ideas (average 4.040), Q25 using new ideas/innovation is easy (average 3.897). The factor that had the least agreement, but still ranked fairly high, Q24 learning new ideas is easy (average 3.862).

4.1.4 The factors affecting festival coordinators adoption of marketing competencies idea

The survey included 32 questions which were crafted to measure the factors that influenced festival coordinators to adopt core marketing competencies ideas. The questions were derived from research regarding marketing competencies concepts, theories, and prior related research. n = 175. The scale for items in the responses was anchored from 1 = strongly disagree to 5 = strongly agree. The descriptive statistics for perceived importance of marketing competencies for festival coordinators are given in Table 4.7.

Table 4.7 Degrees of Influence: Factors that Influence Festival Coordinators to Adopt Core Marketing Competencies Ideas

Item	Sum	Mean	Std. Deviation	Reliability
Peer Influence				
Q27. My colleague has influenced my decision to adopt new ideas and to put the ideas into practice.	700.00	4.0000	0.44204	.722
Q28. Doing what other coworkers do is important to me.	703.00	4.0171	0.58205	.740
Q29. I use marketing competencies due to the promotion by a coworker who uses them.	733.00	4.1886	0.48410	.710
Total	**712.00**	**4.07**	**0.50**	**.724**
Superior Influence				
Q30. My supervisor has influenced my decision to adopt new ideas into practice.	771.00	4.4057	0.59786	.713
Q31. My supervisor forced me to use marketing competencies concepts.	763.00	4.3600	0.74402	.734
Q32. My supervisor encourages to use marketing competencies concepts.	727.00	4.1543	0.40708	.725
Total	**753.67**	**4.31**	**0.58**	**.724**
Self-Efficacy				
Q33 I have the ability to understand marketing competencies ideas and adopt into practice.	700.00	4.0000	0.49130	.731
Q34. I am able to confidently use marketing competencies to promote cultural festival.	704.00	4.0229	0.44145	.745
Q35. I have the knowledge and	686.00	3.9200	0.55128	.737

Item	Sum	Mean	Std. Deviation	Reliability
resources to use marketing competencies to promote cultural festival.				
Total	**696.67**	**3.98**	**0.49**	**.737**
Champion Influence				
Q36. People whose opinions I value have adopted marketing competencies ideas into practice.	722.00	4.1257	0.42368	.740
Q37. Persons who I respect use marketing competencies concepts.	747.00	4.2686	0.57922	.751
Q38. Most people who are important to me professionally think I should use marketing competencies ideas.	782.00	4.4686	0.54445	.723
Total	**750.33**	**4.29**	**0.52**	**.738**
Policy/Regulation				
Q39. I will consent to use new innovation or ideas if there are written regulations or rules.	497.00	2.8400	1.04914	.711
Q40. I will use marketing competencies ideas if there are penalties for failing to use them.	529.00	3.0229	1.03920	.722
Total	**513.00**	**2.93**	**1.04**	**.716**
Financial/Incentive				
Q41. Honorable mention, rewards, and incentives are given to employees with outstanding performance.	684.00	3.9086	0.50593	.716
Q42. My organization offers rewards to teams or individuals who are able to work creatively and effectively.	703.00	4.0171	0.56196	.717

Item	Sum	Mean	Std. Deviation	Reliability
Q43. Persons' income or remuneration is suitable to their workload.	660.00	3.7714	0.69834	.695
Total	**682.33**	**3.90**	**0.59**	**.709**
Supporting Factors				
Q44. The work environment in my organization encourages people to see the importance of new innovations, such as competencies ideas.	701.00	4.0057	0.36353	.741
Q45. The organization develops technology systems and supplies equipment based on users' needs.	690.00	3.9429	0.38228	.730
Q46. The supervisor gives workers the freedom to set the appropriate job guidelines.	704.00	4.0229	0.45428	.717
Total	**698.33**	**3.99**	**0.40**	**.729**
Relative Advantage				
Q47. Marketing competencies improve my efficiency when I use them.	715.00	4.0857	0.39910	.738
Q48. Marketing competencies provide enough advantages to motivate me to consider using them.	743.00	4.2457	0.49384	.736
Q49. I had more fun learning about my job because of using marketing competencies.	682.00	3.8971	0.48035	.734
Total	**713.33**	**4.08**	**0.46**	**.736**
Compatibility				
Q50. I do not need marketing competencies in my work	355.00	2.0286	0.85385	.739

Item	Sum	Mean	Std. Deviation	Reliability
Q51. I worry that marketing competencies are not sufficiently efficient to help me succeed at my job.	435.00	2.4857	0.99918	.751
Total	**395.00**	**2.26**	**0.93**	**.745**
Trialability				
Q52. I need a trial period to be convinced that marketing competencies are good.	647.00	3.6971	0.71498	.752
Q53. I need to have proof that marketing competencies are good.	642.00	3.6686	0.75345	.744
Q54. I need to see examples to be convinced that marketing competencies are good.	712.00	4.0686	0.31420	.750
Total	**667.00**	**3.81**	**0.59**	**.748**
Observability	700.00	4.0000	0.33903	.739
Q55. People can tell the difference in my job performance since I've used marketing competencies.				
Total	**700.00**	**4.0000**	**0.33903**	**.739**
Complexity				
Q56. Marketing competencies are complicated to learn.	390.00	2.2286	0.92493	.742
Q57. Marketing competencies are difficult to understand and use.	347.00	1.9829	0.73088	.747
Q58. Using marketing competencies takes too much time from normal duties.	311.00	1.7771	0.78896	.743
Total	**349.33**	**2.00**	**0.81**	**.744**
Grand Total	**643.28**	**3.68**	**0.60**	**.739**

As reflected in Table 4.7, the highest ranked factor that influences festival coordinators to adopt marketing competencies ideas (ADI) relate to influence by a workplace superior (average 4.31). The second most influential factor is champion influence (average 4.29); third is relative advantage (average 4.08).

4.1.5 Confirmatory Factor Analysis

The Confirmatory Factor Analysis is intended to examine the construct validity of latent variables caused by the measurement via construct variable in order to conform to the researcher's determined theory of measurement from the empirical data related theories and researches. The construct validity analysis undertaken in this study ensured that the values measurements for the variables obtained from the samples represent realities in the existing population (Hair, et al., 2006). A convergent validity test was employed to determination the construct validity, using a confirmatory factor analysis. Here, the analysis was done using AMOS Program.

The researcher studied a causal model of the factors that influence festival coordinators in Thailand to the adoption marketing competencies. The model had abstract latent variables that could not be measured directly, such as the perceived importance of the marketing competencies idea (PI) and the acceptance of the marketing competencies idea (AI). The questionnaire had 64 questions which were completed by 175 samples respondents.

These responses underwent confirmatory factor analysis and the resultant Measurement Models are presented in Figure 4.5 and Table 4.8, respectively. The measured results of the Convergent Validity Test, which produced analytical measurements - Construct Reliability and Average Variance Extracted – as shown in Table 4.7.

The analysis of the model measuring the variables regarding the perceived importance of marketing competencies idea (PI) using the confirmatory factor analysis (CFA) involved several observed variables: Credibility (PI 1), Consistent Representation/Frequency (PI 2), Accessibility of Information (PI 3), Timeliness of Information (PI4), Cultural Norms of the Organization (PI 5), and Organizational Structure (PI 6).

The analysis of the model measuring the variables regarding the acceptance of marketing competencies idea (AI) using the confirmatory factor analysis (CFA) involved several observed variables: Job Fit (AI 1), Output Quality (AI 2), Image (AI 3), Tool Experience (AI 4), User Expertise (AI 5) and Task Characteristics (AI 6).
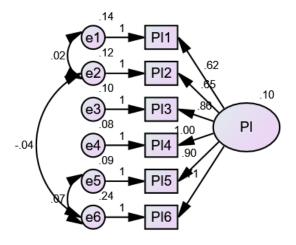
The analysis of the model measuring the variables regarding the adoption of marketing competencies idea (ADI) using the confirmatory factor analysis (CFA) involved several observed variables: Peer Influence (ADI 1), Superior Influence (ADI 2), Self-Efficacy (ADI 3), Champion Influence (ADI 4), Policy/Regulation (ADI 5), Financial/ Incentives (ADI 6), Supportive Factors (ADI 7), Relative Advantage (ADI 8), Compatibility (ADI 9), Trialability (ADI 10), Observability (ADI 11), and Complexity (ADI 12).

There was an agreement of the confirmatory factor analysis using AMOS that allows reality related errors. The criteria to prove the consistency of measuring model and empirical data was considering the Relative Chi-square from the equation $\chi / 2$ df, which must be less than 5.00. The probability (p-value) must not have any statistical significant, where the value is greater than 0.05. The index of error in the variable estimation, including RMSEA value, must be less than 0.05 and SRMR must be less than 0.05. The index measuring the complete consistency, including the accepted GFI, must be 0.80 or more and the accepted AGFI must be 0.80 or more. The index measuring comparable consistency, including the CFI and NFI, must be 0.80 or more The results of confirmatory factor analysis revealed that the results were consistent with the empirical data: Chi - Square ($\chi 2$) equals 304.918, degree of freedom (df) value equals 151, relative Chi - Square ($\chi 2 / df$) equals 2.019 , p equals 0.000, RMSEA value equals 0.077, GFI value equals 0.857, AGFI value equals 0.801 and CFI value equals 0.842.

The results showed that some of the variables passed the criteria, in that each observed variable of 0.3 Standard Factor Loading, 0.4 or more Average Variance Extracted (AVE), and 0.6 or more Composite Reliability (CR), however due to Fornell & Larcker (1981) stated that if the Average Variance Extracted (AVE) is less than 0.5 but composite reliability (CR) is higher than 0.6, the convergent calidity of the construct is still adequate as shown in Figure 4.5 and Table 4.8.

Confirmatory Factor Analysis of perceived importance of the marketing competencies idea (PI)

There are various variables found in the research related to the theories concerning the perceived importance of new innovation or ideas (PI), as follows: Credibility (PI 1), Consistent Representation/Frequency (PI 2), Accessibility of Information (PI 3), Timeliness of Information (PI4), Cultural Norms of the Organization (PI 5), and Organizational Structure (PI 6). As illustrated in Figure 4.1, the model measuring perceived importance of marketing competencies idea (PI) found that all Factor Loading variables passed the defined criteria.
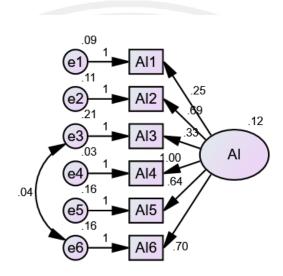
Chi-square = 6.333, df = 6, P = .387, Chi-square/df = 1.055,
RMSEA = .018, RMR = .005, GFI = .988, AGFI = .957,
TLI = .997, CFI = .999

Figure 4.1 Confirmatory Factor Analysis of the Perceived Importance of the
          Marketing Competencies Idea (PI)

Confirmatory Factor Analysis Related to the Acceptance of Marketing Competencies Idea (AI)

There are various variables found in the research related to the theories concerning the acceptance of new innovation or ideas (AI), as follows: Job Fit (AI 1),

Output Quality (AI 2), Image (AI 3), Tool Experience (AI 4), Users' Expertise (AI 5), and Task Characteristics (AI 6). As illustrated in Figure 4.2, the model measuring the acceptance of marketing competencies idea (AI) found that all Factor Loading variables passed the defined criteria.
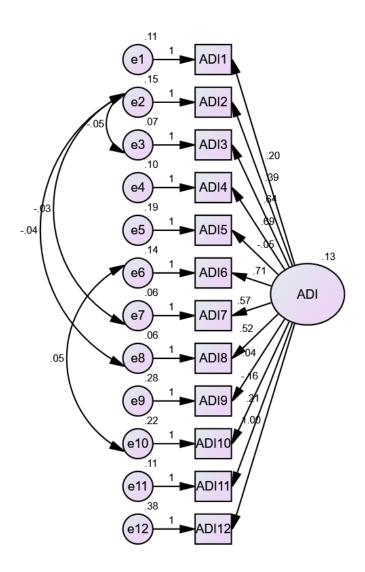
Chi-square = 12.012, df = 8, P = .151, Chi-square/df = 1.501,
RMSEA = .054, RMR = .007, GFI = .977, AGFI = .940,
TLI = .953, CFI = .975

Figure 4.2 Confirmatory Factor Analysis Regarding Acceptance of Marketing
　　　　　Competencies Idea (AI)

**Confirmatory Factor Analysis of adoption of marketing competencies
idea (ADI) (before eliminating some factors)**

There are various variables found in the research related to the theories concerning adoption of new innovation or ideas (ADI), as follows: Peer Influence (ADI 1), Superior Influence (ADI 2), Self-Efficacy (ADI 3), Champion Influence (ADI 4), Policy / Regulation (ADI 5), Financial / Incentive (ADI 6), Supportive Factors (ADI 7), Relative Advantage (ADI 8), Compatibility (ADI 9), Trialability (ADI 10), Observability (ADI 11), and Complexity (ADI 12). As illustrated in Figure 4.3, the model measuring the adoption of marketing competencies idea (ADI) found

that some Factor Loading passed the defined criteria, and some have failed. As noted in Figure 4.3, ADI 1, ADI 5, ADI 9 and ADI 10 each failed the criteria which means these factors are not suitable for this context.
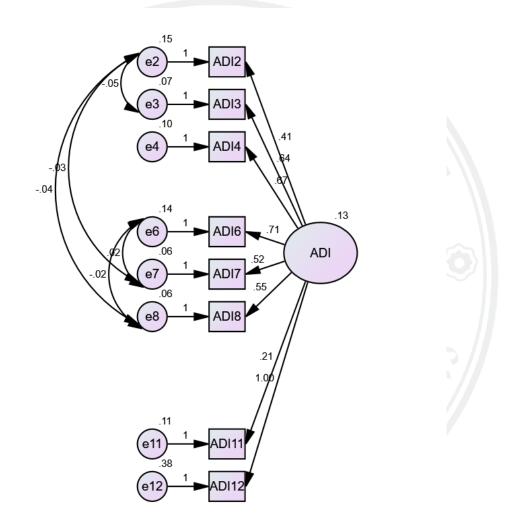
Chi-square = 99.792, df = 50, P = .000, Chi-square/df = 1.996, RMSEA = .076, RMR = .014, GFI = .912, AGFI = .862, TLI = .791, CFI = .841

Figure 4.3 Confirmatory Factor Analysis regarding Adoption of Marketing Competencies Idea (ADI) (Before Eliminating some Factors)

Confirmatory Factor Analysis regarding adoption of marketing competencies idea (ADI) (after eliminating some factors)

After considering all factors, it was determined that ADI 1, ADI 5, ADI 9 and ADI 10 had low relationships to ADI, so the analytical part of the research did not include these factors. See Figure 4.4.

Chi-square = 18.878, df = 15, P = .219, Chi-square/df = 1.259,
RMSEA = .039, RMR = .007, GFI = .973, AGFI = .935,
TLI = .972, CFI = .985

Figure 4.4 Confirmatory Factor Analysis regarding Adoption of the Marketing
Competencies Idea (ADI) (After Eliminating some Factors)

Confirmatory Factor Analysis regarding adoption of the marketing competencies idea model

Chi-square = 304.918, df = 151, P = .000, Chi-square/df = 2.019,
RMSEA = .077, RMR = .014, GFI = .857, AGFI = .801,
TLI = .802, CFI = .842
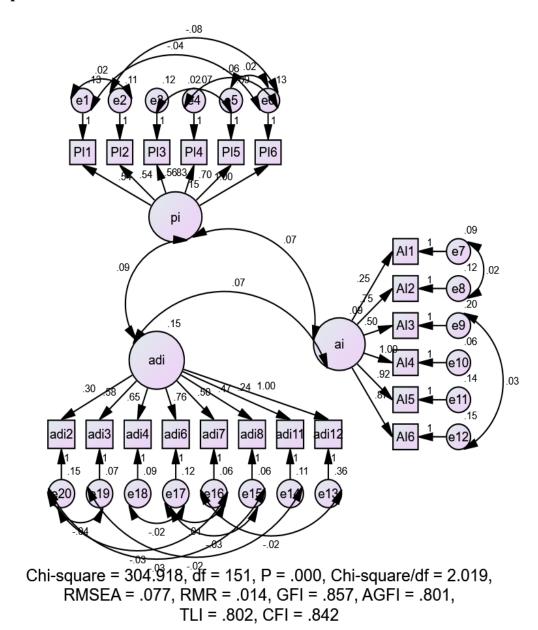
Figure 4.5 Confirmatory Factor Analysis

Table 4.8 Results of the Factor Loading Analysis of Observed Constructs

Observed Variables	Standard Factor Loading	t-value (C.R.)	Reliability	Error of Variance
PI				
PI1	.500	4.91	.204	.133
PI2	.531	4.70	.286	.114
PI3	.533	5.23	.305	.122
PI4	.770	6.30	.582	.073
PI5	.671	7.10	.465	.092
PI6	.731		.420	.134
AI				
AI1	.250	2.81	.062	.088
AI2	.545	6.23	.301	.117
AI3	.315	3.62	.096	.199
AI4	.776		.610	.058
AI5	.595	6.75	.352	.136
AI6	.550	6.27	.298	.153
ADI				
ADI2	.301	3.19	.082	.151
ADI3	.650	6.24	.416	.072
ADI4	.644	6.22	.425	.093
ADI6	.649	5.97	.425	.121
ADI7	.621	5.64	.356	.062
ADI8	.589	5.72	.352	.065
ADI11	.275	3.18	.078	.106
ADI12	.549		.287	.357

* Statistical significant level of 0.05 ($1.96 \leq$ t–value < 2.58)

** Statistical significant level of 0.01 (t–value ≥ 2.58)

As illustrated in Figure 4.5 and Table 4.8, the model measuring the perceived importance of marketing competencies idea (PI) included six indicators, all of which passed the factor loading defined criteria. Timeliness of Information about marketing competencies (PI 4) had the highest factor loading 0.770, following by Cultural Norms (PI 6) with factor loading 0.731, Organizational Structure (PI 5) had factor loading 0.671, Accessibility of marketing competencies information (PI 3) had factor loading 0.533, for Consistent Representation/Frequency (PI 2) the factor loading was 0.531, and for Credibility of the source (PI 1) the factor loading was 0.250

The model measuring acceptance marketing competencies idea (AI) included six indicators, all of which found that the factor loading passed the defined criteria: Tool Experience (AI 4) had the highest factor loading 0.776, followed by User Expertise (AI 5) factor loading was 0.595, Task Characteristics (AI 6) had factor loading 0.550, Output Quality (AI 2) had factor loading 0.545, Image (AI 3) had factor loading 0.315, and for Job Fit (AI 1) the factor loading was 0.305.

The model measuring adoption marketing competencies idea (ADI) included eight indicators, and after eliminating some of the factors, all factor loading passed the defined criteria: for highest factor, Self-Efficacy (ADI 3), the factor loading was 0.650, followed by Financial and Incentive (ADI 6) which had a factor loading 0.649, Champion Influence on adoption marketing competencies (ADI 4) had factor loading 0.644, Supporting Factors (ADI 7) factor loading was 0.621, Relative Advantage (ADI 8) factor loading was 0.589, Complexity of marketing competencies idea (ADI 12) factor loading was 0.549, Superior Influence on adoption Marketing Competencies (ADI 2) factor loading was 0. 301, and Observability (ADI 11) factor loading was 0.275.

4.1.6 Convergent Validity Determination

The Convergent Validity was the list or indicator with common variance to determine lists or indicators for measuring the same variables. There are three widely accepted Convergent Validity modes of measurement: Hair et al. (2006).

1. Factor Loading. High factor loading demonstrates a greater chance of similarities. The standard factor loading should be greater than 0.3.

2.   Average Variance Extracted (AVE). The accepted AVE should be 0.4 or higher. The value can be calculated from the equation (Fornell & Larcker, 1981)

3.   Composite Reliability. The accepted composite reliability should be 0.6 or higher. It can be calculated from the equation

The summary below shows the Average Variance Extracted (AVE) and the Composite Reliability (CR) as presented in Table 4.9.

Table 4.9 Analyzed Results of Convergent Validity
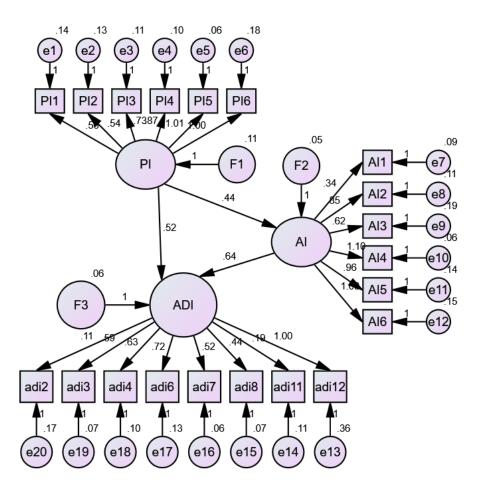
Observed Variables	Standard Factor Loading	t-value (C.R.)	Reliability	Error of Variance
PI			0.376927	0.779086
PI1	.500	.133		
PI2	.531	.114		
PI3	.533	.122		
PI4	.770	.073		
PI5	.671	.092		
PI6	.731	.134		
AI			0.286621	0.681885
AI1	.250	.088		
AI2	.545	.117		
AI3	.315	.199		
AI4	.776	.058		
AI5	.595	.136		
AI6	.550	.153		
ADI			0.240276	0.728521
ADI2	.301	.151		
ADI3	.650	.072		
ADI4	.644	.093		
ADI6	.649	.121		
ADI7	.621	.062		

Observed Variables	Standard Factor Loading	t-value (C.R.)	Reliability	Error of Variance
ADI8	.589	.065		
ADI11	.275	.106		
ADI12	.549	.357		

4.1.7 Path analysis results of the factors that influence festival coordinators to adopt marketing competencies idea

1) Investigation of the corresponding causal relationship structure based on an assumption of prior research and empirical data (before modifying the model)

An important part of the data analysis was to exam the consistency and causal relationship of the factors to the hypothesis. The model was initially created from theoretical concepts and prior relevant research publications, and it was this initial model that was tested to determine the validity and accuracy of the factors, specifically seeking to determine the causal relationship of the factors and their influence on festival coordinators' adoption of marketing competencies ideas. The results are as shown in Table 4.10 and Figure 4.6.

Chi-square = 443.347, df = 167, P = .000, Chi-square/df = 2.655,
RMSEA = .098, RMR = .017, GFI = .790, AGFI = .736,
TLI = .678, CFI = .717

Figure 4.6 Path Analysis before Modifying the Model

Table 4.10 Consistency Index/Index Used to Test the Consistency of the Model and Empirical Data (Before Modifying the Model)

Consistency Index/Harmony Index	Index Considering Criteria	Analyzed Results	Considered Results
1. Absolute Fit Index			
1.1 P-value	> 0.5	0.0001	Marginal
1.2 Relative $\chi 2$ ($\chi 2$/df)	<5.00	2.655	Good
1.3 GFI (goodness of fit index)	≥ 0.80	0.790	Marginal
1.4 AGFI (adjusted goodness of fit index)	≥ 0.80	0.736	Marginal
1.5 PGFI (parsimony goodness of fit index)	≥ 0.90	0.628	Good
2. Relative Fit Index			
2.1 NFI (normal fit index)	≥ 0.80	0.620	Marginal
2.2 PNFI (parsimonious normal fit index)	≥ 0.50	0.620	Good
2.3 CFI (comparative fit index)	≥ 0.80	0.717	Marginal
2.4 RFI (relative fit index)	≥ 0.80	0.568	Marginal
3. Consistency Index of Error			
3.1 RMSEA (root mean square error of approximation)	<0.08	0.098	Marginal
3.2 RMR (root mean square residual)	<0.08	0.017	Good

As shown in Table 4.10, the Chi-square ($\chi 2$), before adjusting the relationship model, the construct relationship model was statistically equal to 443.347, which indicated that the causal relationship was not consistent with the empirical data. However, since Chi-Square values varies according to the size of the sample, for a larger-sized sample, the Chi-Square would likely have statistical significant. Thus, the ratio of chi-square and number of degrees of freedom $\chi 2$ /df) should be considered

together. The analysis showed that the ratio of Chi-Square and degrees of freedom equaled 2.655, which fits the defined criteria, where the standard was lower than 5.0. Furthermore, taking into consideration other aspects of the harmony index, it was observed that most of the index did not pass the defined criteria, as described below. That is, GFI was equal to 0.790 and AGFI was equal to 0.736, which did not pass the defined threshold (≥ 0.80). PGFI was equal to 0.620 which pass the criteria. RMSEA was equal to 0.098, which did not pass the threshold (<0.08). When considering the index used to measure relative harmony, it was found that NFI was equal 0.620, and the index measuring relative consistency CFI was equal to 0.717, which failed the threshold (>0.80).

In conclusion, based on the statistics and indicators, it was not possible to ensure that the model as initially created (based on assumptions) was consistent with the empirical data. Therefore, it was necessary to adjust the relationship model for greater harmony. Therefore, the error of observed variables was adjusted to be ensure a stronger relation, that is, in order to obtain data that corresponds to the legitimate related variables. To adjust the model relationship, the suggested value from program or Model Modification Indices (MI) were considered, along with the Standardized Expected Parameter Change (SEPC), until the causal relationship was established, in harmony with the empirical data. See Figure 4.7

2)　　Investigation of the corresponding causal relationship structure based on assumptions from prior research and empirical data (after modifying the model)

After model modification via drawing the line according to the suggestion obtained by the recently modified model, the correspondence between the model and empirical data was improved, and also the statistic values were suited with the determined values. The modified model and results of the data analysis are illustrated in Figure 4.7 and Table 4.11 via drawing the line according to the suggestion obtained by the recently modified model, the correspondence between the model and empirical data was improved, and also the statistic values were suited with the determined values
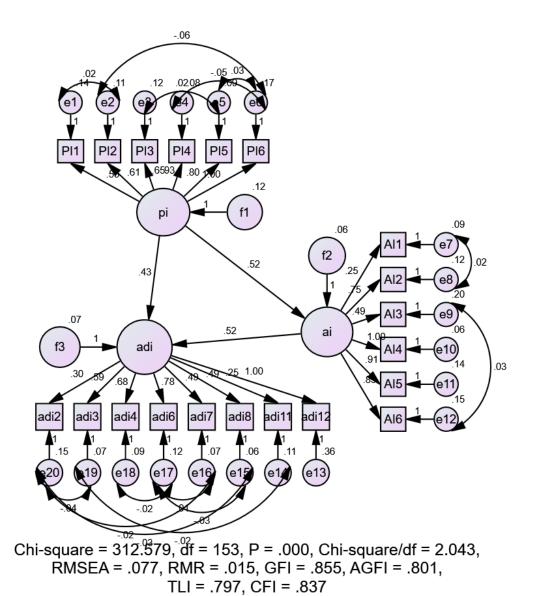
Figure 4.7 Path Analysis after Model Modification

4.1.8 Results of the study examining the causal relations between the factors that influence cultural festival coordinators' to adopt the marketing competencies idea

To answer the research question mentioned in Chapter 1, a framework of study was proposed and a set of hypotheses was developed, which were then tested section and analyzed, focusing on the output of the SEM. Table 4.12, below, reflects the relationship of the key influence factors, and they ways the data constructs are

related, specifically with regard to the perceived importance of marketing competencies idea, acceptance of marketing competencies idea, and adoption of marketing competencies idea. The study examined the causal relationship between the factors, and the results of the analysis, with the assumption as charted in Table 4.12.

Table 4.11 Examining the Causal Relationship of Key Constructs with Research Results

Hypotheses	Path	Results of Hypothesis Testing	Level of statistical significance
Perceived importance of marketing competencies idea affected acceptance of marketing competencies idea in a direct way	PI → AI	Perceived importance of marketing competencies idea directly and positively affected acceptance of the marketing competencies idea	(significant)
Acceptance of marketing competencies idea affected adoption of marketing competencies idea in a direct way	AI → DI	Acceptance of marketing competencies idea directly and positively affected adoption of the marketing competencies idea	(significant)
Perceived importance of marketing competencies idea affected adoption of marketing competencies idea in a direct way	PI → DI	Perceived importance of marketing competencies idea directly and positively affected adoption of the marketing competencies idea	(significant)

4.1.9   Results of the hypothetical model consistency

The statistical values obtained when analyzing the empirical data that delved into the causal relationships between that main assumptions pass the statistical standard. This finding means that the causal model of the factors that affect cultural festival coordinators in Thailand regarding adoption of marketing competencies idea consist of these three main factors.

Focusing on festival coordinators in Thailand regarding adoption marketing competencies idea, it is apparent that there are two related factors – the perceived importance of marketing competencies idea and the acceptance of marketing competencies idea. Additionally, the study determined that adoption of marketing competencies idea is greatly affected by acceptance of marketing competencies idea, with a statistical significance, which means a high level of acceptance will most likely lead to adoption behavior. Also, the study found that the factor that most affects the acceptance marketing competencies idea is the perception regarding importance of marketing competencies idea, with a statistical significance which means the high level of perceived importance will most likely lead to acceptance of the marketing competencies idea.

4.2   Qualitative data analysis

This section seeks to answer the research questions originally posed at the beginning of this study. Specifically, this part provides an in-depth understanding of the process involved in adopting new innovation or ideas. To achieve this objective, 12 interviews were conducted, which are discussed and interpreted in the next chapter, with cross-case analysis. Accordingly, the specific goals of this section are to:

1. Discuss the method of collecting qualitative data
2. Provide in-depth interview profiles along with case and code identity
3. Focus briefly on each in-depth interviewed case individually to uncover and gain insight into what lies behind the acceptance and adoption process

4. Explore findings of the qualitative data through cross-case analysis focusing on common evidence in the context of each factor of the proposed framework

4.2.1 Qualitative data collection and sample

There are many methods of qualitative data collection. This study used a basic and common method, which is in-depth interviews. This approach was undertaken so as to uncover an unknown, unstudied issues that have valid research interest. This additionally enables opportunities to uncover underlying motives or attitudes toward sensitive issues. Therefore, in this study, a small sample of informants was selected for structured in-depth personal interviews (Malhotra, 1993; Mathews, 2000) . For qualitative interviews, purposive sampling is a nonprobability sampling technique which can be used at the discretion of the researcher. Here, the sample of informants was derived with following selection criteria: Interviewees had at least six months experiences organizing a cultural festival and were had job tasks in marketing. The researcher intentionally selected festival coordinators who represented a variety festival types, as presented in Table 4.13

Table 4.12 Type of Respondent, Code Number and Characteristics

Respondent Type/ Category	Code number	Characteristics
Public organization	FC1	Public organization, experienced with organizing an event, and involved with marketing.
Private organization	FC2	Private organization, experienced with organizing an event, and involved with marketing.
State enterprise organization	FC3	State enterprise organization, experienced with organizing an event, and involved with marketing.

In-depth interview samples were selected from persons who worked in a variety of different sectors: the Tourism Authority of Thailand (TAT), the Ministry of Tourism and Sports Office, the Ministry of Culture - Provincial Cultural Office, the Governor's Office, the Provincial Administrative Organization (PAO), the Subdistrict Administrative Organization (SAO), and private organizations.

4.2.2   Qualitative interview protocols

There are many methods to carry out qualitative data collection, for example by conducting an individual personal interview, taking an oral history, using a focus group interview, Delphi techniques, observation, action research, case study, document study, or life history study. Different researchers do have different purposes, and to achieve these may select and pursue different modes of analysis.

This study performed in-depth interviews using semi-structured questions (Appendix C), along with a tape recorder. The in-depth interviews provided rich, descriptive, and detailed qualitative data; specifically, it gave a greater understanding of the participants' personal perspective and their experiences (Rubin & Rubin, 2012). The follow-up questions gave the informants an opportunity to tell their stories in their own words, and the process permitted the researcher to ask follow-up questions or illustrative examples so as to gain a better understanding of the informants' responses.

This study evaluated and refined the interview protocols using the Interview Refinement Protocol Refinement (IPR) framework (Jones, Torres, & Arminio, 2014). There are four phases in the IPR: Phase 1) Ensuring the interview questions align with research questions, Phase 2) constructing an inquiry-based conversation, Phase 3) receiving feedback on the interview protocols, and Phase 4) piloting the interview protocol.

4.2.3 Qualitative in-depth interview profiles

Table 4.13 Interview Name, Job Position and Code Number

Name	Job Position	Code number
Khun wan	Secretary of the Subdistrict Administrative Organization Council	Case 1 (C1)
Khun wit	Advisor to the Chief Executive of the SAO	Case 2 (C2)
Khun poom	Chief Executive of the SAO	Case 3 (C3)
Pawinee Tungkasmith	Marketing Officer	Case 4 (C4)
Pichaiyut	Division Director	Case 5 (C5)
Anunsak	Bureau Director	Case 6 (C6)
Khun May	Section Clerical Worker	Case 7 (C7)
Watcharapol Saensorn	Deputy Director	Case 8 (C8)
Pol.Sgt.Maj.Sakol Thongkam	Director	Case 9 (C9)
Phonsan Amphasawet	Marketing Officer	Case 10 (C10)
Pasakorn Sangwornrachasap	Head of the Tourist Association Mahasarakham	Case 11 (C11)

Table 4.13 details the respondents' varied employment backgrounds and reflects the breadth and richness of the respondents selected for in-depth interviews. For clarity of classification, the participants were categorized and assigned a category classification code, as shown in Table 4.14.

Table 4.14 Categories and Codes of Participating Informants

Category Code	Category Description	Case Identification Code
FC1	Public organization	C1, C2, C3, C5, C6, C7
FC2	Private organization	C11
FC3	State enterprise organization	C4, C8, C9, C10

An overview of each informant's background is discussed briefly in the following section. As shown in Table 4.21, the informants designated as Cases 1-7 were aligned with Code FC1, meaning that they worked for a public or government organization. However, there are significant difference among these cases, particularly with regard to their job roles and personal characteristics. Case 1 and Case 5 work for the Ministry of Culture in Thailand, and their main task is to integrate and promote religion, art, and culture to the people, thereby fostering pride in Thai identity with proper culturally based lifestyle with the goal of attaining a sustainable and peaceful society.

In contrast, Case 2, Case 3, and Case 7 work for a subdistrict administrative organization (SAO) under the Ministry of Interior and persons in this group have job duties with a variety of objectives and tasks, some with cultural aspects, such as maintaining traditional arts and local culture, and to educate the public about indigenous minority Thai cultures.

Case 6 worked in a governmental public relations department which has as its mission to inform the public, local and foreign, of the Thai government's policies and activities, while reflecting peoples' needs and concerns. It also creates a bridge of understanding between the government and the people, as well as the international community.

Case 11 works for a private organization, called "The Tourist Association", whose main tasks are to promote businesses which are directly related to tourism, and to support or assist any association or organization that promote tourism industry. Although it is a private organization, The Tourist Association actively collaborates with government units, public authorities, as well as business associations related to tourism.

Case 4, Case 8, Case 9, and Case 10 each work with the Tourism Authority of Thailand (TAT) which is a national enterprise organization which seeks to promote the development of travel and tourism and the conservation of tourism resources.

The above background on each informant's case indicates the differences in their backgrounds, careers, and employment related tasks or goals. The researcher recognizes these distinctions, but the following section focuses on a cross-case analysis to integrate the findings in order to reveal uniform perspectives that can later be used to craft recommendations.

4.2.4 Findings of qualitative in-depth interviews

This section presents the cross-case findings gained from the case interviews. The descriptions of the interviews discussed in the next section.   The descriptions retain full quotes of points that the key informants stressed and affirmed. The integrated cross-case analysis for each construct in the conceptual model provides a basis for understanding the key issues involved. The main focus of this qualitative study was to explore the acceptance and adoption factors and to determine the process to best incentivize festival coordinators regarding marketing concepts, and this cross-case process was valuable for discovering some interrelated factors. In the following, the influential factors and their magnitude of influences are discussed first, augmented by a matrix, which then leads to conclusions focusing specifically on the acceptance and adoption relationship.

4.2.4.1 Perceived Importance of marketing competencies idea (PI)

Perceived importance was identified as being a significant driver of communication and of awareness, needed to build the process that ultimately leads to acceptance and adoption of new innovation or ideas.

Perceived Importance and Acceptance: The matrix in Table 4.15 shows that the level to which perceived importance effects acceptance. More specifically, although Box 1 indicates the number of cases where respondents perceived the direct effect of perceived importance on acceptance, the case in Box 3 indicates no direct

effect of perceived importance on acceptance. And, Box 2 indicates reverse effects and Box 4 indicates perceived importance has no impact on acceptance.

Table 4.15 Perceived Importance – Acceptance Matrix

		Acceptance	
Perceived Importance		1. Direct Positive Effect C1, C4, C9, C10, C11	2. Moderate Effect C5, C6, C8
		3. Reverse Effect	4. No Effect C2, C3, C7

As noted in the theories explained in Chapter 2, the more a person perceives importance of a thing the more likely the thing will influence the level of acceptance (Schramm, 1973). As presented in the above matrix, Cases C1, C4, C9, C10, C11, C12 positioned in Box 1 appear to validate this thoretical expectation. In particular, looking at the effect of perceived importance on acceptance in Box 1, it is apparent that if an individual perceives the importance of the innovation or idea, it will either directly or indirectly effect acceptance of that innovation or idea.

Indeed, Case C4 stressed that, *"Inspection activities help us to open up a wider perspective. Updates and new devices that are very interesting – like when I went to China they used a device called BEACON and I wished to learn more about it and use it in the tourism industry here in Thailand someday".*

Supporting the statement, Case C11 emphasized that,

"Observing activities or attending short programme is very useful because it helps us to understand what the technology and the idea has developed. I have to admit that the new idea and new technology, saved us a lot of time, such as the application is currently helping us to edit a short video clip. It is very easy and very interesting."

This statement highlighted a relationship between timeliness of information (the timing regarding interest in information received, updated current information) and acceptance of marketing competencies. These examples seem to be consistent

with Fehrenbacher et al. (2012) opinions of information as a factor and a common communication tool which leads to awareness and acceptance.

Furthermore, as shown in Box 2 of Table 4.22, three cases (C5, C6, and C8) from two different categories of coordinators (Codes FC1 and FC3) spoke of the moderate importance and impacts of perceptions regarding the acceptance of marketing competencies. This means that these festival coordinators perceived that perceptions regarding the importance of marketing competencies has no direct influence on acceptance of marketing competencies, but may be a supportive stimulus in the process to assess and strenghten the relationship.

For example, Case C5 expressed an opinion that,

"Going to seminars or attending to conference or workshop, may help event coordinators to aware and accept new idea, however I think it also depends on the individual's factors as well, such as age and attitude. I notice that people with an old age tend not to be open to new ideas."

In contrast, Case 2, Case 3, and Case 7 stressed that perceptions regarding the importance of marketing competencies do not effect acceptance of marketing competencies in their opinion. Interestingly, it is important to note that all three of these cases worked for a public organization or cultural activities organization. The key informants in this type of organization think that perceptions regarding the importance of marketing competencies does not effect the acceptance of marketing competencies.

As C2 explained,

" Our organization has sent the staff for training many time, and usually we send the same persons because we want them to be experts on that particular job. But so far they only come back and write some report and it does not improve anything. Sometimes I ask them about marketing techniques, they cannot even answer me. It shows that the workshop or short course can't change their attitude or make them want to change their work style."

Similarly, C7 stated that,

> *"I felt like the theory of marketing sometimes conflicts with reality; some theory or concept doesn't work at all in my context. I have done this job for a long time and I know how to manage. Maybe the conferences or workshops do not address cultural differences."*

The comments in the quotations indicate that not all cases agree that perceptions regarding the importance of marketing competencies will effect the acceptance of marketing competencies. This provides a clue that either communication components or organizational characteristics are the main factors that impacts the opinions held by the various participating cases.

Further, as discussed above in terms of the effect of perceptions regarding the importance of marketing competencies on the acceptance of marketing competencies, it revealed that over 50% of key informants agreed that perceived importance is a factor that has significant impact on acceptance. This supports the result found in the adoption of marketing competencies idea model, which revealed that the perceived importance of marketing competencies idea influences acceptance of marketing competencies idea.

However, about 25% of the cases acknowledged that perceptions regarding the importance of marketing competencies idea can increase awareness and lead to acceptance. The remaining 25% of cases indicated that perceptions regarding the importance of marketing competencies has no relationship to acceptance of marketing competencies.

Perceived Importance and Adoption

The matrix in Table 4.23 shows that the level of perceived importance and effects on adoption. More specifically, Box 1 indicates the number of cases where respondents perceived that there is a direct effect of perceived importance on adoption. The case positioned in Box 3 indicates no direct effect of perceived importance on acceptance. Box 2 indicate reverse effects and Box 4 indicates perceived importance has no impact at all on adoption.

Table 4.16 Perceived Importance – Adoption Matrix

	Adoption	
Perceived Importance	1. Direct Positive Effect C6, C7	2. Moderate Effect
	3. Reverse effect	4. No Effect C4, C5, C8, C9, C10, C11

As presented in the above matrix, Cases C6 and C7 illustrated in Box 1 appear to validate the thoretical expectation that the effect of perceived importance on adoption. In Box 1, the case revealed that sometimes the adoption process does not always go through the acceptance process it can impact directly to adoption intention from perceived importance.

For example, Case C6 stresses that,

"Some of us know that it's important, but the workload is a lot already. If it takes too much times or needs a lot of effort, the result is not guaranteed - I simply don't want to try. However if the supervisor gave an order then I have to do it."

In accord, Case C7 agreed,

"All marketing competencies are important but applying it does not depend on us, basically it is based on the customer or organization who came to us for help."

These statements support Regan and Wymer (2005), who determined that assessment of an adoption process sometimes occurs without consent, and that rules, regulations or enforcement can lead to adoption as well. The impact, however, conceded by some of the key informants, is that the adoption of marketing competencies is assisted if the intentions are enforced or supported by a supervisor and by a customer. The above analyses and interpretation affirmed that the adoption intention process can be either by consent or by force.

4.2.4.2   Acceptance on marketing competencies idea (AI)

Acceptance of new innovation or idea is an important factor in the adoption intention process. As Karen Renaud (2008) pointed out, adoption of an idea or innovation is a process – starting with the user becoming aware of the idea or innovation, and ending with the user embracing it and making full use of it, finding innovative uses for it, and ultimately unable to contemplate working without it. Idea or innovation acceptance, as opposed to adoption, is an attitude towards an idea or innovation, and is influenced by various factors. A user who has purchased a new idea or innovation has not yet adopted it; there are other stages beyond simple purchasing the innovation and this is where acceptance plays an important role. If the user buys an item but does not accept it, it is unlikely that full adoption will occur.

Table 4.17 Acceptance – Adoption Matrix

		Adoption	
Acceptance	1. Direct Positive Effect C4, C8, C10, C11		2.Moderate Effect C9
	3.Reverse Effect C5, C6		4. No Effect C1, C2, C3, C7

The matrix in Table 4.17   shows that the level of acceptance of marketing competencies idea effects the adoption of marketing competencies idea. More specifically, while Box 1 indicates the number of cases where respondents perceived the direct effect of acceptance on adoption, the case positioned in Box 3 indicates no direct effect of acceptance on adoption. The Case in Box 2 indicates reverse effects and the Case in Box 4 indicates acceptance is perceived to have no impact at all on adoption.

Towards exploring this relationship, key informant Case C4 briefly stated that:

"In other country they use a lot of technology and innovation and even became a paperless organization. Even if there are many interesting ideas to use, I only choose to use whatever it is easy to learn, easy to do, and convenient for me."

More apparently Case C8 stated that:

"There are a lot of factors in deciding whether to use or not use marketing techniques. Normally I decided, with my experience, such as if I work on a folk festival, I have to think . . . who is the target? And then what technique I should use. In this case, assume that the target is the elderly; they like to read newspapers, so you must have the ability to deal with the media. To use or not use whatever technique is based on your decision, and your own experience."

This suggests that the adoption intention depends on many factors. Case 4 focused on ease of use, which relates to user's expertise and complexity of the idea or innovation, which is consistent with the theory put forth by Venkatesh & Davis (2000) and Dishaw et al. (2002). In contrast, Case 8 focused on tool experience and self-efficacy, which supports the research of Sung Youl Park (2009).

Stressing the important of acceptance, it was clearly articulated that perceived usefulness and perceived ease of use are acceptance factors which lead to adoption behavior. However, some cases do not agree with that.

For example, Case 3 highlighted that,

"There is a lot of marketing ideas that I want to try but since my organization is a government organization, which is very strict with rules and regulations, also with limitation on the budget, so I always do the same as my colleague does because it certainly does not break the rules. Lately, the State Audit Office of the Kingdom of Thailand is very strict, so you can't do anything that much; like if you want to buy some equipment for marketing tasks, such as a nice camera or other stuff, it is almost impossible."

Similarly, C7 said that,

"I graduated in the marketing field. I learned many theories about marketing, however I don't want to risk trying new methods or new tools. For the publicity and marketing of tourism, if it is not a trial and if it fails the impact effects several parties, so I only do as my boss tells me or as my colleagues do to prevent errors. On the other hand, there are two Cases positioned in Box 3, who gave reverse comments regarding the effects adoption of marketing competencies idea has on acceptance, which in the theoretical grounding is not mentioned. In these Cases, the informants perceived that adoption behavior can lead to acceptance."

Focusing on these assertions, Case C5 expressed that,

"There is a request for cooperation to create Facebook Fanpage for our organization. At first, I did not expect the result will be this great. The response came out good. It is easy for our young staff; it's fun and fast, not too formal and can provide information at a low cost. I accept that it's working for me."

4.2.5   Overall summary of Cases

The major findings of the cross-case analysis was presented above, which was achieved by combining the qualitative reasoning and the related symbolic identification codes and responses respondent cases in summary form. The in-depth interviews supported most of the theories which were introduced at the beginning of this paper, however the interviews also led to the discovery of some insights and reasonings, that provided greater information or understanding about the relationship between some of the theorestical constructs.

With regard to festival coordinatorss perceptions regarding the importance of an innovation or idea and its effect on acceptance, in almost 50% of the Cases, specifically C1, C4, C9, C10, and C11 (which represent all categories of informants' background) the Cases appear to agree that perceived importance directly influences acceptance of new innovation or ideas. However, three Cases (C5, C6, and C8) who

come from two different categories of coordinators (Code FC1 and FC3) show only a moderate effect. In contrast, three Cases (almost 25%) C2, C3, and C7 suggested that perceived importance is not a major factor leading to acceptance, but these Cases indicate that there are other important factors to consider, such as the personal characteristics of the user.

Significantly, 54% of the Cases (C4, C5, C8, C9, C10, and C11), which represent all categories of festival coordinators backgrounds, indicated that perceived importance does not affect adoption. In contrast, respondents identified as Cases 6 and 7, strongly felt that perceived importance can directly affect adoption.
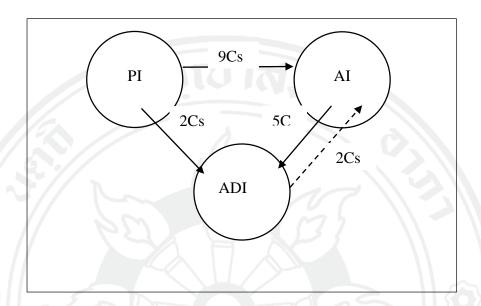
With regard to the effect acceptance of marketing competencies idea has on adoption, 36% of the Cases (C4, C8, C10, and C11) indicated that acceptance of marketing competencies idea directly affects adoption. Another 36% of the Cases, (C1, C2, C3, and C7), proposed that acceptance of marketing competencies idea has no effect on adoption but there are also some other factors to be considered leading to full adoption behavior. And two Cases (C5 and C6) suggested that adoption behavior can lead to acceptance in reverse.

Table 4.18 Summary Report of Cross-Case Analysis Based on Code

Variables and Emerge Path	Code FC1	Code FC2	Code FC3	Comment
PI → AI	C1, C5, C6, C7	C11	C4, C8, C9, C10	Expected
PI → ADI	C6, C7	-		Expected
AI → ADI	-	C11	C4, C8, C9, C10	Expected
ADI → PI	-	-	-	Expected
ADI → AI	C5, C6	-	-	Unexpected
AI → PI	-	-	-	Expected

PI=Perceived importance of marketing competencies idea, AI=Acceptance of marketing competencies idea, ADI=Adoption of marketing competencies idea.

The overall results and revealed path directions are shown in the qualitative model of the adoption of marketing competencies idea. See Figure 4.8.

Figure 4.8 Derived Qualitative Model Based on Indepth-Interview: Adoption
　　　　　 Process

CHAPTER 5

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

5.1 Introduction

This research undertook to provide a better understanding of factors that influence cultural festival coordinators to accept and adopt core marketing competencies, including the degree of influence that the factors affect festival coordinators. After completing an in-depth review of literature and after analyzing previously published relevant research, this study proposed conceptual framework models that examined the causal relationship of the factor (see Chapter 3). The framework was designed to test the theory and confirm the relationship between perceived importance of marketing competencies idea (PI), acceptance of marketing competencies idea (AI), and adoption of marketing competencies idea (ADI). The research questions underpinning this thesis sought to answer these questions: What are the key factors that impact a festival coordinator's decision to accept and adopt festival marketing competencies? And, what are the best techniques for encouraging a festival coordinator to gain the needed marketing competencies?

The objectives of this thesis were achieved by first studying the core marketing competencies currently demonstrated by cultural festival coordinators and the cultural festival coordinators' perceptions regarding the importance of marketing competencies. The study examined in-depth the factors that most influence cultural festival tourism coordinators to accept marketing competencies, and the factors that most influence cultural festival tourism coordinators to adopt marketing competencies. The outcome was to provide guidelines that will assist cultural festival tourism coordinators to accept and adopt marketing competencies.

The theoretical literature related to these issues were described in Chapter 2. In Chapter 3, qualitative and quantitative research models were developed to answer the specific research questions. And, in Chapter 4, the results of the primary

data that had been collected were presented, described, analyzed, and discussed. Here, in Chapter 5, the overall findings of the study are summarized, along with commentary regarding the contributions and limitations of this thesis, and recommendations for future research.

5.2 Findings Summary

Many scholars hold the view that acceptance and adoption of new innovations or new idea are abstract ideas. Most consider these concepts as a spread or process which reflects the flow or movement from the source of innovation or new idea to full adoption, typically involving communication and influence (Rogers, 1995). This thesis has analyzed the respective, but separate sets of variables associated with the concepts and methods involving diverse processes, principles, and determinants of intention to adopt new innovation or new idea.

To narrow and focus the research, three main theories or concept were utilized, namely, perceived importance concept, acceptance theory, and adoption innovation theory. Further, an extensive review of the literature was conducted to specify the process and factors that influence festival coordinators in Thailand to adopt marketing competencies. A model was created to propose how to best assist cultural festival tourism coordinators to accept and adopt marketing competencies, by empirically testing and analyzing the causal interrelationship as well as the mediating role between these factors.

To achieve the research objective, methodological appropriateness was a crucial consideration used to test the model. To achieve the research objective, methodological appropriateness of the model was a crucial consideration which was first tested. The qualitative and quantitative data collection and analysis were used as a tool. The proposed model was tested using AMOS, and the fit indices of the model revealed that the model did fit (GFI= 0.855, AGFI= 0.801, CFI=0.837, RMSEA=0.007 and RMR=0.015). The model was discussed later in conjunction with the hypothesized paths of the modified proposed model, and then the adoption paths were found to be significant and theoretically justified.

The outputs indicated that perceived importance of marketing competencies idea has the greatest positive effect on the acceptance of marketing competencies idea (H_1). And, as predicted, the acceptance of marketing competencies idea has the greatest positive effect on the adoption of marketing competencies idea (H_2). The study also found that perceived importance of marketing competencies idea affects the adoption of marketing competencies idea as a consequence of accepting marketing competencies idea (H_3). However, the study did not find any direct connection between perceived importance of marketing competencies idea and the adoption of marketing competencies idea.

Then, in order to explore the factors that impact a festival coordinator's decision to accept and adopt festival marketing competencies in more specific detail, eleven in-depth interviews were conducted with key informants selected from private organization, public organizations, and state enterprise organizations. The interview model was verified and interpreted with cross-case analysis. The findings revealed that some of the factors affirmed the theoretically proposed model. Indeed, in their comments about some of the factors, the key informants revealed and explained their reasoning, which led to a better understanding of the factors and the influence of the factors on cultural festival coordinators.

5.3 Discussion

By relying on these three constructs and compositions, the researcher studied statements regarding the underlying theories and related published research, and then analyzed information collected regarding the factors that lead festival coordinators in Thailand to adopt marketing competencies. These findings were then aligned with the causal factors which had statistical significance, which are detailed as follows:

1. **Perceived importance of marketing competencies idea**
   1) Credibility
   2) Consistent Representation/Frequency
   3) Accessibility of the information
   4) Timeliness of the information

    5) Cultural norms of the organization

    6) Organizational structure

2. Acceptance of marketing competencies idea

    1) Job fit

    2) Output quality

    3) Image

    4) Tool experience

    5) User's expertise

    6) Task characteristics

3. Adoption of marketing competencies idea

    1) Peer influence

    2) Superior influence

    3) Self-efficacy

    4) Champion influence

    5) Policy / Regulations

    6) Financial / Incentives

    7) Support factors

    8) Relative advantage

    9) Compatibility

    10) Trialability

    11) Observability

    12) Complexity

The research first set out to discover the factors that most influence perceptions regarding the importance of the core marketing competencies idea. The factors most affecting perception were, in ranked order: Timeliness of information about marketing competencies, cultural norms of the organization, the organization's structure, accessibility of information regarding marketing competencies, consistent representation / frequency of the information, and credibility of the information source. The results also showed that these factors directly and positively influenced the acceptance of marketing competencies idea. The factors derived in the study from

the quantitative data researched was most consist with theories posited by past scholars (Fehrenbacher et al., 2012; Sang & Lim, 2010; Tessema et al., 2016). However, the data obtained from qualitative methods indicated that there are additional elements or factors to be considered besides the constructs in the model. These findings were consistent with the research conducted by Satawatin (2003) who had pointed out that an individual's characteristics, such as age, experience, or education, are important factors that effect the acceptance of innovation or new ideas.

With regard to the acceptance of marketing competencies idea, the results of this research determined that the most influential factors were, in ranked order: The user's tool experience, the user's expertise, task characteristics, output quality, impact on user's image, and job fit. The factors that most influenced acceptance were perceived usefulness and perceived ease of use, which was consistent with most of the past research (Thompson et al., 1991; Davis, 1989; and Fishbein & Ajzen, 1975). Comments given by Case 4 during the in-depth interviews (see Table 4.24) addressed ease of use, which is directly related to the user's expertise and complexity of the innovation or new idea. These comments are consistent with the theory advanced by Venkatesh & Davis (2000) and Dishaw et al. (2002) while Case 8 focused on tool experience and self-efficacy which support the research of Sung Youl Park (2009).

Research regarding the factors that most influence the adoption of marketing competencies idea revealed that the most influential factors were, in ranked order: Self-efficacy, financial / incentives, champion influence, support factors, relative advantage, complexity of the marketing competency idea, superior influence, and observability. However, there are some factors that do not fit into this model, specifically peer influence, which is inconsistent with the factors suggested by Venkatesh et al. (2003), who noted that social influence, such as peer influence, is one of the major factors leading to adoption behavior. This is inconsistent with Wymer & Regan (2005) who stated that policy and regulation are strong factors influencing adoption decisions.

During the in-depth interview research process completed for this thesis found that if a person accepts an innovation or new idea, it is unnecessary to force the adoption by policy or regulation. However, other research found that acceptance does not always lead to adoption behavior, as noted by many theorists, including Leon

Lekkerkerker (2011) whose research on adoption of accounting program in the Netherlands found that most respondents accepted the new version of accounting program if it was very useful, however the adoption rate was still very low. That leads to some argument whether enforcement in the form of policy or regulation should be considered as an important adoption factor.

Compatibility and trainability were eliminated as factors because these factors proved to be inconsistent with diffusion of innovation adoption theory (Roger, 2003). From the in-depth interviews, this thesis study discovered that because the tourism industry has unique characteristics (for instance, tourism activities such as a festival happen as a single one-time event at a specific period of time) it is not possible to have a trial period, unlike the technology sector. Moreover tourism activities involves many sectors and multiple stakeholders who are not able to participate in a trial run.

In summary, based on the data collected from both the qualitative and quantitative methodologies, in order to support the factors that most influence festival coordinators in Thailand to accept and adopt marketing competencies idea are, in ranked order: financial and other incentives, champion influence, and other supporting factors. The in-depth interviews provided findings that many organizations (including private organizations, public organizations, and state enterprises) agree that financial incentives and supporting factor (such as the organizational environment, availability of appropriate equipment, and number of staff) whereas factors with greater influence in public organization included policies or regulation intended to enforce adoption.

From factor analysis result found that top three factors affect acceptance the most are: Tool experience, User expertise and Task characteristic, which are subcategory of perceived ease of use. Indicated that a festival coordinators will accept new idea if that idea is easy to use. To be success in festival marketing for festival coordinators guidelines to support acceptance of marketing competencies for festival coordinators will be presented as follow; Since ease of use is the most important factor, skill training is the suitable solution. Skill training can be part of formal and nonformal training, it can be conducted at school, at a vocational training center, at community level, at the factory or in a workshop. Schools, colleges and training centers are usually expected to hire professional part-time or full-time trainers who,

apart from the skills training, may also be in charge of classroom instruction. However for implementation organizational characteristics should be concerned.

    a. Public organization: From in-depth interview found that in public organizations seminars and workshops or conferences was held regularly and many organization send employees to attend training. However, often sent only one person due to lack of staff and workload. This leads to lack of diversity of idea. The solution guidelines is educational institutions in the area should be responsible for the training and collaborate with the community. Arrange training in the community area, will reduce travel time and it might provides more opportunity for all employees to join.

    b. Private Organization: Usually only the big companies arrange their own in-house training and, therefore, employ their own in-house trainers. Their job isn't really much different from the jobs of trainers at schools and training centers with the one exception that the respective training measures are tailor-made for the specific needs of a company. However in hosting cultural festival tourism context in Thailand found that private organization rarely sent the staffs for training due to budget limitation. So to develop their skill there should be an organization acts as a medium to provided marketing skills for members, as a long distance online courses. Each membership can download papers, interactive textbook, recorded video, quizzes and project for self developing skill. In addition an organization should arrange discuss forum to updated news with all membership.

Guidelines to support adoption of marketing competencies for festival coordinators. In order to make the best use of policy instruments, the promoters of adoption marketing idea will have to follow a strategic approach in terms of policy goals, implementation mechanisms, adequate territorial level of intervention, financing, etc. From factor analysis and in-depth interview result found that top three factors affect adoption the most are: Financial support, supporting factors and champion influence it can be concluded that most of factors that will lead to action for

festival coordinators are external factors. To be success in festival marketing for festival coordinators guidelines to support adoption of marketing competencies for festival coordinators will be presented as follow:

1. Public organization: the characteristic of public organization has systematically payment such as wage, bonuses or loans so it is difficult to promote additional payment, however to provided motivate for employees honorable mentioned or non-financial incentives can be included such as flexible hours of work, sustainable employment or support for education.

2. Private Organization: the characteristic of private organization is more flexible on financial and technological supports, in order to motivate a person to adopt new idea can be persuaded by salary, wage, insurance, paid leave.

In conclusion this study attempt to test or prove the theories that widely use in technological or innovation research field whether if it fit to festival tourism context or not. Three theories were selected including; perceived importance, acceptance theory and adoption theory. The result represents different perspective from previous research, most of acceptance factors in previous research claimed that importance of perceived usefulness factors and perceived ease of use factors are equally influence to acceptance process, however in this study perceived ease of use is more outstanding that means to acknowledge the benefit and successful outcome does not always lead to acceptance process but festival coordinators tends to accept marketing competency idea if it is easy to use or they have the ability to performed it. While in adoption process factors that influenced the most are the external factors it can be implied that although one's is already accept the idea but if lack of supporting factors such as technology support or financial support the adoption process will not be occur.

5.4　Overall Contributions

The research conducted in this thesis study made contributions to the tourism research in several ways. Most significantly, in the statistical ground, the theories testing model/framework under new empirical research setting drawn from existing

theory from other field with a desired level of fit to data. Moreover, the examination of the core findings provided greater insight into the factors and provided a better understanding of the impact the factors have when applied.

Fundamentally, focusing on the theories related to this study, this thesis study used three basic innovation and technology adoption theories and analyzed their casual relationships as a basic framework to gain a better understanding of festival coordinators' adoption process. As discussed earlier in this paper, many factors were found to play important roles in the adoption building process. Although the theoretical context previously used to explore these variables predominantly involved the technology innovation business, this study tried to extend the use of the theories to the cultural festival tourism sector. Previously, the theoretical adoption innovation process had proposed tangible factors, but this thesis study revealed, via the in-depth interviews, more information and reasoning behind the adoption process and influence of the various factors. As a part of the research, this study attempted to confirm various theories and models, the review of the literature appears to indicate that many of variables have been considered valid. Furthermore, some of the variables were found to have different relationships than predicted by the theories and models reviewed in the literature. Accordingly, these are the new contributions to the body of knowledge regarding the acceptance and adoption process.

Most significantly, the qualitative in-depth interview data contributes to an understanding of the guidelines that can effectively promote factors that influence festival coordinators to accept and adopt marketing competencies idea. The data collected demonstrated that the causal influence was largely consistent with the conceptual underpinning, however the causal relationship was only partial for some relationships and was reverse directional in other relationships. The study tried to fill contextual gaps in the existing literature, specifically in regard to the empirical testing of the theories in this field, which in this study was based within a Thailand context.

5.5 Limitations

This thesis attempted to examine the factors that influence festival coordinators' adoption process, however this study focused on only four types of

cultural festivals: food festivals, festivals associated with belief and folklore, historic festivals, and festivals that focus on the special customs or practices of an ethnic group. However, there are many types of festival that were not included in this study. Also, the result of the sampling used; which is to say that other samplings may have different perspectives. With this concerns in mind, any attempt to generalize the findings should take into account the following issues and would need to be verified carefully:

- The findings rely on respondent's self-opinion data, rather than longitudinal data which may affect changing situations and the relationship of variables over period of times. Also, the qualitative data collection process may change according to the emotional and mental state of the respondent at that time.

The researcher acknowledged such limitations and attempted to find the best methodology to fill the limitation gaps. The study does successfully suggest how organization or agencies operating within a Thailand setting should strive to build their acceptance and adoption of competencies process.

5.6   Future Research Directions

This study, focused within a Thailand context, provides an extension to the existing academic research, and provides some insights and directional guidelines to assist organizations to better promote some of the adoption building factors for festival coordinators. Specifically, this study strived to explore new avenues for using existing research as well as some new constructive measures learned from the quantitative and qualitative data. Thereby, this study provides a foundation for other avenues of future research, with the following suggestions:

1. As mentioned above, this study focused on only four types of cultural festivals, and some of the findings are do not provide perspectives pertinent to other events or festivals. Therefore, a research avenue is open for further research focusing on different types of festivals.

2. The study of festival coordinators adoption factors may be more interesting if all important competencies were included, not only

marketing issues. Therefore, it may be appealing to include all competencies, and the data might be more authentic and more reliably validated, if future studies include other competencies.

This study relied on theories grounded in technology acceptance and innovation adoption. This suggests that further research might select other foundational theories to explore factors that influence festival coordinators to adopt innovation or new ideas, and to then compare and contrast the findings.

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APPENDIX

APPENDIX A

QUESTIONNAIRE

สถาบันบัณฑิตพัฒนบริหารศาสตร์
คณะการจัดการการท่องเที่ยว
แบบสอบถามนี้เป็นส่วนหนึ่งของงานวิจัยเรื่อง : แนวทางการส่งเสริมปัจจัยการยอมรับและการนำ
แนวคิดสมรรถนะด้านการตลาดสำหรับผู้จัดงานเทศกาลทางวัฒนธรรมไปใช้

       วัตถุประสงค์แบบสอบถามนี้จัดทำขึ้นเพื่อเก็บรวบรวมข้อมูลสำหรับการศึกษาค้นคว้า
วิทยานิพนธ์เพื่อการศึกษาของนักศึกษาระดับดุษฎีบัณฑิต สถาบันบัณฑิตพัฒนบริหารศาสตร์ โดยมี
วัตถุประสงค์เพื่อศึกษาปัจจัยที่ส่งผลต่อการรับรู้ความสำคัญของแนวคิดสมรรถนะด้านการตลาด
ศึกษาปัจจัยที่มีผลต่อการยอมรับแนวคิดสมรรถนะด้านการตลาด และศึกษาปัจจัยที่มีผลต่อการนำ
แนวคิดสมรรถนะด้านการตลาดไปใช้ โดยข้อมูลแบบสอบถามจะนำไปใช้ประโยชน์ในการศึกษา
เท่านั้น

       ขอให้ท่านตอบคำถามตามความเป็นจริงหรือตามความคิดเห็นของท่าน กรุณาตอบคำถามให้
ครบทุกข้อเนื่องจากทุกคำตอบที่ได้รับมีคุณค่าเป็นอย่างยิ่ง ทั้งนี้ผู้วิจัยขอขอบพระคุณทุกท่านเป็น
อย่างยิ่งที่กรุณาสละเวลาให้ความร่วมมือในการตอบแบบสอบถามมา ณ โอกาสนี้

คำชี้แจง

1. กรุณาทำเครื่องหมาย √ หน้าคำตอบที่ท่านต้องการ และเติมข้อความหรือตัวเลขลงใน
   ช่องว่างที่มีให้

2. แบบสอบถามมีทั้งหมด 5 ตอน

   ตอนที่ 1   ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

   ตอนที่ 2   ข้อคำถามเกี่ยวกับปัจจัยที่มีผลต่อการรับรู้ความสำคัญของแนวคิด
                   สมรรถนะด้านการตลาดของผู้จัดงานเทศกาลทางวัฒนธรรม

   ตอนที่ 3   ข้อคำถามเกี่ยวกับปัจจัยมีผลต่อการยอมรับแนวคิดสมรรถนะด้าน
                   การตลาดของผู้จัดงานเทศกาลทางวัฒนธรรม

   ตอนที่ 4   ข้อคำถามเกี่ยวกับปัจจัยมีผลต่อนำแนวคิดสมรรถนะด้านการตลาดของผู้
                   จัดงานเทศกาลทางวัฒนธรรมไปใช้

   ตอนที่ 5   ข้อเสนอแนะอื่นๆ

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

1. เพศ ☐ 1) ชาย ☐ 2) หญิง

2. อายุ _____ปี

3. ระดับการศึกษา ☐ 1) ต่ำกว่ามัธยมศึกษา ☐ 2) มัธยมศึกษาหรือเทียบเท่า
☐ 3) อนุปริญญาหรือเทียบเท่า ☐ 4) ปริญญาตรี
☐ 5) สูงกว่าปริญญาตรี

4. ตำแหน่งงาน ☐ 1) ผู้จัดการฝ่ายขึ้นไป ☐ 2) ผู้จัดการแผนกหรือเทียบเท่า
☐ 3) พนักงานรายเดือน ☐ 4) พนักงานรายวัน/คนงาน
☐ 5) อื่นๆ โปรดระบุ_____

5. รายได้เฉลี่ย/เดือน ☐ 1) ต่ำกว่า 20,001 ☐ 2) 20,001 – 30,000
☐ 3) 30,001 – 40,000 ☐ 4) 40,001 – 50,000
☐ 5) มากกว่า 50,000

6. อายุงาน ☐ 1) ต่ำกว่า 1 ปี ☐ 2) 1-3 ปี
☐ 3) 4-5 ปี ☐ 4) 6-10 ปี
☐ 5) มากกว่า 10 ปี

ตอนที่ 2 ข้อคำถามเกี่ยวกับปัจจัยที่มีผลต่อการรับรู้ความสำคัญของแนวคิดสมรรถนะด้าน การตลาดของผู้จัดงานเทศกาลทางวัฒนธรรม

<u>คำชี้แจง</u> : กรุณาใส่เครื่องหมาย ✓ลงในช่องว่างตามความคิดเห็นของท่านปัจจุบันท่านใช้แนวคิดสมรรถนะด้าน การตลาดใดในการจัดงานเทศกาทางวัฒนธรรมในระดับใด ความหมายของการให้คะแนน 1= ไม่เคยแทบจะไม่เคย/ ถึง 5 = เป็นประจำทุกครั้ง/

สมรรถนะด้านการตลาดในการจัดงานเทศกาลประเพณีทาง วัฒนธรรม	เป็นประจำทุกครั้ง/	สม่ำเสมอ	เป็นบางครั้ง	น้อยครั้ง	ไม่เคยแทบจะไม่เคย/
	5	4	3	2	1
Technical expertise ความชำนาญด้านเทคนิก					
ทักษะการนำเสนองานเทศกาลทางวัฒนธรรม					
ความสามารถในการรับมือกับการสื่อสารในสภาวะวิกฤติ					
ทักษะ ความสามารถในการค้นคว้าวิจัย ต่อรองกับสื่อ อิเล็กทรอนิกส์และสื่อสิ่งพิมพ์					
การอบรมด้านสื่อเพื่อให้ทุกคนในทีมสามารถตอบคำถามและ ประชาสัมพันธ์งานได้					
ทักษะในการเขียนและนำเสนอเพื่อขอทุนสำหรับงานเทศกาล ทางวัฒนธรรม					
เทคนิคการถ่ายภาพ					
ประสบการณ์ด้านสื่อโทรทัศน์ และวิทยุในการประชาสัมพันธ์ งานด้านวัฒนธรรม					
การปรับปรุงข้อมูลเว็ปไซต์ ออกแบบเว็ปไซต์ และดูแลเว็ปไซต์					
ความสามารถในการประยุกต์ใช้เทคโนโลยีใหม่ๆเพื่อทำ การตลาด					
ความสามารถในการทำการตลาดผ่านสื่อดิจิตอลเพื่อโปรโมท งานเทศกาลทางวัฒนธรรม					
ความสามารถในการทำการตลาดทางตรง					
Information management การจัดการข้อมูล					

สมรรถนะด้านการตลาดในการจัดงานเทศกาลประเพณีทางวัฒนธรรม	เป็นประจำทุกครั้ง/	สม่ำเสมอ	เป็นบางครั้ง	น้อยครั้ง	ไม่เคยแทบจะไม่เคย/
	5	4	3	2	1
เทคนิคการเขียนและเรียบเรียงเนื้อหา และสร้างเนื้อหาที่น่าสนใจสำหรับงานเทศกาลทางวัฒนธรรม					
ทักษะการสำรวจสภาพแวดล้อมทางเศรษฐกิจ และผลกระทบ					
ความเข้าใจเกี่ยวกับสถิติ และการวิเคราะห์ข้อมูล					
ความเข้าใจเกี่ยวกับสภาพแวดล้อมการแข่งขันของการท่องเที่ยว					
Task management ทักษะความชำนาญในหน้าที่					
ความคิดสร้างสรรค์					
เทคนิคการบริหารจัดการเวลา					
ทักษะการพัฒนาแผนการตลาดและวางกลยุทธ์การตลาดสำหรับงานเทศกาลทางวัฒนธรรมเพื่อการท่องเที่ยว					
สร้างภาพลักษณ์ของงานเทศกาลประเพณี					
ความสามารถในการจัดระบบลงทะเบียน ทำป้าย ระบบการจองตั๋ว และการจัดงานแถลงข่าวสำหรับงานเทศกาลด้านวัฒนธรรม					
ความสามารถในการพัฒนาการวัสดุส่งเสริมการขาย					
ทักษะการวิเคราะห์และประเมินกลุ่มเป้าหมาย					

<u>คำชี้แจง</u> : ให้ตอบแบบสอบถามต่อไปนี้ตามความเป็นจริงโดยทำเครื่องหมายลงในช่องว่างที่ตรงกับความคิดเห็น
ของท่าน ความหมายของการให้คะแนน 1= ไม่เห็นด้วยอย่างยิ่ง ถึง 5 = เห็นด้วยอย่างยิ่ง

ข้อที่	รายการ	เห็นด้วยอย่างยิ่ง 5	เห็นด้วย 4	ไม่แน่ใจ 3	ไม่เห็นด้วย 2	ไม่เห็นด้วยอย่างยิ่ง 1
1.	ฉันเชื่อถือข้อมูลเกี่ยวกับสมรรถนะด้านการตลาดจากสื่อออนไลน์ (ไลน์ เฟซบุ๊ก วีดีโอออนไลน์ ฯลฯ)PI1					
2.	ฉันเชื่อถือข้อมูลเกี่ยวกับสมรรถนะด้านการตลาดจากแหล่งข้อมูลที่เป็นทางการ วารสารภายในองค์กร) หนังสือเวียนภายในองค์กร กระดานข่าวการประชุม ฯลฯ(. PI1					
3.	ฉันเชื่อถือข้อมูลเกี่ยวกับสมรรถนะด้านการตลาดจากสื่อมวลชน (โทรทัศน์ วิทยุ หนังสือพิมพ์ ฯลฯ) PI1					
4.	ฉันทราบการประชาสัมพันธ์เกี่ยวกับสมรรถนะด้านการตลาดผ่านช่องทางต่าง ๆ อย่างทั่วถึง และสม่ำเสมอ PI2					
5.	ฉันได้รับข่าวสารอย่างสม่ำเสมอเกี่ยวกับการพัฒนามรรถนะด้านการตลาด PI2					
6.	องค์กรของฉันมีโปรแกรมการฝึกอบรมสำหรับพนักงานเพื่อพัฒนาสมรรถนะด้านการตลาด และได้ประชาสัมพันธ์ข้อมูลเกี่ยวกับการฝึกอบรมอย่างชัดเจน PI3					
7.	องค์กรของฉันสนับสนุนการเข้าถึงข้อมูลแก่พนักงานเพื่อพัฒนาสมรรถนะด้านการตลาด ห้องสมุด) (อินเตอร์เน็ต และอื่นๆ PI3					
8.	เนื้อหาของข้อมูลเกี่ยวกับสมรรถนะด้านการตลาดที่ฉันได้รับน่าสนใจ ทันเวลา และ ตามความต้องการ PI4					

ข้อที่	รายการ	เห็นด้วยอย่างยิ่ง 5	เห็นด้วย 4	ไม่แน่ใจ 3	ไม่เห็นด้วย 2	ไม่เห็นด้วยอย่างยิ่ง 1
9.	เนื้อหาของข้อมูลเกี่ยวกับสมรรถนะด้านการตลาดที่ฉันได้รับมีความทันสมัย PI4					
10.	เนื้อหาของข้อมูลเกี่ยวกับสมรรถนะด้านการตลาดที่ฉันได้รับตรงตามความต้องการของฉัน PI4					
11.	องค์กรของฉันเปิดรับแนวคิดใหม่ๆเสมอ PI5					
12.	พนักงานทุกคนในองค์กรของฉันสามารถรับรู้ข้อมูลข่าวสารต่างๆได้อย่างเท่าเทียมPI5					
13.	องค์กรของฉันสนับสนุนให้เกิดการเปลี่ยนแปลงใหม่ๆเสมอ PI6					
14.	องค์กรของฉันปรับตัวและเปลี่ยนแปลงได้ง่าย PI6					

ตอนที่ 3: ข้อคำถามเกี่ยวกับปัจจัยที่มีผลต่อการยอมรับแนวคิดสมรรถนะด้านการตลาดของผู้จัด งานเทศกาลประเพณีทางวัฒนธรรม

<u>คำชี้แจง</u> : ให้ตอบแบบสอบถามต่อไปนี้ตามความเป็นจริงโดยทำเครื่องหมาย ลงในช่องว่างที่ตรงกับความคิดเห็น √ ของท่าน ความหมายของการให้คะแนน1= ไม่เห็นด้วยอย่างยิ่ง ถึง 5 = เห็นด้วยอย่างยิ่ง

ข้อที่	รายการ	เห็นด้วยอย่างยิ่ง 5	เห็นด้วย 4	ไม่แน่ใจ 3	ไม่เห็นด้วย 2	ไม่เห็นด้วยอย่างยิ่ง 1
1.	ฉันคิดว่าแนวคิดสมรรถนะด้านการตลาดจะช่วยเพิ่ม ประสิทธิภาพในการส่งเสริมงานเทศกาลทาง วัฒนธรรมเพื่อการท่องเที่ยวได้ AI1					
2.	ฉันคิดว่าแนวคิดสมรรถนะด้านการตลาดสำคัญต่อการ ส่งเสริมการท่องเที่ยวเชิงเทศกาลทางวัฒนธรรม AI1					
3.	ฉันคิดว่าแนวคิดสมรรถนะด้านการตลาดจะช่วยให้การ จัดงานเทศกาลทางวัฒนธรรมประสบความสำเร็จมาก ขึ้น AI2					
4.	ฉันคิดว่าการใช้แนวคิดสมรรถนะด้านการตลาดจะช่วย ให้งานบรรลุได้เร็วขึ้น AI2					
5.	ฉันคิดว่าการใช้แนวคิดสมรรถนะด้านการตลาดจะช่วย ส่งเสริมภาพลักษณ์ของฉันให้ดูเป็นมืออาชีพมากขึ้น AI3					
6.	ฉันคิดว่าการใช้แนวคิดสมรรถนะด้านการตลาดจะช่วย ส่งเสริมภาพลักษณ์ขององค์กรให้ดูเป็นมืออาชีพมาก ขึ้น AI3					
7.	ฉันใช้แนวคิดสมรรถนะด้านการตลาดเพื่อส่งเสริมการ ท่องเที่ยวทางวัฒนธรรมอยู่เสมอ AI4					
8.	ประสบการณ์ในการทำงานทำให้ฉันรู้ว่าแนวคิด สมรรถนะด้านการตลาดสำคัญต่อการส่งเสริมการ ท่องเที่ยวเชิงเทศกาลทางวัฒนธรรม AI4					

ข้อที่	รายการ	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
		5	4	3	2	1
9.	ฉันคิดว่าแนวคิดสมรรถนะด้านการตลาดง่ายต่อการนำไปใช้เพื่อส่งเสริมการท่องเที่ยวเชิงเทศกาลทางวัฒนธรรม AI5					
10.	การเรียนรู้แนวคิดสมรรถนะด้านการตลาดเป็นเรื่องง่ายสำหรับฉัน AI5					
11.	ฉันคิดว่าสามารถนำแนวคิดสมรรถนะด้านการตลาดไปใช้ในการส่งเสริมงานเทศกาลทางวัฒนธรรมได้อย่างไม่ยาก AI5					
12.	เมื่อใช้แนวคิดสมรรถนะด้านการตลาดเพื่อส่งเสริมงานเทศกาลทางวัฒนธรรมงานมักจะมีข้อผิดพลาดน้อยลง AI6					

ตอนที่ 4: ข้อคำถามเกี่ยวกับปัจจัยที่มีผลต่อการนำแนวคิดสมรรถนะด้านการตลาดของผู้จัดงาน เทศกาลประเพณีทางวัฒนธรรมไปใช้

ให้ตอบแบบสอบถามต่อไปนี้ตามความเป็นจริงโดยทำเครื่องหมาย ลงในช่องว่างที่ตรงกับความคิดเห็นของท่าน √
ความหมายของการให้คะแนน1= ไม่เห็นด้วยอย่างยิ่ง ถึง 5 = เห็นด้วยอย่างยิ่ง

ข้อที่	รายการ	เห็นด้วยอย่างยิ่ง 5	เห็นด้วย 4	ไม่แน่ใจ 3	ไม่เห็นด้วย 2	ไม่เห็นด้วยอย่างยิ่ง 1
1.	เพื่อนร่วมงานของฉันมีอิทธิพลต่อการตัดสินใจในการนำแนวคิดสมรรถนะด้านการตลาดไปใช้ ADI1					
2.	ฉันมักทำงานโดยดูจากสิ่งที่เพื่อนร่วมงานทำ ADI1					
3.	ฉันจะใช้แนวคิดสมรรถนะด้านการตลาดเมื่อเพื่อนร่วมงานส่วนใหญ่ใช้กัน ADI1					
4.	หัวหน้าของฉันมีอิทธิพลต่อการตัดสินใจในการนำแนวคิดสมรรถนะด้านการตลาดไปใช้ปฏิบัติ ADI2					
5.	ฉันจะใช้แนวคิดสมรรถนะด้านการตลาดเมื่อหัวหน้าของฉันสั่ง ADI2					
6.	หัวหน้าของฉันสนับสนุนการใช้แนวคิดสมรรถนะด้านการตลาดเพื่อส่งเสริมการท่องเที่ยวเชิงเทศกาลทางวัฒนธรรม ADI2					
7.	ฉันมีความสามารถทำความเข้าใจแนวคิดสมรรถนะด้านการตลาดด้วยตนเองและนำมาใช้ปฏิบัติ ADI3					
8.	ฉันมีความรู้ ทักษะที่จะใช้สมรรถนะด้านการตลาดเพื่อส่งเสริมการท่องเที่ยวเทศกาลทางวัฒนธรรม ADI3					
9.	ฉันมีทรัพยากร)วัสดุ อุปกรณ์ (ที่จะใช้สมรรถนะด้านการตลาดเพื่อส่งเสริมการท่องเที่ยวเทศกาลทางวัฒนธรรม ADI3					
10.	คนที่ทำงานในสายงานเดียวกับฉันจะยอมรับหากฉัน					

ข้อที่	รายการ	เห็นด้วยอย่างยิ่ง 5	เห็นด้วย 4	ไม่แน่ใจ 3	ไม่เห็นด้วย 2	ไม่เห็นด้วยอย่างยิ่ง 1
	นำแนวคิดสมรรถนะด้านการตลาดมาใช้ในการส่งเสริมการท่องเที่ยวเทศกาลทางวัฒนธรรม ADI4					
11.	คนที่ทำงานในสายงานเดียวกับฉันส่วนใหญ่ใช้แนวคิดสมรรถนะด้านการตลาด ADI4					
12.	คำแนะนำของคนที่เคยใช้แนวคิดสมรรถนะด้านการตลาดมีความสำคัญต่อการตัดสินใจใช้ของฉัน ADI4					
13.	ฉันจะนำแนวคิดสมรรถนะด้านการตลาดไปใช้ในการส่งเสริมงานเทศกาลทางวัฒนธรรมต่อเมื่อมีกฎระเบียบข้อบังคับเป็นลายลักษณ์อักษร ADI5					
14.	ฉันจะใช้แนวคิดสมรรถนะด้านการตลาดเพื่อส่งเสริมงานเทศกาลทางวัฒนธรรมต่อเมื่อมีบทลงโทษหากไม่นำไปใช้ ADI5					
15.	องค์กรของฉันชื่นชม ยกย่องแก่บุคคลและทีมที่นำแนวคิดสมรรถนะด้านการตลาดมาใช้อย่างสร้างสรรค์และมีประสิทธิภาพโดดเด่น ADI6					
16.	องค์กรของฉันให้รางวัลแก่บุคคลและทีมที่นำแนวคิดสมรรถนะด้านการตลาดมาใช้อย่างสร้างสรรค์และมีประสิทธิภาพโดดเด่น ADI6					
17.	ค่าตอบแทนและรายได้ของฉันเหมาะสมกับภาระงาน ADI6					
18.	องค์กรของฉันสนับสนุนให้พนักงานรู้จักนำแนวคิดหรือเทคโนโลยีใหม่ๆมาใช้ในการทำงาน ADI7					
19.	องค์กรของฉันพัฒนาระบบเทคโนโลยี และวัสดุอุปกรณ์ตามความต้องการของผู้ใช้ ADI7					
20.	ผู้บังคับบัญชาเปิดโอกาสให้ฉันมีอิสระในการตัดสินใจเลือกวิธีการการทำงาน ADI7					

ข้อที่	รายการ	เห็นด้วยอย่างยิ่ง 5	เห็นด้วย 4	ไม่แน่ใจ 3	ไม่เห็นด้วย 2	ไม่เห็นด้วยอย่างยิ่ง 1
21.	การนำแนวคิดสมรรถนะด้านการตลาดมาใช้ในการส่งเสริมการท่องเที่ยวเทศกาลทางวัฒนธรรมทำให้ฉันรู้สึกมีประสิทธิภาพในการทำงานเพิ่มขึ้น ADI8					
22.	ฉันคิดว่าแนวคิดสมรรถนะด้านการตลาดมีข้อดีมากกว่าข้อเสียเมื่อนำมาใช้จริง ADI8					
23.	ฉันทำงานสนุกขึ้นเมื่อใช้แนวคิดสมรรถนะด้านการตลาดในการส่งเสริมการท่องเที่ยว ADI8					
24.	งานของฉันไม่จำเป็นต้องใช้แนวคิดสมรรถนะด้านการตลาด ADI9					
25.	ฉันคิดว่าแนวคิดสมรรถนะด้านการตลาดเพียงไม่เพียงพอที่จะทำให้การส่งเสริมการท่องเที่ยวประสบความสำเร็จ ADI9					
26.	ฉันต้องการทดลองก่อนที่จะเชื่อว่าแนวคิดสมรรถนะด้านการตลาดจะช่วยทำให้การส่งเสริมการท่องเที่ยวเทศกาลประเพณีทางวัฒนธรรมประสบความสำเร็จ ADI10					
27.	ฉันต้องการระยะเวลาเพื่อพิสูจน์ว่าแนวคิดสมรรถนะด้านการตลาดจะช่วยทำให้การส่งเสริมการท่องเที่ยวเทศกาลประเพณีทางวัฒนธรรมประสบความสำเร็จ ADI10					
28.	หากฉันเห็นตัวอย่างว่าการนำแนวคิดสมรรถนะด้านการตลาดมาใช้แล้วเกิดประโยชน์ฉันจะทดลองใช้ตาม ADI10					
29.	การใช้แนวคิดสมรรถนะด้านการตลาดจะส่งผลให้ผลงานการส่งเสริมการท่องเที่ยวดีขึ้นอย่างชัดเจน ADI11					

ข้อที่	รายการ	เห็นด้วยอย่างยิ่ง 5	เห็นด้วย 4	ไม่แน่ใจ 3	ไม่เห็นด้วย 2	ไม่เห็นด้วยอย่างยิ่ง 1
30.	ฉันคิดว่าแนวคิดสมรรถนะด้านการตลาดมีความ ซับซ้อน ยากต่อการเรียนรู้ADI12					
31.	ฉันคิดว่าแนวคิดสมรรถนะด้านการตลาดยากต่อการ นำมาใช้จริง ADI12					
32.	การใช้แนวคิดสมรรถนะด้านการตลาดทำให้เสียเวลา การทำงานมากขึ้น ADI12					

ตอนที่ 5 : ข้อเสนอแนะอื่นๆ Other comments (โปรดระบุ)

ขอบพระคุณที่สละเวลาในการตอบแบบสอบถาม

นางสาวปุณณฑรีย์ สันติสุภาพร

นักศึกษาระดับดุษฎีบัณฑิต สถาบันบัณฑิตพัฒนบริหารศาสตร์

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โทร 089-895-8914

APPENDIX B

In-depth Interview Guideline for Festival Coordinators

National Institute of Development Administration

School of Tourism Management

The participant information and consent form Title of research project:
Guidelines to promote acceptance and adoption marketing competencies factors
in the cultural festival tourism coordinators.
In-depth Interview Guideline for Festival Coordinators

Explanation: These questions framework was provided for festival Coordinators; who participated in the marketing activity of cultural festival for this response is not to affect you. Please kindly to support your opinion for usefulness of the research. The researcher considers that your answer will be useful to the participants. The questions is divided into 5 parts as follow.

Part 1: General information
1. Gender: ☐ 1) Male ☐ 2) Female
2. Age : _____ years old
3. Education : ☐ 1) High school or equivalent ☐ 2) High vocational certificate or equivalent ☐ 3) Bachelor's degree ☐ 4) Postgraduate level
4. Demographics of Occupied ☐ 1) Department Manager ☐ 2) Lower Manager/Executive ☐ 3) Agent ☐ 4) Lower Staff/ Clerks ☐ 5) Other_____
5. Work Experience ☐ 1) Less than 6 months ☐ 2) 6 months but less than 1 year ☐ 3) 1 year but less than 3 years ☐ 4) 3 years but less than 5 years ☐ 5) 5 years plus

Part 2: Question about marketing core competencies on cultural festival
 	
Technical expertise
  (1) Presentation skill
  (2) Development/Implementation of crisis communication

(3) Ability to research, negotiate and purchase electronic and print media
(4) Media training
(5) Writing and presenting grants
(6) Photography
(7) TV/Radio experience
(8) Update website information/website design and maintenance
(9) Ability to adapt to new technology

Information management
(10) Ability to write/compose (content)
(11) Economic survey/ impact survey
(12) Understand statistic, Analyze data
(13) Understand competitive environment

Task management
(14) Creativity
(15) Timeline management
(16) Developing marketing plan
(17) Promote brand image
(18) Media liaison signage registration and badging, Ticketing, Housing
(19) Promotional material development

People management
(20) Ability to obtain in-kind media sponsorships
(21) Coordinating production of collateral pieces
(22) Customer evaluations

Question guideline	Description from informant	Keywords

1. Rank the importance competencies for cultural festival coordinators.
  1. Technical expertise
  2. Information management
  3. Task management
  4. People management
	……………………………………
	……………………………………
	……………………………………
	……………………………………
	……………………………………	

2. From Question1 Why do you rank that way?	…………………………………… …………………………………… …………………………………… …………………………………… ……………………………………	
3. What is the current marketing competencies that you use?	…………………………………… …………………………………… …………………………………… …………………………………… ……………………………………	

Question guideline	Description from informant	Keywords
4. For the cultural festivals in Thailand which marketing competency do you think is an important part?	…………………………………… …………………………………… …………………………………… …………………………………… ……………………………………	
5. Can you explain the different between general marketing and cultural festival marketing?	…………………………………… …………………………………… …………………………………… …………………………………… ……………………………………	
6.Being a festival coordinators certainly requires a lot of technical knowledge. How did you go about getting it? How long did it take you?	…………………………………… …………………………………… …………………………………… …………………………………… ……………………………………	
7. Do you consider your technical abilities basic, intermediate, or advanced?	…………………………………… …………………………………… …………………………………… …………………………………… ……………………………………	
8. What would you add to or subtract from your technical background to make you more qualified for this position?	…………………………………… …………………………………… …………………………………… …………………………………… ……………………………………	

Part 3: Question about perceived importance of marketing core competencies on cultural festival

Perceived Channel
- (23) Accuracy
- (24) Credibility
- (25) Consistent representation
- (26) Completeness
- (27) Accessible
- (28) Timely
- (29)

Organizational Characteristic
- (30) Provider
- (31) Firm size

Question guideline	Description from informant	Keywords
9. Did you received the information about marketing competencies for cultural festival coordinators?	…………………………………… …………………………………… …………………………………… …………………………………… ……………………………………	
10. Do you think that marketing competencies for cultural festival coordinators is important?	…………………………………… …………………………………… …………………………………… …………………………………… ……………………………………	
11. What factors affect your perception the most?	…………………………………… …………………………………… …………………………………… …………………………………… ……………………………………	
12. Do you think the training, seminar or workshop to develop marketing competencies is important and if it's important what agency should be responsible for?	…………………………………… …………………………………… …………………………………… …………………………………… ……………………………………	

Part 4: Question about acceptance marketing core competencies on cultural festival

Perceived Usefulness
      (32)   Job fit
      (33)   Output quality
      (34)   Result demonstrability
Perceived Ease of Use
      (35)   Tool expertise
      (36)   User experience
      (37)   Task characteristic
Subjective Norm
      (38)   Peer influence
      (39)   Superior influence
      (40)   Champions
      (41)   Self-efficacy

Question guideline	Description from informant	Keywords
13. What seem to be the most importance reasons for you to accept new innovation/idea and why?	…………………………………… …………………………………… …………………………………… …………………………………… ……………………………………	
14. What are the problems or obstacles that prevent you to accept new competencies ideas?	…………………………………… …………………………………… …………………………………… …………………………………… ……………………………………	
15. If you want people to accept those idea, what approach do you use to encourage the acceptance?	…………………………………… …………………………………… …………………………………… …………………………………… ……………………………………	

Part 5: Question about adoption marketing core competencies on cultural festival

| 16. What seem to be the most importance reasons for you to adopt new innovation/idea into practice? | ……………………………………
……………………………………
……………………………………
……………………………………
…………………………………… | |
| 17. What are the problems or obstacles that prevent you to use new competencies ideas and why? | ……………………………………
……………………………………
……………………………………
……………………………………
…………………………………… | |

Question guideline	Description from informant	Keywords
18. What guidelines should we use to support cultural festival coordinators to apply marketing core competencies into practice?	…………………………………… …………………………………… …………………………………… …………………………………… ……………………………………	

APPENDIX C

**THE EXPERTS' ASSESSMENT IN DETERMINING CONTENT
VALIDITY SUBJECT**

Guidelines to promote acceptance and adoption of marketing competencies
factors in the cultural festival tourism coordinators

A list of 3 experts to monitor and assess the IOC, to determine the content validity and construct for the questions to be academically correct based on the index of item-Objective Congruency (IOC) is shown as follows:

Name of Experts	Educational Institution
Nontlachatara Viranuvatti, Ph.D	Sripatum University Khonkaen
Asst.prof. Pimmada Wichasin , Ph.D.	Suan Dusit University
Assco. Prof.Pannachat Moryadee, Ph.D	Sukhothai Thammathirat University

Instruction

Please express your opinions to determine the degree of content validity considering the accuracy of information on this questionnaire is divided into five parts;

1) Respondent's general information

2) Opinion on perceived importance of marketing competencies.

3) Opinion about acceptance of marketing competencies (TRA theory, the social cognitive theory, TPB theory, TAM theory, TAM2 theory, TAM3 theory)

4) Opinion about adoption of marketing competencies (Innovation adoption and diffusion theory, UTAUT theory, UTAUT2 theory, ADAD model, CBAM model)

5) Other comments.

In order to draw the conclusions of how perceived importance of marketing competencies relate to acceptance and adoption marketing competencies.
Please mark ✓ into the box based on your honest comments as well as give your helpful suggestions for further improvement.

The Opinion Level

+ 1   refers to the item that is appropriate or meets the content validity.

  0   refers to the item that may or may not be appropriate and does or does not meets the content validity.

- 1   refers to the item that is not appropriate or does not meet the content validity

	Please reply using 5 = strongly agree to 1 = strongly disagree	Expert's opinion				
Q	**Items**	**1**	**2**	**3**	**sum**	**IOC**
1.	Gender ☐ 1) Male ☐ 2) Female	1	1	1	3	1
2.	Age: _____years old	1	1	1	3	1
3.	Education ☐ 1) High school or equivalent ☐ 2) High vocational certificate or equivalent ☐ 3) Bachelor's degree ☐ 4) Postgraduate level	1	1	1	3	1
4.	Demographics of Occupied ☐ 1)Department Manager ☐ 2) Lower Manager/Executive ☐ 3) Agent ☐ 4) Lower Staff/ Clerks ☐ 5) Other_____	1	1	1	3	1
5.	Average annual income ☐ 1) Below 20,000 ☐ 2) 20,001 – 30,000 ☐ 3) 30,001 – 40,000 ☐ 4) 40,001 – 50,000 ☐ 5) Over 50,000	1	1	1	3	1
6.	Work Experience ☐ 1)Less than 6 months ☐ 2) 6 months but less than 1 year ☐ 3) 1 year but less than 3 years ☐ 4) 3 years but less than 5 years ☐5) 5 years plus	1	1	1	3	1
7.	What is your organization Province _____	1	0	0	1	0.3

	Please reply using 5 = strongly agree to 1 = strongly disagree	Expert's opinion				
Q	**Items**	**1**	**2**	**3**	**sum**	**IOC**
8.	In the future, the researcher may need more information. Please give your E-mail if you are willing to provide more information	0	0	0	0	0
9.	What is the current marketing competencies that you use? (can answer more than one answer) ☐ Presentation skill ☐ Development/Implementation of crisis communication ☐ Ability to research, negotiate and purchase electronic and print media ☐ Media training ☐ Writing and presenting grants ☐ Photography ☐ TV/Radio experience ☐ Update website information/website design and maintenance ☐ Ability to adapt to new technology ☐ Ability to write/compose)content(☐ Economic survey/ impact survey ☐ Understand statistic, Analyze data ☐ Understand competitive environment ☐ Creativity ☐ Timeline management ☐ Developing marketing plan ☐ Promote brand image ☐ Media liaison signage registration and badging, Ticketing, Housing ☐ Promotional material development	1	1	1	3	1

	Please reply using 5 = strongly agree to 1 = strongly disagree	Expert's opinion				
Q	**Items**	**1**	**2**	**3**	**sum**	**IOC**
	☐ Ability to obtain in-kind media sponsorship ☐ Coordinating production of collateral pieces ☐ Customer evaluations					

Part II: Please answer the following question asking for your opinion on perceived importance of marketing competencies.

	Please reply using 5 = strongly agree to 1 = strongly disagree	Expert's opinion				
Q	**Items**	**1**	**2**	**3**	**sum**	**IOC**
10.	I trust the information through the implementation more than information from the book or theory.	1	0	0	1	0.3
11.	I gain knowledge of marketing competencies from educational institutions or Academy (Undergraduate, Masters program, Doctoral program and Short courses).	0	0	1	1	0.3
12.	I gain knowledge of marketing competencies from association conferences or workshops.	1	0	0	1	0.3
13.	I trust the information provided through social media.	1	1	1	3	1
14.	I rely on sources of information from mass media (TV, radio, etc.).	1	1	1	3	1
15.	I rely on sources of information from formal sources (circulars, conferences,	1	1	0	2	0.6

Please reply using 5 = strongly agree to 1 = strongly disagree		Expert's opinion				
Q	**Items**	**1**	**2**	**3**	**sum**	**IOC**
	bulletin boards, journals published within the organization).					
16.	Publicity information has been provided through various channels thoroughly and regularly.	1	1	1	3	1
17.	I regularly receive news, information, and knowledge necessary to personally develop marketing competencies.	1	0	1	2	0.6
18.	I will use marketing competencies if I have a clear conception of the functionalily of it.	0	0	0	0	0
19.	My organization offers marketing competencies training programs for employees.	1	1	1	3	1
20.	My organization empowers employees to have marketing competencies knowledge and skills by formal and non-formal education (internet, library, etc.).	1	1	1	3	1
21.	All staff members can access the information they need to perform their jobs effectively.	0	0	1	1	0.3
22.	The content of information about marketing competencies that I receive is up-to-date.	1	1	1	3	1
23.	The content of information about marketing competencies that I receive is timely.	1	1	0	0.6	1
24.	The content of information about marketing competencies that I receive is available upon demand.	1	1	1	3	1

Please reply using 5 = strongly agree to 1 = strongly disagree		Expert's opinion				
Q	**Items**	**1**	**2**	**3**	**sum**	**IOC**
25.	My organization is quite conservative.	0	0	0	0	0
26.	An employee in my organization can learn equally.	0	0	1	1	0.3
27.	My organization is flexible.	1	1	1	3	1
28.	Employee in my organization have equal opportunities to receive education and training.	1	1	0	2	0.6
29.	My organization is very supportive of change.	1	1	1	3	1
30.	My organization easily adopts changes.	1	1	1	3	1

Part III: Please answer the following question asking for your opinion on perceived importance of marketing competencies.

Please reply using 5 = strongly agree to 1 = strongly disagree		Expert's opinion				
Q	**Items**	**1**	**2**	**3**	**sum**	**IOC**
31.	I think that using marketing competencies idea will enhances my effectiveness on the job.	0	0	1	1	0.3
32.	I think that using the marketing competencies idea will enhance my effectiveness on the job.	1	1	1	3	1
33.	Using the marketing competencies idea could assist me on the job.	1	1	1	3	1
34.	Using the marketing competencies idea will improve chances to create a successful job.	1	1	1	3	1

Please reply using 5 = strongly agree to 1 = strongly disagree		Expert's opinion				
Q	**Items**	**1**	**2**	**3**	**sum**	**IOC**
35.	Marketing competencies idea can increase the quality of output for the same amount of effort.	0	1	0	1	0.3
36.	I think using the marketing competencies idea will enable me to accomplish tasks more quickly.	1	1	1	3	1
37.	Marketing competencies idea could reduce cost of my job.	0	0	0	0	0
38.	I believe I could communicate to others the consequences of using marketing competencies idea.	0	1	0	1	0.3
39.	The result of using marketing competencies idea will be apparent to me.	0	0	0	0	0
40.	I believe that using the marketing competencies idea will improve my professional image.	1	1	1	3	1
41.	I believe that using the marketing competencies idea will improve the professional image of the organization.	1	1	1	3	1
42.	Using marketing competencies idea is a status symbol in my organization.	0	0	0	0	0
43.	I think that using marketing competencies idea is increase productivity.	0	0	0	0	0
44.	I always use marketing competencies to promote cultural festival.	0	1	0	1	0.3
45.	Work experience is an important factor and has helped promote new idea (Marketing competency) acceptance.	1	0	0	1	0.3
46.	Work experience made me realize that there are benefits to using marketing	0	0	0	0	0

Please reply using 5 = strongly agree to 1 = strongly disagree		Expert's opinion				
Q	**Items**	**1**	**2**	**3**	**sum**	**IOC**
	competency.					
47.	It is easy for me to become skillful with new ideas.	1	1	0	2	0.6
48.	Learning new ideas is easy for me.	1	1	1	3	1
49.	I think using new ideas/innovation is easy.	1	1	1	3	1
50.	I rarely make errors when using marketing competencies to promote cultural festival.	1	1	0	2	0.6
51.	I am rarely frustrated when using the digital imaging system.	0	0	1	1	0.3
52.	The results of my work are likely to significantly affect the lives of other people	0	0	0	0	0
53.	Overall I find marketing competencies is easy to use.	0	0	1	1	0.3

Part IV: Please answer the following question asking for your opinion on adoption of marketing competencies.

Please reply using 5 = strongly agree to 1 = strongly disagree		Expert's opinion				
Q	**Items**	**1**	**2**	**3**	**sum**	**IOC**
54.	My colleague has influenced my decision to adopt new ideas and to put the ideas into practice.	1	1	1	3	1
55.	I use marketing competencies due to the promotion by a coworker who uses them.	1	1	0	2	0.6
56.	Doing what other coworkers do is important to me.	1	0	1	2	0.6

Please reply using 5 = strongly agree to 1 = strongly disagree		Expert's opinion				
Q	**Items**	**1**	**2**	**3**	**sum**	**IOC**
57.	My supervisor has influenced my decision to adopt new ideas into practice.	1	1	1	3	1
58.	My supervisor forced me to use marketing competencies concepts.	1	1	1	3	1
59.	My supervisor encourages to use marketing competencies concepts	1	1	1	3	1
60.	People in the community/ Society is influence my decision to adopt marketing competency idea into practice.	0	1	0	1	0.3
61.	It is important for me to fit into the group I'm with.	0	0	0	0	0
62.	I usually keep up with marketing style change by watching others do.	0	0	0	0	0
63.	I have the ability to understand marketing competency idea and adopt into practice.	1	1	1	3	1
64.	I am able to confidently use marketing competencies to promote cultural festival.	1	1	0	2	0.6
65.	I have the knowledge and resources to use marketing competencies to promote cultural festival.	1	1	1	3	3
66.	People whose opinions I value have adopted marketing competencies ideas into practice.	1	1	1	3	3
67.	Persons who I respect use marketing competencies concepts.	1	1	1	3	1
68.	Most people who are important to me professionally think I should use marketing competencies ideas.	1	1	1	3	1
69.	Leaders in my organization recognize and appreciate the contribution of using marketing competency.	0	0	0	0	0
70.	I am willing to follow organizational policies.	1	0	0	1	0.3
71.	My organization is encouraging to use marketing competency idea significantly.	0	1	0	1	0.3
72.	I will consent to use new innovation or ideas if there are written regulations or rules.	1	1	1	3	1

Please reply using 5 = strongly agree to 1 = strongly disagree		Expert's opinion				
Q	**Items**	**1**	**2**	**3**	**sum**	**IOC**
73.	I think There should enforced marketing competency idea official.	0	0	0	0	0
74.	I will use marketing competencies ideas if there are penalties for failing to use them.	1	1	1	3	1
75.	My organization offers rewards to teams or individuals who are able to work creatively and effectively.	1	1	1	3	1
76.	Honorable mention, rewards, and incentives are given to employees with outstanding performance.	1	0	1	2	0.6
77.	Persons' income or remuneration is suitable to their workload.	1	1	1	3	1
78.	The supervisor gives workers the freedom to set the appropriate job guidelines.	1	1	1	3	1
79.	The organization develops technology systems and supplies equipment based on users' needs.	1	1	1	3	1
80.	The work environment in my organization encourages people to see the importance of new innovations, such as competencies ideas.	1	1	1	3	1
81.	Marketing competencies improve my efficiency when I use them.	1	1	1	3	1
82.	Marketing competencies provide enough advantages to motivate me to consider use them.	1	1	1	3	1
83.	I had more fun learning about my job because of using marketing competencies.	1	1	1	3	1
84.	I do not need marketing competencies in my work.	1	1	1	3	1
85.	I worry that marketing competencies are not sufficiently efficient to help me succeed at my job.	1	1	1	3	1
86.	I think other festival coordinators should use marketing competencies.	0	0	1	1	0.3
87.	I need a trial period to be convinced that marketing competencies are good.	1	1	1	3	1

	Please reply using 5 = strongly agree to 1 = strongly disagree	Expert's opinion				
Q	**Items**	**1**	**2**	**3**	**sum**	**IOC**
88.	I need to have proof that marketing competencies are good.	1	1	1	3	1
89.	I need to see examples to be convinced that marketing competencies are good.	1	1	1	3	1
90.	I was influenced by what I observed as the benefits of using marketing competencies.	0	0	0	0	0
91.	Other people seemed interested in marketing competencies when they saw me using it.	0	1	0	1	0.3
92.	People can tell the difference in my job performance since I've used marketing competencies.	1	1	1	3	1
93.	Marketing competencies are complicated to learn.	1	0	0	1	0.3
94.	Marketing competencies are difficult to understand and use.	1	1	1	3	1
95.	Using marketing competencies takes too much time from normal duties.	1	1	1	3	1
96.	I ask for advice from the people around me before adoption new idea.	0	0	0	0	0
97.	The advice of people, who have used marketing competency before, is important for me.	0	0	0	0	0
98.	Word-of-mouth communication is important for my adoption decision.	0	0	1	1	0.3

99. Recommendations and Opinions

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BIOGRAPHY

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