# FOOD ACTIVITY UNIQUENESS FOR CREATIVE TOURISM DEVELOPMENT: A CASE STUDY CHIANG MAI, THAILAND



A Dissertation Submitted in Partial
Fulfillment of the Requirements for the Degree of
Doctor of Philosophy (Integrated Tourism Management)
The Graduate School of Tourism Management
National Institute of Development Administration
2017

# FOOD ACTIVITY UNIQUENESS FOR CREATIVE TOURISM DEVELOPMENT: A CASE STUDY CHIANG MAI, THAILAND

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#### **ABSTRACT**

**Title of Dissertation** FOOD ACTIVITY UNIQUENESS FOR CREATIVE

TOURISM DEVELOPMENT: A CASE STUDY

CHIANG MAI, THAILAND

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**Degree** Doctor of Philosophy (Integrated Tourism

Management)

**Year** 2017

This study aimed to determine the components of Activity Uniqueness for Creative Tourism, consisting of three sub-components, namely Creative Activity, Create a Positive Distinctive Activity, and Five Sense Body and to find the relationship between the components and tourists' perception of creative tourism activities. Activities of Thai cookery school course were focused on.

Presently, Thailand tourism emphasizes on promoting greater abstract images, such as Thailand: Land of Smile, Thainess, and Thai Hospitality. However, it still lacks Thai uniqueness, which is tourists' preference, tangibility through travel experience, fun, and obtained knowledge. Examples are Thai cuisine, Thai herbs, Thai massages, excitement in natural adventure, perceived beliefs, cultures and traditions. In addition, various tourist attractions and activities in Thailand create tourists' impression and distinct and new experience, promoting positive destination images, stimulating tourists' demand for travel for great experience (Chang, 2014; Tourism Authority of Thailand, 2012; Tourism Authority of Thailand, 2013a).

Based on the study of image building, Hakinson (2004)'s study revealed that activity was one of the factors influencing tourists' perceived image. In addition to the studies on the development of tourist attraction image for destination, few studies exploring uniqueness creation were discovered, especially the creation of unique activities. Uniqueness creation plays important role to tourist attraction image development. Uniqueness could be concretized to create unique activities for new experience and touch, learning, valuable experience for tourists to along with present behaviors of tourists who needs to avoid routinely repetitious daily life (UNWTO, 2014).

In this study, Uniqueness Theory was applied. Concepts and theories of Uniqueness or Consumers' need for uniqueness (CNFU) were based on, consisting of three main components, namely 1) Creative choice counter-conformity 2) Unpopular choice counter-conformity, and 3) Avoidance of similarity. From the study of Tian, Bearden, and Hunter (2001), these three components were studied and they comprised of 31 items. In this study these 31 items were applied as well.

The aim of this research was to examine "Food Activity Uniqueness for Creative Tourism Development: A case study Chiang Mai, Thailand". Two research questions were set and six hypotheses are proposed. Firstly, to study the relationship between the components of food activity uniqueness and tourists' perception of creative tourism activities. Secondly, the opinions of foreign tourists on unique activity perception were examined.

Mixed Methods Research was used as the research methodology. For quantitative research, data were collected by distributing the questionnaires to tourists participating in Thai cookery school course in Chiang Mai, Thailand. A questionnaire was administered to guests and a total of 400 completed responses were collected. The data analysis was conducted by using Exploratory Factor Analysis (EFA) and a standard multiple regression method. For qualitative research, data were collected from 17 tourists participating in Thai cookery school course through in-depth interview to supplement the quantitative analysis.

Based on statistical analysis, new framework was developed Food Activity Uniqueness Model for Creative Tourism Development consisted of three main components, including 1) Destination (Authentic of locals and resources), 2) Tourist (two variables, namely Great lifetime Experience and Valuable) and 3) Creative and Innovative Activity (two variables, namely Leave society and norm and Emotional five senses).

In addition, the developed new framework could be applied as the guidelines to develop creative tourism and create other types of tourism activities.

#### **ACKNOWLEDGEMENTS**

The six-year Ph.D. program was one of my challenges that I devoted a great effort to pass through. It was six years of having plenty of all emotions and adventurous feelings during this journey.

First of all, I would like to express my gratitude to Assistant Professor Dr. Suwaree Ashton Namwong (Ajarn Ann) who, in her words, has never caught a fish for her students but teaches us how to catch one when we hungry. In addition to being an advisor, she motivated all her students throughout the dissertation process. Sometimes we forgot to submit tasks but she always reminded us before it was too late. We were all stimulated to work through our Ph.D. journey to be patient and have passion. I would like to thank her for imparting her knowledge to me in an ethical manner. My thanks also go to Khun Dennis Ashton who supported Ajarn Ann in assisting all her students.

Secondly, I would like to thank all my family members who always cared and asked after me throughout my Ph.D. program. My family encouraged me all the time, even when I felt disappointed. I hope my family will be proud of me, as is my wish. Especially, my parents are those who drove me to graduate the program. My husband and daughter also stayed beside me.

I would like to give special thanks to the Ph.D. fellows at GSTM Batch 3 who together passed through many obstacles and enjoyed our time together. Finally, we all have our own path. I would like to thank the GMAP Gang for good friendship. It's destiny that let us meet together.

Lastly, I would like to thank the N.A.K.A. Gang for giving me advice and listening to my comments throughout the dissertation process as well as all those who came through this Ph.D. journey.

Vongvipha Thosuwonchinda July 2018

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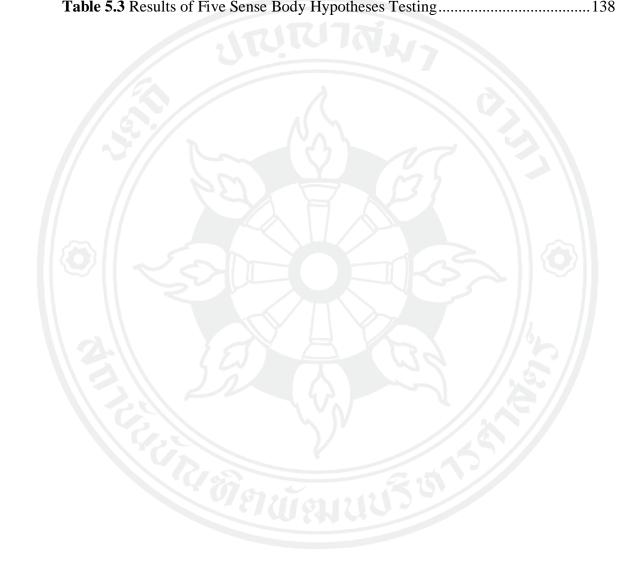
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#### **CHAPTER 1**

## INTRODUCTION

# 1.1 Background of the study

The identity of Thailand makes international tourists pay more attention to Thailand as a valuable tourist destination and a memorable country from the tourism experience Buathong (2014). Particularly Thailand has activities from various tourism resources such as the diverse customs of the community, cultural diversity, and the diversity of resources in various areas (Sarobol, 2004). The important things that attract tourists from all over the world to visit Thailand are the alternative tourism activities to learn about the exotic way of life, customs, and culture (Sarobol, 2004) such as archaeological sites, Thai cooking classes, access to community lifestyles, and herbal spa treatments and body treatments Tourism (Tourism Authority of Thailand, 2012).

From National Tourism Planning Year 2012-2016, the government also has a policy to promote the development of Thai tourism in all aspects to accommodate the changing behavior of tourists who are likely to learn and gain different experiences in each trip. This is done by focusing on environmentally friendly activities whether it is a natural, historical, religious, art and cultural attractions to truly enter the realm of culture, lifestyle and experience nature (Ministry of Tourism and Sports, 2011).

As seen from the government having set the 2015 to be Discover Thainess, which brought the identity of Thai culture to make a difference to offer Thai value to tourists as Amazing Happiness (Kovathanakul, 2015) for foreign visitors to experience through activities such as outdoor sports and extreme activity sport, Thai festival activities, Thai creative experience, Art & Design, and Art of paradise with the focus being on Thai natural way of life Thai wisdom, Thai treasure, luxury, and Thai serenity: peace and beauty activities (Tourism Authority of Thailand, 2015), All 7 activities presented a travel experience value in the Thai way of life that tourists will

get when they have the opportunity to travel to Thailand (Kovathanakul, 2015; Tourism Authority of Thailand, 2015).

Additionally, tourism has always made tremendous revenue to Thailand, which is an important to make the Thailand tourism industry grown significantly over the years (Tourism Authority of Thailand, 2017). The government has also improved quality facilities and standardization in establishment, accommodation, hotels, and personnel, restaurants and beverage service providers. The government has even encouraged the investment of the private sector in various areas such as airlines, transportation, and health and sports industries, to support the tourism industry is continuous growth (The Office of The National Economic and Social Development, 2011).

However, the numerous abnormal situations in Thailand affected the image and confidence of foreign tourists in Thailand. Visitors are less likely to enter Thailand because of the change in destination area. The abnormal situations directly affected the country's income, employment in tourism, and other service businesses. From the statistics from the Tourism Department, it was found that there were only 15,936,400 foreign tourists in 2010 (Ministry of Tourism and Sports, 2015a), but the number of tourists returned to being higher due to the improvement of the country image by using supportive measures, encouraging and attracting tourists to come to Thailand in accordance with the national tourism development in 2010 – 2016 of the Ministry of Tourism and Sports. Throughout 2011, the number of tourists was 19,239,470, 22,353,903 in 2012, 26,546,725 in 2013, 24,809,683 in 2014, 29,923,185 in 2015, and 32,588,303 in 2016 (Tourism Authority of Thailand, 2017). This resulted in the revenue being in the amount of 1,457,150.28 million THB during January-December, 2015 (Ministry of Tourism and Sports (Ministry of Tourism and Sports, 2015b), 2015a). Throughout 2016, the revenue being in the amount of 1,633,154.68 million THB 2015 (Ministry of Tourism and Sports, 2017).

## **Number of foreign tourists (person)**

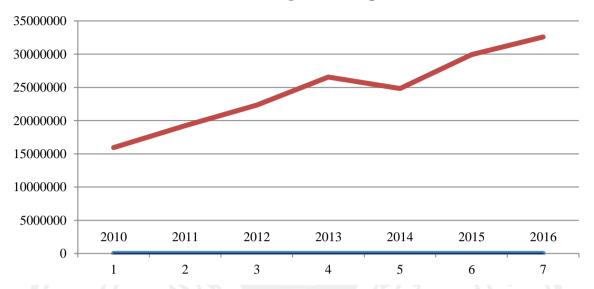


Figure 1.1 A Record Number of Foreign Tourists in the Year 2010 to 2016

Source: Ministry of Tourism and Sports, 2015

The Tourism Authority of Thailand is the agency responsible for the country tourism marketing. Most marketing plans focus on the image of Thailand, such as Land of Smile, Thainess, and Thai hospitality. However, something that tourists love and is tangible in the way of tourism experience is still lacking in Thailand that is having fun and learning at the same time, such as Thai food, Thai herb, Thai massage, excitement and adventure in nature, and perception of beliefs and culture (Tourism Authority of Thailand, 2012). The variety of attractions and tourism activities in Thailand will also be an attractive exotic experience for tourists. This is an important factor in the decision to travel Thailand for foreign tourists (Tourism Authority of Thailand, 2013b). Additionally, the promotion of good destination image will also encourage tourists to travel to find good experiences in the trips (Chang, 2014).

By taking a look at the study conducted by (Hankinson, 2004) in the academic aspect on image building that said the activities and facilities are things that result in the most perception (more things to do) such as studies conducted by McCartney, Butler, and Bennett (2009) found that the first favorite activity for tourists to do in Macau was gambling. Additionally, Alejziak (2013); Volkova and Muller (2012);

Watkins, Ferris, and Rutherford (2010); Lew and McKercher (2006); and Lehto, O'Leary, and Morrison (2004) have highlighted on Tourism activities, which is an important factor in the creation of the interest, attraction, and motivation for tourism to make the right decision.

According to the study of the past research related to the destination image, there have been academic studies in various fields such as Dwyer, Edwards, Mistilis, Roman, and Scott (2009), (McCartney et al., 2009), Hsu, Tsai, and Wu (2009), Qu, Kim, and Im (2011) and Ashton (2015) conducted studies on tourism management factors for image development; Hankinson (2005), Chen and Tsai (2007), McCartney et al. (2009) conducted studies on image perception of tourists; Blain, Levy, and Ritchie (2005), Dwyer et al. (2009), Garcia, Gomez, and Molina (2012) and Ashton (2014) conducted studies on tourism management for image development; Morgan, Pritchard, and Piggott (2003), Hosany, Ekinci, and Uysal (2007) and Apostolakis, Jaffry, Sizeland, and Cox (2015) conducted studies on attraction uniqueness; Chen and Tsai (2007), McCartney et al. (2009) conducted studies on the image of tourist attractions and tourist behavior.

Table 1.1 Summary of Studies on Development of Tourist Destination Brand Image

No.	Authors/Years	<b>Development of Tourist Destination Brand Image</b>					
		Factor	Perception	Management	Unique	Behavior	
1	Apostolakis et al. (2015)	7		// %	✓		
2	Ashton (2015)	✓		<b>✓</b>			
3	Ashton (2014)	✓		<b>*</b>			
4	Garcia, Gomez, and Molina						
	(2012)	✓		<b>✓</b>			
5	Qu, Kim and Im (2011)	$\checkmark$				✓	
6	Hsu, Tsai, and Wu (2009)	$\checkmark$					
7	MaCartney, Butler, and						
	Nennett (2009)	$\checkmark$	✓			✓	
8	Dwyer, et al. (2009)			✓			
9	Chen and Tsai (2007)	✓	✓			✓	

No.	Authors/Years	<b>Development of Tourist Destination Brand Image</b>					
NO.		Factor	Perception	Management	Unique	Behavior	
10	Hosany, Ekinci, and Uysal						
	(2007)	$\checkmark$			✓		
11	Hosany, Ekinci and Uysal						
	(2006)	✓					
12	Hankinson (2005)	V <	1				
13	Blain, Levy, and Ritchie						
	(2005)			✓			
14	Beerli and Martin (2004a)	<b>✓</b>					
15	Beerli and Martin (2004b)	\ \ \ \		<b>~</b>			
16	Hankinson (2004)	<b>✓</b>		<b>/</b>			
17	Pikkematt (2004)	<b>V</b>					
18	Morgan, Pritchard, and						
	Piggott (2003)		✓	<b>✓</b>	✓		
19	Lew and McKercher (2006)						
20	Baloglu and McCleary						
	(1999)			✓			
21	MacKay and Fesenmaier						
	(1997)		<b>✓</b>				
22	Chon (1990)		✓			✓	
$\overline{}$			7	_// A			

From the summary from literary review, it was found that the study of issues related to the development of the image of destination as a destination has also been studied in terms of identity building particularly creating identity-based activities, most of which have been studied in marketing such as clothing, fashion, and shopping such as Goldsmith and Clark (2008); Goldsmith, Clark, and Goldsmith (2006); Lo (2014) and Workman and Kidd (2000) conducted studies on identifying the relationship of identity requirements to attention in general information, status and role of consumers on being the product leader, finding novelty in the product, and creating something exotic to stand out in the product itself or studies conducted by Miremadi, Fotoohi, Sadeh, Tabrizi, and Javidigholipourmashhad (2011); Rajamma,

Pelton, Hsu, and Knight (2010). Identity on product purchasing behavior, or studies conducted by Simmers, Parker, and Schaefer (2014) that compared two cultures to create a sustainable product especially luxury brand goods of fashion clothing and costume. This is similar to the studies conducted by Ruvio, Shoham, and Brencic (2008) on product buying behavior by comparing three cultures to suit the identity of the product.

However, the use of identities to create or develop a tourist attraction image branding can be done by identifying the uniqueness of the attraction as a medium for creating awareness and experiences for tourists. To create this identities by using the area potential be it local activities, products, cultures, or traditions (Ashton, 2014). This is consistent with the study conducted by Qu et al. (2011) stated that the distinction is also an influence on identity formation. Additionally, Morgan et al. (2003) suggested that the creation of identities in places of attraction may be for niche and for tourists to challenge and gain real and new experiences from quality activities (Chen & Tsai, 2007; Qu et al., 2011).

## 1.2 Justification of the Study

Concretely established positive attraction uniqueness is why creating an uniqueness is important to give visitors a chance to experience something new, learn new things, and a valuable experience to keep up with current tourist behavior that want to escape the monotonousness of everyday life (UNWTO, 2014), which results in travelers wishing to travel to destinations for an exotic experience in other areas or to participate in tourism activities at the attractions (Shaw & Williams, 2002). For tourism activities in order to attract tourists based on the studies conducted by Chang, Backman, and Huang (2014) it was suggested that tourism should be creative tourism. Besides, the development of tourism products and services, it also adds to the satisfaction and creates tourists' experience in the attractions. When tourists are satisfied with a good experience, it will result in more and more tourism.

For the development of the attraction image besides, the uniqueness activities As explained above, study on personal factors should also be conducted such as Baloglu and McCleary (1999); Beerli and Martin (2004a) having conducted studies

personal factors that directly impact tourism destination decision making. Additionally, Beerli and Martin (2004b) have also added factors that should also be studied to the development of the image of the destination: motivation, vacation experience, and socio-demographic characteristics. The study by Baloglu and McCleary (1999); Beerli and Martin (2004b) also presented the factors that should also be studied to determine what causes the perception and decision of tourist destinations as follows: psychological (values, motivation, personality) and social (age, education, marital status, others). However, to develop activities with uniqueness that creates sustainability to match the behavior of tourists, studies should be conducted on personality characteristics in order to identify the most suitable tourist groups for activities with the most specific identities (Passafaro et al., 2015).

The classification of creative tourism activities based on Creative tourism 2.0 concept is classified into four categories: Heritage, Arts, Cultural, and Crafts (Richards & Raymond, 2000) or based on four Thai identity groups: cultural heritage, lifestyles, arts and functional creation that is the local uniqueness such as Thai food, Thai herbs, Thai traditional massage, Muay Thai, the emphasize recreational activities. (Tourism Authority of Thailand, 2013a).

However, activities in Thailand have the advantage in the aspects of diversification and value for the activities of foreign tourists who have participated and want to come back to Thailand again (Tourism Authority of Thailand, 2012). Besides the beautiful natural attractions and attractive shopping centers, one of the activities that foreign tourists like is to taste Thai food that is most prominent in Asia. Tourism Authority of Thailand (2012) particularly stated that the True Explorer travelers who like to travel and participate in exotic activities would have fondness for Thai food and Thai desserts the most.

Additionally, creative tourism can also generate and distribute revenue to the community or local and private sectors that have contributed to the stable revenue from tourism. It will also motivate local people or community that organized the activities, it is a tool for the community to feel proud of and cherish their culture, traditions to remain sustainable forever.

Therefore, the researcher has recognized the significance of conducting a study on the "Food Activity Uniqueness for Creative Tourism Development: A case

study Chiang Mai, Thailand". This study focused on the will focus on the uniqueness of Thai foods that are generally recognized to be outstanding by foreign tourists (Tourism Authority of Thailand, 2012) to identify the uniqueness of creative tourism activities in relation to the characteristics of tourists to encourage tourists to travel and attract tourists into the country to also locally distribute income.

However, this study is consistent with the National Tourism Development Plan B.E. 2555 – 2559, strategy 3: the Development of product, service and support with the aims being to develop economy, creativity, innovation, and value to increase tourism with a guideline for implementing new tourism activities to meet the interests of tourists and meet the needs of the target audience. This study is consistent with the Tourism Strategy BE 2558 – 2560, strategy 1: the promotion of tourism market with the emphasis is on creating quality tourist destinations to adjust the image of the country and to create the perception that Thailand is "Quality Leisure Destination" through valuable experience with the "Way of Thailand" (Ministry of Tourism and Sports, 2015a).

There is also a policy 4.0 with the government highlighting Thailand's advantage in terms of cultural diversity with the focus being on the Creative, Culture & High Value Services industries including the travel, health, and food related industries (Economy Team Thairath Printing, 2016).

# 1.3 Importance of Gastronomic Tourism and Food Activity in Chiang Mai

Chiang Mai Province is one of the provinces with diversity of tourist resources including natural attractions, arts and cultural attractions. Especially, food culture is one of important elements of Chiang Mai tourism. Tourism websites (Trip Advisor, Chiang Mai Best, Lonely Planet and Tie land to Thailand). Tantraseub and Madhyamapurush (2018) recommends popular Thai and local food for foreign tourists in Chiang Mai, for example, Tom Yum Kung, Pad Thai, Kaeng Kha Gai (Thai Coconut Chicken Soup), Khao Soi (Curried Noodle Soup with Chicken), Kaeng Hang Lay, Sai Aour. These local foods are partly attract tourists' attention to taste various types of local foods in Chiang Mai. In addition, Chiang Mai organizes food activities

that can attract foreigners such as cooking course, short-term cooking program, methods of buying ingredients, eating out Thai and local foods at local restaurants, experience Lanna dining with Khantoke and Northern folk art performance. Food activities are considered tourism products that combine culture and food to reflect cultural uniqueness of food (Dachum, 2013; Tantraseub & Madhyamapurush, 2018).

For example, a model of food tourism activities is developed such as short-term cooking class to enhance food uniqueness into food activities and to promote the concept of creative tourism so that tourists can learn and gain great experience by participating in food activities to sustain gastronomic tourism in the future (Tantraseub & Madhyamapurush, 2018).

As a result, gastronomic tourism activities can meet changing behaviors of tourists in various activities and using service of restaurants. Especially, short-term cooking class is offered to foreign tourists to learn new things and create direct experience together with culture owner. This can add value to Thai food and way of community life for economic sustainability of tourism business in the future (Dachum, 2013; Tantraseub & Madhyamapurush, 2018).

However, the combination of culture and food is consistent to the concept of innovation which is value creation to product for practical utilization (Termpittayapaisith, 2010). In addition, Office of the National Economic and Social Development Board (NESDB) also promotes economic development based on the use of knowledge, education, creativity and intellectual property to be linked to culture, wisdom, and technology and innovation. Cultural and natural inheritance is one of important elements that develop Thailand's creative industries (Termpittayapaisith, 2010).

# 1.4 The Association between Destination Brand Image and Food activity uniqueness

Food is an important part of the culture and an attraction for tourists. The association between food and tourism is still important for the development of food experiences for tourists. Besides, this builds positive image and impact to tourism attractions. Presently, tourists tend to travel by themselves and they seek for tourism

activities that can reflect self-identity. They learn the surrounding things and create experience from travel, exchange knowledge ad need for being part of tourism activities (Dachum, 2013; Tantraseub & Madhyamapurush, 2018).

"Gastronomy's importance in the development of tourism destinations in the world" (UNWTO, 2012). According to Global Report on food tourism by World Travel Organization, the survey revealed that most of people think that gastronomy is important strategy for brand and image creation in tourist attractions. Different strategies are developed in different tourist attractions (UNWTO, 2012).

The strategy creation requires to consider Niche Market, one of the quality tourist group. Niche Market is a small tourist group that seeks for experiential tourism. Sometimes, tourism is inspired by the need for unique culinary experiences in various countries in order to prove that cooking is one of the main components of tourism image. For example, most tourists who travel to Georgia just want to try wine and local food. Even Thai jasmine rice is what tourists want to try. Another example is Portugal. Tourism in Portugal relies on food and wine to create national image of cultural diversity to attract new group of tourists, meanwhile the country still emphasizes on innovative development that remains quality and locality of foods. Through this strategy, Portugal tourism has been successful by attracting tourists in the country throughout the year. In addition, the community is involved in creating tourism products (Anake-Poonsuk, 2017; UNWTO, 2012)

However, service providers play an important role in determining tourism image. For example, good service in restaurant can enhance tourism image. Thus, effective image positioning must be planned by emphasizing outstanding and valued foods in each site while food quality must be maintained (Anake-Poonsuk, 2017; UNWTO, 2012).

Destination image and gastronomic tourism experience has strong relationship in terms of the needs for experiencing local tourism products. Tourists need to try, learn, and perceive food value by themselves. Tourist satisfaction after participation in food activity is an indicator for evaluating destination image and sometimes, prior expectation of tourists may be involved in.

# 1.5 Objectives and Research Question

The research question for this study was "How to develop a food activity uniqueness for Creative Tourism in Chiang Mai, Thailand". To achieve answer the research questions, the objectives of this study were as follows:

- 1. To study the relationship between the components of food activity uniqueness and tourists' perception of creative tourism activities.
- H1: Create grate life time experience is related to tourists' perception of creative tourism activities.
- H2: Create grate value is related to tourists' perception of creative tourism activities.
- H3: Adjustable for all targets is related to tourists' perception of creative tourism activities.
- H4: Authenticity is related to tourists' perception of creative tourism activities.
- H5: Leave Society and Norms is related to tourists' perception of creative tourism activities.
- H6: Vision, Hearing, Smell, Taste and Touch is related to tourists' perception of creative tourism activities.
  - 2. To study the opinions of foreign tourists on unique activity perception.

## 1.6 Contributions of the Study

#### 1.6.1 Academic Contributions

The public sector, private communities, and private entrepreneurs that are involved can adjust the results to improve the creation or promotion of the image of the tourist attraction to have an outstanding uniqueness of each area or attraction and to know the most appropriate approach to create the most appropriate activities for foreign tourists. The result can also be used to improve a model or tool to evaluate activities that have identity to foreign tourists in various activities and tourism areas further.

#### 1.6.2 Management

The results of this study can be used by government agencies and private entrepreneurs as a guide to identify creative tourism activities to increase or increase the value of the tourist attraction area. It can be classified into categories of activities to suit each type of tourists in the field of marketing to create a strategy that motivates or attracts foreign visitors that want new experiences. Besides being able to develop a better image, it is also important to create and distribute revenue to various secondary attraction areas. Additionally, it can also motivate the community to perceive and appreciate their own community uniqueness to realize the maintenance, restoration and preservation of the uniqueness sustainability.

## 1.7 Scope of the Study

The researcher has defined the scope of this research with important elements as follows:

#### 1.7.1 Content Scope

The researcher has conducted a study on "Food Activity Uniqueness for Creative Tourism Development: A case study Chiang Mai, Thailand" with the summary as follows:

- 1.7.1.1 Uniqueness: The researcher has conducted a study on the Uniqueness theory and found that the uniqueness theory consists of 3 major types: creative choice counter-conformity, unpopular choice counter-conformity, and avoidance similarity (Bian & Forsythe, 2012; Burns & Warren, 1995; Goldsmith & Clark, 2008; Knight & Kim, 2007; Lo, 2014; Miremadi et al., 2011; Ruvio, Shoham, & Brencic, 2008; Tian & Bearden, 2002; Tian, Bearden, & Hunter, 2001; Workman & Kidd, 2000). All three will be included in this study.
- 1.7.1.2 Creative Tourism activities, the researcher selects the type of creative activity with the identity of Thailand. This includes learning about culture and meeting the functional needs of Thai cuisine in Chiang Mai.
- 1.7.1.3 Perception in this study will be used five sensory of tourists to measure the uniqueness perception in the activities of foreign tourists participating in the activities.

### 1.7.2 Area Scope

The researcher has determined the activities for this study is the food, which included Thailand's northern style by the area there are such activities. The researcher selected the following aspects:

Thai food study in Chiang Mai area. There are various cooking schools including Thai farm cooking school, Thai orchid cooking school, Sab - Elee Thai cooking school and more than 50 cookery schools in Chiang Mai.

#### 1.7.3 Population Scope

The sample is designated foreign tourists. With the tourist statistics of the Tourism Authority of Thailand, western tourists are more likely to travel to Thailand, such as tourists from France, Italy, Russia, Spain, Sweden, Austria, Germany, Brazil, Eastern Europe, and United Arab Emirates (Tourism Authority of Thailand, 2015), which European and American tourists are still considered quality tourist groups that focus on activities that create a wide range of travel experiences (Buathong, 2014). Tourists from Asia such as China, Malaysia, Korea, and Japan are a tourist group that is also very important to Thailand because they are the top four tourists in Thailand (Ministry of Tourism and Sports, 2015a).

However, this study focus on tourists to be the main sample group. Foreign or international tourists who were participating in designated areas were the population studied and collected data by questionnaire and by conducting in-depth interviews to retrieve statistical data. In order to provide an insight into the factors that determine the uniqueness of creative tourism activities in order to attract more international tourists.

### 1.8 Definitions for this Study

The description of definitions may be defined in several ways depending on the theoretical approach adopted. The definition of key terms as presented below are based on previous literature and are used throughout this study.

Uniqueness refers to the characteristic features of one thing. This study defined as the activity. It is a remarkable activity in presenting a concrete Thai

identity. In addition, to make international tourists more aware and understand the identity of the Thai culture, art, local identity lifestyle. The uniqueness of this study are divided into 3 categories: creative choice counter-conformity, unpopular choice counter-conformity, and avoidance similarity.

**Activity** refers to the participation of tourists in the provided activities to directly experience in various forms based on the needs of tourists. The study was focused on cooking activity in cookery school in Chiang Mai

**Unique activities** refer to activities related to Thai food. It is an activity where tourists get to participate something in the local area. It is also a creative activity that cannot be found elsewhere.

**Creative tourism** refers to activity that tourists take part in order to get something of value, such as knowledge or experience.

**Foreign tourists** refers to foreign tourists or international tourists in general that have participated in cookery school

**Perception** refer to the tourists were using organs of their body to gain experience, which is the direct experience from participating.

**Cookery school** refer to the cooking schools provided for international or foreign tourists in Chiang Mai Province.

**Entrepreneurs of cookery schools** refer to the owner who administrates the school and has been involved in creating food activity.

**Food activity** refers to activities associated with food which defined as food event and festival, food testing, food learning, food buying, and cooking.

# 1.9 Summary of Chapter One

This chapter has presented a general overview of this research project. The purpose of this research starts from an interesting in creative tourism to present destination image with Thainess. Then, the researcher study on destination image and founded that uniqueness is one of important plan to create new experience for tourists. Although, uniqueness is becoming more awareness of entrepreneurs to attract foreign tourists but there is a lack of academic researchers in this area.

The justification for the research is based on the gap found in the literature; a theoretical conceptual framework of uniqueness to develop creative tourism for foreign tourists has not been examined by academic researchers to date. Therefore, this gap has been used in this study to answer this question "How to develop food activity uniqueness for Creative Tourism: A case study Chiang Mai, Thailand".

To achieve answer the research questions, the objectives of this study were as follows: firstly, to study the relationship between the components of food activity uniqueness and tourists' perception of creative tourism activities. Specific hypotheses for this research objective have been identified. Secondly, objective was study the opinions of foreign tourists on unique activity perception.

Chiang Mai Province in Thailand is selected because Chiang Mai is an area full of cultural capital encompassed with gathered indigenous knowledge and passed on from previous days to at present especially uniqueness of local food. Moreover, Chiang Mai is the outstanding Thai cookery school and it is favorite activities in Chiang Mai.

#### 1.10 Structure of the Thesis

This chapter comprises five chapters. Chapter one has provided a general overview of the background and justification to the research. The chapter addressed the research aim, questions to be answered with respective hypotheses to be tested. The key definitions described in Section 1.6 to enhance the readers understanding of the key terms that are frequently used within this study. The chapter has also provided an introduction into the study area and data collection methods, the contribution of the study to academic and cookery school management in Section 1.4. As well as, this overall outline of the thesis structure.

Chapter two contains a literature review beginning with the Theory of Uniqueness and provides a concept of Creative Tourism, and tourists' perception. In next section, Creative Tourism with Uniqueness Activity and tourist's perception are discussed together with a research instrument, which underpins this study. There are three main dimensions of Uniqueness Theory, which are discussed: Creative - Choice Counter Conformity, Unpopular - Choice Counter Conformity, and Avoidance

Similarity. Furthermore, the chapter also overviews the past studies on uniqueness. A conceptual framework model is developed to illustrate the relationship between Activity Uniqueness development for Creative Tourism: Creative - Choice Counter-Conformity (Seeking activity), Unpopular - Choice Counter conformity (Positive distinctive), Avoidance Similarity (Value added), Tourists' Perception of Activity Uniqueness and A concept of Food Activity.

Chapter three explains the methodology used in this study to provide assurance procedure has been employed for this study. This chapter covers the details of the research strategy, process, and how to analyze data collected. This chapter also explains why a quantitative approach using a survey technique and a qualitative approach using in-depth interview have been adopted. The sampling design and data collection took place within cookery school in Chiang Mai Province. The research instrument used to collect data on Creative - Choice Counter-Conformity (Seeking activity), Unpopular - Choice Counter conformity (Positive distinctive), Avoidance Similarity (Value added) and Tourists' Perception of Activity Uniqueness in then discussed. The principles guiding the design of a questionnaire for this study are described, and this section provides information on the process of data collecting for a pre-test and the main study. Moreover, the section also identifies the criteria for scale development together with the item analysis procedure to ensure reliability and validity of the measurement scales. The section on the data analysis process provides information on the appropriateness of the statistical techniques that are used for the hypothesis tests. The study uses Exploratory Factor Analysis EFA and employs multiple regression as main data analysis method, and a descriptive analysis has also been used. The chapter concludes with review of relevant ethical issues and a summary of the chapter

Chapter four reports the data analysis and results of pre-tests and the main study. The pre-test results used data from 40 respondents to prove the scale reliability. This section discuss the verification of the measurement scale based on four broad concepts. The first part is analyze by using Exploratory Factor Analysis (EFA); the second part is describe a new framework of components and variables of activity uniqueness development for creative tourism 1) Innovative and Creative Activity is comprised Create great life time experience, Create great value, For all targets, 2)

Create a positive distinctive activity is comprised Authenticity and Leave society and norms, 3) Five senses body is comprised Vision, Hearing, Smell, Taste, and Touch. The next part discusses the result of the relationship between 3 components of activity uniqueness development for creative tourism and tourists' perception of activity uniqueness. It also presents the research questions and six hypotheses test results and explain the last research question and then summary of the chapter.

Chapter five discusses the research findings and presents the discussion. This discussion is comprised of the results of the two research objectives, along with their respective hypothesis. This chapter concludes results of all data analysis and includes a new framework "Food Activity Uniqueness Model for Creative Tourism Development"; It is comprised of Three components and eight variables in order to develop the activity uniqueness for creative tourism 1) Destination (Authentic; Locals and Resources) 2) Tourist (Great lifetime Experience and Value Perception); 3) Creative and Innovative Activity (Leave Society and Norms and Emotional five senses) The chapter also summarize the important contributions in terms of theoretical implication of the study. The limitation of the study and recommendations for future research are presented in 5.8 and 5.9. The last section of chapter five is the thesis conclusion. The thesis structure is presented below (Figure 1.2)

#### **Chapter One** (Introduction) Background of the study Justification of the study **Chapter Two** Objectives and research (Literature Review) question Introduction Contribution of the study Conceptual Framework and Scope of the study **Destination Image Theory** Definitions for this study Uniqueness concept and theory Summary of the Chapter one Research instrument and tourists' perception Conceptualization of Uniqueness, Tourists' perception, and Hypothesis **Chapter Three** Creative tourism concept and (Methodology) Introduction Creative Tourism with Research Design for This Study **Uniqueness Activity** Data Source and Study Area for Food Activity concept this Study Conceptual framework from Stage 1: Research Method for theory review Quantitative Approach Stage 2: Research Method for Qualitative Approach Research Ethics Process **Chapter Four** Summary of the chapter three (Data Analysis and Results) Introduction Respondent Demographic and General Information **Exploratory Factor Analysis** (EFA) Testing **Chapter Five** Conceptual Framework from (Discussion and Conclusions) **EFA Study** Introduction Hypothesis Testing and Discussion of findings Multiple Regression Analysis Summary of the Study Summary of Quantitative Contribution to the relevant Research Method theory Contribution to the Business and Summary of Quantitative the Government Research Method Limitation of this research Summary of Chapter Four Recommendations for Future Research Thesis Conclusion

Figure 1.2 Thesis Structure

**Source:** Developed by researcher

#### **CHAPTER 2**

### LITERATURE REVIEW

### 2.1 Introduction

The literature review is very important as it can indicate the conclusion of the study in the past and other interesting points that should be studied but nobody has ever done it before. Besides, the related literatures review can lead the researcher to view the clear pictures of statement of problems found in conducting a research and the use of research instrument or methodology.

In this chapter, it is a review of literature, theory and research results concerning the study about "Food Activity Uniqueness for Creative Tourism Development: A case study Chiang Mai, Thailand". The Researcher will start from the review of conceptual framework and theory about Destination Image which related to the way we create image for tourist attractions which had an effect on the country image. The research studied in the past about destination image has most likely 3 major factors which are Holistic attributes, Functional and Common uniqueness. However, this study was emphasized on the image in terms of common uniqueness as the widely known image of Thailand is the uniqueness of Thailand which is obviously outstanding such as Thai art, Thai traditions and festivals, Thai culture, Thai costume, local Thai lifestyle, Thai sports and Thai cuisine, as previously the theory about Uniqueness was based on 3 major components and the current study will be focused on these 3 components which are Creative choice counter-conformity, Unpopular choice counter-conformity and Avoidance similarity in order to evaluate uniqueness in activities found in creative tourism. The point of evaluation is to find the relationship between activity uniqueness and the perception of tourists' in activities that tourists take part. Moreover, the information about activities having uniqueness in Thai cuisine is also brought up. With regards to the previous review of literatures and theories, conceptual Framework can be processed as seen at the end of

chapter 2 and the overall of the case study of chapter 2 can be reviewed from figure 2.1.

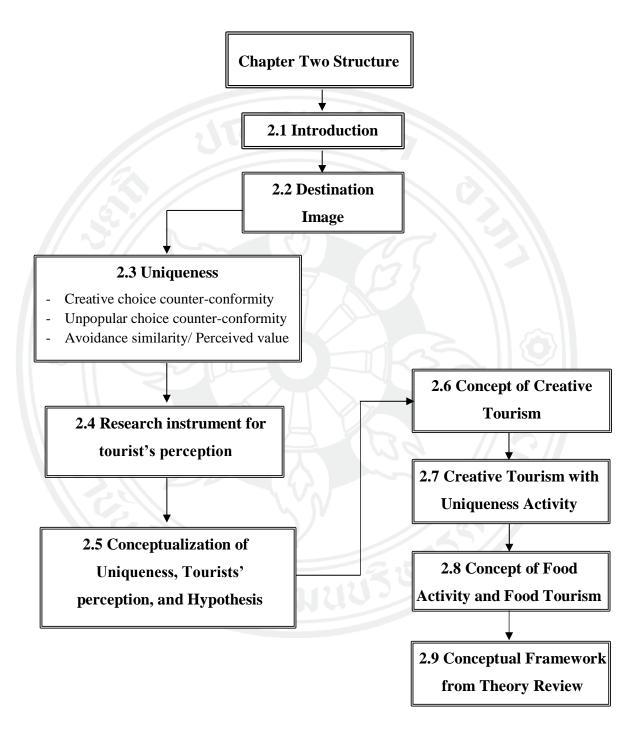


Figure 2.1 Chapter two Structure

Source: Developed by researcher

# 2.2 Conceptual Framework and Destination Image Theory

Creating brand or creating destination image is one of the processes in developing the outstanding identity in order to persuade tourists to get interested in visiting those tourist attractions. There are several supporting devices to help communicate with tourists such as names, signs, symbols designed to build the perception as per requirement or objectives that we set (Harish, 2010). The destination image building is a blending of various components to build a good image to tourist attractions (Lee, Kim, & Kim, 2006). Hence, the objective of image building is to convey the outstanding points of those tourist attractions which should consist of symbols and experiences in different levels (Harish, 2010).

The definition of "Brand image" means a set features and ideas that people connect in their minds with a particular product or brand (Hankinson, 2004) which is considered as the individual perception having an effect on brand recognition (Keller, 1993). The definition of Destination image by Crompton (1979) is the sum of beliefs, ideas and impressions that a person has of a destination. As a result of this definition, it can affect the way tourists select their places of interest in the next time of travelling (Chon, 1990). For this reason, the importance of creating brand in a tourist attraction is to build a good image to that city which has an effect on selecting tourists destinations by tourists including to build a value to tourists attractions for a sustainability in each area (Dolnicar & Grabler, 2004).

However, the word "Destination Image" defined as the sum of beliefs, ideas and impression that a person has of a destination will be used in this study. The destination image has an effect on tourists' perception and impression having with tourist destinations by passing through various factors which build different impression such as motivation, experience, personality or social status.

Therefore, Hassan, Hamid, and Bohairy (2010) delineated that the model of Tourist's Destination Branding were composed of 3 types ,namely, culture type such as language, custom and tradition, uniqueness and local identity, historic type such as the history or background and the last one is natural type such as geographical sites, locations, climate and geography. For example, the study of Insch (2011) specified the destination image by using the outstanding natural aspect of that area. To bring

national resources as an important symbol in communication could connect to the seeing of nature value and how we can preserve the natural resources in a sustainable manner. It is not only tourists who care about the value of natural resources but also local people can touch that they have to tremendously cherish what they have in nature. Later this kind of tourism becomes known as eco-tourism/nature-based tourism. Besides, Beerli and Martin (2004a) classified the group of destination image into 9 major categories as per the followings: Natural Resource, General Infrastructure, Tourist Infrastructure, Tourist Leisure and Recreation, Culture, History and Art, Political and Economic Factors, Natural Environment, Social Environment and Atmosphere of the place.

The study of McCartney (2008) mentioned about various factors to serve the destination image formation comprising of 2 major points: person determined image having social factors and psychological factors and destination determined image having 3 major factors like information sources, previous experience and distribution and divided in tangible things such as accommodation, food, activities and transportation and intangible things like culture, tradition, enjoyment and experience.

There are some similarities in the study of Baloglu and McCleary (1999); (Pan & Ryan, 2009); Esper and Rateike (2010) who bring 2 main factors: personal factor (Motivation, Value, Personality and Socio-demographic) and Stimulus factors (information source and previous experience) to study about the relationship of the perception in destination image. The study of Baloglu and McCleary (1999) this time defined the pattern of the perception of destination image into 2 types which are cognitive perception meaning belief and knowledge about those tourist attractions opposite to affective perception meaning the feeling towards tourist attractions and the emotional binding. When all of them are combined with other factors, we would see the overall image of people perception having with those tourist attractions.

In addition, the study of Beerli and Martin (2004b) pinpointed that the pattern of building destination image consisting of 3 factors, namely, Information source (Secondary: Induced, Organic and Autonomous and Primary: Previous and Intensity of visit), Personal factors (Motivations, Vacation experience, Socio-demographic characteristics) and Perceived Destination Image (Cognitive image affective image, overall image). These 3 factors are used to find the relationship among one another

and the conclusion comes out in 4 points, namely, the different personal factors have an effect on different perceived destination image. The use of varied secondary information source can be applied only with first time tourists. In case of repeat tourists, the information source to be used would be different as it can impact on different perceived destination image. The difference of knowledge in tourist attractions and the level of motivation between first time tourists and repeat tourists depend on how often they used to visit those places. The last one is about to apply the pattern of these factors to study with 2 sample groups which are First time tourists and repeat tourists.

However, regarding the pattern of building destination image mentioned in this study, the researcher would choose 2 major factors, namely, Personal factor and Stimulus factors which having various components to be used in this study like 1) Personal factors comprising of Socio-Demographic, Characteristic and Motivation 2) Stimulus factors comprising of Information source, Previous and Destination.

Socio-Demographic is something that numerous scholars bring as an important variable to study about the process of selecting tourist destinations which most likely based on gender, age, occupation, educational level and social status which is considered to be an internal factor having influence greatly on the perception of tourists about tourist destinations. Moreover, many scholars also determine more variables such as income and places of residence Beerli and Martin (2004b).

Motivation is a process that activates, guides and maintains goal-oriented behavior which is an important factor to let us know the tourism behavior and the process of selecting tourist destinations as well as activities that tourist would join (Baloglu & McCleary, 1999). By the way, the variables concerned in this study are comprised of the way to discover new culture/ways of life, Intellectual improvement, To discover different new places, To attend cultural events, Rest and relaxation, To alleviate stress and tension, To escape daily routine, To seek adventure and pleasure, To seek recreation and entertainment, To do exciting things, To go to places that friends have not visited, to be able to tell friends about vacation experiences and to go to fashionable places (Beerli & Martin, 2004b). Other than this, Esper and Rateike (2010) also mentioned about motivation that it could take to categorize tourists in 5 groups such as physical motivation, cultural motivation, interpersonal motivation, social motivation and prestige and motivation related with past experiences.

Information source is considered an eternal factors having influence on tourists and affects them to alert their perception and evaluate what information they receive. Tourists can learn about plenty of information from symbols they can see from numerous media or information they get from people such as from friends, members of their family in a kind of advice or word of mouth which can be divided into 4 types: Professional advise (tour operators, travel agents and airlines), word of mouth (friends, relatives and social club), advertisement (print or broadcast media) and books/movies/news (Baloglu & McCleary, 1999). Therefore, when tourists would like to travel, they may choose from media and search information on their own, for example, finding accommodation. So, in order to increase tourists' perception, we should realize about the variety of information source and the type of information provided to tourists (Baloglu & McCleary, 1999). Experience is considered what tourists learn after they finish travelling (Beerli & Martin, 2004b).

However, in terms of study about destination image, some people see it as important as the building of uniqueness and outstanding features of each place, for example the study of Apostolakis et al. (2015) who gives the importance of bringing local resources in a tourist destination to attract tourists which was different from other tourist destinations. Portsmouth harbor, a local historical site of interest of England is a good example. Other than its outstanding feature which different from other of places of interest in England, it also a highlight image for tourists to recognize many things in local areas as well. This study is quite similar to that of Ashton (2014) who pays attention to the outstanding features considered to be the identity which could reflect the image of the local accordingly. This kind of thing can be seen in the physical appearance of Southland, New Zealand which having outstanding natural resources, places and tourists' experience. It can represent an image for tourists' recognition. In addition, the study of Ashton (2014) pinpoints about the conceptual framework of destination image development by emphasizing on the general factors of tourist destinations that would affect the perception and impression of tourists with Holistic attributes such as accommodation, facility, friendliness of local people and overall natural atmosphere. The other factor is about functional-psychological approach of each place which affects how tourists can feel with. This factor can be divided into concrete objects such as mountains, villages and

price level and abstract objects such as atmosphere and emotional approach of places of interest. The last one is a common-unique of those places featuring difference and identity and lead to tourists' perception individually such as tradition festivals or the Everest mountain in Nepal which having psychological identity.

The result of the research is applied by those 3 factors to study the destination image development in order to acquire about pattern of thought, belief, feeling and attitude having an effect on the perception of tourists especially the uniqueness of activities in tourist destinations enabling to make tourists have a chance of learning new experience like the only one festival in the world (Ashton, 2014).

This is quite similar to the study of MacKay and Fesenmaier (1997) which is about the relationship of different variables of destination image by using the factor called Visuals which separated in Marketer inputs: Attractiveness, Uniqueness and Texture and Individual inputs: Familiarity, Gender and Income. The study about destination image by MacKay and Fesenmaier (1997) this time is measured by 4 sides which are Activity, Familiarity, Holiday and Atmosphere. The result from the study of the above variables revealed that Uniqueness was the most important variable associated with activities that tourists participate in because it was filled with excitement and enjoyment.

## 2.3 Uniqueness Concept and Theory

Uniqueness conceptual framework and theory emphasize on personality uniqueness which is defined as feeling and emotion of each person that shape how to express behavior to something and with the outstanding identity of that person (Snyder & Fromkin, 1980). By the way, the behavior showing individual uniqueness may not satisfy other people and that is the reason for having the theory called Need for Uniqueness (NFU). The NFU defines that each person would be encouraged to express behavior and feeling which belong to that person to let other people know (Snyder & Fromkin, 1980). It is a personal requirement to express behavior or information to be different from other and the trait of pursuing differences to others at it most (McGuire, 1976). The most important point is the perception of each

individual to any actions that other people strive to do the same or imitate (Snyder & Fromkin, 1977, 1980).

The Need for uniqueness (NFU) is widely used in marketing practices in order to develop or making products having uniqueness to most likely meet with customers' need. Lynn and Harris (1997) developed this conceptual framework to make difference to support the uniqueness of products which called the desire for unique consumer products (DUCP). The Desire for Unique Consumer Products is an 8-item scale: Antecedents, Consequences, Need for a New Scale, Item generation and selection, Generalizability of the factor, Structure, Reliability, Personality correlates of DUCP and Behavioral correlate of DUCP. These 8 item scales are a beginning study for marketers to build uniqueness in products and service to create new experience to consumers. The conceptual framework about DUCP is used to study various factors concerning with customers' experience, knowledge about product and service and attitude towards product brand (Keng, Tran, Liao, Yao, & Hsu, 2014).

Nevertheless, the conceptual framework about uniqueness focuses more on individuals which aiming to develop and increase self-image as well as social image. So, it is called Consumers' need for uniqueness: CNFU (Tian & Bearden, 2002). It shows the uniqueness level of things starting from seeking what are suitable for themselves which actually those things may not fit with others or society. Then it becomes the different uniqueness as they find high levels of similarity to other unpleasant and seek to make themselves different from others. So, uniqueness can change at all times depending on surrounding changes which related to the conceptual framework of Snyder and Fromkin (1980) who stated that uniqueness is something that people express their individuality through emotion, knowledge and behavior in order to let others know.

Besides, people seek something to make themselves outstanding that can be similar or obviously different from others which having 3 major dimensions, namely, 1) Creative choice counter-conformity or Consumer novelty seeking (Lo, 2014; Manning, Bearden, & Madden, 1995) 2) Unpopular choice counter-conformity or Goal – directed choice counter-conformity (Lo, 2014; Lynn & Harris, 1997; Tian et al., 2001), and 3) Avoidance of similarity.

Creative choice counter-conformity means to select or find items, products or brands that different from what other people do but in the meantime such of that different selection can be acceptable by the society without any reaction (Burns & Warren, 1995; Clark & Goldsmith, 2005). The different selection that those people make can reflect wisely the identity of their individuality such as buying brand-new product, new edition of goods that no one ever has before. This group of customers' needs to distinguish themselves from others in the society by selecting products or brands that showing differentness from others or selecting goods from experts' advice (Kron, 1983). The behavior about seeking something showing uniqueness and identity different from what most people do are most likely inspired by new products or any goods with new design (McAlister & Pessemier, 1982) and the influence of considerable fashion magazines who most likely set a new goal for customers to discover their individual identity at all times (Kron, 1983) or to cover some inferior points found in themselves (Belk, 1988).

Unpopular choice counter-conformity refers to the selection or use of products and brands that deviate from groups, society or people around in an obvious manner regardless of norms and social practices (Burns & Warren, 1995; Clark & Goldsmith, 2005) including the selection or use of products and brands taking risk of social disapproval. At this level, it can specify that people may see the differentness as good and precious things but society see them as bizarre, disrespectful and not suitable to live in the normal society (Gross, 1977; Ziller, 1964). However, these people who have differentness in behavior can be acceptable by society when they are the one who create those things or being influential fashion icons or fashionistas and the trends they make become famous (Heckert, 1989).

Avoidance of similarity means the selection of products and brands by people who are intentionally strive to avoid similarity to others and willing to let other people know about their selection (Burns & Warren, 1995; Clark & Goldsmith, 2005). The meaning of this avoidance is something that people was interested in previously and already passed the acceptance of society but it has been imitated so much that none of identity is left in it. It is an avoidance of something that a person creates and would like to find something else more outstanding and showing more identity to replace (Fisher & Price, 1992; Heckert, 1989).

As a result of studying 3 dimension of Uniqueness Theory, the researcher can sum up the point of them as follows: 1) Creative choice counter-conformity, in this study it is in the level of seeking activity which tourists require and can let others know about what they like. Activities should be distinguished and new for each tourist. In order to be able to access tourist destinations, tourists often seek activities provided in those tourist attractions and would participate in different kinds of activity. 2) Unpopular choice counter-conformity, in this study it is in the level of participating in activity having good effect on body, mind and attitude (Positive distinction). The activities that tourists participate are considered a discovery of what is suitable for tourists themselves which cannot be found in daily life and in other tourist attractions before regardless of social approval and people around. The final dimension, 3) Avoidance similarity, in this study it is in the level of the most uniqueness (Creative value added) which are new and distinctive activities having conceptual framework of joining activities that can be developed in a better way in order to create value added to tourists as well.

Conceptual framework and Uniqueness theory of 3 dimensions are considerably studied by scholars (Table 2.1) such as (Bian & Forsythe, 2012; Burns & Warren, 1995; Goldsmith & Clark, 2008; Knight & Kim, 2007; Kumar, Lee, & Kim, 2009; Lo, 2014; Miremadi et al., 2011; Rajamma et al., 2010; Ruvio, Shoham, & Makovec Brenčič, 2008; Tian & Bearden, 2002; Tian et al., 2001; Workman & Kidd, 2000) But most of the study was focused on marketing approaches like clothing, fashion, costumes and shopping places. For instance, the study by Goldsmith and Clark (2008) to find the relationship of CNFU between attention to social information, status consumption, role consumption of consumer and opinion leadership and opinion seeking for new and different product and innovation (Goldsmith et al., 2006; Lo, 2014; Workman & Kidd, 2000) especially to bring the concept of CNFU to seek the level of differentness in selecting products by consumers having 2 cultures and those having one culture (Zolfagharian, 2010) or the study of Rajamma et al. (2010) who brought the concept of CNFU to explore about the behavior in buying products compared between 2 cultures in order to build product sustainability in particular brand name products or fashionable clothing (Miremadi et al., 2011; Simmers et al., 2014) associated with the study of Ruvio, Shoham, and Brencic (2008) explored about the behavior in buying products compared among 3 cultures. The most important point is the marketing that can penetrate target groups and fit with product uniqueness when product uniqueness is connected with cultures according to the explanation by Ames and Iyengar (2005) that when a person seeks differentness in uniqueness apart from others in a society, there is a potential that trends in that society may change in accordance with that person expects.

**Table 2.1** Summary of the Uniqueness Theory

No.	Authors/ Years	Creative Choice Counter-conformity	Unpopular Choice Counter-conformity	Avoidance Similarity	Willingness to publicly defend one's beliefs	Optimal distinctiveness/Indivi dual Characteristic	Novel and Scare
1.	Okamoto (1983)	7	-1	125			<b>✓</b>
2.	Case and Rosen (1985)					✓	
3.	Burns and Warren (1995)		~		✓		
4.	Lynn and Harris (1997)					16.	
5.	Workman and Kidd (2000)	<b>/</b>	1		<b>✓</b> //		
6.	Tian and Bearden (2002)	<b>✓</b>	<b>✓</b>		<b>√</b> // <sub>0</sub>	6	
7.	Tian, Bearden, and Hunter (2001)	V -	✓	~	//		
8.	Prahalad and Ramaswamy (2004)					<b>\</b>	
9.	Roehrich (2004)						✓
10.	Ames and Iyenger (2005)	<b>√</b>	1	<b>✓</b>			
11.	Clark and Goldsmith (2005)	1	· ·				
12.	Pichard (2005)					✓	
13.	Goldsmith, Clark, and Goldsmith (2006)	<b>✓</b>	<b>✓</b>	<b>✓</b>			
14.	Ruvio , Shoham, and Brencic (2008)	✓	✓	✓			
15.	Knight and Kim (2007)	✓	✓	✓			
16.	Zhou and Nakamoto (2007)	✓				✓	
17.	Frank and Schreier (2008)	✓				✓	
18.	Ruvio (2008)	✓	✓	✓			
19.	Goldsmith and Clark (2008)	✓	✓	✓			

No.	Authors/ Years	Creative Choice Counter-conformity	Unpopular Choice Counter-conformity	Avoidance Similarity	Willingness to publicly defend one's beliefs	Optimal distinctiveness/Indivi dual Characteristic	Novel and Scare
20.	Kumar, Lee and Kim (2009)	✓		✓			
21.	CIM (2009)					✓	
22.	Moss (2009)					✓	
23.	Cheema and Kaikati (2010)				<b>✓</b>	✓	
24.	Rajamma et al. (2010)	1	1	1			
25.	Zolfagharian (2010)					$\checkmark$	
26.	Miremadi et al.(2011)	~	✓	<b>/</b>			
27.	Ranjbarian, Barari and Salehnia (2011)		~	<b>~</b>			
28.	Bartels and Reinders (2011)					✓	
29.	Kastanakis and Balabanis (2012)	<b>1</b>	1	✓			
30.	Bian and Forsythe (2012)	<b>✓</b>	1	1			
31.	Ladeira, Lubeck, and Araujo (2012)	<b>*</b>	~	<b>✓</b>			
32.	Kao (2013)	✓	/	✓			
33.	Keng, et al. (2014)		1	~			
34.	Simmers, Parker, and Schaefer (2014)		<b>✓</b>				
35.	Lo (2014)	~		✓			

In addition, the study by Burns and Warren (1995) about the 3 dimensions pinpoints about what factors in individuality uniqueness having a significant effect on consumers' decisions in going to a department store and study also focused on behaviors having an impact on consumers' purchase decision and the relationship of perception (Knight & Kim, 2007) because consumers often select products having uniqueness, being suitable and functional (Frank & Schreier, 2008) or even brought up to compare with behavior in using Mass products and Luxury products (Kastanakis & Balabanis, 2012). Other than concept of CNFU studying about behavior in product selection, there is a study by Kao (2013) applying CNFU to study about changing product brand or brand personality to serve that person's characteristic which

opposite to the study that apply CNFU to explore the relationship of attitude and perception of customers in having intention to buy (Bian & Forsythe, 2012; Kumar et al., 2009) word of mouth and positive -suggested products (Cheema & Kaikati, 2010; Ranjbarian, Barari, & Salehnia, 2011) or the willingness for goods and new products trial (Goldsmith et al., 2006).

However, according to Table 2.2, 2.3 and 2.4, the 3 dimensions of Uniqueness of CNFU consisting of various components are shown as per the study conducted by scholars, for instance, Creative choice counter-conformity; for example, Finding something communicate my uniqueness (Bian & Forsythe, 2012; Knight & Kim, 2007; Kumar et al., 2009; Lo, 2014; Miremadi et al., 2011; Rajamma et al., 2010; Tian & Bearden, 2002), Finding something create a more distinctive personal image (Bian & Forsythe, 2012; Burns & Warren, 1995; Knight & Kim, 2007; Kumar et al., 2009; Miremadi et al., 2011; Rajamma et al., 2010; Tian et al., 2001) and Finding something create my own style.

 Table 2.2 Summary of Creative Choice Counter-conformity Components Researches

	Attribute for Creative Choice Counter			A	Y	7	R		(001)	1/3	6	$/\!/$	(2007)
	conformity Factors	Miremadi, et al. (2011)	Lo (2014)	Bian and Forsythe (2012)	Kumar, Lee, and Kim (2009)	Rajamma (2010)	Burns and Warren (1995)	Tian and Bearden (2002)	Tian, Bearden and Hunter (2001)	Goldsmith and Clark (2008)	Workman and Kidd (2000)	Knight and Kim (2007)	Ruvio, Shoham and Brencic (2007)
1.	Find something												
	communicate my	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$			$\checkmark$			$\checkmark$	
	uniqueness												
2.	Find something create a												
	more distinctive personal	$\checkmark$		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$		$\checkmark$			$\checkmark$	
	image												
3.	Find something create my	1	1		1	1	1		1			1	
	own style	•	<b>v</b>		•	•	•		•			•	

	Attribute for												
(	Creative Choice Counter								01)				2007
	conformity Factors	Miremadi, et al. (2011)	Lo (2014)	Bian and Forsythe (2012)	Kumar, Lee, and Kim (2009)	Rajamma (2010)	Burns and Warren (1995)	Tian and Bearden (2002)	Tian, Bearden and Hunter (2001	Goldsmith and Clark (2008)	Workman and Kidd (2000)	Knight and Kim (2007)	Ruvio, Shoham and Brencic (2007)
4.	No one can't be duplicated	<b>√</b>	<b>√</b>	λ			<b>\</b>		<b>✓</b>				<b>√</b>
	my product style												
5.	Using something best can	<b>✓</b>	<b>/</b>			✓			<b>✓</b>			✓	
	express my individually												
6.	Find something unusual to		<b>\</b>			<b>1</b>	<b>\</b>		✓				
	tell others I'm different												
7	Try something before		~				<b>✓</b>		✓				
	others do												
8.	Having things custom-												
	made more than ready		<b>V</b>										
\	made												
9	Find something rare		<b>✓</b>	<b>✓</b>		<b>~</b>			✓/				$\checkmark$
	objects												
10.	Using something special to				V.	,							,
	develop personal				<b>√</b>	✓				<b>V</b>		✓	✓
	uniqueness												
11.							<b>✓</b>						
10	mind												
12.	No argument with the right						1						
	things												
13.	Having something								,				
	interesting to establish a								✓				✓
	distinctive image												
14.	Using something to shape								,				
	a more unusual personal .								✓				
	image												

From considerable components of Creative choice counter–conformity studied by different scholars, in this study, the researcher can make a conclusion in 3 major points which are Unusual Activity, Original Activity and Rare Activity.

Besides, according to table 2.3, unpopular choice counter-conformity components of previous studies were summarized; for example, Dare to be difference (Burns & Warren, 1995; Miremadi et al., 2011; Simmers et al., 2014; Tian et al., 2001) Break the rule (Bian & Forsythe, 2012; Burns & Warren, 1995; Miremadi et al., 2011; Rajamma et al., 2010; Ruvio, Shoham, & Makovec Brenčič, 2008; Simmers et al., 2014; Tian et al., 2001; Workman & Kidd, 2000) and Unconventionally with others (Burns & Warren, 1995; Miremadi et al., 2011; Rajamma et al., 2010; Ruvio, Shoham, & Makovec Brenčič, 2008; Simmers et al., 2014; Tian & Bearden, 2002; Tian et al., 2001; Workman & Kidd, 2000).

Table 2.3 Summary of Unpopular Choice Counter-conformity Components Researches

_	Attribute for opular Choice Counter Conformity Factors	Simmer, Parker, and Schaefer (2014)	Miremadi, et al. (2011)	Bian and Forsythe (2012)	Rajamma (2010)	Burns and Warren (1995)	Tian and Bearden (2002)	Tian, Bearden and Hunter (2001)	Goldsmith and Clark (2008)	Workman and Kidd (2000)	Ruvio, Shoham and Brencic (2008)
1.	Dare to be difference	<b>√</b>	1	611	212	<b>✓</b>		<b>✓</b>			
2.	Break the rule	<b>✓</b>	1		<b>✓</b>	<b>✓</b>	<b>√</b>	$\checkmark$		$\checkmark$	$\checkmark$
3.	Unconventionally with others	✓	✓	✓	✓	✓		✓	✓		
4.	Disagreement with others	✓			✓	✓		✓			
5.	No one accept	$\checkmark$	$\checkmark$		$\checkmark$	$\checkmark$		$\checkmark$			$\checkmark$
6.	Doing										
	inappropriately for a social situation	✓	✓	✓		✓		✓			✓

Attribute for Unpopular Choice Counter Conformity Factors		Simmer, Parker, and Schaefer (2014)	Miremadi, et al. (2011)	Bian and Forsythe (2012)	Rajamma (2010)	Burns and Warren (1995)	Tian and Bearden (2002)	Tian, Bearden and Hunter (2001)	Goldsmith and Clark (2008)	Workman and Kidd (2000)	Ruvio, Shoham and Brencic (2008)
7.	Lead to new custom			1				(C			
	and throw aside the old one					<b>√</b>					
8.	Proud to be a member					<b>/</b>					
9.	Always trying new										
	ideas					7)					
10.	Selecting place to do										
	something										
11.	Do not care other							<b>✓</b>		✓	
	people							-			

From the components found in Unpopular choice counter-conformity studied by different scholars, the researcher can make a conclusion in 3 major points which are Always Dissimilarity, Innovative Concepts and Leave Society and Norm.

However, components found in Avoidance similarity according to the study from different scholars in Table 2.4, for example, Lack of interest something extremely popular (Knight & Kim, 2007; Kumar et al., 2009; Lo, 2014; Miremadi et al., 2011; Rajamma et al., 2010; Ruvio, Shoham, & Makovec Brenčič, 2008; Tian & Bearden, 2002; Tian et al., 2001). Ignore something that was my creating but become general popular (Bian & Forsythe, 2012; Knight & Kim, 2007; Kumar et al., 2009; Lo, 2014; Miremadi et al., 2011; Rajamma et al., 2010; Ruvio, Shoham, & Makovec Brenčič, 2008; Tian & Bearden, 2002; Tian et al., 2001) and Dislike something purchase by (Bian & Forsythe, 2012; Knight & Kim, 2007; Kumar et al., 2009; Lo,

2014; Miremadi et al., 2011; Rajamma et al., 2010; Ruvio, Shoham, & Makovec Brenčič, 2008; Tian & Bearden, 2002; Tian et al., 2001)

 Table 2.4 Summary of Avoidance Similarity Components Researches

Sir	Attribute for milarity Avoidance Factors	Co (2014)	Miremadi, et al. (2011)	Bian and Forsythe (2012)	Kumar, Lee, and Kim (2009)	Rajamma, et al. (2010)	Burns and Warren (1995)	Tian and Bearden (2002)	Tian and Bearden abd Hunter (2001)	Goldsmith and Clark (2008)	Workman and Kidd (2000)	Knight and Kim (2007)	Ruvio, Shoham and Brencic (2008)
	72	Lo	Ä	Bis	Ku	Ra	Bu	Tis	Tis	පි	Ă	NZ	Ru
1.	Lack of interest something extremely popular	<b>✓</b>	<b>~</b>		<b>✓</b>	✓		<b>/</b>	<b>√</b>			<b>Y</b>	~
2.	Ignore something that was my creating but become general popular	<b>✓</b>	<b>√</b>			<b>✓</b>			<b>√</b>			<b>√</b>	✓
3.	Dislike something purchase by everyone	<b>√</b>	<b>√</b>	<b>/</b>	✓	<b>✓</b>			✓			<b>√</b>	✓
4.	Something seem to less value when are purchased	✓	<b>✓</b>		<b>✓</b>	✓			<b>~</b>	<b>~</b>			
5.	by everyone Ignore something that was my own but become too common	7	14						<b>√</b>				
6.	Using something the less interested					<b>√</b>			✓				✓
7.	Willing to express my uniqueness publicly						✓		✓				
8.	Stuck up person						✓						
9.	Defending something with my uniqueness						✓	✓			✓		

Attribute for												
Similarity Avoidance Factors	Lo (2014)	Miremadi, et al. (2011)	Bian and Forsythe (2012)	Kumar, Lee, and Kim (2009)	Rajamma, et al. (2010)	Burns and Warren (1995)	Tian and Bearden (2002)	Tian and Bearden abd Hunter (2001)	Goldsmith and Clark (2008)	Workman and Kidd (2000)	Knight and Kim (2007)	Ruvio, Shoham and Brencic (2008)
10. Presenting the opposite uniqueness		٨				✓		C				
11. No more fashion		4						$\checkmark$				

From the study about uniqueness in Avoidance Similarity, it can be said that it corresponds to Perceived Value concept using to evaluate tourists' opinion (Murphy, Pritchard, & Smith, 2000). Value of tourism product would be differently perceived depending on the evaluation of various factors from individuals (Beerli & Martin, 2004a) who need to take part in activities or travel to tourist attractions correspondent with their characteristic. The most important thing is the benefit they receive from travelling experience (Morrison, 1989; Stevens, 1992). Besides, the way tourists participate in travelling activities and perceive the tourism value can change their point of view and life development skill. Having chances to learn new and distinctive experience can shape the way they study other things and can be a guideline of spending their lives in the future (Lo & Lee, 2011). The study by Murphy et al. (2000) stated that factors related to Service infrastructure and environmental factors in each season play a vital role in determining the price similar to the word "Value for Money" (Gallarza & Saura, 2006) which most likely tourists need something that is well worth the money they spend. Later Zeithaml (1988) mentioned about quality factor that it is an important value that tourists should experience.

However, Zeithaml (1988); Cronin, Brady, and Hult (2000); Lee, Yoon, and Lee (2007) developed the instrument to measure the value from tourism comprising of functional value factor, overall value factor and emotional value factor being similar to the dividing of value factors that tourists will acquire by Sweeney and Soutar

(2001); Sanchez, Callarisa, Rodriguez, and Moliner (2006) which consists of functional value, emotional value and social value. Moreover, there is some similarity in study by Prebenson, Woo, Chen, and Uysal (2012) who divided the value into 3 major factors: Maintenance (functional value), Social improvement (social value) and sense of well-being (epistemic value) associated with Parasuraman and Grewal (2000) who proposed the value of quality divided by 4 types: skill development (skill acquisition), communication involving two or more people that affects all those involved (transaction), Participation (in-use) and knowledge redemption.

Besides, Jamal, Othman, Maheran, and Muhammad (2011) studied and developed the instrument used for evaluating tourism value, consisting of five factors: Emotional Value, Experiential value (host-guest interaction), Experiential value (activity, culture and knowledge), Functional value (establishment) and Functional value (price). Moreover, Sheth, Newman, and Gross (1991) proposed five elements including social, emotional, functional, epistemic, and conditional respond. In addition to individual influence, one important aspect that should be considered is tourism activity affecting perceived value such as Natural/Cultural resources, General/tourist leisure infrastructure, Atmosphere, Social setting/Environment (Sun and Beach) (Beerli & Martin, 2004a).

In terms of Avoidance similarity elements, the researcher applied perceived value concepts which could be concluded into three major types: Authentic, Epistemic, and Experience.

From the studies and review conducted on uniqueness theory or consumers' need for uniqueness (CNFU) literatures, it was found that most studies have focused on product marketing, products, selection of products with distinctive uniqueness but it may have an impact on and not accepted by the society. The design of the product should take the need for consumer identity and interchangeability into account. This is also in line with the needs of society (Ruvio, 2008). The product may be adding appropriate special characteristics or uniqueness (Zhou & Nakamoto, 2007). It can also be looking for a new social group with similar identities (Goldsmith & Clark, 2008). For example, the study conducted by Goldsmith and Clark (2008) on consumer behavior in fashion and finding new and different fashions with the results indicating that most consumer behavior wanted to look for fashion. This is similar to the study

conducted by Burns and Warren (1995) that introduced the uniqueness theory as the factors of choosing a place to shop. The results of that study indicated that places that can attract consumers to shop should be places in the home because it is best suited to the uniqueness of individual consumers.

It is unfortunate that the uniqueness concept is not as popular in tourism studies. It is important to create or develop uniqueness for a tourist attraction, service and tourism activities to suit and be appropriate for the needs of tourists of each group especially the uniqueness of local or community tourist attractions.

## 2.4 Research Instrument for Tourist's Perception

Perception is something that can make a person reacts to things around them from the five sense organs: seeing, hearing, smelling, tasting, and touching (Five sensory of the body) and it must go through the process of interpretation or meaning of the person (Kim & Fesenmaier, 2015). Tourist's perception is the experience of travel through the five senses will convey the perception of the travelled place to the point that the tourists are satisfied of (Rajesh, 2013). As Dimmock (2012) stated that five senses are the input process of each person, then thinking process with interpretation. Moreover, perception will occur when tourists participated something in one place (Philemon, 2015) and good perception generally can cause loyalty to the place (Rajesh, 2013). However, the perception of the same tourist on different places can be different (Dolnicar & Huybers, 2010) with many factors involved as indicated by studies conducted by many scholars.

Generally, sense defines as ability to feel, ability to perceive, or ability to understand something; it is called sense-making (Matteucci, 2016). As Rodaway (1994) stated that sense and perception are related in each other. It can be said that the word "sense" has other meaning as feeling and perception (Matteucci, 2016). But the important thing, sense is required through the body organs of touch, smell, sight, hearing and taste (Matteucci, 2016). This is because of without bodies without experience (Goldstein, 2009).

From the past study, Gibson (1966) presented an alternative classification to the traditional unbound five senses that there are five perceptual system for sensory 1) the basic orienting system; 2) the auditory system; 3) the haptic system; 4) the tastesmell system; and 5) the visual system. This is quite similar to the study of Csordas (1994) which is sense of tourist about their own thought and prior experiences and together with their bodies for seeing, hearing, smelling, touching and tasting (Csordas, 1994) in order to perceive something in destination (Tuan, 1977).

The most relevant in this study, the researcher focused on perception of tourists with five body organs from Csordas (1994) concept. The explanation are as follow;

- 1) Seeing refers to tourists perceive something from visual, media, or real things.
- 2) Hearing refers to hearing tourists perceive something from auditory, sound, voice, or other noise.
- 3) Touching refers to tourists perceive something from touching through their skin with a sensitive tactile.
  - 4) Smelling refers to tourists perceive something through the nose and
  - 5) Tasting refers to tourists perceive through the tongue

However, Gao and Zhang (2009) stated that tourist's perception depends on destination choice which is tourists can compare all destination attributes after sensory input to mind. But some tourists may compare their perception and expectation to choose the best place (Ezeuduji, November, & Haupt, 2016). The reason is the understanding from previous experience will create their expectation this leads to affect tourists when staying in other destination (Rodaway, 1994).

Studies conducted on the perception of tourists in various tourist destinations have used various different factors in the study as a study conducted by Ragavan, Subramonian, and Sharif (2014), on tourist perception with up to 8 factors used in the study as follows: 1) Accommodation and Food (comfortable, facilities, variety of food, and Quality of food) 2) Attractions (sightseeing, night life, and attractive natural land scenic spots) 3) Climate and Image (weather, and safe place to visit) 4) Commodities (variety, and quality of products) 5) Convenience (immigration and custom procedures, and shopping center) 6) Culture (mixture of Oriental and Western culture), and interesting cultural events 7) People (Government labor force, business labor force, Malaysian, and clean and tidy place) 8) Price (reasonable price for

accommodation, commodities, food, and airline ticket). Remoaldo, Vareiro, Santos, and Ribeiro (2012) studied level of perception of tourists and particularly emphasized on the tourist attractions in form of world heritage's cultural city by studying 21 factors: Monumental and artistic heritage, Gastronomy, Welcoming city, Historic center, Accessibility, Shopping opportunities, Business dynamism, Portuguese birth place, Weather, Safety, Entertainment quantity, Entertainment quality, Quality hotels, Signage and information, Dissemination of cultural events, Effective promotion, value for money, Regional centrality, Health service, and Service professionalism

Besides, the perception for destination image development was studied by Dolnicar and Huybers (2010) exploring the following elements: 1) Crowdedness (quiet, moderately busy, and very crowded), 2) Nightlife (active, moderate, and hardly any), 3) Price per day (includes transport, accommodation and food, drinks, and entertainment), 4) Travel time (type of transport, traffic, and quality of road infrastructure) and 5) Type of attraction (natural, cultural-historical and mix all of them). Similarly, Jain (2013) studied the measurement of tourists' perception on destination by focusing on 37 factors. The study only measured tourists' satisfaction and experience towards three type of destinations: general, cultural and local, and perceived uniqueness of individual destination including Unique culture, Wonderful customs and traditions, Interesting local crafts and jeweler, Local and regional languages, Interesting ancient culture, Interesting architecture, Appealing festivals, Beautiful holiday destinations and place, Authentic (original) historic sites, Interesting rural lifestyle, Interesting traditional hospitality, Traditional local markets, Beautiful gardens and lakes, Appealing local cuisine, Beautiful streams and glaciers, Beautiful mountains, Interesting natural wonders, Wonderful sightseeing opportunities, Wild life centuries and nature, Forest sceneries, Amazing geography, Excellent camping locations, Relaxing atmosphere, Can enjoy music and dance, Can enjoy mount climbing, Can you enjoy camping, Can enjoy forest safari, Can enjoy fishing, Can enjoy golf, Can enjoy hang gliding, Can enjoy trekking, Can enjoy skiing, Can enjoy wild life photography, and Pleasant winter climate

Tourist perception has been used to conduct a study on its influence on the selection of tourist attractions as conducted by Rahman (2012) using 3 main factors: Internet adoption, service quality, and customer satisfaction. The perception has also

been used to measure terrorist risk to know the consciousness as conducted by Aschauer (2010) with the perception of consciousness being divided into two major factors: risk awareness consisted of a general sense of security, a sense of security during holiday activity and problem awareness a sense of security (Ramdas & Mohamed, 2014) also conducted a study with the focus on the perceptions of tourists who are involved in environmental tourism activities such as waste, nature intrusion, vegetation, wildlife, and pollution causing tourism.

Additionally, there has also been a study on the level of perception of different issues such as the study conducted by Neuts and Nijikamp (2012) that measured the density of tourists in major tourist destinations. The level of perception was correlated with behavior, expectations, experience, motivation, and participation with others. The study conducted by Hunter and Suh (2007) on the level of tourist perception on the identity of the city's iconic statue. The perception was related to the expected response and the experience gained. This level of perception may be something that can be orally described.

As the summary tourist's overall perception by Ezeuduji et al. (2016), there are two main factors that influence tourist's perception. Firstly, the general information of destination which is tourist know before travelling (Gao & Zhang, 2009; Hosany et al., 2007). Secondly, the tourist attitude which is affect to perception of value and quality experience while travelling (Quintal & Polczynski, 2010).

From considerable components of Tourists' Perception of Activity Uniqueness studied by different scholars, in this study, the researcher can make a conclusion in 3 major points which are Impression, Image, and Appreciate. Also, there are five sense organs as another component for tourists' perception too.

# 2.5 Conceptualization of Uniqueness, Tourists' perception, and Hypothesis

From the literature reviews conducted by the researcher, it was found that there are 3 main concepts and theories: uniqueness, and tourists' perception. This resulted in the researcher coming up with variables and the hypotheses that have been applied for the research question: "How to develop food activity uniqueness for creative tourism in Chiang Mai, Thailand" this was done by setting up hypothesis to

answer the research question and be in accordance with the conceptual framework. As Figure 2.3, which sets the variables and hypotheses with the study conducted by Knight and Kim (2007) indicated the relationship between the three uniqueness theory components: creative choice, unpopular choice, and avoidance of similarity, perceived quality, emotional value, and purchase intentions measured in six levels (from 1: Strongly disagree to 6: Strongly agree). The research has indicated the relationships as following: Creative choice was related to perceived quality and unpopular choice, avoidance of similarity was not related to perceive quality, unpopular choice was related to emotional value, perceived quality was not related to purchase intention, and emotional value was related to purchase intention.

This is similar to the study conducted by Kumar et al. (2009) that indicated the relationship between the uniqueness theories in two components: creative choice counter-conformity and avoidance of similarity to brand perception. All three components are perceived quality, emotional value, and purchase intentions measured in 6 levels (from 1: Strongly disagree to 6: Strongly agree). The research was divided into 2 parts: 1) internationally known brands and 2) local brands. The relationship was as follows: 1) Uniqueness of national brand was related to Attitude to product, Attitude to product was related to perceived quality and emotional value. Emotional value is related to purchase intention, Perceived quality was not related to purchase intention and Part 2) Local brands indicated the relationships as follows: Uniqueness was related to attitude to product. Attitude to product was not related to perceived quality and emotional value. Emotional value was related to purchase intention. Perceived quality did not indicate any relation with purchase intention.

Additionally, it was similar to the study conducted by Ladeira, Lubeck, and Araujo (2012) that indicated the relationship between the three uniqueness theories, namely, creative choice, unpopular choice, and avoidance of similarity with innovative measured by 5 levels (from 1: Strongly disagree to 5: Strongly agree). The research indicated the relationships as follows: creative choice was not related to perception of innovation, unpopular choice was not related to Perception of Innovation, and avoidance of similarity was related to perception of innovation.

Additionally, a study conducted by Prebenson et al. (2012) indicated that the perceived value and the experience gained from travel was related to perceive

functional value and epistemic value using 7 levels (from 1: to very little extend to 7: to a great extend). The research indicated the relationships as follows: perceived value of destination experience was related to functional value and epistemic value.

Additionally, the study demonstrated the relationship between the individuality of the traveler and the perception such as the study conducted by Beerli and Martin (2004b) on the relationship of socio-demographic with perceive in the sights both cognitive image (24 indicators) and affective image (2 indicators) measured by 7 levels of Likert scale. The research indicated the relationships as follows: Socio-demographic in the aspect of the social class was related to cognitive image, natural beauty was related to cultural with statistical; significance level of 0.01 (P-Value = 0.002) and in parts of the study. (Education) is related to affective image with statistical; significance level of significant at 0.01 (P-Value = 0.003).

## 2.6 Creative Tourism Concepts and Theories

Recreation refers to both indoor and outdoor activities such as sports, leisure, theme parks, arts and crafts, dance, listening to music, mountain climbing, camping, and nature activities. Recreation activities can be infinitely organized. It can be both large and small. Recreation is based on the human needs of food, clothing, housing for human to survive, to be happy and satisfied (Geocities, n.d.). Recreation is a form of leisure or activity where individuals can choose to participate in activities that are fun and satisfying (Butler, 2004). Recreation is a part of life, socially valuable and gives us from the time spent. That experience can also increase the level of human happiness and satisfaction (Nash, 1960).

However, the classification of recreational activities is mostly in the form of pyramids. Sondhi (n.d.) proposed that the should be divided into 5 stages from Sub Zero level, activities that some societies do not recognize and deem to be inappropriate behaviors such as drinking alcohol and gambling. Level 1 - 4 is Passive Recreation (Watching a game or film), Emotional Recreation (Critically watching or reading), Active Recreation (Actual participation), and Creative Recreation (Arts, Crafts, and Painting). It focuses on participation and activities affect the emotions and the mind. This concept is similar to Nash's pyramids in the use of leisure time

pyramid that states that there are six levels from the level (Nash, 1960). Sub-zero is the activity that shows the level of anti-social behavior. Zero is a moral offense: drugs, smoking and drinking alcohol. Level 1: Amusement, Escape from monotony, killing time. These are activities that can reduce boredom in life. Level 2: Passive (emotional) Participation such as watching and imitating favorable activities. Level 3: Active Participation is being a part of the activity, and Level 4: Creative Participation, peak and esteem-building & sustaining experiences is exploring new activities.

Polson (1994) presented Leisure Activity Chart as to what component s should be included for the activities to have a variety including levels of access to activities such as money and time is an important element in attending various tourism activities. This included the creation of the main facilities and the support that lead to the activity. When all components are analyzed, recreational specialization will be able to be created. The tourist decisions on activities may depend on a number of elements defined by Polson (1994) as follows: convenience, age, price, vehicles, family status, health problems or mobility, climatic, environmental facilitations, and the number of tourists using the service. There are 8 steps defined by Polson (1994) and there may be additional elements that influence the choice of activities to change in each tap such as time, experience, money, fear, rules and regulations or personal desires. The activities in all steps are shopping, conviction, preferences, linking, participation/ visualization, knowledge, awareness, and leisure. There are 2 important aspects in each step: normal participant and skills and expertise in certain activity (Recreational Specialization/Professionals).

However, Butler (2014) proposed a seven-stage tourism development cycle. First is Explorer, a tourist attraction recently launched with the number of tourists is still low. Second is Involvement, local people started to provide services to tourists. Third is Development, beginning to promote more tourist destinations. Fourth is Consolidation, the tourist attraction has becoming known as the number of tourists has increased. Fifth is Stagnation, tourist attractions and facilities have begun to deteriorate, which may cause the number of tourists to begin to decline. Sixth is Rejuvenation, there being investment to restore things back to the same or more modern. This will lead to more and more tourist arrivals. The last is Decline, a recession. If there is no rejuvenation, it will affect the local people who will not have

income from tourism. This will also negatively affect the image of the tourist attractions.

The researcher sees the importance of developing or introducing distinctive food culture, customs, and traditions that reflect the identity of Thai local wisdom to create creative activities for the value for existing things. It can also create a new good experience and impress tourists.

"Creativity" is a very important thing in tourism development. Using creative strategies will make it possible to create attractive tourism products to be more interesting than those of the competitors particularly those nearby such as neighboring countries or towns. Additionally, the concept of creativity is also a cultural, social, and economic solution (Richards, 2013).

Creative tourism has been around since 2001. It was presented by the United Nations Educational, Scientific and Cultural Organization (UNESCO) with the aims being the conservation, maintenance, and promotion of cultural diversity as well as to exchange learning from intercultural participation to be truly experienced. This is what will further promote peace and sustainability of the community and the world. This is a new form of tourism with tourists being able to become part of that local culture both tangible and abstract. The creative tourism or new forms of tourism will focus on authentic experiences through activities that will allow tourists to have a deeper understanding and commitment to the culture of the locality they visit. This is consistent with current tourist behavior of tourists (UNESCO, 2008).

Creative Tourism is organizing activities with the emphasis on learning from direct experience of a culture and lifestyle related to the community by recognizing the uniqueness of the area. Creative tourism will focus on the relationship between tourists and the people in that community with the goal being that tourists in the nature of tourism are not simply tourists but members of the community have the opportunity to be as citizens of community and have the bounding to gain authentic experience that emphasizes culturally authentic. The objective of creative tourism is providing the community with the opportunity to take ownership of the area, to set the direction of tourism themselves, to determine and limit the number of tourists, and importantly to create tourism activities by creating value from tradition, history, art, culture, and wisdom of the community with technology helping propel the economy

through creative people, creative industries, and creative cities to bring about fair benefits to the community and to provide understanding to tourists and the community to jointly manage community-based tourism (Social Responsible Tourism)

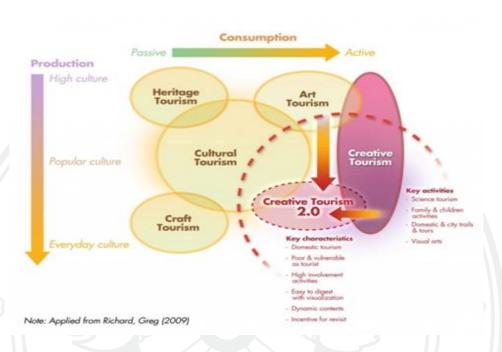


Figure 2.2 Model of participation in Creative Tourism 2.0

**Source:** Trendnovation Southest (2009)

The Creative Tourism 2.0 as shown in Figure 2.2 provide activities that tourists would be able to participated in authentic experience and hands on experience directly from locals. The activities vary depending on the history, culture and tradition of communities. In addition, creative tourism allows tourists to gain exotic experience, especially creative tourism with a lot of space and activities provided for tourists to learn. For example, participating and learning in the culture and traditions of communities or activities, such as Thai massage, Thai boxing, Thai cooking.

Tan, Kung, and Luh (2013) proposed A Model of Creative Experience, focusing on a never-seen-before experience, which consists of 4 groups, including 1) Consciousness Awareness (Individual, Social, Cultural and Environmental); 2) Needs/Motivations (Basic, social and Intellectual); 3) Creativity (Novelty, Usefulness, Experiential, Existential); 4) Controlled risk Learning and Interacting. This final step was related with 3 factors, including Environmental (Service-scape, Design, and

Planning), People (Perceived control, caring/concern, Authenticity, and Professionalism) and Product/Service/Experience (Basic attributes, Advance attributes, and Excitement), which will be linked to the 4 major groups as well.

Anyway, from the concept of A Model of Creative Experience, Tan et al. (2013) described the use of the model for creative tourism that creating an interesting and beneficial tourism for tourists is challenging in terms of designing participative activities, which perhaps the outcomes can be returned as souvenirs. It was very difficult to design various activities because some activities are not tangible (Expressive-form Activities), which must feel it as experience.

Cultural tourism is a type of tourism that can generate income for various tourist attractions across the country. Previously, tourists have been an important element in increasing the economic value through their choice of tourist destinations with new experiences. The experience they will gain must be a different experience from the previous tourism and must be diverse in experiencing activities as well (Godbey, 2008; Richards, 2001). Attractions with a unique culture were considered to have lots more advantage in development over other attractions (Richards, 2002).

Salman (2010) stated the concept of creativity for tourism as a re-designed cultural capital as well as regenerated both tangible and intangible cultural capitals. Also, Howkins (2001) described that cultural tourism was transformed into creative tourism due to the concept of Creative Economy at present. In terms of business, cultural tourism needed to add contemporary creativity to generate tourists' needs and wants leading to their satisfaction (Chang, 2014). Therefore, in order to generate the creativity, it was important to consider traditional, cultural, social, physical characteristics as a selling point (Stojanovic, Petkovic, & Mitkovic, 2012).

Richards and Raymond (2000) gave the meaning of Creative Tourism as a tourism that provides opportunities for tourists to participate in activities with locals in the areas and to gain various experiences along their journey. In addition, Richards (2008) said that creative tourism is a form of tourism that has the potential to differentiate and generate new travel experience.

Creative tourism was a strategy to create a new physical appearance in the original attractions, to add value to the community economically with traditional culture and society, as well as to encourage tourists to participate and learn the social

and cultural characteristics of the specific places (Salman, 2010). Richards's model of the developing field of creativity in tourism suggested that creative tourism is about cultural exchange using creative tourism as a tool to provide a learning of cultural experience for tourists (Richards, 2013). It began developing from the era of Grand tour (Relationship and Culture), then Cultural Tourism (Transactions and culture), and Creative Tourism (Transactions and creativity), and finally reached the Relational tourism (Creativity and Relationship).

It is important to focus on the experience of cultural and creativity and the process of learning cultural Transactions and Relationship (Richards, 2013). According to Richards and Marques (2012), the concept of creative tourism was not just learning only the culture, but also involved in the areas and activities by utilizing the available resources. However, the available resources must present the unique property of the area, such as the attractive atmosphere, lively pace or a place for recreation.

In addition, creative tourism also considers the involvement of local people as well. Richards (2011) proposed the Form of Creative Tourism by arranging the level of local participation from lowest to highest. If the activity has no local participation, tourism will be just a place for tourists to visit (Background), such as window shopping or sightseeing the city. However, if there is more participation of local people, tourism will be an activity learning things, such as taking part in a workshop or taking a short course or experiencing local culture and living, which add up to a creative tourism.

However, in the past, creative tourist activities focused on learning from tourism in places with historical and cultural heritage (Heritage tourism), for example, museums and places with events and information recorded. Later, creative tourism focused on learning other cultures from experiences, for example, local way of life, art, traditions, and local things, by dividing into 4 categories: Heritage, Arts, Cultural and Crafts, which together add up to Creative Tourism 2.0. This was similar to the DASTA's classification of the local identity activities into 5 categories, including art, tradition, culture, way of life and history, which depended on the uniqueness of such area (The Designated Areas for Sustainable Tourism (ITD), 2015). It was also similar to the classification of the local identity activities of the National Economic and

Social Advisory Council as follows; 1) geography, climate and natural condition, 2) history, art, culture, traditions, beliefs, legends and music, 3) archeology, antiquities and architecture, 4) local wisdom and inventions, and 5) way of life, living, dressing, language, thoughts, household decoration. However, nowadays, creative tourism activities had been focusing on enjoyment and entertainment, such as participating in traditional festivals, accessing to unique tourist attractions. For the selection of activities to participate, travelers would find something that suits their interest, as well as friends with the same interest for the activities (Company and Sought) (Richards & Wilson, 2007).

This was consistent with the classification of creative activities of the Tourism Authority of Thailand that emphasized the uniqueness of Thailand by classifying the creative tourism into 4 categories according to the Thai identity as follows. 1) Cultural Heritage group consisted of traditional cultural expressions, such as traditions, festivals and local crafts, and cultural sites, such as archaeological sites and museums. 2) Lifestyles group consisted of the lifestyle of urban society, such as urban city planning or Thai style houses, and the lifestyle of rural society, such as farming, weaving and vegetable growing. 3) Art group consisted of visual arts, such as painting, sculpture and antiques, and performing arts, such as music, dancing or local folk plays. Finally, 4) Functional creation group consisted of design, such as the design of local identities in the form of souvenirs or products, the New Media, such as various program systems, and the creative tourism services, such as Thai food, Thai herbs, Thai traditional massage, Thai boxing. (Tourism Authority of Thailand, 2013a). There was also a media group for interpretation, consisted of publications and printed media, such as travel guides and magazines, and audiovisual works as a medium focusing on understanding and educating tourists about the authenticity of tourist attractions (Auenlum, 2012).

## 2.7 Creative Tourism with Uniqueness Activity

Based on the promotional program on creative tourist business by the Tourism Authority of Thailand (2013b) demonstrated that the foreign tourists preferred activities in Thailand are diverse and unique with different styles, for example,

shopping, spa and city sightseeing are very popular among Asian tourists. However, for Western tourists, they are passionate in activities that allow them to study history, local lifestyle or natural tourism, adventure and sport. Furthermore, there was also a kind of activities that allow tourists to taste local food, which was a favorite activity for both Asian and Western tourists (Tourism Authority of Thailand, 2013b).

In this study, the researcher selected the most outstanding, well-known and internationally recognized activity that was related to the cultural group of creative tourism activities, and responded to the needs in functional groups, which was Thai food learning activity.

Thai food was widely acknowledged for its uniqueness of taste in many countries around the world, which was a cultural inheritance from the past to the present (Sompong & Rampai, 2015). In 2011, CNNGo ranked the world's best-tasting food, and found that Massaman (Thai spicy creamy curry) from Thailand is one of the world's best tasting foods (Sompong & Rampai, 2015). Also, a variety of flavors of Thai food hold the historical origin of each dish, which was knowledge that tourists can learn from local people as well (Sompong & Rampai, 2015). In addition, Thai food was famous for its selection of raw materials that make each dish tastes original. Local herbs had been used to makes each local dish distinctive and unique in its taste and smell (Lonely Planet, 2012).

Enteleca Research Consultancy (2000) and Sims (2009) emphasized that local food and beverages were authenticity of local people that travelers will sense it through local food culture and were one of the things that tourists want to gain from their tourism experience (Sims, 2009). Exciting experience in the distinctive identity of local cuisine was with local food, beverage provided in authentic restaurants, pubs or bars (Kim, Eves, & Scarles, 2009). Sims (2009) studied local food of The Lake District and Exmoor in England that was famous for its unique food preservation. The unique culinary culture of each locality could attract tourists to visit and taste the genuine experience from the original authentic locals. In addition, participation in other local food cultures could provide knowledge about more healthier foods as well (Kim et al., 2009).

Creative Tourism with food activities created an image to attract tourists with activities. Kim et al. (2009) studied the 3 motivating factors on building a model of

local food consumption on trips and holidays, including motivation factors, demographic factors and physiological factors. In particular, the motivation factors of foreign travelers influencing the choice of food and beverage were related to major factors, such as exciting experience, authentic experience, learning knowledge, and health concern.

This was consistent to the study of Ignatov and Smith (2006) who mentioned the importance of food that affects the image of tourist attractions, and categorized food tourism into 4 categories, which were Facilities (Building/Structure: Food processing, Wineries, Breweries, Farmers' markets, Food stores, Food-related museums, and restaurants; Land uses: Farms, Orchards, Vineyards, and Urban restaurant districts; Routes: Wine routes, Food routes, and Gourmet trails), Activities (Consumption: Dining at restaurants, Picnics utilizing locally-grown produce, Purchasing retail food and beverages, Pick-your own operations, Touring, Wine regions, Agricultures regions, City food districts, Education/Observation Cooking schools, Wine tasting/education, Visiting Wineries, Observing chef competitions, and Reading food/Beverage magazines or books), Events (Consumer shows: Food and Wine shows, Cooking equipment/Kitchen shows, Product launches festivals, Food festivals, Wine festivals, and Harvest festivals), and Organizations (Restaurant classification/Certification system, Food/Wine classification systems, and Associations).

In this study, the researcher focused on the type of creative tourism that is a Functional Creation with food activities, and also with opportunity to learn local Thai culture. The researcher had determined Chiang Mai area as the outstanding Thai cooking school, which provided tourists' preferred and favorite activities when visit Chiang Mai (Bigboytravel, 2016). There were many famous tourists' selections more than 50 of culinary schools in Chiang Mai, such as Thai Farming School, Basil Cookery, Thai Orchid Cookery School, A lot of Thai, Smart Cook Cooking, Thai Cookery School, Dot Cooking School, Asian Scenic, Pum School, May Kaidee's Vegetarian and Vegan Cookery, You Sabai Vegetarian Homestay, Baan Thai School, Cooking At Home, The Kitchen, Siam Rice School, and Perm Poon's Thai Cookery (Bigboytravel, 2016). MaMaNoi Thai Cookery School, Classic Home Cooking School, Baan Hong Nual Cookery School (TripAdvisor, n.d.). Almost schools had designed a variety of courses to be suit the conditions of foreign tourists as much as

possible. For example, short courses that start from 3 hours until 6 hours, or whole day class for 8 hours a day, and evening courses were also available. The group size was limited to 7-10 people depending on the suitability of each school.

## 2.8 Concepts of Food Activity and Food Tourism

Food tourism is a journey to touch food experience in each destination or culinary travel experience under the main purpose is to use physical sense which is the needs for authentic experiences among tourists. Food tourism includes visitation to food cooking places, food festivals, markets, food fairs and demonstrations or food related tourism activity. In addition to food experience, food tourism also is a journey to learn new cultures in each destination, to develop knowledge and understanding about the quality and image of tourism products including local foods of each region through consumption as well (Anake-Poonsuk, 2017; Sookprecha, 2017).

Nowadays, food tourism is popular worldwide. The goal of food tourism is to travel for new tastes of unfamiliar foods, new experiences required oneself sense and realization of changing value of consumption. For example, food tourists seek for unique foods rather than visiting well-known restaurant (Tomorn Sookprecha, 2017).

Food tourism has various types in each country, city or even community. Each type of food tourism can create unique activities based on uniqueness of each destination. It can be divided into three types namely: Food Tour, Food Festival, and Cooking Vacation with the following details:

1) Food tours is alternative type of package tour for tourists with the objective to touch local foods, learn background, culture, and tips of cooking in each destination, a guide specializing in foods and beverages of each destination is a tour leader who describe the details and sometimes, offers a manual for food activity or workshop as well (Anake-Poonsuk, 2017). For example, Gastronomic Rally may start from casual and unpopular pizza restaurant locate along the road that provides delicious dish to restaurants that are known only by local people (Sookprecha, 2017).

An example of gastronomic rally in Thailand is the Historic Bangrak Food Tour that presents different Thai tourism from general tourism in Bangkok and aims to enhance foreigners' awareness of Thai cuisine. This type of tourism typically takes only 3-5 hours. Tourists taste various types of food in well-known and old restaurants in Bangrak area such as Muslim restaurant, roast duck restaurant, Isan restaurant, and bakery. A guide is responsible to lead tourists to take a walk and touch tastes of food culture and tell background and history of each restaurant and properties of each type of foods (Anake-Poonsuk, 2017).

- 2) Food festival is mostly organized annually. However, it can be held more than once a year. In most food festivals, food, raw materials or types of food are used as the main theme of the festival. The purpose of the food festival varies. Community has an opportunity to participate in activities through celebrations. Sometimes, it will be held to celebrate the harvesting season, such as the La Tomatina Festival or the Spanish Tomato Festival. Next, the Samui Coconut Festival is one of the food festivals held to support 'Coconut', a native product of Koh Samui. Koh Samui is famous land of coconut and coconut is no. 1 agricultural product of Thailand. There are many activities such as coconut and community way of life exhibition, coconut showcase for tourism, healthy food and beauty products from coconut and Beach Fashion Show (Anake-Poonsuk, 2017).
- 3) Cooking Vacation is a travel to various destinations to study and learn the methods of cooking local foods. The attendees are mostly tourists who are interested in local foods and need to be able to cook these foods by themselves after going back home. Examples of cooking classes in different countries are Private Cooking Classes of the Blue Elephant Cooking School, which is one of the schools recommended by CNN. There are two cooking courses daily at the Blue Elephant Cooking School. The attendees in the morning class have an opportunity to go to fresh market to buy ingredients meanwhile those in the evening class learn Thai ingredients and raw materials (Anake-Poonsuk, 2017).

In addition, in the Global Report on Food Tourism (UNWTO, 2012), the World Travel Organization presented Food Tourism as tourists' behavior of "Travel to eat". This type of tourism is gaining popularity. These tourists spend quite high to buy foods and beverage. They desire to taste local and unfamiliar foods during their trip and seek for unique foods of each destination to create exotic experience that cannot find in their homeland. Food is part of trip and the linkage between food and tourism leads to experiential tourism or dining experience (Wangsai, 2017).

While food tourists gain food experience, they also are committed to local environment and culture. Examples are jasmine rice from the northeast of Thailand, grapes from southern farms of France or tradition of drinking English tea. These represent the linkage between tourism experience and learning cultural tourism, local tourism, and ecotourism. For example, perceived food cultures such as shopping at a fresh market, eating by Asian chopsticks, and culture in European coffee shops are similar as a valuable inheritance of local wisdom and way of life of each destination (Wangsai, 2017).

However, Food tourism can be used as a medium to promote tourism. The survey revealed that over one-third of all travel expenses were spent on food. In this regard, many countries turn their attention to their foods and try to develop food tourism activities for branding, upgrading local image and strengthening food tourism image. The most important component of food tourism is quality and diversity of ingredients of each destination. This is similar as a restaurant that presents culturally combinative and exotic cuisine meanwhile retaining local uniqueness. Examples of developing food tourism activities are food festivals, food tourism paths, cooking schools, and workshops (Wangsai, 2017).

Based on the 12<sup>th</sup> National Economic and Social Development Plan (2017 – 2021), the way to develop food tourism in Thailand is consistent to Thailand 4.0 development guidelines that promote creative economy with the participation of both public and private sectors. They have realized the importance and promoted food tourism activities of local destinations to enhance diversity by designing tourism activities with agricultural sector or also known as Food Innopolis. For example, authentic local tourism is emphasized by creating an experience of touching local atmosphere and culture and promoting eco-friendly food tourism such as rice farms and organic fruit farms (Wangsai, 2017).

However, tourist attractions or destinations that seek for promoting food tourism should concern the following components: 1) Quality, diversity and uniqueness of local ingredients should be focused on when presenting food tourism activities, 2) Local foods should be used as marketing tool such as perception and upgrading local image through local foods under the cooperation of stakeholders to orientate food tourism marketing, 3) The cooperation between tour operators and

those responsible to promote tourism in both public and private sectors to enhance the efficient performance. Three components play an important role to sustainably develop food tourism activity at international level (Wangsai, 2017).

Thailand is well-known country with the best food due to its abundant geography of natural resources and agricultural products in the world. In addition to Thai cuisine fame, the country still is famous in tourism, including diversely cultural and unique tourist attractions that can attract foreign tourists to touch the experience of food activities (Anake-Poonsuk, 2017). Additionally, Thai image should be developed into the destination with unique food tourism through various activities.

# 2.9 Conceptual Framework from Theory Review

From a literary review, the researcher studied the theories, concepts and researches, as well as both domestic and foreign articles and related documents, in order to develop a conceptual framework used in the research on Management of activities with identity for Creative Tourism Development and the Foreign Recognition towards Thailand, by defining 3 major components, including Creative choice counter-conformity, Unpopular choice counter-conformity, and Avoidance similarity. This presented the factors related to the tourists' perception of activity uniqueness and five sense of body, which the conceptual framework as shown in the following Figure (according to Figure 2.3).

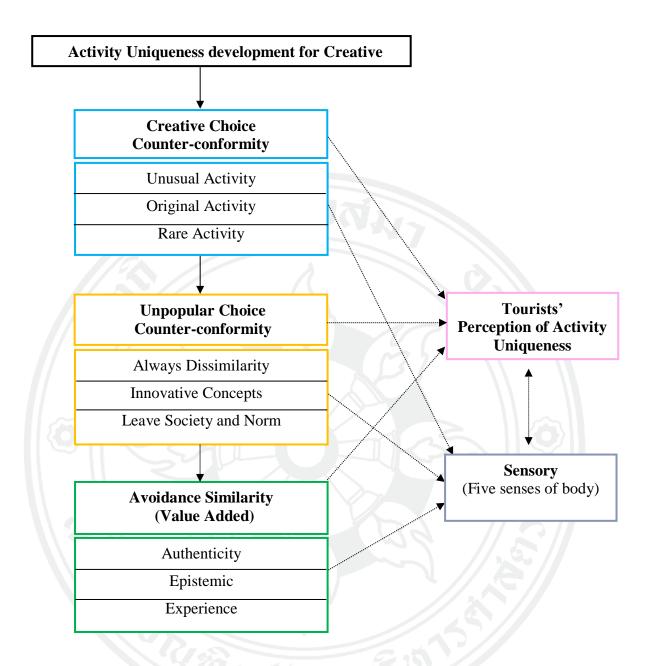


Figure 2.3 Conceptual Framework from Theory Review

**Source:** Developed by researcher

Besides, the researcher studied the practice for setting hypotheses based on variables in Conceptual Framework from Theory Review. The research hypotheses were as follows:

**Objective 1:** To study the relationship between unique activities including: Creative choice counter-conformity, Unpopular choice counter-conformity and

Avoidance similarity and the international tourists' perception of creative tourism activities. There were three hypothesis as follows:

H1a: Creative choice counter-conformity positively related to international tourists' perception on activity uniqueness.

H1b: Unpopular choice counter-conformity positively related to international tourists' perception on activity uniqueness.

H1c: Avoidance Similarity positively related to international tourists' perception on activity uniqueness.

**Objective 2:** To study the relationship between unique activities including: Creative choice counter-conformity, Unpopular choice counter-conformity and Avoidance similarity and five senses of body. There were three hypothesis as follows:

H2a: Creative choice counter-conformity positively related to five senses of body.

H2b: Unpopular choice counter-conformity positively related to five senses of body.

H2c: Avoidance Similarity positively related to five senses of body.

**Objective 3:** To study the difference between five senses of body and activity uniqueness perception of foreign tourists.

H3 There is a difference between five senses of body and activity uniqueness perception of foreign tourists.

#### **CHAPTER 3**

## RESEARCH FRAMEWORK AND METHODOLOGY

## 3.1 Introduction

In studying the research titled "Food Activity Uniqueness for Creative Tourism Development: A case study Chiang Mai, Thailand". comprised of two objectives, though there are a great number of diversified methods and research instruments for data collection (Keith, 2006), a researcher should find an appropriate method to study at a single time. In this study, the research methodology used is Mixed Methodology Approach which researcher sought appropriate research instruments and presented methodology in accordance with the topic "How to develop food activity uniqueness for Creative Tourism in Chiang Mai, Thailand". Mixed Methodology Approach is the mixing of at least 1 quantitative method and at least 1 qualitative method in a research study and importantly combining the process of quantitative and qualitative research at various points (Greene, Caracelli, & Graham, 1989).

### 3.2 Research Design for This Study

Quantitative Method is used initially in order to gather statistical data and then take the gathered statistical data to further study in the second step with Qualitative Method as it can explain incomplete data to be more understandable. It can implement to improve data reliability and can answer research questions most clearly and better than using either quantitative or qualitative method (J. W. Creswell & Plano Clark, 2007).

In this study, researcher defines Mixed Methodology Approach according to Creswell and Clark's principle (2011) which is a descriptive research. There are 2 stages starting from quantitative and followed by qualitative research respectively.

Once data collection and quantitative data analysis are done, the research results in stage 1 will be used in stage 2 which is qualitative research. After that, the research result in stage 2 will be used to explain more about the results or support the answers of research questions that are analyzed in stage 1.

It is worth noting that steps in the research process are consisted of the following details: 3.1 Introduction; the explanation of Research Methodology in general. 3.2 The explanation of the types of Data Source 3.3 The explanation of the importance of collecting data for quantitative method in stage 1 which is quantitative research. 3.4 Population and Sampling Design for Quantitative Method. 3.5 Data Collection for Quantitative Method. 3.6 Research Instrument for Quantitative Method which will explain about the pattern of questionnaire designing and 3.7 Data Analysis for Quantitative Method which is the last stage of quantitative research.

Stage 2, Qualitative Method; 3.8 Explanation of importance for qualitative study that strengthen the obtaining statistical data. 3.9 Qualitative Research. 3.10 Sampling Design. 3.11 Research Instrument for Qualitative. 3.12 Data Collection for Qualitative Method. 3.13 Data Analysis that leads to report of conclusion report and answering research questions. 3.14 Research Ethnics Process and 3.15 Summary of Chapter Three.

However, steps in the research process are defined and designed by the researcher as seen from illustrations in Figure 3.1 and Figure 3.2.

Furthermore, this research has a process to determine an appropriate methodology by reviewing of previous literatures to find out related theories describing Uniqueness which is used in the research including the study of research methodology used in previous researches. Later it is a step of a study area which is Cookery schools in Chiang Mai province as Chiang Mai is considered an area full of cultural capital encompassed with gathered indigenous knowledge and passed on from previous days to at present (Thongmee, 2015). In this research, a sample group is defined as a subset of a population and can be described which is international tourists who join a cooking activity class. When a sample group is obviously defined, the research methodology is determined to meet with population characteristics to serve the purpose of data collection for both quantitative and qualitative aspects. Later, the

collected data is analyzed and synthesized to identify relationship that lead to conclusion and suggestion for development of research study in the future.

From the main research question in the topic "How to develop food activity uniqueness for Creative Tourism in Chiang Mai, Thailand" is a research study that seeks relationships of determined variables from a review of literatures. So researcher designed the mixed methodology research to receive efficient data which quantitative research method given by international tourists considered a representative subset of population and used statistical data analysis and qualitative research method which gives precedence to additional opinions of international tourists associated with perception of the activity uniqueness. The next topic about data source and study area will be mentioned.

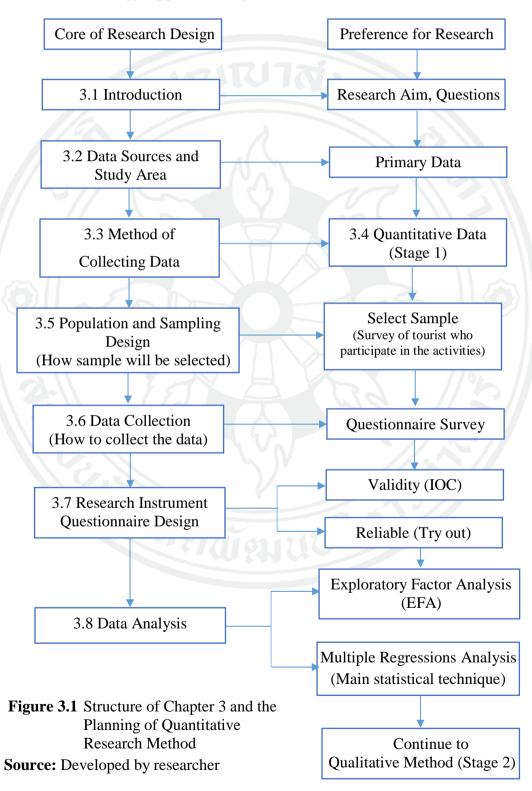
## 3.3 Data Source and Study Area for this Study

Relating to Primary Data, researcher collected data directly from a defined sample group by field research or the fact that researcher was the first person who brought the data from sample groups to study (Veal, 2006). By the way, Quantitative research generated data from questionnaires and the sample population were international tourists who joined the defined activity in the study area, namely, the cooking class in Chiang Mai province. Researcher selected calculation of sample size developed by Taro Yamane (1967).

With reference to qualitative Research focused on in depth interviewing, the population were the sample group of international tourists who joined the defined activity in the study area, researcher determined respondents totally 15 persons. (Marshall, Cardon, Poddar, & Fontenot, 2013). It might also be noted that the study area for qualitative research should place importance on phenomenon of interest or sources of evidence where researcher is able to seek the fact (J. W. Creswell, Plano Clark, Gutmann, & Hanson, 2003), and Chiang Mai province is counted as phenomenon of food with an outstanding food culture believed as cultural capital that has been passed on indigenous knowledge from the previous days until now and preserved uniqueness of local food nicely (Thongmee, 2015).

The next topic is about the details of stages in quantitative research method as stage 1 shown in figure 3.1 and qualitative research method as stage 2 shown in figure 3.2

#### Mixed Methodology Approach Stage 1: Quantitative Research



## **Research Method for Qualitative Method** Preference for Research (Stage 2) Qualitative Data 3.9 Research Methodology Research and operational plan 3.10 Qualitative Research 3.11 Sampling Design Target Group and Key Informant Semi – structured interview 3.12 Research Instrument 3.13 Data Collection In-depth Interview 3.14 Data Analysis Content Analysis 3.15 Research Ethics Process Writing Final Report

## Mixed Methodology Approach Stage 2: Qualitative Research

**Figure 3.2** Structure of Chapter 3 and the planning of qualitative research method **Source:** Developed by researcher

3.16 Summary of Chapter Three

## 3.4 Collecting Process for Quantitative Approach (Stage 1)

Researcher designed to use quantitative method in stage 1 in order to collect numerical data that can be transformed into useable statistics which never been collected before and can generalize relationship and connection of data significantly according to mathematical laws (Veal, 2006). Nevertheless, researchers selected a questionnaire as an instrument in the study for collecting data and being able to answer to answer objective 1 as to study the relationship between the uniqueness development with regard to Creative choice counter-conformity, Unpopular choice counter-conformity and Avoidance similarity and international tourists' perception for creative tourism activity, objective 2 as to study the relationship between unique activities including: Creative choice counter-conformity, Unpopular choice counter-conformity and Avoidance similarity and five senses of body. And objective 3 as to study the difference between five senses of body and activity uniqueness perception of foreign tourists.

## 3.5 Population and Sampling Design for Quantitative

In undertaking the quantitative research, researcher determined a sample group in each step of research study to respond to 3 objectives. The sample group was international tourists who joined activity in study area. The report of tourism situation for the year of 2016 indicated that international tourists travelled to Thailand were from different continents around the world totally 32,588,303 persons (Department of Tourism, 2017) and the number of international tourists travelled to Chiang Mai in 2014 was totally 2,601,325 persons and the number was increased to be 2,835, 024 persons in 2015 and 2,902,139 persons in 2016 (Chiang Mai Provincial Office of Tourism and Sports, 2017) which were from Asian countries and international tourists from China, Malaysia, Japan and Korea were the tourist groups that marked the highest numbers of travelers coming to Thailand which were the major groups that Thailand already gave priority to. Furthermore, there were tourist groups that the researcher was interested in studying which were tourists from a secondary market such as Europe, America, Africa, Australia, New Zealand and Middle East which the number of tourists in this group has been increasing more and more (Ministry of

Tourism and Sports, 2015b). Additionally, the number of international tourists who travelled to Chiang Mai in 2016 was totally 2,902,139 persons (Ministry of Tourism and Sports, 2015b).

Sampling technique was based on Purposive sampling to collect data from international tourists who participated in defined activity (cooking activity at the cookery school in Chiang Mai Province). As Dudovskiy (2016) mentioned that purposive sampling in one of the method offers the most cost and time effective sampling as the need of researcher to gain answer research questions and complete research objectives.

According to the data from culinary schools in Chiang Mai found that international tourists joined a Thai cooking class average per month 300 persons (PPTV News, 2016). This shows that within one month, there would be international tourists joined a Thai cooking class average no less than 15,000 persons out of 50 schools. However, there is no statistical record published for this group. So, the researcher will apply a sample technique proposed by Yamane (1967) and calculate with the number of international tourists who joined a Thai cooking class was totally 15,000 persons per month (PPTV News, 2016).

Also, concerning sample size calculation in this research study, researcher used sample size calculation formula according to Yamane tables (1967). From the table 3.1, the standard deviation was determined not to be greater than 5% and a 95% confidence level was chosen. So, the sample size was 390 persons calculated by 15,000 persons of international tourists. For this study, the researcher will collect 400 questionnaires to prevent incomplete data.

**Table 3.1** Sample Size Calculation Table Developed by Taro Yamane with 95% Confidence Level

. . . . . . .

Size of	Sample Size (n) for Precision (e) of:						
Population	±3%	±5% ±7%		±10%			
500	а	222	145	83			
600	а	240	152	86			
700	а	255	158	88			
800	а	267	163	89			
900	а	277	166	90			
1,000	а	286	169	91			
2,000	714	333	185	95			
3,000	811	353	191	97			
4,000	870	364	194	98			
5,000	909	370	196	98			
6,000	938	375	197	98			
7,000	959	378	198	99			
8,000	976	381	199	99			
9,000	989	383	200	99			
10,000	1,000	385	200	99			
15,000	1,034	390	201	99			
20,000	1,053	392	204	100			
25,000	1,064	394	204	100			
50,000	1,087	397	204	100			
100,000	1,099	398	204	100			
>100,000	1,111	400	204	100			

Source: Yamane (1967)

#### 3.6 Data Collection for Quantitative Approach

Relating to data collection for quantitative method in this research study, researchers planned and undertook to collect field study data by using researcher's own questionnaire survey which was able to control and implement data collection comprehensively and the data would be compliant to objectives of the research as close as possible. The study area for culinary tourism activity was Thai cookery schools in Chiang Mai province, for example:

Thai orchid cooking school is a school open for teaching how to cook Thai food for international tourists which most likely travelling from the United States of America and Europe, contact person is Khun Kong.

Basil cookery school where tourists with racial and ethnic diversity coming to learn Thai cooking throughout the year, contact person is Khun Pairoj.

Smart cook Thai cookery school, contact person is Khun Max; Classic Home Cooking School, contact Khun Yam; and the last one named We cook Thai home garden school, contact person is Khun Maam.

Moreover, there are Thai cookery more than 50 schools (See Appendix E) in Chiang Mai. Most schools use creative tourism to present Thai culture and way of life. Cookery schools provide a lot of activities include taking tourists to shop at the fresh market, cooking Thai food selecting the menu by tourists, and keeping vegetable local homegrown. This is leads to tourists will gain experience and have a chance to interact with local original shops at the fresh market (Singsomboon, 2004) such as Kad Luang or Wararos Market.

Relevantly, some schools could take questionnaires to distribute on their own to international tourists who come to learn Thai cooking but for some schools, researcher could distribute questionnaires to international tourists alone as it depended on the number of people coming to learn and situation of tourism on each day. Thus, collecting data for this research is purposive sampling from tourists who participated cooking activity in cookery school. Also, making an appointment with schools is one of the important process to achieve the information from tourists this leads to random method is used for selecting, contacting and accessing each schools.

## 3.7 Research Instrument for Quantitative Approach

Survey questionnaire is considered to be a tool for this study. This is because the questionnaire is instrument including a set of questions to measure people knowledge, beliefs, attitudes, behavior, opinion, and attributes (Franklin & Osborne, 1971). For this study, researcher designed questionnaires to consist of 4 major parts of data that is each item questions will relate to literacy (Murray, 1999).

The first part of questionnaire, it is related with cooking activity uniqueness. The question in this part develop from Uniqueness Theory and combine with cooking activity in cookery school. The question in the second is concerned with tourists. It asks how they feel when participate in cooking activity with five sensory body organ.

In part three, each item questions are asked tourists for their opinion towards satisfaction of overall cooking activity. And the last part of the survey questionnaire is about tourist's profile such as sex, age, occupation, nationality, and income.

Moreover, the questionnaires will be filled out by international tourists who participated cooking activity in a cookery school. So, it is important to aware of simply wording and clearly structure (Murray, 1999) to ensure that tourists understand in each item questions. As well as, in order to complete all questions, researcher must consider the human memory depends on length of time after finished any activities (Bowling, 1991). That leads to researcher plan to distribute the questionnaires before tourists leave a cookery school. Especially, avoiding using the abbreviations, leading questions, double questions and negative questions (Sinclair, 1975).

#### 3.7.1 Questionnaire Design

There are three types of questions are generally use in survey questionnaire including open, closed, and mix of open and closed together (Murray, 1999). For this study, researcher focus on using closed question to seek a set of response that is based on scale. For this study rating scales and interval scale are used to classify data needed (Brace, 2004). Moreover, As Likert (1932) stated that degree of scale can be used to response a set of question relating in attitude, value or feeling. The questionnaires that set five to seven scales are used to classify of data to measure reaction regarding degree of agreement or disagreement (Likert, 1932). Therefore, 7-point Likert scale are used for this study to provide greater explanation and clarification with more option points for respondents (Dawes, 2008) this is because 5-point scale is too simple for respondents to complete the questionnaires (Dawes, 2008). For this research study, a questionnaire was used as a research instrument which is designed by dividing the structure of questions into 7 points Likert Scale to interpret the mean score as 7 points (Strongly agree), 6 points (Agree), 5 points (Slightly agree), 4 points (Neutral), 3 points (Slightly disagree), 2 points (Disagree), and 1 point (Strongly disagree). As shown the scale points, respondents specify their react on agreement or disagreement with each items in the questionnaires. And a numerical score is set in each items to measure the respondent's attitude as positive – negative towards the study (Kothari, 2004).

3.7.1.1 Study of Variables in Uniqueness Theory to Create Research Instrument for Uniqueness Theory Variable

Variables used in questionnaires to respond to objective 1 can be divided into 2 major variables as determined in part 1 which can be noted that Independent Variables are the factor creating activity uniqueness, a major component used to study for Uniqueness Tools Development having 3 dimensions;

- 1) Creative choice counter conformity consisted of Seeking special: Unusual Activity, Original Activity, and Rare Activity.
- 2) Unpopular choice counter conformity consisted of Positive distinctive: Always Dissimilarity, Innovation Concepts, and Leave society and Norm.
- 3) Avoidance similarity consisted of Value Added: Authenticity, Epistemic, and Experience.

And Dependent Variables are Tourists' Perception of Activity Uniqueness in which the tourists participate. As shown in figure 3.3 The relationship of variables according to objective 1.

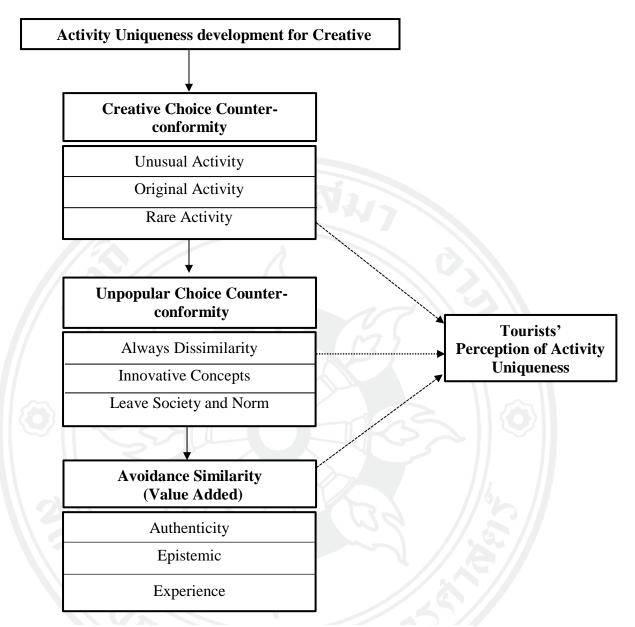


Figure 3.3 The Relationship of Variables According to Objective 1

**Source:** Developed by researcher

# 3.7.1.2 Study of Variables in Five Sense of Body to Create Research Instrument for Five Sense of body Variable:

Variables in the study used to respond to objective 2 can be divided into 2 major variables as determined in part 2 (as seen on illustrated figure 3.4) which can be observed that Independent Variables are factors that create activity uniqueness, a major component used to study for Uniqueness Tools Development having 3 dimensions; 1) Creative choice counter conformity consisted of Seeking Special:

Unusual Activity, Original Activity, and Rare Activity. 2) Unpopular choice counter conformity consisted of Positive distinctive: Always Dissimilarity, Innovation Concepts, and Leave Society and Norm. 3) Avoidance similarity consisted of Value Added: Authenticity, Epistemic, and Experience.

Dependent Variables are factors about five senses whose components were hearing, seeing, smell, touch, and taste. As shown in figure 3.4 The relationship of variables according to objective 2.

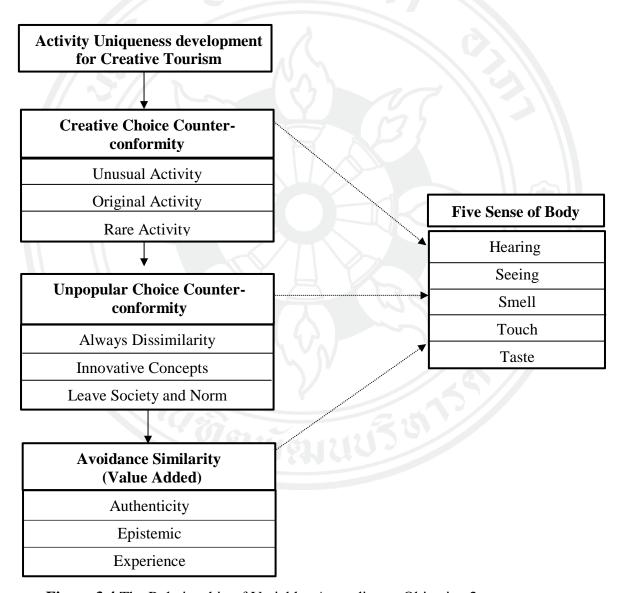


Figure 3.4 The Relationship of Variables According to Objective 2

**Source:** Developed by researcher

3.7.1.3 A Study about variables in Five senses of body and Tourists' Perception of Activity Uniqueness to design Research Instrument for Five senses of body and Perception Variable:

Variables used to respond to objective 3 can be divided into 2 major variables as determined in part 3 (as seen on illustrated figure 3.5). It might be observed that Independent Variables are factors about Five senses of body whose components are hearing, seeing, taste, smell, and touch

In addition, Dependent Variables are international tourists' perception of activity uniqueness whose variables are measurement of perception of activity uniqueness in which tourists participated. As shown in figure 3.5 The relationship of variables according to objective 3.

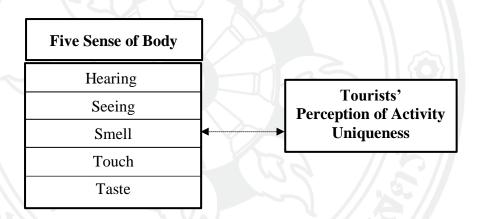


Figure 3.5 The Relationship of Variables According to Objective 3

**Source:** Developed by researcher

#### 3.7.2 Pre-testing for Instrument Development

A synthesis for pre-testing for instrument development before collecting data is important especially for Content Validity Test and Reliability Test (Coolican, 2004; Perneger, Courvoisier, Hudelson, & Ageron, 2014) which Content Validity Test and Construct validity will be implemented pre-testing. Relating to reliability test, internal consistency reliability and Test-retest Reliability will be implemented (Laduca, 1994).

With reference to pre-testing for instrument development, researcher implemented the pre-testing for preliminary duration and language to serve the benefit

of questionnaire designing and determine appropriate questions and language for tourists. Some questions contained a lot of details to increase understanding of tourists in each question. The question items were in sequence and in the same direction, vocabulary and the use of English. Therefore, it was necessary to have pre-testing and it was found that respondents had to spend averagely 12 minutes to answer questions and it was suggested to adjust questions by arranging them in topic order and eliminate or simplify some sentences for easier reading. There were some questions look similar making respondents uncertain to answer. So, researchers improved and arranged questions order again which details were included in pre-testing for questionnaire Table 3.2 Pre-testing for instrument of preliminary duration and language.

**Table 3.2** Pre-testing for Duration and Primary language

No.	Education	Suggestion	Duration	Correction
2	Ph.D. Candidate	<ul> <li>Adjustment about arranging question numbers</li> <li>Being unable to understand question number 29</li> <li>Adjust and correct question number 18</li> </ul>	13	Correction question number 18 and 29
2.	D.BA. Candidate	<ul> <li>Rearrange format to be nicer</li> <li>Adjust question tone by not to use a word always and never excessively</li> </ul>	8	Correction questions as suggested.
3.	Ph.D.	- Adjust question number 65	15	Correction question number 64
4.	Ph.D. Candidate	- None	10	None
5.	Ph.D. Candidate	- Adjust question number 66	10	Correction question number 66
6.	Ph.D. Candidate	<ul><li>Adjust question number 30 and 32</li><li>Word correction in question number 56</li></ul>	12	Correction question number 30.32 and 56
7.	Ph.D. Candidate	<ul> <li>There was simplified language that can be easily understandable with clear questions</li> <li>Adjust question number 35</li> </ul>	12	Correction question number 35

No.	Education	Suggestion	Duration	Correction
8.	Ph.D. Candidate	<ul> <li>Some questions were found too long, adjustment should be done in question number 30,48,49,50 and 53</li> <li>Some difficult words were used</li> </ul>	13	Correction question number 30,48,49,50 and 53
9.	M.B.A.	<ul><li>Adjust questions that used the word always and never excessively</li><li>Adjust question number 8</li></ul>	13	Correction questions as suggested and correction question number 8
10.	Ph.D.	<ul> <li>There might be adding of check list for favorite Thai food and desserts that they like and would like to learn</li> <li>Adjust question number 8</li> </ul>	12	Correction question number 8

#### 3.7.2.1 Content Validity Test

The quality test of questionnaires used as research instrument for data collection has to be proved by an expert before implementing data collection. The quality test of research instrument is from studying document, conceptual framework, theory and related researches related to variables used in a research study to find a theoretical definition and bring to determine an operational definition for designing a question topic in a questionnaire. As soon as a question topic is finished, a questionnaire designed by a researcher is taken to measure validity by asking for some advices from a professor who oversee the research study and would be presented to 3 experts to prove (Srisuk, 2009) and after that a question topic would be corrected and adjusted to have comprehensive range of contents as expected in a study.

Nevertheless, in this research study, 3 experts will be determined to implement content validity test by considering 2 methods which are Face validity, a question consideration in form of subjective test and Content validity, a question consideration corresponding to an operational definition by using IOC: Index of Item-Objective Congruence (Srisatidnarakul, 2012) according to the following details:

1) Researcher will submit the finished questionnaires with a short draft to determined 3 experts to verify the correctness of contents and will

correct questionnaires according to suggestions and opinion that being useful to the research (Face validity).

2) Researcher will have the experts make consideration about the conformity by evaluating whether each question in questionnaires can measure in accordance with determined objectives or not (Content validity) by giving scores according to the following criteria:

 $\label{eq:condition} \mbox{If a question can measure in accordance with the objective, a score will be $\pm 1$$ 

If a question cannot measure in accordance with the objective, the score will be -1

- 3) Researcher will gather all opinion from experts and enumerate the level of opinion.
- 4) Fill all the scores derived from experts' evaluation in the analysis form of congruence to find average score for each question by

$$IOC = \frac{\sum R}{N}$$

IOC represents Index of Item-Objective Congruence

 $\sum R$  represents the total scores from experts' opinion

N represents the number of experts

5) The next stage, researchers will improve questions according to experts' suggestion

However, researcher will make a consideration question from the mean score as follow: If the prepared questions has IOC value from 0.5-1.00, that means the questionnaires can be practically used but if the prepared questions has IOC below 0.5, improvement should be done by reviewing the definition of variables (operational definition) and process of question review will be implemented;

- 1) In case questions are in accordance with operational definition but repetitive other questions, the questions will be combined and select the clearest questions.
- 2) In case the questions are in accordance with operational definition and not repetitive other questions but not clear, improvement for clearer questions will be done by considering of the comprehension of operational definition.
- 3) In case the questions are not in accordance with operational definition, eliminate them.
- 4) In case the questions do not cover the conceptual framework or theory, more questions should be added.
- 5) In case there are some different opinions among professionals, academic reasons and value should be considered to improve the questions (Srisatidnarakul, 2012).

#### 3.7.2.2 Test of Instrument Reliability

Test of instrument reliability is assumed as a test of consistency or stability of the score measured by an existing instrument, the same sample group and the same study area (Srisatidnarakul, 2012). It is a post-procedure after the researcher improves and adjust questionnaires according to experts' advices and undertakes the try out with a sample group having the same characteristics with the sample group used in the research in order to test questionnaires reliability with a sample group of 30 persons determined for the test of instrument reliability but not the real sample group by using Alpha Coefficient developed by Cronbach (1974). However, Sekaran (1992) said that confidence would not be reliable when it is less than 0.60. So, after a questionnaire is designed and finished, it should be submitted to an advisory professor to check and verify thoroughly again to find some deficiency to ensure that it is the most complete before using actually for data collection.

Also, when the questionnaire can pass the quality test for reliability and confidence, it can be used to collect data with the determined sample group.

#### 3.8 Data Analysis Process for Quantitative Approach (Stage 1)

The research about uniqueness of tourism activity has not been significantly shown in academic work both in quantitative and qualitative method but it is most likely brought to study about marketing product by emphasizing on uniqueness that consumers need for a specific products. Other than this, an instrument that designed for data collection is a questionnaire modified from Uniqueness Theory with inferential statistic to obtain correct data (Frank & Schreier, 2008).

Concerning previous researches about product uniqueness, an instrument used for data collection were most likely a questionnaire and preferred to use factor analysis to analyze while EFA: Exploratory Factor Analysis was analyzed to find a component and develop theory (J. W. Creswell & Plano Clark, 2007).

Nevertheless, this research is a study about food activity uniqueness by indicating components of uniqueness towards activity associated with five sense of body and tourists' perception. Therefore, a statistical analysis is applied which is worth noting that the first part is about data analysis with description statistics; Mean, S.D: Standard Deviation, Frequency and Percentage to describe the characteristics of the sample group.

The second part is about an analysis of variables relationships. It is a hypothesis testing by analyzing inferential statistics, ANOVA analysis and multiple regression to examine the direction of the relationships and the difference among various variables to find how they have relationships with uniqueness of activity, five senses of body and tourists' perception in order to respond to the objectives of this research (Keith, 2006).

The statistical techniques are used to test the hypothesis in this study are illustrated in Table 3.3, 3.4, and 3.5. For the first research Objective: 'To study the relationship between Creative choice counter-conformity, Unpopular choice counter-conformity, and Avoidance similarity and international tourists' perception of creative tourism activity' three hypotheses are intended. The hypotheses H1, H2, and H3 use a multiple regression technique for data analysis. Relevantly, a hypothesis according to determined research conceptual framework as follows:

**Table 3.3** Hypothesis for Objective 1

Hypothesis	Statistic Technique Test	Variables	
H1a Creative choice counter-	Multiple regression	Creative choice counter-	
conformity influenced	Analysis	conformity	
international tourists'		Tourists' perception (Sensory)	
perception on activity			
uniqueness.			
H1b Unpopular choice	Multiple regression	Unpopular choice counter-	
counter-conformity	Analysis	conformity	
influenced international		Tourists' perception (Sensory)	
tourists' perception on			
activity uniqueness.			
H1c Avoidance Similarity	Multiple regression	Avoidance Similarity	
influenced international	Analysis	Tourists' perception (Sensory)	
tourists' perception on			
activity uniqueness.			

From a study of Cronbach Alpha Coefficient developed by Cronbach for components of Creative Choice Counter – Conformity in a questionnaire of Burns and Warren (1995) that emphasized on the uniqueness of activity and personal preference in department stores, a series of similar questions of Tian et al. (2001) studied about uniqueness of art towards students' perception in 2001, the Cronbach Alpha value was at 0.73. Later the study of Knight and Kim (2007), series of similar questions about uniqueness of designer brand name clothing, the Cronbach Alpha value was at 0.71. Moreover, there was a study that used series of these questions, such as Lynn and Harris (1997), the Cronbach Alpha value was at 0.85; Workman and Kidd (2000), the Cronbach Alpha value was at 0.90; Clark and Goldsmith (2005), the Cronbach Alpha value was at 0.88; Ruvio, Shoham, and Makovec Brenčič (2008), the Cronbach Alpha value was at 0.89; Goldsmith and Clark (2008), the Cronbach Alpha value was at 0.89; Ruvio (2008), the Cronbach Alpha value was at 0.89; Ruvio (2008), the Cronbach Alpha value was at 0.89; Ruvio (2008), the Cronbach Alpha value was at 0.89; Ruvio

Alpha value was at 0.72; Rajamma et al. (2010), the Cronbach Alpha value was at 0.93; (Miremadi et al., 2011), the Cronbach Alpha was at 0.75; Bian and Forsythe (2012), the Cronbach Alpha value was at 0.77; (Lo, 2014), the Cronbach Alpha was at 0.95. Therefore, in order to provide the congruence of question series, researcher applied the mentioned questions framework in this research study.

Additionally, a study of Cronbach Alpha Coefficient for components of Unpopular Choice Counter-Conformity in the questionnaires of Burns and Warren (1995) emphasized on the uniqueness of activity and personal preference in department stores, a series of similar questions of Tian et al. (2001) studied about uniqueness of art towards students' perception in 2001, the Cronbach Alpha value was at 0.73. Later the study of Knight and Kim (2007), series of similar questions about uniqueness of designer brand name clothing, the Cronbach Alpha value was at 0.62 and the study of Simmers et al. (2014) that brought components of Unpopular choice counter-conformity to study the importance of fashionable products, the Cronbach Alpha value was at 0.76. Besides, there was a study that used series of these questions, such as Lynn and Harris (1997), the Cronbach Alpha value was at 0.85; Workman and Kidd (2000), the Cronbach Alpha value was at 0.63; Tian and Bearden (2002), the Cronbach Alpha value was at 0.78; Clark and Goldsmith (2005), the Cronbach Alpha value was at 0.88; Ruvio, Shoham, and Makovec Brenčič (2008), the Cronbach Alpha value was at 0.95; Goldsmith and Clark (2008), the Cronbach Alpha value was at 0.89; Ruvio (2008), the Cronbach Alpha value was at 0.84; Rajamma et al. (2010) the Cronbach Alpha value was at 0.85; Miremadi et al. (2011), the Cronbach Alpha was at 0.75; Bian and Forsythe (2012), the Cronbach Alpha value was at 0.67: Lo (2014), the Cronbach Alpha was at 0.82. Therefore, in order to provide the congruence of question series, researcher applied the mentioned questions framework in this research study.

Cronbach Alpha Coefficient for components of Avoidance Similarity in the questionnaires of Burns and Warren (1995) emphasized on the uniqueness of activity and personal preference in department stores, a series of similar questions of Tian et al. (2001) studied about uniqueness of art towards students' perception in 2001, the Cronbach Alpha value was at 0.73. Later the study of Knight and Kim (2007), series of similar questions about perception of uniqueness of designer brand name clothing,

the Cronbach Alpha value was at 0.70. Besides, there was a study that used series of these questions, such as Lynn and Harris (1997), the Cronbach Alpha value was at 0.85; Workman and Kidd (2000), the Cronbach Alpha value was at 0.60; Tian and Bearden (2002), the Cronbach Alpha value was at 0.94; Clark and Goldsmith (2005), the Cronbach Alpha value was at 0.88; Ruvio, Shoham, and Makovec Brenčič (2008), the Cronbach Alpha value was at 0.70; Clark and Goldsmith (2005), the Cronbach Alpha value was at 0.89; Ruvio (2008), the Cronbach Alpha value was at 0.84; Kumar et al. (2009), the Cronbach Alpha value was at 0.80; Rajamma et al. (2010), the Cronbach Alpha value was at 0.85; Miremadi et al. (2011), the Cronbach Alpha was at 0.93; Bian and Forsythe (2012), the Cronbach Alpha value was at 0.79; Lo (2014), the Cronbach Alpha was at 0.93. Therefore, in order to provide the congruence of question series, researcher applied the mentioned questions framework in this research study.

However, the questions framework used for asking about Avoidance Similarity was related to question frameworks that emphasized on added value to participatory experiences. For example, the study of Gulikers, Bastiaens, and Martens (2005) that emphasized on added value to 6 dimensions of experiential learning; Perceived authenticity of the learning environment, the Cronbach Alpha value was at 0.65, Experience motivation, the Cronbach Alpha value was at 0.78, Extend to which the learning environment is perceived as innovation, the Cronbach Alpha value was at 0.75, Extend of confusion regarding the learning environment, the Cronbach Alpha value was at 0.85, Experienced support in the learning environment, the Cronbach Alpha value was at 0.74, Extend of explorative behavior of the learner, the Cronbach Alpha value was at 0.91. Moreover, there was a study of Knight and Kim (2007) about perceived value and emotional value, the Cronbach Alpha value was at 0.80. Besides, there was a study about perceived value such as a question framework concerning Perceived value of Gallarza and Saura (2006), the Cronbach Alpha value was at 0.89; Prebenson et al. (2012) with question framework about Epistemic value, the Cronbach Alpha value was at 0.77; Experiential value in a study of Jamal et al. (2011), the Cronbach Alpha value was at 0.74 and a study about Emotion value of Sanchez et al. (2006), the Cronbach Alpha value was at 0.78. Therefore, in order to

provide the congruence of question series, researcher applied the mentioned questions framework in this research study.

The second research objective: 'To study the difference between five senses of body and components of activity uniqueness development' and three hypotheses are intended. Multiple regression Analysis is accorded to test the hypothesis H4, H5 and H6 (Table 3.4).

**Table 3.4** Hypothesis for Objective 2

Hypothesis	Statistic Technique Test	Variables	
H2a Creative choice counter-	Multiple regression	five senses of body (Overall)	
conformity positively related	Analysis	Creative choice counter-	
to five senses of body.		conformity	
H2b Unpopular choice	Multiple regression	five senses of body (Overall)	
counter-conformity positively	Analysis	Unpopular choice counter-	
related to five senses of body.		conformity	
H2c Avoidance Similarity	Multiple regression	five senses of body (Overall)	
positively related to five	Analysis	Avoidance Similarity	
senses of body.			

The third objective: to study the difference between five senses of body and activity uniqueness perception of foreign tourists. For the hypothesis tests H7 the technique of multiple regression analysis is accorded for data analysis (Table 3-5) as follow.

**Table 3.5** Hypothesis for Objective 3

Hypothesis	Statistic Technique Test	Variables
H3 There is a difference	ANOVA variance	five senses of body (Overall )
between five senses of body	analysis	Activity uniqueness perception
and activity uniqueness		of foreign tourists.
perception of foreign tourists.		

#### 3.8.1 Analysis of Data in Quantitative Method

The collected data were quantitative data analyzed by computer package software SPSS for Windows and presented using descriptive statistic which is a statistical method used to describe the basic features of samples in a study in form of Percentage, Frequency, Mean and Standard Deviation (J. W. Creswell & Plano Clark, 2007).

And the data were analyzed by inferential statistics, usually a hypothesis testing in ANOVA analysis of variance to examine the difference between variables within a sample and multiple regression analysis to examine the relationship between variables within a sample.

#### 3.8.1.1 Test of Instrument Exploratory Factor Analysis

Exploratory Factor Analysis (EFA) is a complex statistical technique with multi stage process (Costello & Osborne, 2005; Williams, Osman, & Brown, 2010). Also, EFA is used for studying in social sciences in part of education research and for evaluating instrument (Costello & Osborne, 2005; Williams et al., 2010). Moreover, EFA is one of the method to analyze components for designing questionnaire.

There are many reason why researcher should use EFA for developing instrument with the various purpose including the test of relationship between variable that are correlated; the assessment of a test and instrument construct; and the evaluation of theoretical construct (Costello & Osborne, 2005; Williams et al., 2010).

As well as, other purposes to use EFA are the development of data analysis for questionnaires interpretation; the development of theories and present opinion for other theories. In addition, EFA is focusing on list of main components, decide the amount of exist variables, and reduce the amount of unnecessary variables study which is the main objectives to use EFA for this study. However, researchers must be thoughtful of limitation, reduction, and rotation of variables (Costello & Osborne, 2005; Williams et al., 2010).

Sample sizes is an important topic to consider how large or small a sample is necessary to adequately succeed each study. There are various guidelines to adapt using in each study. As J. Hair, Anderson, Tatham, and Black (1995) submitted that sample sizes for EFA should be more than 100 cases but Tabachnick and Fidell

(2007) suggested that at least 300 cases are a basic number for factor analysis. Moreover Comrey and Lee (1992) guided that consideration sample size for EFA has a criteria are as follow; 100 cases as poor, 200 cases as fair, 300 case as good, 500 cases as very good, and more 1000 cases as excellent.

On the other hands, there are some researchers presented their opinion that just small groups of sample sizes can be sufficient to complete factor analysis. Small sample size may be 50 cases (Sapnas & Zeller, 2002) or 60 cases (MacCallum, Widaman, Preacher, & Hong, 2001) are adequately achieve the study. As well as, Habing (2003) offered that at least 50 cases are acceptable in a general rule of thumb.

Moreover, researcher considers that a sample sizes are 400 cases adequate for Exploratory Factor Analysis in this study.

Similarity with a two way ANOVA, it is used when there is one variable and two small variables. Most researcher is applicable to use a two way ANOVA when needed a quantitative outcome as explanatory variables with two group categories or interaction between variables. However, there are many concerning about sample when using a two way ANOVA including sample must be independent, the number of variance must be equal, and the population should be close to a normal distribution (Deviant, 2011).

From information above, a one way ANOVA is a suitable way for testing the difference between the groups of variables.

#### 3.8.1.2 Multiple Regression Analysis

Multiple regression analysis is a study about the relationships between variables within a sample and then makes generalization or predictions about how those variables will relate within a large population (J. W. Creswell & Plano Clark, 2007). It is an analysis concerning more than one independent variable. Adding independent variables to a regression model can make the analysis more accurate and minimize standard error of estimates (Draper, Smith, & Pownell, 1966). The principle of multiple regression analysis to examine the relationships of 3 variables onwards, usually a dependent variable and the rest will be at least 2 independent variables that having linear regression between dependent variables. Multiple regression is considered a suitable analysis for this study as it is a study to examine the

relationships between variables obtained from a review of literature. Multiple regression can be defined by the following equation:

 $Yi = \beta_0 + \beta_1 X_{i1} + \beta_2 X_{i2} + \epsilon$ , where  $\beta_1$  is the expected value of Y that changes when  $X_1$  changes 1 unit while  $X_2$  has the same value. This is similar to where  $\beta_2$  is the expected value of Y that changes when  $X_2$  changes 1 unit while  $X_1$  has the same value when there is independent variable p-1 unit, multiple regression model can be defined by the following equation

$$Yi = \beta_0 + \beta_1 X_{i1} + \beta_2 X_{i2} + \beta_3 X_{i3} + ... + \beta_{p-1} X_{ip-1} + \varepsilon_i$$

3.7.1.2 Analysis of Variance (ANOVA)

ANOVA It is an analysis concerning a test of hypothesis. It is a study about the difference between variables within a sample in order to examine more than two means in one time (Veal, 2006). Generally, there are two types of ANOVA which are one way ANOVA and two way ANOVA.

A one way ANOVA is used to compare two means from two independent groups then, the testing shows two means are equal or unequal. But researcher must to remind that a group of individuals split into smaller groups and completing different tasks. For example, studying the five senses of body including five variables: hearing, seeing, smell, taste, and touch. Moreover, a one way ANOVA could not be show which groups were different, but it can presents that at least two groups were different from each other.

#### 3.9 Data Analysis Process for Qualitative Approach (Stage 2)

In this stage 2, researcher used the method of Qualitative research as a principle of natural law theory, experience, conceptual framework or principle of truth (Veal, 2006) to enhance statistical data from the primary stage of data collection to respond to 1 objectives which were objective 4, namely, to study international tourists' opinion towards perception of uniqueness activity.

Regarding the qualitative method in this research, methodology in the study would be focused on tourists' overview in order to obtain more information about perception of uniqueness activity which composed of topic, methodology, target

group and key informants, interview guide, data collection method and data analysis. Each topic contained the following details:

#### 3.9.1 Analysis of Data in Qualitative Method

The research "Food Activity Uniqueness for Creative Tourism Development: A case study Chiang Mai, Thailand" started with collecting data about activity uniqueness in tourists' and entrepreneurs' overview as a primary data, collected data from field research. Semi-structured interview and observation were two methods of collecting qualitative data as part of the research. Since uniqueness is data, not an object but has relationships with components in creative tourism activity, to verify data derived from interviewing international tourists and entrepreneurs directly in the defined activities.

Management plan to implement research study and operational plan was determined by researcher who designed research instrument and data collection method starting from of August, 2016 until April, 2017. After that, it was the stage of data collection from field research, data analysis and verification of data accuracy starting from September until December 2017. The final stage, it was about the report of data results and synthesis of data about uniqueness of activity towards internal tourists' perception for the conclusion and suggestion. It might also be noted that researcher established a process having data collection implementation for qualitative research according to the details below:

#### 3.10 Preparation to Study Area

Researcher had 3 aspects for making consideration; 1) Selecting study area 2) Coordination and 3) Self-preparation

1) Selecting study area; There are more than 50 cookery schools in Chiang Mai provinces. For example, popular schools for international tourists from the information derived from Trip Advisor Thailand in the topic; The best cooking class in Chiang Mai province; Thai Farm Cooking School, Zabb-E-Lee Thai Cooking School, Siam Rice Thai Cookery School, A lot of Thai Home Cooking Class, Pantawan cooking, Galangal Cooking School and Tom Yum Thai Cooking School

(TripAdvisor, n.d.). However, researcher selected cookery schools that appropriate and match with key informants as specified. Anyway, the schools might have some changes according to readiness and suitability, duration and the number of key informants.

- 2) Coordination: Researcher determined date and time for data collection. After that, researcher submitted letters from National Institute of Development Administration to entrepreneurs whom researcher made contact with preliminarily to explain about research objectives and asked for permission to collect data. Also, date and time could be changed according to readiness and suitability of key informants.
- 3) Self-preparation: Researcher prepared documents used for making contact, information about work places, letters asking for recording pictures and voice to obtain accurate data. Moreover, researcher had a paper notebook for recording interviewing. This stage, researcher visited the study area to collect data with an assistant who assisted in pictures and voice recording.

#### 3.10.1 Getting into the Study Area

There were 3 major stages in getting into the study area:

- 1) Selecting area for distributing questionnaires; First of all, researcher asked cookery schools who allowed researcher to collect data around places that international tourists stayed after they participated in the activity before going out of schools.
- 2) Creating relationship with entrepreneurs; Researcher made contacts with entrepreneur through telephone communication before getting into the study area. When the specified date and time arrived, researcher made appointments with entrepreneurs to ensure good relationships. Researchers made self-introduction and showed up prior to the date that researcher would conduct a data collection.
- 3) Getting out of the study area; in this stage, researcher kept good relationships with entrepreneurs by keeping contact after data collection was finished as there might be a possibility that some data may need further collection to verify accuracy and reliability. When researcher was out of the study area, it was necessary to inform coordinators from the cookery schools and when the research study was

completely conducted, researcher would submit the information to each cookery school for their benefits of further use.

#### 3.11 Sampling Design for Qualitative Approach

International tourists are the key data givers as they participate in creative tourism activity and people who create creative tourism are entrepreneurs of cookery school for international tourists. The size of a sample group from the report in 2016 indicated that the number of international tourists travelling to Chiang Mai province was 2,902,139 persons (Chiang Mai Provincial Office of Tourism and Sports, 2017). Therefore, the sample group for qualitative method data collection was preliminarily conducted with 15 respondents as Creswell (1998) that the number of an appropriate sample size in qualitative research method for phenomenological studies at least 5 to 25 respondents. However, Patton (1990) stated that there are no specific rules for sample size in qualitative research. It was depended on the time allotted, resources available, and study objectives.

By the way, none of suitable sampling design for qualitative method is determined (Noy, 2008). It depends on theoretical saturation and there is a principle for observation as follow: 1) None of any data create information about other data. 2) All collected data are data consisted of outstanding properties and being data group having significant relationships with accuracy verification (Glaser & Strauss, 1967).

Nevertheless, researcher would repeat a collection of data in this research to ensure of data accuracy by interviewing since the number of international tourists were not specific.

#### **3.11.1** Key Informants

The key informants are international tourists who participated in cooking activity at cookery school and served for In-depth interview which researcher determined for 15 persons or more until repetitive data and saturation were found.

However, as McCracken (1988) mentioned that the number of informant samples for interpretative research in a qualitative study could be small size

(Kwortnik, 2003; McCracken, 1988) a minimum of sample size about a dozen or twelve people for in – depth interview (Kwortnik, 2003; McCracken, 1988).

#### 3.12 Research Instrument for Qualitative Approach

Since the key informants were international tourists who participate in creative tourism activity, there was not specific number of international tourists participated in the activity. Thus, the most suitable method for data collection was interviewing could be an enhancing instrument to meet with specified questions which were designed by semi - structured interview.

#### 3.12.1 Semi – structured for in–depth Interview

This study took semi – structured for in–depth interviews to collect data regarding the development of uniqueness activity for creative tourism. This is because in–depth interview can gather complex information such as attitude or feeling and emphasize the highlight of data (Sommer & Sommer, 2002). Moreover, the questions for semi – structured interview are open ended questions that might be not limiting the detail of answer from the respondents or interviewees (McCracken, 1988; Srivastava & Thomson, 2009). One of the important thing is interviewer and interviewee can discuss in detail on order to gain more in depth or detailed data set (McCracken, 1988; Srivastava & Thomson, 2009).

Semi-structured interview were applied with international tourists and entrepreneurs of cookery schools.

The questions framework was provided for international tourists who participated in the activity in 2 parts;

Part 1: Opinion about uniqueness of Thai cooking activity

Part 2: Tourists' perception of Thai cooking activity

In addition, in order to analyze uniqueness of activity in each school to ensure information reliability, quality verification of in-depth interview was implemented by experts who were the dissertation advisory professors and recognized academic professionals in management of creative tourism activity for correction and

improvement of questions used for interview so that the contents could be comprehensive and in accordance with requirements.

#### 3.13 Data Collection for Qualitative Approach

Data collection for qualitative method was implemented through interview, a major method of data collection. The interviewing was in the form of semi - structured interview by designing in-depth interview question which was outstanding instrument because it could penetrate to feeling, value and various procedures where uniqueness of activity was personal perception. Therefore, it was considered a suitable instrument for a research (Bloom & Crabtree, 2006). During the interview, researcher asked for permission from informants to record pictures and voice by the assistance of research assistant. The recorded pictures were pictures about components used in activity that created uniqueness in that activity.

### 3.14 Data Analysis for Qualitative Approach

Naturally, this research study was a research that emphasized on phenomenon of interest and researcher also played a part as a research instrument as well in this research as researcher interviewed and changed questions during interviewing when actual answers were not responded. Importantly, researcher was considered analysis instrument because during data collection was implemented, researcher analyzed or observed data at all time and verified the validity of data in the same time. It can be called "a method to check and establish validity in the study by analyzing a research question from multiple perspectives (Triangulation)" (Denzin, 1970) which divided into 3 types; Data triangulation, Investigator triangulation and Theory triangulation.

Later, it was the use of analysis technique for five senses of body and activity uniqueness perception through "data classification (Typologies)". Other than this, Domain analysis was analyzed by a classification of group list of vocabulary to be a subset of another group list of vocabulary which the meaning of the mentioned word could cover the group list of vocabulary and Taxonomy analysis, a classification

analysis according to a predetermined system with the resulting catalog used to provide a conceptual framework for discussion.

The final stage, it was about content analysis, a method for summarize any form of content for descriptive analysis, interpretation of the data set and describe occurred phenomenon (Srivastava & Thomson, 2009).

# 3.15 Research Ethics Process

To conduct this research study, ethnics process is followed according to ethics of researchers of National Institute of Development Administration announced on 12 January 2011. Researchers must be honest and do not take other's people's research and pass it off as yours and do not imitate other's people research.

Besides, showing respect and admiration to source of data and giving an honor to those researchers, their responsibility and endeavor achievement, do not abandon research without any appropriate reasons, researchers should study well enough to conduct a study in order to create a good quality research and do not cause any problems with academic matter. Researchers conduct a research with freedom of thought on the basis of academic approach. Researchers have data collection with accuracy and consciousness of preserving natural environment and culture.

Furthermore, researchers take responsibility for any consequences occurring to themselves and sample groups in educational and social levels. Moreover, researchers respect human dignity and human rights when interviewing and questions with agreement to participate in interviewing, protect the rights and keep confidentiality of sample groups.

Concerning data presentation, researchers present research results according to the fact without deviation serving personal benefit and causing any troubles to other people. Researchers take responsibility for disclosure of data by considering of social benefit and social responsibility.

#### 3.16 Summary of Chapter Three

The research in topic "Food Activity Uniqueness for Creative Tourism Development: A case study Chiang Mai, Thailand" has a major objective in seeking the relationships between activity uniqueness five senses of body having effect on international tourist perception which using learning of Thai food cooking activity to be determined activity in this research study. The determined area is Chiang Mai province and the study is conducted with international tourists who participated in activity.

Relevantly, research methodology is a mixed methodology and quantitative research method is conducted with population of international tourists and also, qualitative research method.

With regards to quantitative research methodology, from the review of related literatures to design research instruments, it is found that components of uniqueness are based on 3 major aspects which are Creative choice counter-conformity, Unpopular choice counter-conformity and Avoidance similarity and components about five senses of body are consisted of five features which are hearing, seeing, smell, taste, and touch. It is worth noting that all mentioned components are synthesized to be question items and implemented Pre-testing for instrument development with Index of Item-Objective Congruence (IOC). Also, content validity test and reliability test and Exploratory Factor analysis (EFA) are required for research instrument development Field research will implement starting from September until October 2017, after that the data analysis will be implemented by descriptive analysis and hypothesis testing. This research is applied multiple regression analysis to seek the relationships of different variables and ANOVA variance analysis to seek the difference of variables.

Qualitative methodology is used to enhance data reliability. To inquire international tourists' opinion, researchers determines the method with in-depth interview to collect data from the target group and key-informants by specifying interview guide from a review of literatures about components according to quantitative research and analyzing data with content analysis. It might be observed that this research follows research ethics process announced by National Institute of

Development Administration. In the next chapter, chapter 4, the result of data analysis is a presentation of data analysis from data collection according to the mentioned research methodology.



 Table 3.6 Research Methodology Concept from Theory Review

Objective	Research Method(s)	Population	Sample Size	Sampling Technique	Research Instrument	Data Analysis
1. To study the relationship between unique activities (including: Creative choice counterconformity, Unpopular choice counterconformity and Avoidance similarity) and the foreign tourists' perception of creative tourism activities.		International Tourist who	400 (Yamane, 1967)	Purposive sampling	Questionnaire Survey	Multiple Regression
2. To study the relationship between unique activities (including: Creative choice counterconformity, Unpopular choice counterconformity and Avoidance similarity) and five senses of body	Quantitative Research Method	participated Thai cooking activity	400 (Yamane, 1967)	Purposive sampling	Questionnaire Survey	Multiple Regression
3. To study the difference between five senses of body and activity uniqueness perception of foreign tourists.			400 (Yamane, 1967)	Purposive sampling	Questionnaire Survey	ANOVA Variance Analysis
4. To study the opinions of international tourists in activity uniqueness perception and Activity uniqueness	Quantitative Research Method	Tourist who participated in Thai cooking activity	15	Purposive sampling	Semi – structure interview	Content Analysis

#### **CHAPTER 4**

#### DATA ANALYSIS AND RESULT

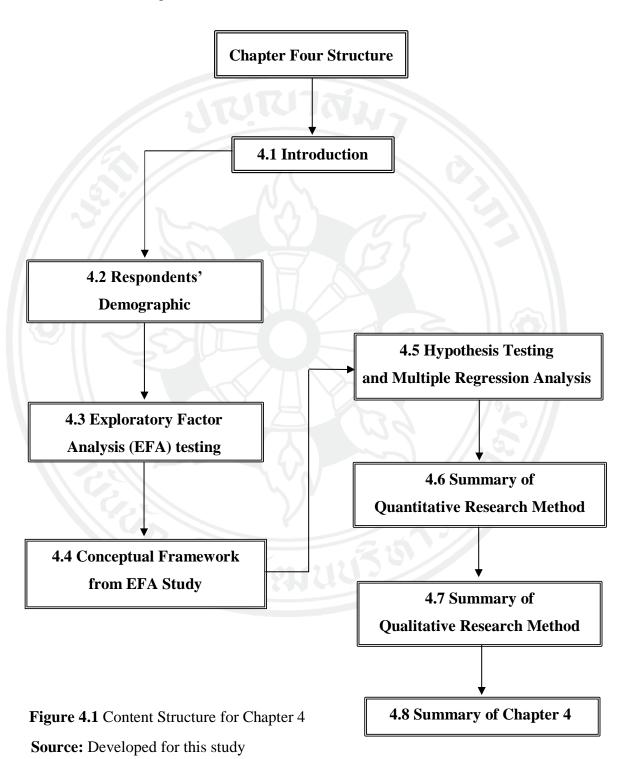
#### 4.1 Introduction

In this chapter, data analysis was conducted and results based on research questions were presented. The data analysis was an analysis of data from the survey of tourists who come to join Thai cooking class activity in Chiang Mai Province, Thailand. After Pre-testing for instrument development with Index of Item-Objective Congruence (IOC) verified the correctness of contents by 3 experts. Some items had a low reliability scale were changed, and some eliminated or reworded (Details in Appendix C). Then, a total of 40 responses were collected and the data entered into SPSS to analyze for scale reliability. The reliability of the measurement scales, Cronbach's Alpha is .913 and the number of scale is 47 items. The items that showed good scale reliability with a Cronbach's alpha value above .75 were used for further study.

For 4 months, Data collection is begin from November 2017 to February 2018. Instrument Pre-testing was started in November 2017 at Thai Orchid Cookery School, Basil Cookery School, We Cook Thai Home Garden, and Smart Cook Thai Cookery School with 40 samples were collected to test the reliability of the research instruments. After that, the revised questionnaire was collected at Air's Thai Culinary Kitchen, A lot of Thai: Home Cooking Class, Thai Orchid Cookery School, Basil Cookery School, We Cook Thai Home Garden, and Smart Cook Thai Cookery School, and Mama Noi Thai Cookery School in December 2017 - February 2018.

The results of the research were arranged into eight parts. 4.2 is data analysis of Respondent demographics. 4.3 The table demonstrates Exploratory Factor Analysis (EFA) result 4.4 is presentation of a Conceptual Framework from EFA Study. And 4.5 The tables show hypothesis testing composite the relationship between Activity Uniqueness Development For Creative Tourism and tourists' perception of creative

tourism activities. Another topic is 4.6 Summary of Quantitative Method and 4.7 Summary of Qualitative Research Method. Finally, 4.8 is conclude of Chapter 4 can be reviewed from figure 4.1.



## **4.2** Respondent Demographic and General Information

The study was conducted at Thai Cookery School, Cheng Mai Province in the north of Thailand. A survey was conducted after tourists finished class on Monday through Sunday; however, it is depended on class schedule. The researcher have made an appointment in advance in each school. The tourists' willingness to do the questionnaire with the supervision of school staff before tourists leaving the cookery school. A total of 400 surveys were collected and this is an adequate sample size for data analysis in this study. The reliability of the measurement scales, Cronbach's Alpha is .916 and the number of scale is 47 statement (See Appendix 1). This section provides information of the data analysis of respondent demographic and general information.

#### 4.2.1 Respondent demographics

The respondent profile is presented in Table 4.1. The highest number of respondents was Females (61.0%), Age 21 - 30 Years old (51.7%), American Nationality (28.0%), Educated in Bachelor's degree (54.8%), Single Marital status (57.3%), Religion in Christianity (51.7%), Professional Occupation (37.8%), An average annual income Over 50,001 USD (26.3%). Moreover, mostly of tourist visited Chiang Mai for the first time (56.8%), travel for Leisure (88.3%), and stay in Chiang Mai 4 - 6 Nights (43.6%)

 Table 4.1 Respondents Demographic

Respondent's Profile	Frequency	Percent		Frequency	Percent
	N = 400		Respondent's Profile	N = 400	
Gender			Nationality		
Male	156	39.0	Italian	18	4.5
Female	244	61.0	English/British	16	4.0
			American	112	28.0
Age			Korean	19	4.8
Lower that $20 - 20$	27	6.8	Spanish	11	2.8
21 - 30 Years old	207	51.7	Irish	14	3.5
31 - 40 Years old	103	25.8	French	33	8.3
41 – 50 Years old	27	6.8	German	19	4.8
Over 51	36	9.0	Mexican	2	0.5

Respondent's	Frequency	Percent		Frequency	Percent	
Profile	N=400		Respondent's Profile	N=400		
			Brazilian	4	10	
Educational			Chinese/Taiwanese/HK	23	4.8	
High School or			Australian	28	7.0	
equivalent	34	8.5	Swiss	6	1.5	
High Vocational or			Chilean	6	1.5	
equivalent	47	11.8	Belgium	3	0.8	
Bachelor's degree	219	54.8	Croatia	2	0.5	
Postgraduate level	90	22.5	Czech	2	0.5	
Others	10	2.5	Japanese	4	1.0	
			Dutch	15	3.8	
Marital status		70 ^	Turkish	4	1.0	
Single	229	57.3	Moroccan	2	0.5	
Married	153	38.3	Swedish	2	0.5	
Divorced/Widowed	4	1.0	New Zealand	3	0.8	
Boyfriend/				- //		
Girlfriend	4	1.0	Occupation			
Partnered	4	1.0	Student	89	22.3	
Other status	6	1.5	Professional	151	37.8	
			Retired	11	2.8	
. \\		Y	Housewife	11	2.8	
Religion			Academic	9	2.3	
Brahmanism/ Hinduisn	n 3	0.8	Own Business	69	17.3	
Buddhism	13	3.3	Management	26	6.5	
Christianity	207	51.7	Others	34	8.5	
Islamic	9	2.3	ľ //.			
Others	168	42.0				
			Nights to stay			
Average annual income	. 797		1 -3 Nights	150	37.6	
Below 20,000 USD	75	18.8	4 - 6 Nights	174	43.6	
20,001 – 30,000 USD	89	22.3	7 - 9 Nights	44	11	
30,001 – 40,000 USD	63	15.8	10 - 12 Nights	22	5.5	
40,001 – 50,000 USD	48	12.0	13 Nights over	10	2.6	
Over 50,001 USD	105	26.3				
Others	20	5.0			·	
			Time to visit Thailand			
Purpose of Visiting			1 <sup>st</sup> times	227	56.8	
Leisure	353	88.3	2 <sup>nd</sup> times	109	27.3	
Business	14	3.5	3 <sup>rd</sup> times	25	6.3	

Respondent's	1 0	Percent	Respondent's Profile	Frequency	Percent
Profile	N = 4			N = 4	
Other	33	8.3	4 <sup>th</sup> times	13	3.3
			5 <sup>th</sup> times	15	3.8

## 4.3 Exploratory Factor Analysis (EFA) testing

For this study, researchers applied EFA to develop instrument and reduce the factors in Uniqueness including the test of relationship between variable that are correlated; the assessment of a test and instrument construct; and the evaluation of theoretical construct statements to a more manageable number of underlying constructs.

The EFA was performed using the principal components and the varimax rotation methods, with a cut-off eigenvalue of 0.5 eight factors have arisen (Table 4.2): the first accounts for 24.696% of the total data variance. This component includes 9 factors was named "Value and Experience" that relates to I look forward to joining a cooking activity that I think will be interesting and provide a unique experience. / I am very excited when I participate in an activity that I have never done before, such as being Thai chef. / I don't hesitate to join group activities mixed with other people from diverse backgrounds. / I look forward to participating in a food activity when it part of a cultural or tradition./ I love to join an activity that is unusual from my ordinary life. / When I join an activity that seems to be a great adventure, I can remember every moment as a worthwhile lifetime experience. / I always join an activity where I have a chance to participate with doing, seeing, feeling, tasting as it will create more valuable learning experience. / I would like to join a cooking class that provides me with knowledge about how to cook and how to substitute ingredients. / A cooking class provides homegrown ingredients will be valuable This factor is the largest component to create activity experience for learners. uniqueness for creative tourism and this component was designated to study of a relationship in next step.

The second factor, named "Innovation", is related to I always look for a cooking class that must be available for all target groups at flexible time. / When I have time, I always think about opportunities to join any cooking activity for learning

other food cultures. / I must join a cooking class that gives me a creative and innovative idea for cooking and decorating. / I think that social media influences me to join cooking activities which are not in my everyday life, such as cooking shows, food tasting, or watching food documentaries. / I always try to find original cooking class activity by myself. / I always prefer to join a cooking activity which sets in the real place where the activity comes from such as a local house, or homegrown vegetable farm. These factors representing 10.090% of the total data variance. And, this component was designated to study of a relationship in next step.

The third factor was named "Rare Activity" and explains 5.945% of the total data variance. This factor includes the following items: It is worth to waiting for a long time if the activity I will participate it provides me with invaluable activities, such as learning food from the local wisdom. / I don't mind taking part in a cooking activity even though it is not at a well-known place or is located in a small community. / I like to participate in an activity that is difficult to join such as an infrequent event or which is inconvenience to travel to. And, this component was designated to study of a relationship in next step.

The fourth factor was named "Authenticity" and explains 5.041% of the total data variance. This factor includes the following items: If I learn Thai cooking it must be in Thailand. / I would like to join a cooking activity that is organized by Thai locals only. / I think that to be effective, learning cooking in group study is better than private study. / I am very concerned that the cooking class which I join must be authentic, such as all ingredients must come from local sources. And, this component was designated to study of a relationship in next step.

The fifth factor was named "Unusual" and explains 4.770% of the total data variance. This factor includes the following items: The activity that makes me excited must be remarkable in my life such as using Thai language when cooking. / I am willing to join a cooking class activity even if it is a high price. And, this component was designated to study of a relationship in next step.

The sixth factor, named "Leave Society and Norms", is related to I don't care if nobody is interested in the cooking activity that I participate in. / I always join in a cooking activity which nobody cares about my profile. / The cooking class should be easy to participate in such as I can join anytime without reserving a place. These

factors representing 4.084% of the total data variance. And, this component was designated to study of a relationship in next step.

The seventh factor, explains 3.395% of the total data variance. This factor includes the following items: The cooking institute should consider providing one stop service center, a call center, or correspondent service. / Sometimes, I make a decision to join a cooking activity that does not relate to status of other but can improve my knowledge, such as learning about other gastronomical consumption tradition. And, this component was not designated to study.

The eighth factor, is related to: The activity that I like has nothing relate with my work or my career. / The method of learning and creating good memories should be presented by demonstration, simulative situations, and/or role play. These factors representing 2.056% of the total data variance. And, this component was not designated to study.

Thus, these eight factors explain approximately 56.217% of the total data variance. The scales were deemed reliable as all Cronbach's alpha coefficients above 0.6 are regarded as reliable (Malhotra, 2004). The results from EFA suggest that these ten factors may be used as a summary measure of the indicators that make up each factor. Consequently, the factor scores derived by EFA we used to estimate a new factor analysis model.

**Table 4.2** Rotated component matrix of the factors derived from the EFA

· · · · · · · · · · · · · · · · · · ·	<u>.</u>			Comp	onent			
	1	2	3	4	5	6	7	8
I look forward to joining a cooking activity that I think will be interesting and provide a unique experience.	.738							
I am very excited when I participate in an activity that I have never done before, such as being Thai chef.	.735							

	Component							
	1	2	3	4	5	6	7	8
I don't hesitate to join group								
activities mixed with other	.678							
people from diverse	.078							
backgrounds.					-			
I look forward to participating in								
a food activity when it part of a	.674							
cultural or tradition.					-			
I love to join an activity that is	644							
unusual from my ordinary life.	.644							
When I join an activity that								
seems to be a great adventure, I								
can remember every moment as	.629							
a worthwhile lifetime								
experience.								
I always join an activity where I								
have a chance to participate with								
doing, seeing, feeling, tasting as	.586							
it will create more valuable								
learning experience.								
I would like to join a cooking								
class that provides me with								
knowledge about how to cook	.535							
and how to substitute								
ingredients.				•				
A cooking class provides								
homegrown ingredients will be	.517							
valuable experience for learners.				•				
I always look for a cooking class								
that must be available for all		.705						
target groups at flexible time.					-			
When I have time, I always								
think about opportunities to join		670						
any cooking activity for learning		.678						
other food cultures.								

_	Component							
	1	2	3	4	5	6	7	8
I must join a cooking class that								
gives me a creative and		.642						
innovative idea for cooking and		.042						
decorating.								
I think that social media								
influences me to join cooking								
activities which are not in my		.610						
everyday life, such as cooking		.010						
shows, food tasting, or watching								
food documentaries.								
I always try to find original		.533						
cooking class activity by myself.		.333						
I always prefer to join a cooking								
activity which sets in the real								
place where the activity comes		.509						
from such as a local house, or								
homegrown vegetable farm.								
It is worth to waiting for a long								
time if the activity I will								
participate it provides me with			720					
invaluable activities, such as			.728					
learning food from the local								
wisdom.								
I don't mind taking part in a								
cooking activity even though it			.627					
is not at a well-known place or			.027					
is located in a small community.								
I like to participate in an								
activity that is difficult to join								
such as an infrequent event or			.585					
which is inconvenience to travel								
to.								
If I learn Thai cooking it must				.829				
be in Thailand.				.829				
I would like to join a cooking								
activity that is organized by				.771				
Thai locals only.								

=				Compo	nent			
	1	2	3	4	5	6	7	8
I think that to be effective,								
learning cooking in group study				.630				
is better than private study.		•	•		<del> </del>	<del> </del>		
I am very concerned that the								
cooking class which I join must								
be authentic, such as all				.426				
ingredients must come from								
local sources.								
The activity that makes me								
excited must be remarkable in					.752			
my life such as using Thai					.132			
language when cooking.					·			
I am willing to join a cooking								
class activity even if it is a high					.723			
price.								
I don't care if nobody is								
interested in the cooking activity						.770		
that I participate in.								
I always join in a cooking								
activity which nobody cares						.653		
about my profile.					·			
The cooking class should be								
easy to participate in such as I						.525		
can join anytime without						.525		
reserving a place.								
The cooking institute should								
consider providing one stop							.580	
service center, a call center, or							.500	
correspondent service.								
Sometimes, I make a decision to								
join a cooking activity that does								
not relate to status of other but								
can improve my knowledge,							.505	
such as learning about other								
gastronomical consumption								
tradition.								

_	Component							
	1	2	3	4	5	6	7	8
The activity that I like has								
nothing relate with my work or								.745
my career.		_						
The method of learning and								
creating good memories should								
be presented by demonstration,								.560
simulative situations, and/or role								.500
play.								

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 10 iterations.

Kaiser-Meyer-Olkin measure of sampling adequacy = 0.822.

Bartlett's test of Sphericity p < 0.000.

However, criteria for this study are set to determine the number of components. After receiving EFA results according to the tables, components are newly grouped into 8 sub-components and variables into 31 sub-variables. However, Hair, Black, Babin, and Anderson (2010) stated that at least three variables in each component should explain that component. EFA showed that there were only two variables in component 7 and component 8 with lowest factor loading compared to all components. So, the last 2 components had low variance value. It means that 4 variables in component 7 and 8 are not necessary to seek relationship of activity uniqueness.

Besides, when individual components were considered to see the meaning of the variable, it was found that components were hardly interpreted and there was little or no possibility of component consistency (Coleman (Angsuchoti, Wichitwanna, & Pinyopanuwat, 2008; Coleman, 1988; Wiratchai, 2005). From the analysis and consideration of the researcher, six remaining components could be used for study extension and the study of six components is enough to cover the study purpose. Thus, component 7 and component 8 were excluded from the analysis.

The researcher made a consideration that only 27 variables associated with seeking relationship of activity uniqueness will be included for studying about Food activity uniqueness for creative tourism development in Chiang Mai, Thailand. Various variables are newly arranged to design a conceptual framework and determine hypothesis accordingly.

By the way, the conceptual framework from EFA results that the researcher considered plays an important role in creating uniqueness activity. Variables from the question items are newly grouped and come out 5 variables divided into 2 major components. The first component is Innovative and Creative activity. It comprises 3 variables as Create great life time experience, Create great value, and For all targets. The component that creates a positive distinctive activity has 2 variables; authenticity and leave society, and norms which can be seen from Table 4.3 and Table 4.4.

**Table 4.3** shows variables from question items in the component 1 derived from EFA results

Component 1: Innovative and Creative Activity	Reliability (Cronbach Alpha)	
Create grate life time experience	Q31 I look forward to joining a cooking	0.790
	activity that I think will be interesting and	
	provide a unique experience.	
	Q1 I am very excited when I participate in	
	an activity that I have never done before,	
	such as being Thai chef.	
	Q3 I love to join an activity that is unusual	
	from my ordinary life.	
	Q30 When I join an activity that seems to	
	be a great adventure, I can remember every	
	moment as a worthwhile lifetime	
	experience.	
	Q26 I would like to join a cooking class that	
	provides me with knowledge about how to	
	cook and how to substitute ingredients.	
Create grate value	Q12 I don't hesitate to join in group	0.700
	activities mixed with other people from	
	diverse backgrounds.	

Component 1: Innovative and	Overtions	Reliability
<b>Creative Activity</b>	Questions	(Cronbach Alpha)
	Q8 I look forward to participating in a food	
	activity when it part of a cultural or	
	tradition.	
	Q29 I always join an activity where I have a	
	chance to participate with doing, seeing,	
	feeling, tasting as it will create more	
	valuable learning experience.	
	Q26 A cooking class provides homegrown	
	ingredients will be valuable experience for	
	learners.	
For all targets	Q17 I always look for a cooking class that	.773
	must be available for all target groups at	
	flexible time.	
	Q20 When I have time, I always think about	
	opportunities to join any cooking activities	
	for learning other food cultures.	
	Q16 I must join a cooking class that gives	
	me a creative and innovative idea for	
	cooking and decorating	
	Q21 I think that social media influences me	
	to join cooking activities which are not in	
	my everyday life, such as cooking shows,	
	food tasting, or watching food	
	documentaries.	
	Q5 I always try to find original cooking	
	class activity by myself.	
	Q7 I always prefer to join a cooking	
	activity, which sets in the real place where	
	the activity comes from, such as a local	
	house, or a homegrown vegetable farm.	

From the Table 4.3, the researcher arranges new groups of components derived from EFA and names the component 1 as Innovative and Creative Activity. It consists of 3 variables. The first variable is called Create great life time experience which has 5 question items: Q31, Q1, Q3, Q30, and Q26. They are in a part of theory

of uniqueness. Cronbach's Alpha reliability test is 0.790 which can be used to determine independent variables for hypothesis testing accordingly.

The second variable is called Create great value. It comprises 4 question items: Q12, Q8, Q29, and Q26 which are in the part of theory of uniqueness. Cronbach's Alpha reliability test is 0.700. The third variable is for all targets consisting of 6 question items: Q17, Q20, Q16, Q21, Q5, and Q7 which are in the part of theory of uniqueness. Cronbach's Alpha reliability test is 0.773 which can be used to determine independent variables for hypothesis testing accordingly.

**Table 4.4** shows variables from question items in the component 2 derived from EFA

Component 2: Create a positive distinctive activity	Questions	Reliability (Cronbach Alpha)
Authenticity	Q23 If I learn Thai cooking, it must be in	0.700
	Thailand.	
	Q24 I would like to join a cooking activity	
	that is organized by Thai locals only.	
	Q28 I think that to be effective, learning	
	cooking in group study is better than private	
	study.	
	Q25 I am very concerned that the cooking	
	class which I join must be authentic, such as	
	all ingredients must come from local	
	sources.	
Leave society and norms	Q9 It is worth to waiting for a long time if	.733
	the activity I will participate it provides me	
	with invaluable activities, such as learning	
	food from the local wisdom.	
	Q10 I don't mind taking part in a cooking	
	activity even though it is not at a well-	
	known place or is located in a small	
	community.	
	Q11 I like to participate in an activity that is	
	difficult to join such as an infrequent event	
	or which is inconvenience to travel to.	
	Q2 The activity that makes me excited must	

Component 2: Create a	Questions	Reliability
positive distinctive activity	Questions	(Cronbach Alpha)
	be remarkable in my life such as using Thai	
	language when cooking.	
	Q4 I am willing to join a cooking class	
	activity even if it is a high price.	
	Q13 I don't care if nobody is interested in	
	the cooking activity that I participate in.	
	Q14 I always join in a cooking activity	
	which nobody cares about my profile.	
	Q18 The cooking class should be easy to	
	participate in, such as I can join anytime	
	without reserving a place.	

From the Table 4.4, the researcher arranges new groups of components derived from EFA. The component 2 is called Create a positive distinctive activity and comprises 2 variables. The first variable is Authenticity which consists of 4 question items: Q23, Q24, Q28, and Q25 which are in the part of theory of uniqueness. Cronbach's Alpha reliability test is 0.700.

The second variable is called Leave society and norms. It consists of 8 question items: Q9, Q10, Q11, Q2, Q4, Q13, Q14, and Q18 which are in the part of theory of uniqueness. Cronbach's Alpha reliability test is 0.733 which can be used to determine independent variables for hypothesis testing accordingly.

In addition to 2 major components and variables from a theory of uniqueness which are mentioned earlier, the researcher gives importance to international tourists' perception. In this study, tourists' perception can be divided into 2 main parts: tourists' perception through five senses body, and tourists' perception of activity uniqueness. The details of variables can be seen from the Table 4.3 and 4.4.

**Table 4.5** shows variables in five senses body

<b>Component: Five senses body</b>	Overtions	Reliability
	Questions	(Cronbach Alpha)
Taste,	Q32 I feel the taste of Thai food is very	.765
	unique such as hot and spicy flavor.	
Seeing,	Q33 I see the presentation of Thai food in	

<b>Component: Five senses body</b>	Questions	Reliability (Cronbach Alpha)
	the class very unique such as fruit and	
	vegetable carving.	
Hearing,	Q34 The name of Thai food that I hear very	
	authentic language.	
Smell,	Q35 The Thai food smell very unique such	
	as Thai herb smell.	
Touch	Q36 Thai cooking class activity is tactile	
	and full of nature.	

From the Table 4.5, the researcher arranges a group of components and names Five senses body which comprises 5 question items: Q32, Q33, Q34, Q35, and Q36 which are in the part of a conceptual framework of perception. Cronbach's Alpha reliability test is 0.765 which can be used to determine independent variables for hypothesis testing accordingly.

 Table 4.6
 shows variables in Tourists' Perception of Activity Uniqueness

Component: Tourists' Perception of Activity Uniqueness	Questions	Reliability (Cronbach Alpha)
Impression,	Q37 Thai cooking class provides me with a	.744
Image,	great lifetime experience.  Q38 Overall, Thai cooking class activity	
	very unique.	
Appreciate	Q45 Thai cooking class had made me happy	
	the most among other activities.	

From the Table 4.6, the researcher groups components and names Tourists' Perception of Activity Uniqueness. It comprises 3 question items: Q37, Q38, and Q45 which are in the part of a conceptual framework of perception. Cronbach's Alpha reliability test is 0.744. These components will be used to determine dependent variables for hypothesis testing accordingly.

# 4.4 Conceptual Framework from EFA Study

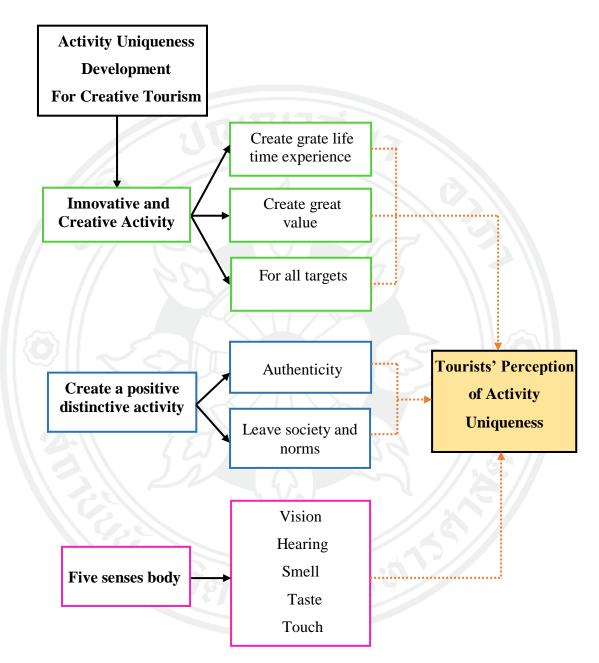


Figure 4.2 Conceptual Framework from EFA Study

**Source:** Developed by researcher

Figure 4.2 shows a conceptual framework derived from EFA. The 3 components determined to be independent variables are 1) Innovative and Creative Activity (Create great life time experience, Create great value, For all targets), 2) Create a positive distinctive activity (Authenticity and Leave society and norms), 3) Five senses body (Vision, Hearing, Smell, Taste, and Touch) and another component determined to be dependent variable is Tourists' Perception of Activity Uniqueness (Impression, Image, and Appreciate).

## 4.5 Hypothesis Testing and Multiple Regression Analysis

Hypothesis testing in this study is based on a conceptual framework derived from EFA which components and variables are newly determined. Research questions are set to address objectives based on the following hypotheses:

To answer the objective 1; the researcher sets a hypothesis by using independent variables:

- H1: Create grate life time experience is related to tourists' perception of creative tourism activities.
- *H2*: Create grate value is related to tourists' perception of creative tourism activities.
- H3: Adjustable for all targets is related to tourists' perception of creative tourism activities.

Create great life time experience, Create great value and For all targets, and dependent variables: Tourists' perception of creative tourism activities. All used variables are from seven-point Likert scale questionnaires. Multiple regression technique is used for analysis to answer 3 hypotheses as seen in Figure 4.3 as follow:

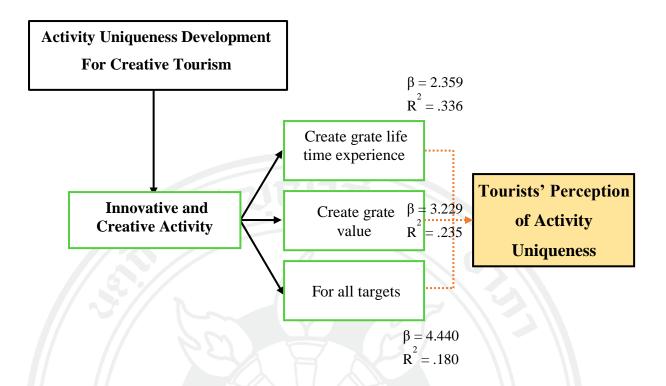


Figure 4.3 The relationship of variables according to H1, H2, H3

Source: Developed by researcher

H1: Create grate life time experience is related to tourists' perception of creative tourism activities.

**Table 4.7** Create grate life time experience Stepwise Regression Results

		andardized efficients	Standardized Coefficients	t	Sig.	Collinea Statist	•
Model	В	Std. Error	Beta	15)		Tolerance	VIF
(Constant)	.684	.196	NO	3.497	.001		
Q31. I look forward to joining a cooking activity that I think will be interesting and provide a unique experience.	.182	.047	.222	3.878	.000	.516	1.937
Q30. When I join an activity that seems to be a great adventure, I can	.129	.035	.185	3.650	.000	.656	1.525

		andardized	Standardized	4	C:~	Collinea	•
Model	B	efficients Std. Error	Coefficients  Beta	t	Sig.	Statist Tolerance	VIF
remember every moment as a worthwhile lifetime experience.							
Q1. I am very excited when I participate in an activity that I have never done before, such as being Thai chef.	.122	.045	.137	2.736	.007	.669	1.495
Q26. I would like to join a cooking class that provides me with knowledge about how to cook and how to substitute ingredients.	.091	.039	.111	2.325	.021	.742	1.348
Q3. I love to join an activity that is unusual from my ordinary life.	.078	.036	.112	2.188	.029	.645	1.551

a. Dependent Variable: Tourists' perception of creative tourism activities,  $R^2$  = .336, SEE = .51847, F (5,394) = 39.787, P ≤ .001

In conclusion, table 4.7 shows the variables in Create great life time experience and stepwise regression is used for analysis. Variables without statistical significance and independent variables that are correlated with each other but uncorrelated with other variables are cut out. The remaining variables in this component will be independent variables that are most correlated with dependent variables and suitable to be important variables continually in this component. Variables in Create great life time experience still belong to 5 variables which can answer the hypothesis: H1; Create great life time experience and tourists' perception of creative tourism activities having a positive relationship with Constant Sig. = .000.

H2: Create grate value is related to tourists' perception of creative tourism activities.

**Table 4.8** Create great value Stepwise Regression Results

	Unsta	ndardized	Standardized			Colline	arity
	Coc	efficients	Coefficients	t	Sig.	Statis	tics
Model	В	Std. Error	Beta			Tolerance	VIF
(Constant)	3.229	.266		12.141	.000		
Q8. I look forward to							
participating in a food	.188	.040	.252	4.761	.000	.692	1.445
activity when it part of a	.100	.040	.232	4.701	.000	.092	1.443
cultural or tradition.							
Q29. I always join an		1			À		
activity where I have a							
chance to participate							
with doing, seeing,	.148	.033	.213	4.463	.000	.851	1.175
feeling, tasting as it will							
create more valuable							
learning experience.							
Q6. A cooking class	Th			25		160	
provides homegrown							
ingredients will be	.129	.041	.163	3.176	.002	.737	1.358
valuable experience for							
learners.							

a. Dependent Variable: Tourists' perception of creative tourism activities,  $R^2$  = .235, SEE = .55484, F (3,396) = 40.585, P ≤ .001

In conclusion, table 4.8 shows the variables in Create great value and stepwise regression is used for analysis. Variables without statistical significance, independent variables that are correlated with each other but uncorrelated with other variables are cut out. The remaining variables in this component will be independent variables that are most correlated with dependent variables and suitable to be important variables continually in this component. Formerly there were 4 variables in Create great value appearing in question items but 3 variables left after analysis while maintaining the definition of main components and variables which can answer the hypothesis: H2; Create great value and tourists' perception of creative tourism activities having a positive relationship with Constant Sig = .000.

H3: Adjustable for all targets is related to tourists' perception of creative tourism activities.

Table 4.9 For all Target Stepwise Regression Results

	Unsta	ndardized	Standardized			Colline	arity
	Co	efficients	Coefficients	t	Sig.	Statis	tics
Model	В	Std. Error	Beta			Tolerance	VIF
(Constant)	4.440	.193		23.023	.000		
Q17. I always look for a cooking class that must be available for all target groups at flexible time.	.104	.026	.217	3.932	.000	.683	1.465
Q7. I always prefer to join a cooking activity which sets in the real place where the activity comes from such as a local house, or homegrown vegetable farm.	.096	.029	.163	3.346	.001	.878	1.139
Q16. I must join a cooking class that gives me a creative and innovative idea for cooking and decorating.	.091	.031	.169	2.983	.003	.643	1.556

a. Dependent Variable: Tourists' perception of creative tourism activities,  $R^2 = .180$ , SEE = .57463, F (4,395) = 24.326, P  $\leq .001$ 

In conclusion, table 4.9 shows the variables in for all Target and stepwise is used for analysis. Variables without statistical significance, independent variables that are correlated with each other but uncorrelated with other variables are cut out. The remaining variables in this component will be independent variables that are most correlated with dependent variables and suitable to be important variables continually in this component. There were formerly 6 variables in For all Targets appearing in question items but 3 variables left after analysis while maintaining the definition of

main components and variables which can answer the hypothesis: H1c; For all targets and tourists' perception of creative tourism activities having a positive relationship with Constant Sig = .000.

The second component sought an answer to "How is the relationship of unique activities between Create a Positive Distinctive Activity and tourists' perception of creative tourism activities?" The hypotheses were stated from *H4* to *H5*. In order to answer the objective 2, the researcher set a hypothesis by using independent variable; Authenticity and Leave society and norms, and dependent variable; Tourists' perception of creative tourism activities. All used variables are from the seven-point Likert scale questionnaires. Multiple regression technique is used for analysis to answer 2 hypotheses. Figure 4.3 is shown as follows:

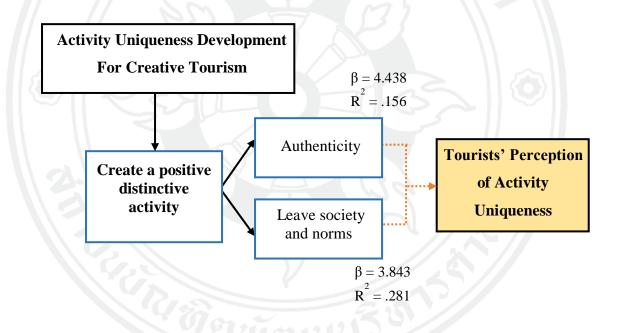


Figure 4.4 The relationship of variables according to H4, H5

**Source:** Developed by the researcher

H4: Authenticity is related to tourists' perception of creative tourism activities.

Table 4.10 Authenticity Stepwise Regression Results

_		andardized efficients	Standardized Coefficients	t	Sia	Colline Statis	•
				ι	Sig.		
Model	В	Std. Error	Beta			Tolerance	VIF
(Constant)	4.438	.202		22.013	.000		
Q25. I am very concerned that the							
cooking class which I							
join must be authentic,	.151	.033	.229	4.560	.000	.842	1.188
such as all ingredients							
must come from local							
sources.		/\/	7				
Q28. I think that to be							
effective, learning							
cooking in group study	.065	.022	.149	3.008	.003	.863	1.158
is better than private							
study.						110	
Q24. I would like to join							
a cooking activity that is	.071	.025	.151	2.868	.004	.774	1.292
organized by Thai locals	.071	.023	.131	2.808	.004	.//4	1.292
only.						<u> </u>	//

a. Dependent Variable: Tourists' perception of creative tourism activities,  $R^2$  = .156, SEE = .58289, F (3,396) = 24.371, P  $\leq$  .001

In conclusion, table 4.10 shows variables in Authenticity and stepwise regression is used for analysis. Variables without statistical significance, independent variables that are correlated with each other but uncorrelated with other variables are cut out. The remaining variables in this component will be independent variables that are most correlated with dependent variables and suitable to be important variables continually in this component. There were formerly 4 variables in Authenticity appearing in question items but 3 variables left after analysis while maintaining the definition of main components and variables which can answer the hypothesis: *H4*; Authenticity and tourists' perception of creative tourism activities having a positive relationship with Constant Sig = .000.

H5: Leave Society and Norms is related to tourists' perception of creative tourism activities.

Table 4.11 Leave society and norms Stepwise Regression Results

	Unsta	andardized	Standardized			Colline	arity
	Coc	efficients	Coefficients	t	Sig.	Statis	tics
Model	В	Std. Error	Beta			Tolerance	VIF
(Constant)	3.843	.193	THE STATE OF THE S	19.909	.000		
Q10. I don't mind taking part in a cooking activity even though it is not at a well-known place or is located in a small community.	.130	.031	.213	4.262	.000	.726	1.377
Q2. The activity that makes me excited must be remarkable in my life such as using Thai language when cooking.	.117	.021	.249	5.542	.000	.899	1.112
Q9. It is worth to waiting for a long time if the activity I will participate it provides me with invaluable activities, such as learning food from the local wisdom.	.107	.026	.209	4.181	.000	.731	1.369
Q18. The cooking class should be easy to participate in such as I can join anytime without reserving a place.	.054	.021	.111	2.541	.011	.956	1.046

a. Dependent Variable: Tourists' perception of creative tourism activities,  $R^2$  = .281, SEE = .53870, F (4,395) = 38.558, P ≤ .001

In conclusion, Table 4.11 shows the variables in Leave society and norms and stepwise regression is used for analysis. Variables without statistical significance, independent variables that are correlated with each other but uncorrelated with other variables are cut out. The remaining variables in this component are independent variables that are most correlated with dependent variables and suitable to be important variables continually in this component. There were formerly 8 variables in Leave society and norms appearing in question items but 4 variables left after analysis while maintaining the definition of major components and variables completely which can answer the hypothesis: *H5* Leave society and norms and tourists' perception of creative tourism activities having a positive relationship with Constant Sig = .000.

The third components sought the answer to "how is the relationship of unique activities between Five Sense Body and tourists' perception of creative tourism activities?" The hypotheses were stated *H6*. The researcher set a hypothesis by using independent variables in Five Senses Body, and dependent variables in Tourists' perception of creative tourism activities. By the way, all used variables are from the seven-point Likert scale questionnaires. Multiple regression technique is used to answer the hypothesis 1 as seen in Figure 4.4 as follow:

*H6*: Vision, Hearing, Smell, Taste and Touch is related to tourists' perception of creative tourism activities.

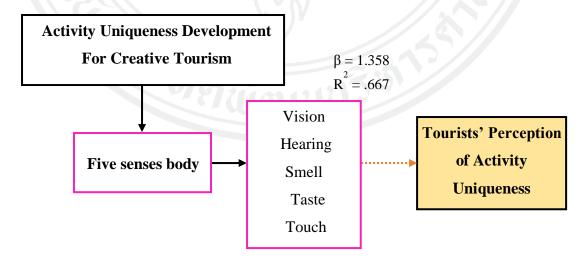


Figure 4.5 The relationship of variables according to H6

**Source:** Developed by the researcher

**Table 4.12** Five Senses Body Stepwise Regression Results

	Unsta	andardized	Standardized		Colline		arity
	Co	efficients	Coefficients	t	t Sig.	<b>Statistics</b>	
Model	В	Std. Error	Beta			Tolerance	VIF
(Constant)	1.358	.186		7.309	.000		
Q34. The name of Thai							
food that I hear very	.267	.024	.402	11.360	.000	.673	1.486
authentic language.							
Q36. Thai cooking class				7			
activity is tactile and full	.238	.029	.306	8.152	.000	.601	1.664
of nature.							
Q32. I feel the taste of		797				03/1/	
Thai food is very unique	.114	.027	.149	4.213	.000	.675	1.482
such as hot and spicy	11,1	.027	.14)	4.213	.000	.075	1.402
flavor.							
Q35. The Thai food						11 ~	W
smell very unique such							
as Thai herb smell. The	.111	.033	.127	3.396	.001	.605	1.654
Thai food smell very		.033	.12/	3.370	.001	.003	1.034
unique such as Thai herb							
smell.							
Q33. I see the	15					. 6	
presentation of Thai							
food in the class very	.057	.020	.097	2.781	.006	.701	1.427
unique such as fruit and							
vegetable carving.							

a. Dependent Variable: Tourists' perception of creative tourism activities,  $R^2$  = .667, SEE = .36685, F (5,394) = 158.069, P  $\leq$  .001

In conclusion, table 4.12 shows the variables in Create great life time experience and stepwise regression is used for analysis. Variables without statistical significance and independent variables that are correlated with each other but uncorrelated with other variables are cut out. The remaining variables in this component are the independent variables that are most correlated with dependent variables and suitable to be important variables continually in this component. 5 variables in Create great life time experience still remain variables absolutely which

can answer the hypothesis: H6; Vision, Hearing, Smell, Taste, and Touch (Five Senses body) and tourists' perception of creative tourism activities having a positive relationship with Constant Sig = .000.

**Table 4.13** Summary of Hypothesis

Hypothesis	Independent variable and	Results
	Dependent variable	
H1 Create grate life time experience and	IV: Create grate life time	Supported
tourists' perception of creative tourism	experience Create grate life	
activities having a positive relationship	time experience	
	DV: Tourists' perception of	
	creative tourism activities	
H2 Create great value and tourists'	IV: Create great value	Supported
perception of creative tourism activities	DV: Tourists' perception of	
having a positive relationship	creative tourism activities	
H3 For all targets and tourists' perception	IV: For all targets	Supported
of creative tourism activities having a	DV: Tourists' perception of	
positive relationship	creative tourism activities	
H4 Authenticity and tourists' perception of	IV: Authenticity	Supported
creative tourism activities having a positive	DV: Tourists' perception of	
relationship	creative tourism activities	
H5 Leave society and norms and tourists'	IV: Leave society and norms	Supported
perception of creative tourism activities	DV : Tourists' perception of	
having a positive relationship	creative tourism activities	
H6 Vision, Hearing, Smell, Taste, and	IV: Five senses body	Supported
Touch (Five senses body) and tourists'	DV: Tourists' perception of	
perception of creative tourism activities	creative tourism activities	
having a positive relationship		

# 4.6 Summary of Quantitative Method and Hypothesis

In this chapter the Table 4.13 shows the findings of the data analysis results were discussed. For the main study data was collected from respondents in Cookery School in Chiang Mai, Thailand to assess activity uniqueness and Tourists' perception

of creative tourism activities. The data analysis technique mainly employed Stepwise Regression Analysis for all hypothesis test. Hypothesis test H1, Create grate life time experience were supported for all variables from questionnaire (Q31, Q30, Q1, Q26, and Q3) and H3 Five senses body were supported for all variables (Vision, Hearing, Smell, Taste, and Touch) from questionnaire (Q34, Q36, Q32, Q35, and Q33).

However, based on the stepwise regression analysis, the results show that the hypothesis *H2*: Create great value supported 3 variables appearing in question items; Q8, Q29, and Q6, *H3*: For all targets supported 3 variables appearing in question items; Q17, Q16, and Q7, *H4*: Authenticity supported 3 variables appearing in question items; Q25, Q28, and Q24, *H5*: Leave society and norms supported 4 variables appearing in question items; Q10, Q2, Q9, and Q18.

In addition, tourists gave other comments from questionnaires as follow:

- 1. It looks like we are up for a wonderful day.
- 2. Amazing Experience! I love Thai food.
- 3. Very interesting to get to know Thai vegetables and herbs and how to release all their flavor while cooking, love it!
- 4. This is a fun and worthwhile course and I would definitely recommend it.
- 5. I am glad that I joined this activity as it made me taking up more cooking class and focusing on growing my our ingredients.
- 6. The teacher was very talented and acknowledgeable.
- 7. Thanks for support, highly recommend.
- 8. I really enjoyed the class. I was extremely impressed with the school grounds; the instructors English very good; and the food turned out very well.
- 9. Perfect cooking class; perfect dishes and teacher.
- 10. Nice place very peaceful.
- 11. An excellent experience. I like the full day, it's not rush.
- 12. need to know more Thai language
- 13. Awesome time!
- 14. I like Pad Thai!
- 15. Casual and relaxed environment made it a very fun experience.
- 16. Instructure was really great and fun!

- 17. Taste of our meals were fantastic!
- 18. Beautiful place to see with all nature around.
- 19. The cooking was very fun!
- 20. The institute was very dynamic.
- 21. This was a fun experience.
- 22. I'm so happy.
- 23. I had a chance to participate. The food was delicious.
- 24. Overall, it was a great experience, the idea of cooking with homegrown ingredients it's a great plus as well.
- 25. Thank you for amazing instruction and class!
- 26. The instructor is very educational and friendly amazing cooking and personality keep up the good work.
- 27. Very enjoyable with my little kids and wife.
- 28. Great class, the instructor is very interactive and fun.

From other comments show that international tourists get the great experience and have a happiness from participating this uniqueness activity

### 4.7 Summary Qualitative Research Method

The researcher raised 15 question items to ask international tourists who participated in cooking class activity in Chiang Mai province through a semi-structured interview. The interview of 15 international tourists found that most of them had perception of Thai food identity from participation in the activity with the same direction. Information from the interview can be summarized as follow:

### Question No.1 Do you like the taste of Thai food? Why?

The international tourists gave their opinions in the same direction. Most of them liked Thai food because of good taste and outstanding features regarding spicy, sweet, and sour. The 6<sup>th</sup> respondent expressed the opinion that "the taste is different from other food that I have tasted.", and the 1<sup>st</sup> respondent used the word "the exotic taste". It shows that Thai food is very outstanding with regards to the taste.

#### *Question No.2: What do you think about the smell of Thai food?*

Most of the international tourists agreed in the same direction that the smell of Thai food can arouse their appetite more especially those having Thai herbs as ingredients. The 6<sup>th</sup> respondent said that "for Tom Yum, I feel fresh of herb (galangal, kaffir lime, lime)" and same as the 15<sup>th</sup> respondent said that "smell good like garlic, chilies, lemongrass, kaffir lime leaves, basil". Moreover, the 4<sup>th</sup> respondent mentioned about some Thai food having unique smell such as Pad Thai and Green chicken curry. Overall they liked to eat Thai food though some dishes are found with strong smell such as Som Tam pla-ra, fish sauce, and oyster source. It can be seen that the names of Thai food come with unique smell which can arouse their appetite to eat Thai food.

Question No.3: How do you feel when you hear the name of Thai food for the first time?

Most of the international tourists agreed in the same direction that the names of Thai food are difficult to understand but when hearing them, they would like to eat Thai food. The 5<sup>th</sup> respondent gave the opinion that when hearing the names of Thai food, it means "Thinking about delicious food". The 6<sup>th</sup> respondent said that "When I hear the name of Thai food I have feel good and happy but every time I hear name of Thai food I want to taste it.". It shows that the name of Thai food have some kinds of identity which can arouse people to try Thai food.

Question No.4: Have you ever practiced speaking the name of Thai food in Thai? What are they?

Most of the international tourists practiced speaking the name of Thai food during their Thai food cooking class. Tom Yam Koong is the name of Thai food that the international tourists most likely practice speaking. The 10<sup>th</sup> respondent said "Phad Tahi! Tom Yum Koong! Kway Teow Phad See Eu? (Learn that during cooking class haha!)." Furthermore, there are the names of Thai food that the international tourists would like to practice so as to be able to order such as Nam Prik Ong, Kao Soy Gai, Por Pia Tod, and Tom Kha Kai. It shows that the names of Thai food contain some kinds of identity which lead international tourists to learn and speak for the next time.

#### *Question No.5: What do you think about the color of Thai food?*

Most of the international tourists agreed in the same direction that the colors of Thai food are from cooking and they make food look mouthwatering. The colors look like a signature of Thai food. The 8<sup>th</sup> respondent gave the opinion that "It is quite colorful and looks delicious." The 1<sup>st</sup> respondent said that "Balanced as long as they don't use artificial colors." And the 15<sup>th</sup> respondent said that "Red! It looks spicy on some of the dish". These opinions show that the colors imply a kind of Thai food identity when all ingredients and raw materials are gathered and created new colors that look beautiful and tempting.

## Question No.6: How do you feel when you first touch the raw materials for Thai food?

Most of the international tourists agreed in the same direction that raw materials of Thai food are somewhat different from those of in their countries in terms of size, color, and smell. The tourists liked to go to a fresh market in Chiang Mai province as many raw materials are available. The 16<sup>th</sup> respondent said that "different textures and many raw materials" and similar to the 10<sup>th</sup> respondent said that "Most of the ingredients are much smaller- like the garlic and chili!" The 7<sup>th</sup> respondent added more comment that "I feel to ensure the principle of handling food safely. I fell a little bit cautious about it." Based on the opinions of the international tourists, it can be seen that Thai foods embrace identity that enable tourists to attend to touching and observation in selecting raw materials for cooking.

### Question No.7: Do you remember what dishes you learned to cook?

Most of the international tourists agreed in the same direction that their favorite foods and would like to learn cooking were Tom Yam Goong, Pad Thai, Som Tum, and Tom Khar Gai. They could remember well the names of the food so that they will be able to order by themselves once they visit other Thai restaurants outside. In addition, the 11<sup>th</sup> respondent gave the information that "I have the pictures how it looked like finally in mind". It shows that the image of Thai food can significantly create recognition and perception to international tourists.

Question No.8: Could you tell me about this cooking experience in brief?

Most of the international tourists gave the opinions in the same direction that they had good experience from learning how to cook Thai food from a school and felt impressive with Thai teachers who taught them. They were happy and enjoyed working in a group for learning Thai cooking class in every step they could do by themselves. In the meantime, they could learn about raw materials and Thai herbs differently. The 7<sup>th</sup> respondent said that "when I cooked, I felt happy' cause I've learned a lot it was learning by doing." and similar to the 16<sup>th</sup> respondent said that "I was excited and it was amazing class. I leant more about Thai herbs as kaffir lime and lemon glass". It can be seen that international tourists not only like Thai foods, they also like to learn how to cook Thai foods which is considered a tourism activity aiming to learn Thai culture.

Question No.9: What is your most impressive thing or event about Thai cooking class?

The international tourists gave their opinions towards this point variously such as their impression about ingredients, way of cooking, Thai herbs, and friendship in class. Moreover, the 6<sup>th</sup> respondent expressed the impression that "It was very detailed and precise instructions." It is the impression about the obtained knowledge from participating in the activity and the instructor's attentiveness. The 10<sup>th</sup> respondent expressed the impression from participating in the activity that "Even though I'm not experienced in cooking, it was easy enough for me to follow and the food turned out great". Based on various opinions, it can be noticed that the international tourists have different perception from the same activity but everybody has positive experience back home. Especially in the 15<sup>th</sup> respondent said that "Thai cooking class is very unique".

Question No.10: How do you value Thai cooking class experience? How this experience affects your life?

The international tourists expressed their opinions towards the value of Thai cooking class experience in the same direction; for example, when they learned about Thai herbs, they changed their thought about unfavorable smell since they are natural

and have health benefits, or when they learned how to cook Thai food, it allowed them to be close to Thai people, similar to the answer from the 5th respondent "Cooking Thai food is very delicate and very tasty, also Thai people are very nice, kind and warm-hearted." In addition, the 7th respondent expressed the opinion about participating in the activity that it was such a valuable experience "I count my carefulness as one of my skills. My knowledge in cooking was applied in my daily life." This is similar to the answer from the 12th respondent "I think every national food have their own value, I have some Thai cooking technique to cook my food". It can be seen that values from the experience of participating in the cooking activity results in the tourists' lives better in different ways.

Question No.11: Do you agree that "everybody can attend a cooking class anytime they want?" Why?

The international tourists agreed in the same direction that the cooking class is a good activity that everybody can attend because food is something close to everybody. It is a joyful and knowledgeable activity. The 12<sup>th</sup> respondent express that "Yes, I do because you learn how to cook and can use it in your daily life". And the 8<sup>th</sup> respondent said that "Yes, because it will help to improve their cooking skills and enhance their knowledge about Thai food." However, there were only 2 respondents who expressed their thought that participation in Thai cooking class was an activity that required special skills and interest which may not be an activity for everybody as "No, some people are not interested in cooking or do not have any skills or motivation." It can be noticeable that Thai cooking class is an activity for those who like cooking and would like to learn more about Thai food.

Question No.12: How do you feel about learning Thai cooking in Thailand which is the origin of the food?

The international tourists expressed their opinion in the same direction that it was such a good experience to learn how to cook Thai food in Thailand with Thai people according to the 10<sup>th</sup> respondent "Of course, it'll be great to learn from the Thais in Thailand!." Additionally, international tourists gave importance to authentic recipes that used to cook in Thailand as well as can be seen from the 5<sup>th</sup> respondent "I

feel that I get exactly procedure of cooking Thai food and get origin recipe." And this is similar to answer from the 14<sup>th</sup> respondent "Excited to eat authentic food". With regards to tourists' opinions, it can be noticeable that learning how to cook Thai food is a very good experience to learn in Thailand with Thai people who are the owner of the recipes.

Question No.13: Do you think activities in Thai cooking classes are close to your daily life or social norms? Why?

Based on the international tourists' answers, the opinions are repetitious in 2 ways. The first opinion is that learning Thai food cooking is greatly different from their daily lives. In fact, they most likely do not have time for cooking their own food. They regularly eat at a restaurant. Sometimes, learning how to cook depends on personal profile as can be seen from the opinion of the 11<sup>th</sup> respondent "Cooking classes will be attended mostly by women only; for men it's not common (but for me I'd like to improve my practice and I think also for men it'd be of interest.)". The second opinion is cooking activity is close to their daily lives with regards to preference of cooking by themselves at home. Participation of Thai cooking activity can be applied to other international food as seen in the opinion of the 8<sup>th</sup> respondent "I think this activity is close to my social norms because I adapted myself eating Thai food." However, the 14<sup>th</sup> respondent said that "No, because it is very hard to find ingredients in my country". It shows that cooking activity is different from tourists' daily life or social norms which depend on personal profile.

### Question No.14: How do Thai cooking classes different from other tourist activities?

The international tourists expressed their opinion in the same direction that Thai food cooking activity was not tourisms but represented Thai culture learning through cooking as seen from the opinion of the 6<sup>th</sup> respondent "It represents culture and tradition". Meanwhile, cooking activity can help international tourists to learn about behavior of Thai people closely. In addition, the opinion from the 5<sup>th</sup> respondent showed that cooking activity was different from other activities as tourists had to put their intention and attentiveness in this participation "If you have passion about cooking so you can join class. Other tourist activities, some of activities are

sightseeing, you just visit, look around, take a picture and go. But cooking class you must concentrate." This is similar to the answer from the 15<sup>th</sup> respondent "It is different in a way that Thai cooking class is allowed tourist to experience Thai eating culture. However other tourist activity is mainly sightseeing". Based on opinion of the international tourists, cooking activity is different from other tourism activities as other than learning different Thai cultures, tourists have to be really interested in joining the activity.

Question No.15: If you have an opportunity to revisit Thailand, would you attend Thai cooking class again?

Most of the international tourists agreed in the same direction that they would like to attend Thai cooking class again definitely as seen from the opinion of the 10<sup>th</sup> respondent "Of course, I've already attended twice during the past 2 trips and will be going for another when I'm there again." It shows that cooking class activity in Thailand is an activity that international tourists can commonly attend. Participation in the activity may be different in terms of what kind of food to cook as seen from the opinion of the 6<sup>th</sup> respondent "Absolutely. But I would try other Thai dish to learn." And similar to the 13<sup>th</sup> respondent "Yes, I love to learn and continue learning Thai cooking class". It shows that learning how to cook Thai food is a major activity that the tourists would like to join when travelling to Chiang Mai province in Thailand.

However, from the opinion of the 7<sup>th</sup> respondent "I've got experienced already in cooking, maybe I would try some other Thai culture" It shows that not only Thai cooking class activity but tourists interest other Thai culture activity.

# 4.8 Summary of the chapter four

Based on the qualitative research data obtained from interviewing international tourists, the primary data analysis results revealed that the obtained data are consistent with statistical data derived from the quantitative research which the researcher shall summarize the data in the next chapter 5 accordingly.

#### **CHAPTER 5**

#### **DISCUSSION AND CONCLUSION**

# 5.1 Introduction

The objective of this research is to examine "Food Activity Uniqueness for Creative Tourism Development: A case study Chiang Mai, Thailand" Based on a literature review, previous study and Exploratory Factor Analysis, a conceptual model was developed and presented in Section 4.2. The model was designed to test the key aspects that underpin the relationship of Innovative and Creative Activity, Create a Positive Distinctive Activity, and Five Sense Body, with tourists' perception of creative tourism activities.

The purposes of this chapter are to consider the research findings and to present the conclusions from the data collected, analyzed and presented in chapter four and the literature review in chapter two. The research findings are organized and considered along with the four research questions and related research hypotheses. The first research question is discussed in Section 5.2 Quantitative Analysis of the study Section 5.3 Qualitative Analysis of the study 5.4 summaries the crucial components of the revised conceptual model of the relationship between Innovative and Creative Activity, Create a Positive Distinctive Activity, and Five Sense Body, with tourists' perception of creative tourism activities framework.

In drawing out the research contributions the theoretical and managerial implications of the results in terms of creative tourism uniqueness activity are presented in Section 5.5 The process of developing food activity model for creative tourism and 5.6. Practical Implication for Food Activity Uniqueness Model for Creative Tourism Development 5.7 Contribution to the Business and the Government The following section 5.8 presents the limitations in Section 5.9 and Section 5.10 outlines future research directions, while the final section presents the thesis conclusions. The structure of chapter five is presented in Figure 5.1.

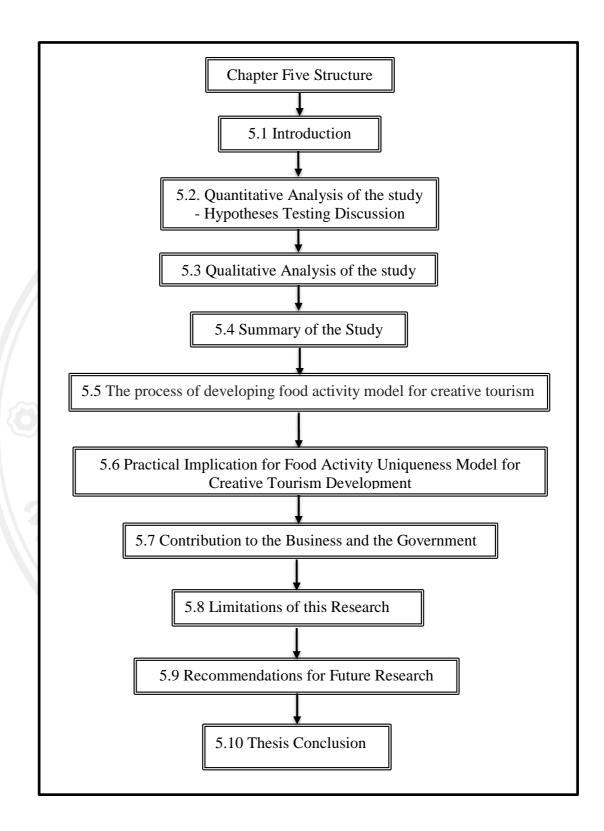


Figure 5.1 Content Structure of Chapter 5

**Source**: Developed by researcher

## 5.2 Quantitative Analysis of the Study

This section considers and discusses research objective and the respective hypotheses. The aim of this research is to examine "Food Activity Uniqueness for Creative Tourism Development: A case study Chiang Mai, Thailand". The main objective of this study is to seek answers to the questions proposed in chapter one as follows:

To study the relationship between the components of food activity uniqueness and tourists' perception of creative tourism activities.

- H1: Create grate life time experience is related to tourists' perception of creative tourism activities.
- *H2*: Create grate value is related to tourists' perception of creative tourism activities.
- H3: Adjustable for all targets is related to tourists' perception of creative tourism activities.
- H4: Authenticity is related to tourists' perception of creative tourism activities.
- H5: Leave Society and Norms is related to tourists' perception of creative tourism activities.
- *H6*: Vision, Hearing, Smell, Taste and Touch is related to tourists' perception of creative tourism activities.

The research method began by investigating relevant literature on Uniqueness Theory (creative choice counter-conformity, unpopular choice counter-conformity, and avoidance similarity). In justifying this research, the literature review highlighted the lack of uniqueness for tourism research, specifically in terms of creative tourism or creative activity, it comes to understanding foreign tourists on unique activity perception.

In terms of relevant studies, the research was underpinned significantly by the work of Tian et al. (2001) which was used as a basis to develop the proposed framework of uniqueness applicable to creative tourism.

The study design aimed to examine each of key components of creative choice counter-conformity, unpopular choice counter-conformity, and avoidance similarity linked to foreign tourists on unique activity perception. In addition, the researcher examined the components for Activity Uniqueness for Creative Tourism development by using Exploratory Factor Analysis (EFA) that leads to the research gained new components to study the relationship between unique activity with three main components (Innovative and Creative Activity, Create a Positive Distinctive, and Five Sense Body) and foreign tourists on unique activity perception. Moreover, the relationship between Innovative and Creative Activity and foreign tourists on unique activity perception is examined by focusing on creating great life time experience and creating great value for all targets. The relationship between Create a Positive Distinctive and foreign tourists on unique activity perception is examined by focusing on Leave society and norms and authenticity. Lastly, the relationship between Five Sense Body and foreign tourists on unique activity perception focused on Vision, Hearing, Smell, Taste, and Touch. The results of each research objective is presented as follows.

#### 5.2.1 Exploratory Factor Analysis Discussion

To explore the components for Activity Uniqueness for Creative Tourism in Thai cookery school context, the first research question asked: what are the components for Activity Uniqueness for Creative Tourism development by using Exploratory Factor Analysis (EFA)? Statistical analyses were performed using Exploratory Factor Analysis (EFA) as one of the main data analysis method. The findings demonstrate as follows:

All 31 variables were linked to items about uniqueness that was based on the study of Tian et al. (2001) where uniqueness of products could stimulus each person's perception. As above, this research applied this into marketing aiming for customers' needs on uniqueness recognition and design products according to their needs.

Generally, Uniqueness Theory applied in marketing field was divided into 3 categories: creative choice counter-conformity, unpopular choice counter-conformity, and avoidance similarity (explained in Chapter 2) that were in reference to 31 items to evaluate recognition of foreign tourists toward Thai food uniqueness. Four hundred

questionnaires were designed. Exploratory Factor Analysis (EFA) was used to identify eight main components. Additionally, all analysis results consisted of 6 components. The component 1 consisted of 9 variables focusing on "Value and Experience" of the activities engaged by foreign tourists according to Uniqueness Theory. The components in "Avoidance Similarity" previously studied by Murphy et al. (2000) about the concept of "Perceived Value" focusing on tourists' opinion.

Moreover, the study of Morrison (1989) and Stevens (1992) emphasized on activity participation as a good outcome from tourism. Similarly, Lo and Lee (2011) reported activity participation allowing appreciation about life changes and development as their new lifestyle learning experience.

Nevertheless, the result from EFA in the component 2 emphasized on "Linkage between tourists and activity" related to Uniqueness Theory or Consumers' need for uniqueness (CNFU). Similarly, Ruvio (2008) studied about consumers selecting the most unique products that may affect the society or may not be well-received by the norm. Designing products should be related to the social needs related to the study of Zhou and Nakamoto (2007) mainly focusing on the needs of consumer and reporting that products could be partially added with some special features and uniqueness making them newer and suitable for needs.

Besides, the result of EFA in the component 3 and the component 6 consisted of the similar variable called as Always Dissimilarity and Leave Society and Norm, respectively, related to Unpopular Choice Counter Conformity in Uniqueness Theory. Also, both Always Dissimilarity and Leave Society and Norms were in accordance with the theory of Burns and Warren (1995) and Clark and Goldsmith (2005) defining these as each unique individual personality from a group, the society, or acquaintances without a concern about a code or a regulation of the society. Additionally, the study of Ziller (1964), Gross (1977) and Heckert (1989) reported choosing products or any brand names might risk social dismay because being different isolated owners from others; on the other hand, a product owner might value those. This might be an exception if an owner of products were to firstly create this difference.

The result of EFA in the components 4 was named as "Authenticity" meaning true and unbiased feedbacks from tourists that was considered as uniqueness features

in tourism. According to Parasuraman and Grewal (2000), the quality of tourism feedbacks consisted of 4 features: acquisition in activity participation of local people, transaction among people reducing a gap in the areas, in-use requiring tourists' participation in activities or trivial tasks, and redemption resulted from learning with activity owners in local areas.

The result of EFA in the component 5 called "Unusual Activity" was linked to the component Creative Choice Counter-conformity in Uniqueness Theory. Similarly, Burns and Warren (1995) and Clark & Goldsmith (2005) suggested people in the society selected what brought about their own identity. According to Kron (1983) and McAlister and Pessemier (1982), consumers chose original, new, and unique items having no similarity with others or that most people did not choose. As a result, it caused newer products designed differently in accordance with the study of Kron (1983) about the essential requirement for fashion magazines to find their own uniqueness for their consumers as regular basis.

## 5.2.2 Hypotheses Testing (H1, H2, and H3)

To investigate the relationship between Innovative and Creative Activity and foreign tourists on unique activity perception in uniqueness activity context, the second research question asked: What is the relationship of unique activities between Innovative and Creative Activity and tourists' perception of creative tourism activities? Three hypotheses were developed. Statistical analyses were performed using multiple regression method as one of the main data analysis methods. The findings demonstrate that Innovative and Creative Activity in this study belong together; Create great life time experience, Create great value, and for all targets. This is supported by Jamal, et al. (2011), exploring factors experienced by tourists consisting of Emotional Value, Experiential value (host-guest interaction), Experiential value (activity, culture and knowledge), Functional value (establishment) and Functional value (price). Similarly, Sheth et al. (1991) studied factors experienced by tourists including social, emotional, functional, epistemic, and conditional respond.

Furthermore, the study's findings also support the relationship of 3 hypotheses as shown in Table.5.1. The analytic results supported H1, H2, and, H3, that is Create great life time experience, Create great value, and for all targets are related tourists'

perception of creative tourism activities. Variables in For all target were consistent to the concept and theories of Consumers' need for uniqueness (CNFU) that focus on general information, marital status, and role of consumers affecting the opinions towards product leadership, distinctiveness, and innovativeness (Goldsmith and Clark, 2008, Goldsmith, Clark, & Goldsmith, 2006; Lo, 2014; Workman & Kidd, 2000). This also is consistent to the study of Ruvio, Shoham, and Brencic (2008) examining that the important thing is target marketing that is suitable for product or activity uniqueness.

Besides, activities focusing on Target Market had to consider tourists' participation by two important variables: Create Great Life Time Experience and Create Great Value from Thai culinary classes linked to the creative tourism experience. Similar to Tan, et al. (2012); Godbey (2008); Richards (2002); Richards (2001), the concept of creative tourism was to create exotic experience adding value to tourists; additionally, tourism location selection could build newer and various activity-oriented experiences for tourists different from traditional tourism experience.

Table 5.1 Results of Innovative and Creative activity Hypotheses Testing

Hypothesis No.	Hypothesis	Results
HI	Create great life time experience and tourists'	Supported
	perception of creative tourism activities are	
	positively related.	
Н2	Create great value and tourists' perception of	Supported
	creative tourism activities are positively related.	
НЗ	For all targets and tourists' perception of	Supported
	creative tourism activities are positively related.	

### 5.2.3 Hypotheses Testing (H4 and H5)

To investigate the relationship between Create a Positive Distinctive and foreign tourists on unique activity perception in uniqueness activity context, the third research question asked: and foreign tourists on unique activity perception in uniqueness activity context the third research question ask: What is the relationship of unique activities between Create a Positive Distinctive Activity and tourists'

perception of creative tourism activities? Two hypotheses were developed. Statistical analyses were performed using standard multiple regression method as the main data analysis method. The findings demonstrate that Create a Positive Distinctive in this study belong together; which are Authenticity and Leave society and norms. This is supported by Kron, 1983; Burns and Warren, 1995; Clark and Goldsmith, 2005. Linking their own uniqueness with item selection showed intentional purposes to express their own visibly different identities from the society or their acquaintances, for example, buying original, new, and unique item setting themselves different from others. Hence, they chose items that anyone in the society did not use, items with uniqueness as recommended by specialists to express their needs to be different in regardless of the social codes or the regulation. Accordingly, tourists considerately choosing activities to participate were led by Authenticity and Leave Society and Norms.

Furthermore, the findings also support the relationship of two hypotheses as shown in Table.5.2. The results of the analysis support both H4 and H5 that were Authenticity and Leave society and norms related to tourists' perception of creative tourism activities. Authenticity was related to Miremadi, et al. (2011); Lo (2014); Bian & Forsythe (2012). Talking about activity-wise, it should not be duplicated and focus on rare object search and selecting place to do something ) Tian and Bearden, 2001). For Authenticity, it was related to the concept of Creative Tourism allowing tourists to participate in Authentic Experience and learn through participation with local people directly called as Hands on Experience (Trendnovation Southest, 2009).

Besides, Leave Society and Norms was related to Uniqueness Theory directly affecting individuals to increase self-image and social image. According to Tian and Bearden (2002), any individuals on search for what they like might not be suitable with others or in the society. Snyder and Fromkin (1980) similarly stated that Uniqueness could express individual identity – emotion, knowledge, and behavior obviously perceived by others. It means that some tourists might chose unique activities - unusually daily activities or that was not normally practiced in the society but only focused how they chose visibly different ones from others.

**Table 5.2** Results of Create a positive distinctive activity Hypotheses Testing

Hypothesis No.	Hypothesis	Results
H4	Authenticity and tourists' perception of creative	Supported
	tourism activities are positively related.	
Н5	Leave society and norms and tourists'	Supported
	perception of creative tourism activities are	
	positively related.	

# 5.2.4 Hypotheses Testing (H6)

To investigate the relationship between Five Sense Body and foreign tourists on unique activity perception in uniqueness activity context, the fourth research question asked: and foreign tourists on unique activity perception in uniqueness activity context the third research question ask: the relationship of unique activities between Five Sense Body and tourists' perception of creative tourism activities? One hypothesis was developed. Statistical analyses were performed using standard multiple regression method as the main data analysis method. The findings demonstrate that Five Sense body in this study belongs together; which are Vision, Hearing, Smell, Taste, and Touch. This is supported by Knight & Kim, 2007, examining that behavior on product selection was related to each personal perception in accordance with Bian & Forsythe, (2012); Kumar et al. (2009) suggesting CNFU to find relation between attitudes and consumers' perception of buying intention. Accordingly, this research selected activities had uniqueness of foreign tourists that should take tourists' perception into consideration as well. According to A Model of Creative Experience by Tan, et al. (2012), Creative Tourism brought about new and unique sensation to tourists to participate in designated challenging activities and sold souvenirs; however, it was difficult to design one because some activities was intangible requiring feeling to engage, called as Expressive-Form Activities.

Furthermore, the research's result also supported the relationship of 1 Hypothesis as in Table.5.3. The analysis supported all 5 sense organs - seeing, hearing, smelling, tasting, and touching related to Kim and Fesenmaier (2015) and Rajesh (2013) that explained touring through 5 senses affected the viewpoint of certain places differently by

their interpretation based on their senses until they were satisfied with those. Generally, if tourists were to perceive those tourism spots positively, they could build up loyalty toward those.

**Table 5.3** Results of Five Sense Body Hypotheses Testing

Hypothesis No.	Hypothesis	Results
Н6	Vision, Hearing, Smell, Taste, and Touch	Supported
	(Five senses body) and tourists' perception of	
	creative tourism activities are positively related.	

Moreover, from the result of Multiple Regression can explain in each hypothesis. Firstly, the hypothesis testing from H1, H2, and H3 (Variables: Create great life time experience, Create great value, For all targets) found that tourists' perception is expectation to participate in a unique cultural experience and join activity that never done before. As well as, food activity provides for various type of tourists. This leads to cookery school can create more culture experience for tourists such as Thai culture table manner, knowledge of Thai local wisdom, and present locals' lifestyle.

Secondly, the hypothesis testing from H4 and H5 (Variables: Authenticity Leave society and norms) found that tourists' perception expects to know Thai Authentic, not only Thai food, locals and locals resources but also Thai language. This leads to cookery school must organize by all Thai locals and use raw ingredients and use material with all Thai local resources, such as using homegrown vegetable, presenting Thai herb, and teaching name of Thai food.

Lastly, the hypothesis testing from H6 (Variables: Five Senses Body) found that tourists were very excited to use five senses of body throughout the class. This leads to cookery school can create food activity to use more five senses of body. For example, Thai teacher try to use more Thai language in the class, tourists may want to smell, taste, and touch raw ingredients before cooking especially in Thai herbs.

Moreover, this discussion can be developed to design food activity uniqueness model for creative tourism in the next topic.

## 5.3 Qualitative analysis of the study

This section considers and discusses objective 2 of this study. The aim of this research is to examine "Food Activity Uniqueness for Creative Tourism Development: A case study Chiang Mai, Thailand". The main objective of this study is to seek answers to the questions proposed in chapter one as 'To study the opinions of foreign tourists on unique activity perception'.

To study the opinions of foreign tourists on unique activity perception divided by 3 aspects: Innovative and Creative Activity, Create a Positive Distinctive Activity, and Five Sense Body.

1) Innovative and Creative Activity was related to tourists' opinions coordinately including new experience from learning Thai original cuisine with Thai teachers who could share Thai culinary very well under Thai atmosphere. In the aspect of value, tourists opinionated about how they liked Thai ingredients and Thai herbs that were unknown to them. In class, they communicate with friendly and knowledgeable Thai teacher who could advise about buying similar staff in tourists' home counties and application in the future. For all targets, tourists voiced this activity allowed everyone to gather together or suitable for family tourism.

This was consistent to the statistical results showing that the tourists could experience directly from participating in Thai unique activities considered as their most life-time unforgettable experience.

2) For Create a Positive Distinctive Activity, the tourists opinionated in the same direction based on Authenticity variable that they were very pleased by attending Thai culinary as they could see the unique originality of the recipes, ingredients, and herbs. Similarly, it correlated with the statistical result as Thai ingredient and herbs were reminiscence of Authenticity of Thai food. For another variable Leave Society and Norms, tourists opinionated that attending Thai culinary was different from daily meal because they rarely cooked their meal. Some tourists, however, stated that they liked having their home-cooked meal. Only some differences from eating at home were ingredients and outer places.

This was consistent to the statistical results showing that the tourists were very willing to join those activities they had not done before – or even unknown places or

some speaking different language willingly. They enjoyed participating in the activities because value and experience could be earned from other national local wisdom.

3) In the aspect of Five Sense Body, the tourists' opinion coordinately revealed they like Thai food so much especially spicy and aroma from food that was different from other places. Tom Yum Kung was their most favorite dish. Pronunciation class was conducted to teach them how to send order in various restaurants. Besides that, they opinionated that the color of Thai food appetized them greatly. Also, some herb for cooking was unlikely dull but looked and tasted so delicious when cooked, for example, galangal in chicken spicy soup.

From this information, the tourists' opinions accorded with the statistical information about Five Sense Organ significant for all tourists' perception during activity participation.

## 5.4 Summary of the Study

In this study, a number of important findings was explored. The first one is a conceptual implementation of the activity uniqueness between Innovative and Creative Activity, Create a Positive Distinctive Activity, Five Sense Body in relation to tourists' perception of creative tourism activities. A modified conceptual framework model of Activity Uniqueness Development For Creative Tourism in these terms is presented in Figure 5.2.

A tourists' evaluation of Activity Uniqueness Development For Creative Tourism in relation to tourists' perception of creative tourism activities is constructed for three models. The first model involves Innovative and Creative Activity Body in relation to tourists' perception of creative tourism activities, and comprises three main components, including Create grate life time experience, Create great value, and For all targets. The second model involves the relationship between Create a Positive Distinctive Activity and tourists' perception of creative tourism activities, comprising of two key components, including Authenticity and Leave society and norms. The last model is the relationship between Five senses body and tourists' perception of creative tourism activities comprising of one main component: Vision, Hearing,

Smell, Taste, and Touch. According to the findings, it is obvious that for the food activity in Thai cookery school, Create grate life time experience is the most crucial component related to related to tourists' perception of creative tourism activities.

Additionally, the result had relationship with the concept or Uniqueness Theory. For marketing aspect, Goldsmith & Clark (2008) stated the CNFU relationship between consumers' interests and producers' opinions required them to seek newer sensation into their products and more outstanding technology. Also, the study of Tian, Bearden, and Hunter (2001) focused on consumers' choices of unique products setting them differently from others or the society. Nevertheless, Uniqueness Theory was applied in the aspect of Activity Uniqueness Development for Creative Tourism finding that the tourists or the consumers emphasized on buying exclusive products or participating in exceptional activities full of uniqueness when those involved in the experience and value in their lives. Some might not be relevant in their daily lives but the tourists or the consumers were willing to choose those products and activities for their exclusive or specific area.

In the next section, the information in regard to the analysis of the concept and all theories studied in Thai culinary activity can be studied for Unique Activity for Creative Tourism as follows.

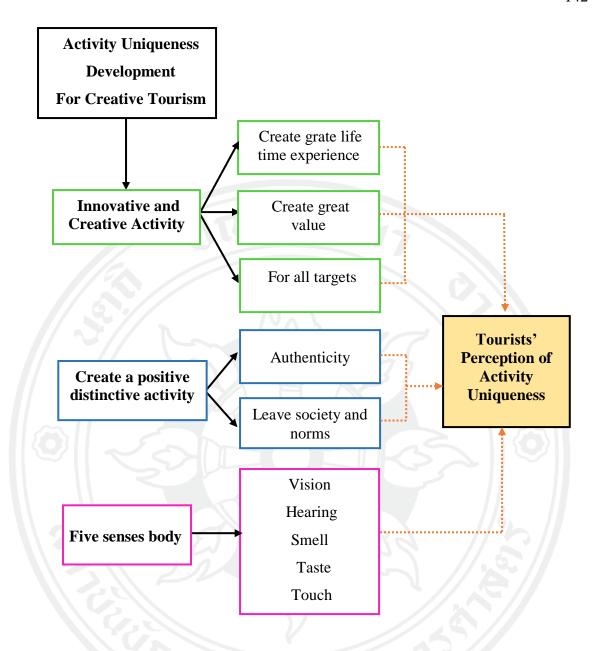


Figure 5.2 The Conceptual Model from EFA Testing

**Source:** Developed by researcher

# 5.5 The process of developing food activity model for creative tourism

The results of this study, they are mainly from EFA, Multiple Regression, and Interviewed data analysis to indicate Food Activity Uniqueness Model for Creative Tourism Development. However, it is based on Uniqueness Theory combined with Creative Tourism Concept with Food Activity in order to increase Destination Image.

The importance is the relationship between Destination, Tourist, and Creative and Innovative Activity.

From the theory review, the concepts and the theories studied in Needs for Uniqueness (NFU) or Consumers' need for uniqueness (CNFU) showed the level of uniqueness of those starting from searching for something suitable for any individuals but inappropriate for other or in the society. Because of this, showing different uniqueness was aimed to be different or intentional act of setting them apart from others. Uniqueness was widely applied in the marketing filed to develop or create products based on consumers' needs (Tian & Bearden, 2002). Lynn and Harris (1997) developed the concept of being different to build up products' uniqueness, called as the desire for unique consumer products (DUCP). It was fundamentally conceptualized by marketer to study related factors, consumers' experience, and product and service information to create products and service enhanced by uniqueness (Keng et al., 2014).

As presented in Figure 5.3, The mind-mapping was developed under the topic "Food Activity Uniqueness Model for Creative Tourism Development." Doing so, the marketing was found to be significant in tourism activity development that tourists chose according to their needs the relationship between Destination, Tourist, and Creative and Innovative Activity.

As the result from Exploratory Factor Analysis (EFA), the most important things to concern tourists' perception activity must consist of 2 variables: Great lifetime Experience and Value Perception. It is the first component result from EFA. Additionally, both Great lifetime Experience and Value Perception considered as the tourists' important decision in activity participation because those two remained throughout their life-time. This is also linked to the concept of Creative Tourism that is organizing activities with the emphasis on learning from direct experience of a culture and lifestyle related to the community by recognizing the uniqueness of the area.

Moreover, Creative and Innovative Activity consisted of 2 variables: Leave Society and Norm and Emotional Five Senses. This is a result from interviewed data analysis. Specifically, the culinary activity the tourists chose to be enhance with tourism uniqueness was at Chiang Mai where they could be immersed in Thai culture

through learning how to cook. This activity was different from their daily life or society because some of them rarely cooked at home or could not cook. Once they arrived in Thailand, they decided to try cooking Thai food. The activities had be full of uniqueness in those tourist places – unlike others.

Furthermore, the result of tourists' interview and regression analysis present that most tourists perceive activity uniqueness by participating and using five senses of body. Emotional Sense consisted of Five Sense: Hearing, Smell, Taste, Touch, and Seeing were responsible for the tourists' perception of those surrounding them from five sense organs. It required the tourists to directly perceive new experiences causing them to learn and interpret; as a result, they could recognize the features of those places (Kim & Fesenmaier, 2015; Rajesh, 2013).

Additionally, Destination is one of the most important component. Destination is refer to Authentic place or original place of activity. This part is from the result of tourists' interview that most tourists feel very impress to participate with local people and everything is from the local resources. For example, Chiang Mai had fresh food markets attracting the foreign tourists to come and see the true lifestyle of local people.

As it can be seen, the relationship between Destination, Creative and Innovative Activity, and Tourists could be re-designed for original cultural invention before regenerating their value. As Salman (2010) stated that the tourists could be easily accessed to the culinary activity as it was authentic experience. They comprehended and felt attached to local culture as they participated in the activity (Trendnovation Southest, 2009). The culinary activity accorded with the concept of Creative Tourism because it not only focused on cultural learning but also tourists' activity participation in the tourism locations by utilizing resources in the places. However, those resources might hold their uniqueness of the certain places, for example, atmosphere of interesting places or recreational and relaxing spots (Richards & Marques, 2012).

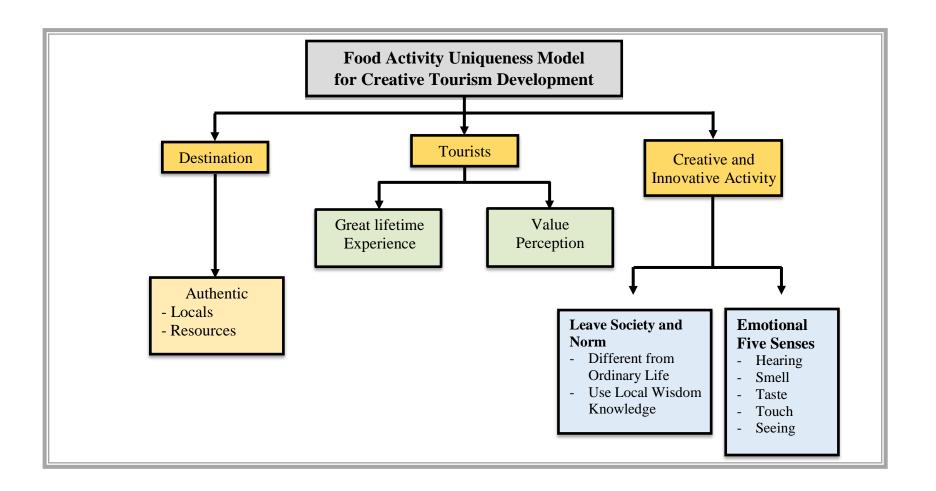


Figure 5.3 Food Activity Uniqueness Model for Creative Tourism Development

**Source:** Developed by researcher

# 5.6 Practical Implication for Food Activity Uniqueness Model for Creative Tourism Development

The results of this study indicated that Food Activity Uniqueness Model for Creative Tourism Development could be directly applied to cooking schools in Chiang Mai as well as cooking schools in other attractions to create greater uniqueness of existing cooking activities. The importance is to create the relationship between Destination, Creative and Innovative Activity and Tourist. The cooking school needs to know the target market to build activities with creativity and innovation, meanwhile originality and locality shall be remained, such as purchase of ingredients in fresh market or Kad Thanin, a local market in Chiang Mai. This activity provides fun and preference to foreign tourists.

Applying Tourist component in the aspect of Tourists' need. There are 2 important things; Great Lifetime Experience and Value Perception. Great Lifetime Experience is learning by doing and requires tourists' participate activity and education of homegrown ingredients and raw materials for cooking Thai foods in order to build memorable experience. Value Perception component focuses on learning Thai local culture through participate activity.

Applying Destination in the aspect of Authentic must include the participation in activities of cooking schools owned, managed, and taught by Thais. Instruction is conducted by Thai teachers and school hires Thai staff to serve the service. Especially in term of local resources, learning local raw materials or ingredients for cooking local foods.

Finally, cookery schools must concern about how to create activity uniqueness. Applying Creative and Innovative Activity in the aspect of Leave society and norm and Emotional Five Senses. Emotional Sense must include five senses: Hearing, Smell, Taste, Touch, and Seeing. Tourists are familiar with naming foods and ingredients in Thai language, smelling ingredients before actual cooking, tasting foods during learning, touching ingredients, especially, Thai herbs and seeing colorful ingredients during cooking. Leave society and norm includes learning in unfamiliar places and joining difference activity from tourists' ordinary life. For example, tourists participate food activity in Thai home as cooking school. Thai language is

used when doing activity. Foreign tourists can learn and gain knowledge Thai local wisdom.

### 5.7 Contributions to the Business and the Government

In the aspect of culinary school management, Food Activity Uniqueness Model for Creative Tourism can be applied in a specific target group of the schools. Activities should be created and designed suitably for the tourists. It should have some challenging tasks to allow the tourists experiencing through 5 senses directly, for example, culinary activity with a souvenir at the end.

In addition, based on Food Activity Uniqueness Model for Creative Tourism, the authenticity in the activity can be created with Thais in all steps. This implied that this business can enhance local people's participation in activity in all aspects. For example, some cooking school chooses red mini bus driven by Chiang Mai drivers; foreigners have an opportunity to shop in fresh market such as Kad Luang or Kad Thanin; learning from Thai teachers. As these results, income from foreign tourists participating in food activity can positively affect local economy in both direct and indirect ways.

For governmental organization, the Tourism Authority of Thailand is the agency responsible for creating a tourism image. Creative Tourism: A Food Activity Uniqueness Model can be applied in Creative Tourism activities so that foreign tourists can learn, understand, and realize Thai culture and way of life in more tangible manner. When tourists learn and understand Thai cultural uniqueness, their perception on Thai tourism image will be positive. In addition, food activities can be extended by the Tourism Authority of Thailand towards Gastronomic Tourism, one of cultural tourism models in food activity in Thailand.

Food Activity Uniqueness Model for Creative Tourism Development can be applied by Ministry of Tourism and Sports to develop creative tourism activities towards sustain tourism. For example, standard should be established for cooking schools in Chiang Mai, granting awards for cooking school entrepreneurs or promotion of the collaboration between cooking school entrepreneurs and government and so on.

In addition, government agencies should collaborate one another and apply Food Activity Uniqueness Model for Creative Tourism to the development, promotion, and extension of creative tourism for Thai outstanding activities such as Thai Massage, Muay Thai, and activities about lifestyle or participating in traditional Thai festivals in order to enhance positive tourism image with other tourism models.

For the contributions, tourists' participation in Thai cooking classes does not only provide exotic experiences and knowledge but also an opportunity to getting intimateness with Thais, having conservation with Thais, learning Thai way of life through food activity. Tourists can communicate, exchange knowledge, and touch Thai authentic culture throughout the session of involved activities.

### 5.8 Limitations of this Research

There are numerous challenges for this study which have, in turn, limited the ability to generalize from its research findings.

It occurred during data collection where culinary schools were asked to hand questionnaires to the tourists based on their consideration of the situation. However, there were 2 major limitations – time and language. Many Chinese tourists came but could not complete the questionnaire because they were not good at English while European tourists had hectic trip schedule, so they had to go somewhere right after Thai culinary class.

### **5.9** Recommendations for Future Research

From this research, firstly, the information of the foreign tourists were only focused to know their perception toward uniqueness of Thai culinary school considered as demand side. Hence, supply side or Thai culinary schools should significantly administer themselves to find path attracting more and more tourists to join while maintaining uniqueness of Thai food and lifestyle of local Chiang Mai. In order to improved research's content in the future, it required information from both demand side and supply side.

Secondly, all results were used to design Food Activity Uniqueness Model for Creative Tourism exclusively for Thai culinary activity. Nevertheless, this model can be applied in other future research focusing other creative tourism activities such as Muay Thai, Thai handicraft, traditional music or dance, and other types of tourism focusing on lifestyle learning. The integration between uniqueness and creative tourism can attract foreign tourists to be interested in other Thai cultures.

Thirdly, the questionnaires did not specify types of tourists. The schools were purposively sampled when conducting data collection that may affect data obtained from the diversity of tourists. It is suggested that tourists and schools should be selected based on purposive sampling when conducting during this stage in order to obtain data based on the purposively sampled tourists who truly wished to join creative tourism activities. Thus, it can be applied for more effective marketing strategy.

### **5.10 Thesis Conclusions**

This study aimed to address the gap in the literature on Activity Uniqueness Development For Creative Tourism in a Thai cookery school context by focusing on the components for Activity Uniqueness for Creative Tourism development and the relationship of three key aspects, namely Innovative and Creative Activity, Create a Positive Distinctive Activity, and Five Sense Body. This chapter discusses the research findings, the conclusions and three contributions to the relevant theories and to the business and the government. The findings of this thesis could be used to create the understanding about Activity Uniqueness for Creative Tourism especially in Thai cookery school. Through its findings, the three important key aspects including Innovative and Creative Activity, Destination and Tourist were related to tourists' perception of creative tourism activities.

The last contribution for the study shows the Framework of "Food Activity Uniqueness Model for Creative Tourism Development" presented in Figure 5.3 by emphasizing on four key aspects; Innovative and Creative Activity (Leave society and norm and Emotional Five Sense), Destination (Authentic) and Tourist (Great lifetime Experience and Value Perception)

In conclusion, the research findings have contributed to knowledge of uniqueness activity in the context of a Thai cookery school. Additionally, the research topic derives from previous understanding of creative tourism, such as creative activity and uniqueness. The contribution of doing this research project has updated the current trend of Creative Tourism in Thailand, participation between tourists, activity, and uniqueness.

Moreover, the process of undertaking this Ph.D. research has added enormous benefits to my own learning. I personally found that the research project is crucial for the tourism industry; for instance the results can provide a great guideline of activity uniqueness development, especially in Thai cookery school. Finally, I have now gained knowledge and skills in the tourism industry not only in practical way, but in academic experience from undertaking a Ph.D. project.



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## **APPENDIX**



# APPENDIX A

Research instrument from previous uniqueness study to develop Questionnaire

## Research instrument from previous uniqueness study to develop Questionnaire

Creati	Creative - Choice counter conformity							
Keywords	Keywords  Attributes of this study							
Unusual product, look for one	Seeking Special	<b>Unusual Activity</b>						
of the kind products, can't be	- Unusual Activity	1. I am very excited when I						
duplicate (Tian, Bearden, and	<ul><li>Original Activity</li><li>Rare Activity</li></ul>	participate in an activity that I have						
Hunter, 2001; Goldsmith and	- Rare Activity	never done before, such as being an						
Clark, 2008)	1	agriculturist, fisherman, or farmer.						
	. (	2. The activity that makes me						
cannot be duplicate, run of the	$\sqrt{\sqrt{N}}$	excited must be special, such as						
mill products, being original,		happening only once a year.						
using special products (Ruvio,		3. I love to join an activity that is						
Shoham, and Brencic, 2008)	AHA	unusual from my ordinary life.						
		Original Activity						
Unusual products, look for one		4. I decide immediately to join a						
off a kind products, run of the		cooking activity if it is a						
mill products, seek to my		distinctiveness in the place I am						
personal uniqueness, buying	J L V	visiting.						
special products (Rajamma, et.		5. I always try to find any original						
al., 2010)		activities with myself.						
		6. A cooking class provides						
Look out for new products,		homegrown ingredients because this						
unusual, being original, run of		is a valuable experience for the						
the mill products (Bian and		learners.						
Forsthe, 2012)	Manna	7. I always prefer to join a cooking						
		activity, which sets in the real place						
Find out about new different		where the activity comes from, such						
product, seeking new product		as a local house, or a homegrown						
experience, different sources of		vegetable farm.						
product information, look for		Rare Activity						
new product, seek out		8. I always look forward to						
information (Lo, 2014)		participating in a food activity when						
		it is a seasonal tradition, or part of a						

Creative - Choice counter conformity						
Keywords	Attributes of this study	Questions				
Can't be duplicate (Miremadi,		cultural occasion.				
et. al., 2011)		9. It is worth waiting for a long time				
		if the activity I will participate in				
no one else has made, , unusual	17777	provides me with invaluable food				
things (Synder and Fromkin,	Sico MA	activities, such as cooking				
1977; Burns and Warren, 1995;		demonstrations, learning food from				
Workman and Kidd, 2000)	A	the local wisdom, or learning food				
//	Nan	for good health.				
using special product, look for		10. I don't mind taking part in a				
one of kind products (Kumar,		cooking activity even though it is				
Lee, and Kim, 2009)	IHA	not at a well-known place or is				
		located in a small community.				
find a product (Knight and Kim,		11. I like to participate in an activity				
2007)		that is difficult to join such as an				
		infrequent event or which is				
	Y LI YO	inconvenience to travel to.				

Unpopu	ılar choice counter –	conformity
Keywords	Attributes for this study	Questions
New custom, don't live by the	Positive	Always dissimilarity
rules and standard, trying new	Distinctive	12. I don't hesitate to join in group
ideas, free from family rule,	- Always	activities mixed with other people
nonconformist, break rules	Dissimilarity - Innovative	from diverse backgrounds.
(Synder and Fromkin, 1977;	Concepts	13. I don't care if nobody is
Burns and Warren, 1995;	- Leave Society	interested in the cooking activity
Workman and Kidd, 2000)	- and Norm	that I participate in.
	NAT	14. I always join in a cooking
Dare to be different, broken		activity which nobody cares about
customs and rules/		my profile.
unconventionally, rarely act in	IHN	15. The activity that I like has
agreement, against the rules,		nothing relate with my work or my
wrongly for a social situation,		career.
peculiar (Tian, Bearden, and		Innovation Concepts
Hunter, 2001; Goldsmith and		16. I must join a cooking class that
Clark, 2008)	y u v	gives me a creative and innovative
\\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		idea for cooking and decorating
Peculiar, social situation,		17. I always look for a cooking class
wouldn't seem to accept,		that must be available for all target
broken customs and rules, dare		groups at flexible time.
to be different, rarely act in		18. The cooking class should be
agreement (Simmer, Parker, and		easy to participate in, such as I can
Schaefer, 2014)	WENUU !	join anytime without reserving a
		place.
Dare to be different, social		19. The cooking institute should
situation (Miremadi, et. al.,		consider providing one stop service
2011)		center, a call center, or
		correspondent service.
Broken custom and rules		Leave Society and Norm
(Ruvio, Shoham, and Brencic,		20. When I have time, I always
2008)		think about opportunities to join any

Unpopular choice counter – conformity						
Keywords	Questions					
		cooking activities for learning other				
Unconventionally, broken		food cultures.				
custom and rules, against the		21. I think that social media				
rules, lose interest (Rajamma,	117177	influences me to join cooking				
et. al., 2010)	2,00	activities which are not in my				
		everyday life, such as cooking				
Unconventionally,	R	shows, food tasting, or watching				
inappropriately for a social	$N_{\lambda}$	food documentaries.				
situation (Bian and Forsthe,		22. Sometimes, I make a decision to				
2012)		join a cooking activity that does not				
/	AHN	relate to status of others but can				
custom made, custom features		improve my knowledge, such as				
(Lo, 2014)		learning about other gastronomical				
		consumption traditions.				
Distinctive personal image						
(Knight and Kim, 2007)		1/6,/				

	Avoidance similarit	y
Keywords	Attributes for this study	Questions
Products don't seem to hold	Value Added	Authenticity
much value for me when they	- Authenticity	23. If I learn Thai cooking, it must
are purchased regularly by	<ul><li>Epistemic</li><li>Experience</li></ul>	be in Thailand.
everyone, avoid general	- Experience	24. I would like to join a cooking
products, use it less, dislike	Sico WA	activity that is organized by Thai
products are purchased by		locals only.
everyone (Tian, Bearden, and	R	25. I am very concerned that the
Hunter, 2001; Goldsmith and	N	cooking class which I join must be
Clark, 2008)		authentic, such as all ingredients
		must come from local sources.
Using it less, dislike	1 H N	Epistemic
customarily, avoid general		26. I would like to join a cooking
products, Products don't seem		class that provides me with
to hold much value for me		knowledge about how to cook and
when they are purchased		how to substitute ingredients.
regularly by everyone	Y LI YO	27. The method of learning and
(Rajamma, et. al., 2010)		creating good memories should be
\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\		presented by demonstrations,
Use it less, avoid general	100	simulative situations, and/or role
products, dislike products	7)V	play.
brought by everyone (Ruvio,		28. I think that to be effective,
Shoham, and Brencic, 2008)		learning cooking in group study is
	Ultrain	better than private study.
Dislike products are purchased		Experience
by everyone, avoid general		29. I always join an activity where I
products (Bian and Forsthe,		have a chance to participate with
2012)		doing, seeing, feeling, tasting as it
		will create more valuable learning
Products don't seem to hold		experience.
much value for me when they		30. When I join an activity that
are purchased regularly by		seems to be a great adventure, I can

	Avoidance similarit	y
Keywords	Attributes for this study	Questions
everyone (Miremadi, et. al., 2011)		remember every moment as a worthwhile lifetime experience.
avoid general product, use it	1717%	31. I look forward to joining a cooking activity that I think will be
less (Lo, 2014)		interesting and provide a unique experience.
Express my opinion publicly (Synder and Fromkin, 1977; Burns and Warren, 1995;		
Workman and Kidd, 2000)		35
Stop using, avoid, use it less		
(Kumar, Lee, and Kim, 2009)		
Stop using, use it less (Knight and Kim, 2007)	110	1/3, 1/

## Research instrument from previous tourist's perception study

Keywords	Attribu	ites	Questions
Sense making, Sense or perception,	Sensory,	Five	47. Five sense organs (seeing,
is through the sense organs of	body	organs	hearing, smelling, tasting, and
touch, smell, sight, hearing and	senses		touching) are used when
taste (Matteucci, 2016)			participate cooking activity.
	17%		
Sensory appeal, experience tourism	100		48. I feel the taste of Thai food is
through sensation or feeling by			very unique.
tourists, perceived though specific	7		
sense modes, such as touch, smell,	1/2		49. I see the presentation of Thai
taste, sight, hearing or the sense of			food in the class very unique.
balance (Kim and Eves, 2012)			
	T A		50. The name of Thai food that I
The human body's sense organs, To			hear very authentic language.
capture traveler sensory			
experiences by measuring multiple			51. The smell of Thai food that I
sensory modalities Visual = Vision,			smell in the class is very unique.
Auditory = Hearing, Olfactory =			//6,_ //
Smell, Gustatory = Taste, Sensory =			52. Thai cooking class activity is
Touch/Proprioception/Temperature			tactile and full of nature.
sense (Kim and Fesenmaier, 2015)	V		
	)/"		53. This cooking experience that
Sense of trip quality and value	1		I participated will be memorable.
(Murphy, Pritchard, and Smith, 2000)			
	มนับ		54. Overall, the process of Thai
Sensation seeking (Lepp and Gibson,			cooking class that I perceive is
2008)			very unique.
Sense of belonging, sense of			
achievement (Gnoth, 1997)			





### **National Institute of Development Administration**

#### **School of Tourism Management (NIDA)**

#### The participant information and consent form Title of research project:

"Food Activity Uniqueness for Creative Tourism Development : A case study Chiang Mai, Thailand"

Dear participant,

This questionnaire is part of a doctoral research project that seek Thai cooking class activity uniqueness for creative tourism development and study of International tourist perception in Thailand. Thank you for your time to participate by filling in this questionnaire.

This questionnaire is divided into four parts; Part I requires you state your opinion of Thai cooking class activity uniqueness. Part II requires you state your opinion of perception. Part III requires you state your opinion of your overall satisfaction and for Part IV ask you to provide information about yourself such as gender, age, and your nationality. The survey should take approximately 10 - 15 minutes to complete.

Responses to this questionnaire will be strictly confidential. Please do not attach your name to the questionnaire. The Ph.D. candidate, Ms. Vongvipha Thosuwonchinda, and my advisor, Asst. Prof. Suwaree Ashton, Ph.D. at National Institute of Development Administration, are the only people who will see the completed questionnaire, which will remain the property of the Institute. You can stop answering the questionnaire at any time. Participants must be over 18 years of age.

This study adheres to the guidelines of School of Tourism Management, (NIDA). I would be pleased to discuss your participation or any query you may have at any time. Please contact me via Email: vongvipha\_t@hotmail.com. If you would like to speak to my advisor who involved in the study, you may contact Asst. Prof. Suwaree Ashton, Ph.D. via Email: suwareeashton@hotmail.com.

Yours sincerely,

Vongvipha Thosuwonchinda

<u>Part I</u>: Please answer the following question asking for your thoughts on uniqueness cooking class activity.

Plea	se reply using							
7 = strongly agree to 1 = strongly disagree		Strongly agree	Agree	Slightly agree	Neutral	Slightly disagree	Disagree	Strongly disagree
Q	Items	7	6	5	4	3	2	1
1.	I am very excited when I participate in an activity that I have never done before, such as being Thai chef.							
2.	The activity that makes me excited must be remarkable in my life such as using Thai language when cooking.		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		1			
3.	I love to join an activity that is unusual from my ordinary life.		3					
4.	I am willing to join a cooking class activity even if it is a high price.	30			6,	3//		
5.	I always try to find original cooking class activity by myself.	5						
6.	A cooking class provides homegrown ingredients will be valuable experience for learners.	13						
7.	I always prefer to join a cooking activity, which sets in the real place where the activity comes from, such as a local house, or a homegrown vegetable farm.							
8.	I look forward to participating in a food activity when it part of a cultural or tradition.							
9.	It is worth to waiting for a long time if the activity I will participate it provides me with invaluable activities, such as learning							

	se reply using strongly agree to 1 = strongly disagree	Strongly agree	Agree	Slightly agree	Neutral	Slightly disagree	Disagree	Strongly disagree
Q	Items	7	6	5	4	3	2	1
	food from the local wisdom.							
10.	I don't mind taking part in a cooking activity even though it is not at a well-known place or is located in a small community.	\						
11.	I like to participate in an activity that is difficult to join such as an infrequent event or which is inconvenience to travel to.	3			3			
12.	I don't hesitate to join in group activities mixed with other people from diverse backgrounds.		3	>	1	3		
13.	I don't care if nobody is interested in the cooking activity that I participate in.				<i>J</i> ,			
14.	I always join in a cooking activity which nobody cares about my profile.	30		//.				
15.	The activity that I like has nothing relate with my work or my career.			**	5//			
16.	I must join a cooking class that gives me a creative and innovative idea for cooking and decorating	30						
17.	I always look for a cooking class that must be available for all target groups at flexible time.							
18.	The cooking class should be easy to participate in, such as I can join anytime without reserving a place.							
19.	The cooking institute should consider providing one stop service center, a call center, or correspondent service.							

Pleas	se reply using							
7 = s	strongly agree to 1 = strongly disagree					o o		e e
		agree .		agree		disagre	4)	disagr
		Strongly agree	Agree	Slightly agree	Neutral	Slightly disagree	Disagree	Strongly disagree
Q	Items	7	6	5	4	3	2	1
20.	When I have time, I always think about	15						
	opportunities to join any cooking activities for							
	learning other food cultures.							
21.	I think that social media influences me to join							
// -	cooking activities which are not in my	7	- /	10				
	everyday life, such as cooking shows, food	5						
	tasting, or watching food documentaries.	3 }		- 11				
22.	Sometimes, I make a decision to join a cooking			1				
A .	activity that does not relate to status of others				11 8			
	but can improve my knowledge, such as	K	5	7	11 3			
\	learning about other gastronomical		-		//			
	consumption traditions.				/2.	//		
23.	If I learn Thai cooking, it must be in Thailand.	RO				//		
24.	I would like to join a cooking activity that is			//,	9	///		
	organized by Thai locals only.		4 /		3/			
25.	I am very concerned that the cooking class							
	which I join must be authentic, such as all							
	ingredients must come from local sources.	15						
26.	I would like to join a cooking class that							
	provides me with knowledge about how to							
	cook and how to substitute ingredients.							
27.	The method of learning and creating good							
	memories should be presented by							
	demonstrations, simulative situations, and/or							
	role play.							
28.	I think that to be effective, learning cooking in							
	group study is better than private study.							
	<u> </u>	l	l	1	1	l	L	ı

Plea	se reply using							
7 = 9	strongly agree to 1 = strongly disagree	Strongly agree	Agree	Slightly agree	Neutral	Slightly disagree	Disagree	Strongly disagree
Q	Items	7	6	5	4	3	2	1
29.	I always join an activity where I have a chance to participate with doing, seeing, feeling, tasting as it will create more valuable learning experience.	17						
30.	When I join an activity that seems to be a great adventure, I can remember every moment as a worthwhile lifetime experience.	3						
31.	I look forward to joining a cooking activity that I think will be interesting and provide a unique experience.	K		2	(	3		

# $\underline{\underline{Part\ II}}$ : Please answer the following question asking for tourist's perception.

Pleas	se reply using			7	5	0		ė
7 = s	strongly agree to 1 = strongly disagree	Strongly agree	Agree	Slightly agree	Neutral	Slightly disagree	Disagree	Strongly disagree
Q	Items	7	6	5	4	3	2	1
32.	I feel the taste of Thai food is very unique such as hot and spicy flavor.  I see the presentation of Thai food in the class							
	very unique such as fruit and vegetable carving.							
34.	The name of Thai food that I hear very authentic language.							
35.	The Thai food smell very unique such as Thai							

Plea	Please reply using							ė,
7 = strongly agree to 1 = strongly disagree			Agree	Slightly agree	Neutral	Slightly disagree	Disagree	Strongly disagree
Q	Items	7	6	5	4	3	2	1
32.	I feel the taste of Thai food is very unique such as hot and spicy flavor.							
	herb smell.	17						
36.	Thai cooking class activity is tactile and full of nature.							
37.	Thai cooking class provides me with a great lifetime experience.	0						
38.	Overall, Thai cooking class activity very unique.	37						

# <u>Part III</u>: Please answer the following question asking for your thoughts on overall satisfaction.

Pleas	se reply using				1/1	//		
7 = s	trongly agree to 1 = strongly disagree	Strongly agree	Agree	Slightly agree	Neutral	Slightly disagree	Disagree	Strongly disagree
Q	Items	7	6	5	4	3	2	1
39.	The ambiance within the cooking class area	50						
	make me feel comfortable to learn.							
40.	I prefer to buy a cooking class that comes in an							
	inclusive package such as accommodation,							
	transportation, tuition fee, and cooking							
	equipment.							
41.	Overall, I feel the instructor is very helpful.							
42.	The institute should provide a recipe book for							
	participants.							
43.	Overall, I am satisfied with the activity that I							

Please reply using 7 = strongly agree to 1 = strongly disagree			Agree	Slightly agree	Neutral	Slightly disagree	Disagree	Strongly disagree
Q	Items	7	6	5	4	3	2	1
	participated today.							
44.	I will definitely recommend Thai cooking class							
	to others.							
45.	Thai cooking class had made me happy the							
/ -	most among other activities.	7,-	> \					
46.	If I have opportunity, I will definitely return to join Thai cooking class in the future.	3						
47.	Providing a certificate is one of the best way to recognize of attending cooking class.				1			

<u>art IV</u>	: Respondent	t's general information	
48.	Gender	1) Male	2) Female
49.	Age:	years old	
50.	What is your na	ationality?	_//,&?//
51.	Education	1) High school or equivalen	t/ [5]/
		2) High vocational certificat	te or equivalent
		3) Bachelor's degree	
		4) Postgraduate level	
52.	Marital status	1) Single 2) Married	3) Divorced/ widowed
53.	Religion	1) Brahmanism/Hinduism	2) Buddhism
		3) Christianity	4) Islamic
		5) Others (please specify)	
54.	Occupation	1) Student 2) Professional	3) Retired
		4) Housewife 5) Academic	6) Own business
		7) Management 8) Others (please	e specify)
55.	Average annua	l income 1) Below 20,000 USD 2)	20,001–30,000 USD

	3) 30,001–40,000 USD 4) 40,001–50,000 USD
	5) Over 50,000 USD
56.	How long do you stay in Chiang mai? night(s)
57.	Your main purpose of travel in Chiang Mai
	1) Leisure 2) Business
	3) Others (please specify)
58.	Please specify how many time have you been visit Thailand?times (Including
	this time)
59.	In the future the researcher may need more information. Please give your E-mail if
	you are willing to provide more information about food activity in Chiang Mai
Part V	: Other comments (please specify)
/	
	Thank you for completing this questionnaire.
	Miss Vongvipha Thosuwonchinda
	Ph.D. Candidate
	National Institute of Development Administration, Thailand



#### A LIST OF EXPERTS TO MONITOR AND ASSESS THE IOC

#### (Index of item-Objective Congruency)

#### OF THE QUESTIONNAIRE AND THE RESULTS

"Food Activity Uniqueness for Creative Tourism Development : A case study Chiang Mai, Thailand"

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**

Chidchanok Anantamongkolkul, Ph.D. Tourism and Hospitality Management

(International Program)

Phuket Rajabhat University

Poramet Boonnumsirikij, Ph.D. Hotel and Tourism Studies

Ramkumhang University

Paramet Damchoo, Ph.D. Information Technology for Tourism and

Hospitality

Naresuan University

#### The Opinion Level

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

<u>Part I</u>: Uniqueness cooking class activity.

Q	Items	1	2	3	Σ	IOC
1.	I am very excited when I participate in an activity that I have never done before, such as being an agriculturist, fisherman, or farmer.	1	1	1	3	1
2.	The activity that makes me excited must be special, such as happening only once a year at unique location.	1	1	1	3	1
3.	I am a curious person, so I love to join an activity that is unusual from my ordinary life.	1	1	1	3	1
4.	I decide immediately to join a cooking activity if it is a distinctiveness in the place I am visiting.		1	1	3	1
5.	I always enjoy activities that take place in their original setting.	1	0	1	2	0.6
6.	A cooking class should use basic ingredients because this is a valuable experience for the learners.	0	0	1	1	0.3
7.	I always like to join a cooking activity, which sets in the real place where the activity comes from, such as a local house, or a homegrown vegetable farm.	-1	1	1	3	1
8.	I always look forward to participating in a food activity when it is a seasonal tradition, or part of a cultural occasion.	1	1	1	3	1
9.	It is worth waiting for a long time if the activity I will participate in provides me with invaluable food activities, such as cooking demonstrations, learning local wisdom about food, or about food for good health.		1	1	3	1
10.	I don't mind taking part in a cooking activity even though it is not at a well-known place or is located in a small community.	1	1	1	3	1
11.	I like to participate in an activity that is difficult to join such as an infrequent event or which is inconvenience to travel to.	1	1	1	3	1

Q	Items	1	2	3	Σ	IOC
12.	I don't hesitate to join in group activities mixed with other people from diverse backgrounds.	1	1	1	3	1
13.	I don't care if no one is interested in the cooking activity that I participate in	1	0	0	1	0.3
14.	I always join in a cooking activity which no one cares about my profile.	1	0	1	2	0.6
15.	The activity that I like has nothing relate with my work or my career.	0	1	1	2	0.6
16.	I must join a cooking class that gives me freedom to produce a creative menu and dish decoration.	1	1	1	3	1
17.	I always look for a cooking class that must be available for all target groups and be time-flexible.	0	1	1	2	0.6
18.	The cooking class should be easy to participate in, such as I can join anytime without reserving a place.	0	1	1	2	0.6
19.	The cooking institute should consider providing one stop service center, a call center, or correspondent service.	0	1	1	2	0.6
20.	When I have time, I always think about opportunities to join any cooking activities for learning other Gastronomy (food cultures).	1	1/ / / /	1	3	1
21.	I think that social media influences me to join cooking activities which are not in my everyday life, such as cooking shows, food tasting, or watching food documentaries.	1	1	1	3	1
22.	Sometimes, I make a decision to join a cooking or food activity that does not take account of one's background or status but can improve my knowledge, such as learning about other gastronomical consumption traditions.	0	1	1	2	0.6
23.	If I learn Thai cooking, it must be in Thailand not anywhere else.	1	1	1	3	1
24.	I would like to join a cooking activity that is	1	1	1	3	1

Q	Items	1	2	3	Σ	IOC
	organized by Thai locals only.					
25.	I am very concerned that the cooking class which	1	1	0	2	0.6
	I join must be authentic, such as all ingredients					
	must come from local sources.					
26.	I would like to join a cooking class that provides me	1	1	1	3	1
	with knowledge about how to cook and how to					
	substitute ingredients.					
27.	The method of learning and creating good memories	0	1	1	2	0.6
	should be presented by demonstrations, simulative					
//	situations, and/or role play.	7 )	/// 3			
28.	In my opinion, I think that to be effective, learning	9 0	0	1	1	0.3
	cooking in group study is better than private study.			,	M	
29.	I always join an activity where I have a chance to	0	1	1	2	0.6
	participate with doing, seeing, feeling, tasting as it	2		0		
	will create more valuable learning experience.	3	~			
30.	When I join an activity that seems to be a great	1	1	1	3	1
	adventure, I can remember every moment as a		//	6,_	//	
	worthwhile lifetime experience.	3		2		
31.	I look forward to joining a cooking activity that I	1	1	1	3	1
	think will be fun and provide a unique experience.	1				

# **Part II:** Tourist's perception

Q	Items	1	2	3	Σ	IOC
32.	I am willing to try traditional Thai food.	0	1	0	1	0.3
33.	An activity should not be too long approximately 3-4 hour per class.	0	1	1	2	0.6
34.	The environment within the cooking class area make me feel comfortable to learn.	1	1	0	2	0.6
35.	I prefer to buy a cooking class that comes in a package, including accommodation, transportation, tuition fee, and cooking equipment.	0	1	1	2	0.6

Q	Items	1	2	3	Σ	ЮС
36.	Overall, I feel the instructor is very helpful during	1	1	1	3	1
	class.					
37.	The institute should provide a cooking book with	0	0	0	0	0
	recipes for participants.					
38.	Providing a certificate is one of the best way to	1	1	0	2	0.6
	recognize of attending cooking class.					

# Part III: Overall satisfaction.

Q	Items	1	2	3	Σ	ЮС
39.	Overall, I am satisfied with the activity that I participated today.	1	1	0	2	0.6
40.	I will definitely recommend Thai cooking class to my friends, family and relatives	1	1	0	2	0.6
41.	Thai cooking class had made me happy the most among other activities.	31	0	0	1	0.3
42.	If I have opportunity, I will definitely return to join Thai cooking class in the future.	1	1	0	2	0.6

## **Part IV:** about yourself

Q		Items	1	2	3	Σ	IOC
58.	Gender	1) Male 2) Female	1	1	1	3	1
59.	Age:	years old	1	1	1	3	1
60.	Education	☐ 1) High school or lower ☐ 2) Bachelor ☐ 3) Postgraduate ☐ 4) Master ☐ 5) Ph.D.	1	0	1	2	0.6

Q		Items	1	2	3	Σ	IOC
61.	Marital statu	s 1) Single	1	1	1	3	1
		2) Married					
		3) Others (Please specify)					
62.	What is your	nationality?	1	1	1	3	1
63.	Religion	1) Brahmanism/Hinduism	1	1	1	3	1
		2) Buddhism					
	1160	3) Christianity					
		4) Islamic					
	5///	5) Others (please specify)	_,\	16			
64.	Occupation	1) Working now as (career)	0	1	1	2	0.6
		2) Retired already from (career)_	?				
65.	Average annu	al income	0	0	0	0	0
		☐ 1) Below 20,000 THB					
0		2) 20,000 – 30,000 THB	35			7	
		☐ 3) 30,001 − 40,000 THB	3			Ш	
	//	☐ 4) 40,001 – 50,000 THB			12	//	
2	-//	5) Over 50,000 THB			6	//	
66.	This is your f	irst time in Thailand?	0	1	1/	2	0.6
	☐ 1) Yes		1		7//		
	2) No, plea	ase specify how many time have you					
	been visit Tha	niland?times					

**โลยเกลาการ** 



## Information from the in-depth interview

I would like to ask you to give your opinion about the uniqueness of Thai cooking class. From your experience in a cooking class in Chiang Mai.

No.	Answer	Keywords
Question 1 Do you like the taste of Thai food? Why?		Keywords
Ans 1	Me and my wife like it very much. Thai food has a lot of nutritional value without being too calorically dense.  Everything even fast food is always fresh. The exotic taste, fresh ingredients used in Thai food and cooking methods	Good Taste, Good flavors, vary flavors sweet, sour and
	make Thai cuisine delicious.	spicy
Ans 2	Yes, I do. Because I like spicy food.	211
Ans 3	Yes, I do because Thai food have many taste such as sweet, sour, and spicy	
Ans 4	Yes, I do because I want to try something new of Thai food	
Ans 5	Yes, I love Thai food too much because it is tasty, yummy sweet and sour	
Ans 6	Yes, the taste is different from other food that I have tasted	6_ //
Ans 7	Yes, I like it. Because the food in Thailand itself is awesome. It tastes yummy	\$//
Ans 8	Yes, because its spicy and I get used to it	1//
Ans 9	yesbecause it have 3 tast sweet, spicy and salty	
Ans 10	LOVE IT! I love spicy and sour so it's a good mix for Thai food!	
Ans 11	Yes, gives an exotic feeling and the foreign tastes are an enrichment to our Austrian cooking	
Ans 12	Yes, I like it, they have got vary flavors	
Ans 13	Yes, I like to taste of Thai food they have got lots of flavors in a dish	
Ans 14	Yes, it is my favorite, Because I like spicy	-
Ans 15	Yes, I do. It has lot of flavors	-

No.	Answer	Keywords
Ans 16	Yes, but some dish is too spicy for me like Tom Yom Soup	
Ans 17	I like the taste of thai food since it's fresh and spicy, but	
	somewhat light at the same time. Also, I appreciated the	
	taste of foreign vegetables and ingredients.	
Question	2 What do you think about the smell of Thai food?	Keywords
Ans 1	So good. Westerns people are not used to fish sauce when	Good smell,
	they smell it the first time. Pad Thai smells a little bit special	Nice smell,
	but it has an incredibly flavorful taste. Som tam pla-ra is	Special smell Ex.
	spicy, a good side dish but a little bit smelly. Durian smell	Fish source and
	and taste we don't like that much	Herbs
Ans 2	It's good	
Ans 3	I think Thai food have special smell than another food	\\\
Ans 4	I thing Thai food is good smell such as Pad Thai, Tom Yum	
	Kung and Green chicken curry	
Ans 5	It depends on what of that Thai food for example "Tom	
	Yum" I feel fresh of herb (galanka, kaffir, lime)	6,_ //
Ans 6	There is nothing wrong with the smell of the food	2//
Ans 7	Maybe because of some additives like herbs and spices in	2//
	the Thai dishes, the food is quite smell	
Ans 8	It's quite strong maybe because of the spices	
Ans 9	Some Thai food smell good and some are bad Oyster	
	sauce smell very bad	
Ans 10	Aromatic! The use of herbs really makes you want to eat the	
	food!	
Ans 11	It brings variety in my eating.	
Ans 12	Smell good and fresh	
Ans 13	very nice	
Ans 14	very nice smell	
Ans 15	General most Thai foods smell good it can smell like garlic,	

No.	Answer	Keywords
	chilies, lemongrass, kaffir lime leaves, basil etc. Some Thai	
	food can smell like coconut milk/cream, curries depending	
	to whatever they're using to cook a particular dish	
Ans 16	Smell good	
Ans 17	For me, Thai food always smells sweet, but spicy at the	
	same time. What I like the most about Thai food is that it	
	does not primarily smell like fat as it is the case in my	
	opinion for American food.	
_	1 3 How do you feel when you hear the name of Thai food irst time?	Keywords
Ans 1	We try to pronounce it and try to remember it, but difficult.	Try to pronounce,
Ans 2	It's ok	Interesting name,
Ans 3	I feel I want to taste it	Thinking about
Ans 4	When I hear the name of Thai food I have feel good and	delicious food
	happy but every time I hear name of Thai food I want to taste it	<i></i>
Ans 5	Thinking about delicious food that If I have chance I will taste it	
Ans 6	I was curious with the taste of hot food	
Ans 7	When I first come to Thailand, I wasn't very familiar with	
	Thai food I was serious that time and it feels good when I tasted it	
Ans 8	I feel confused and amazed at the same time	
Ans 9	Thai food name like name of person	
Ans 10	The actual names of the food sounds complicated as I don't speak Thai!	
Ans 11	Interested what's behind	
Ans 12	Amazing	
Ans 13	Interesting	

No.	Answer	Keywords
Ans 14	wow so yum	
Ans 15	Interesting name	
Ans 16	Interested	
Ans 17	Initially, I have no idea what it could be or how to spell it,	
	but I am sure this derives of my lack of knowledge of the	
	language.	
Question	1 4 Have you ever practiced speaking the name of Thai	Keywords
food in T	Thai? What are they?	ixey words
Ans 1	Nam Prik Ong, Kao Soy Gai, Por Pia Tod, Tom kha Kai,	Learn to say Thai
Ans 2	Yes, I have. Thom Kha Gai	food Ex. Tom
Ans 3	Yes, I have Thai food name are Spicy minced pork salad,	Yum Koong, Som
	Tom Yum Goong etc.	Tum, Pad Thai,
Ans 4	Yes, I have to practice the name of Som Tum and Larb Kai	and other favorite
Ans 5	Yes, I have practiced speaking the name of "Tom Yum	Thai food
	Gung" "Pad Thai" "Som Tum"	
Ans 6	Pad Thai, Bamee Nam, Sen Lek Haeng, Kao Pat, Kanom	6_ //
	Chin	<i>S'//</i>
Ans 7	I've learned to say "Tom Yom Goong" "Pad Ka Pao Kai	~//
	Daw"	//
Ans 8	Yes, Kao Pad Kung, Tom Yum kung, Pad Thai, Yam Woon	
	Sen tale, Kao Man Khai, Moo Krop, Nam Tok, Phat Ped.	
Ans 9	kpao kai khai daw, Tum yum kung	
Ans 10	Yes! Phad Thai! Tom Yum Koong! Kway Teow Phad See	
	Eu? (Learnt that during cooking class haha!)	
Ans 11	No; don't know	
Ans 12	Yes, Ex. Moo Ping	
Ans 13	Yes, Som Tom, Pad Thai	
Ans 14	Yes, I have Pad Thai	
Ans 15	Yes I have been. It is Tom Yum Koong	

No.	Answer	Keywords
Ans 16	Yes, I have, Tom Yum Koong	
Ans 17	I would have had to start from the very basics, so to say the	
	pronunciation.	
Question	n 5 What do you think about the color of Thai food?	Keywords
Ans 1	Balanced as long as they don't use artificial colors.	Varity of colors
Ans 2	It's colorful	motivates the
Ans 3	It good to taste it	tourist to try the
Ans 4	I think it is signature of Thai food	taste.
Ans 5	Satisfaction	<i>\</i>
Ans 6	They have different color but the colors doesn't matter	
	simply because they are delicious	\/\
Ans 7	Sometime the color of the food motivates the tourist to try	
	the taste of it. So the color is good	
Ans 8	It's is quite colorful and looks delicious	
Ans 9	color is look good	l.
Ans 10	Very vibrant! Especially the spicy ones! And also the	ار مرا
	desserts!!	
Ans 11	It has a calming effect	
Ans 12	colorful	
Ans 13	colorful	
Ans 14	Varity of colors	
Ans 15	Colorful	
Ans 16	Red. It looks spicy on some of the dish	
Ans 17	Thai food is for me mostly colourful dishes, with white	
	spots from the rice in a beautiful contrast.	
Question	n 6 How do you feel when you first touch the raw materials	Keywords
for Thai	food?	ixey wor us
Ans 1	Just like to go to the fresh markets in Chiang Mai and touch	many ingredients,
	the vegetables.	different textures

No.	Answer	Keywords
Ans 2	It's good	of raw materials,
Ans 3	I feel it's challenge to try	different flavors
Ans 4	It so many and I like to cook Thai food	and fragrances
Ans 5	When I first touched galanka, It smell nicely	
Ans 6	There nothing wrong about it because it's vegetables and meat	
Ans 7	I feel to ensure the principle of handing food safely. I fell a	
	litter bit cautious about it.	
Ans 8	It's fine with me because I used to cook back home	
Ans 9	normal nothing different then other foods	211
Ans 10	Most of the ingredients are much smaller – like the garlic and chili!	
Ans 11	Doubtful, because I didn't know all the materials, especially the materials that are hidden in tin cans and lettered in a language I didn't understand	
Ans 12	I think nothing difference	6,_ //
Ans 13	In term of Thai herbs I have cook Thai basil It just not they different special just the smell quite story	\$//
Ans 14	nothing	
Ans 15	So many ingredients and lots of different textures of raw materials which provide different flavors and fragrances	
Ans 16	different textures and many raw materials	
Ans 17	For me, it is interesting to touch foreign ingredients that are not available in our country. Sometimes I also felt tempted to try them raw if possible.	
Question	7 Do you remember what dishes you learned to cook?	Keywords
Ans 1	Pad Thai, Som Tum, Yum Woon Sen, Khoa Pad.	Cooking Tom
Ans 2	Yes I do, fried rice with pork	Yum Goong, Pad
Ans 3	Papaya salad	Thai, Som Tum,

No.	Answer	Keywords
Ans 4	I can remember it Pad Thai and Som Tum the first dish	and Tom Khar
	it so not And I choose to practice	Gai
Ans 5	I learned to cook sweet a sour soup with king prawn	
Ans 6	Just the instant Pad Thai from the Big C	
Ans 7	I used to cook "steamed fish" adding some herbs and spices	
Ans 8	Dok hom phat tap	
Ans 9	Khao tum, tum yum, Kapao kai khai dow	
Ans 10	Kway Teow Phad See Eu! Mango sticky rice! Papaya Salad!	
Ans 11	No, but I have the pictures how it looked like finally in mind	
Ans 12	Tom Khar Gai	211
Ans 13	Chicken with Thai bowl	
Ans 14	Tom Yum chicken	
Ans 15	Tom Yum Koong	
Ans 16	Tom Yum Goong	
Ans 17	Since my participation in the course was already long ago, I	
	don't remember the names, but I remember that we did	6_ //
	some kind of white dumplings, as well as some vegetable	<i>S'//</i>
	stew among a lot of other dishes.	~//
Question brief?	8 Could you tell me about this cooking experience in	Keywords
Ans 1	Yui is a top Chef and a great teacher. She teaches at A lot of	Nice cookery
	thai cooking school. She is very intelligent and she knows	school, Learned
	how to communicate with a group	many Thai herbs
Ans 2	It's easy to do and taste be impress	and vegetable,
Ans 3	That good, After I learn I feel I love cooking	and enjoyed the
Ans 4	I have to cook in Chiang Mai there are many herbs and	experience
	vegetable in Thailand	
Ans 5	Thai cooking experience is delicate in every procedure. I	
	learn more about Thai herb. And Thai herb is for health	

No.	Answer	Keywords
Ans 6	It was like cooking on ordinary food	
Ans 7	When I cooked, I felt happy' cause I've learned a lot it was	
	learning by doing. Maintaining food safety	
Ans 8	It is easy for me to cook this food and it is basic preparation	
	for new comes in Thailand	
Ans 9	its easy in making than Indian food	
Ans 10	I really enjoyed the experience as I learn about the cooking	
	processes and also the various ingredients. I realized that	
	Thai dishes have many ingredients but the cooking process	
	is rather easy!	
Ans 11	Teaching kitchen in the school to teach us (8-10 people) in	\\\
	one evening a few dishes and we helped during preparation	\\\
Ans 12	I was so confused I don't know how to start cooking.	
Ans 13	I learned something differ there I use too. I know the steps	
	how to cool Thai food.	
Ans 14	I was excited	6_ //
Ans 15	All remember was, it has lot of ingredients Ex. Lemon grass,	S'//
	Kaffir lime leaves, Prawns, Coconut cream etc. and lot of	~//
	step and rights temperature to ensure the dish can generate	
	the most flavor, color, textures.	
Ans 16	I was excited and it was amazing class. I leant more about	
	Thai herbs as kaffir lime and lemon glass.	
Ans 17	We were guided through the whole cooking process and	
	complied the individual tasks in groups, which made it	
	possible to discuss about the different types of cooking. It	
	was interesting to see how different cultures prepare their	
	food.	
Question	n 9 What is your most impressive thing or event about	Keywords
Thai coo	oking class?	incy words
Ans 1	The fresh ingredients and the Thai way of cooking.	Everything in

No.	Answer	Keywords
Ans 2	I got the secrets, how to cook with good teste.	Cooking Class,
Ans 3	My impressive thing in Thai cooking class is Thai herbs	Unique and Value
	because. Thai food use many herbs I think that good for	class, Preparing
	health	by myself.
Ans 4	It so happy and I learn about friendship with cooking class	
Ans 5	Head chef, class mate and atmosphere impress me most	
Ans 6	It was very detailed and precise instructions	
Ans 7	When the preparation was successfully done. I do more on	
	valuing food safety	
Ans 8	When I cooking Thai dessert it was fascinating when it	
	changed in color using natural food color from flower	
Ans 9	when I taste first time tum yum kai soup, tasty and reddish	1 \\\
	and pinkish color, its very impressive for me	
Ans 10	THE EATING! Even though I'm not experienced in	
	cooking, it was easy enough for me to follow and the food	
	turned out great!	6_ //
Ans 11	It smelled very fine; cutting the meat in very thin slices;	2//
	pleasant sharpness; prepare our own sauce	2.//
Ans 12	In my opinion Thai food very unique	1//
Ans 13	I just had taste real Thai basil. If very nice, smell very good	
	and so class.	
Ans 14	I love Thai food because they have variety flavor in dish	-
Ans 15	Thai cooking class is very unique	-
Ans 16	made by myself	_
Ans 17	Personally, tasting the unknown food and trying to figure	-
	out how it is supposed to taste is a very interesting process,	
	which I appreciated the most.	
_	10 How do you value Thai cooking class experience? s experience affect your life?	Keywords

No.	Answer	Keywords
Ans 1	A lot of Thai cooking school is World class, I cook Thai	Enjoyable,
	food at home in Belgium several times a month.	Experience, Gain
Ans 2	I can cook by myself and cook for my family	knowledge, and
Ans 3	If good I can use herbs for cooking	can apply in
Ans 4	Let us like together happily	everyday life
Ans 5	Cooking Thai food is very delicate and very tasty Also Thai	
	people are very nice, kind and warm-hearth	
Ans 6	Details and step process on how to do things.	
Ans 7	I count my carefulness as one of my skills. My knowledge	
	in cooking was applied in my daily life.	
Ans 8	It changed my point of view when it comes to smell	
	regarding Thai cuisine	\\\
Ans 9	can open my Thai restaurant	
Ans 10	I think it's great and something everyone should try even if	
	they're not interested in cooking. I went with my husband	
	and another couple and we enjoyed ourselves a lot even if	6,_ //
	the boys didn't know how to cook at all. A wonderful	2//
	experience for couples!	2//
Ans 11	Yes, I'm looking for something similar to cook by myself,	
	but the one evening class was too less experience for me to	
	do good Thai cooking by my own. Also I don't know what	
	ingredients to buy so there should be another cooking	
	class	
Ans 12	I think every national food have their own value, I have	
	some Thai cooking technique to cook my food	
Ans 13	I love and enjoy the class very much But I have not cooked	
	a lots Thai food when I am in my country	
Ans 14	very much however Thai cooking is not much affect my life	
Ans 15	Very enjoy but I don't like cooking.	

No.	Answer	Keywords					
Ans 16	Yes, It very value to me, because I have a job in TH thus, I						
	have more about Thai food						
Ans 17	I was interested in Thai cooking before that as well. This						
	way, I got new ideas which still influence my todays						
	cooking.						
Question	n 11 Do you agree that "everybody can attend a cooking	Keywords					
class any	class anytime they want"? Why?						
Ans 1	No. Some people are not interested in cooking or do not	Favorite hobby,					
	have any skills or motivation.	learn how to cook					
Ans 2	Yes, I do, because everybody eat every time	and can use it in					
Ans 3	Yes, I do because if you love to do something you can do it	daily life, can					
Ans 4	Yes, I do because I agree who want to cook	attend class					
Ans 5	I agree for everyone Who love cooking can attend class	anytime they					
	anytime they want. If they are in love Thai food, please	want.					
	come to join class.						
Ans 6	Yup, it is highly recommended to attend any cooking class	6,_ //					
	to anyone	2//					
Ans 7	I don't think so, we have our own way on how to spend our	2-//					
	precious time						
Ans 8	Yes, because it will help to improve their cooking skills and						
	enhance their knowledge about Thai food						
Ans 9	All people who entrusted can attend. Because if you live in						
	Thailand you must eat Thai food						
Ans 10	I'll say that everybody should attend when they can! But I						
	don't think it's currently available anytime we want. Will						
	hope to see more soon!						
Ans 11	Yes, I think the first step should be to have a taster-cooking-						
	class just to decide if to progress with more.						
Ans 12	Yes, I do because you learn how to cook and can use it in						

No.	Answer	Keywords
	your daily life.	
Ans 13	Yes, I do agree. Because the favorite hobby. Why not	
Ans 14	Yes, If cooking your favorite	
Ans 15	Yes, I do agree. Because there's so many classes to choose from different institution to suit anyone availability.	
Ans 16	I love and enjoy the class very much. But I have not cooked	
	a lots Thai food when I am in my country	
Ans 17	Yes, I totally agree with that. It is not bound to any personal or familiar situation apart from emergency. I can	
	recommend it any time to everyone who is interested in	
	cooking and wants to spend some time on learning new	
	aspects of cooking.	
	12 How do you feel about learning Thai cooking in d which is the origin of the food?	Keywords
Ans 1	Freshness, herbs, curry, Coconut Milk	new experience,
Ans 2	It's new experience and need to try it.	
Ans 3		origin food, origin
	It very good	recipe, and
Ans 4	It very good  I feel good about origin food of Thailand	
		recipe, and
Ans 4	I feel good about origin food of Thailand	recipe, and
Ans 4	I feel good about origin food of Thailand  I fell that I get exactly procedure of cooking Thai food and	recipe, and
Ans 4 Ans 5	I feel good about origin food of Thailand  I fell that I get exactly procedure of cooking Thai food and get origin recipe  It want introduced during this Thai cooking class about the	recipe, and
Ans 4 Ans 5 Ans 6	I feel good about origin food of Thailand  I fell that I get exactly procedure of cooking Thai food and get origin recipe  It want introduced during this Thai cooking class about the origin of the food	recipe, and
Ans 4 Ans 5 Ans 6	I feel good about origin food of Thailand I fell that I get exactly procedure of cooking Thai food and get origin recipe It want introduced during this Thai cooking class about the origin of the food Working with Thai term mate is quite difficult especially	recipe, and
Ans 4 Ans 5 Ans 6 Ans 7	I feel good about origin food of Thailand I fell that I get exactly procedure of cooking Thai food and get origin recipe It want introduced during this Thai cooking class about the origin of the food Working with Thai term mate is quite difficult especially preparing Thai dishes. But learning to cook is so enjoyable.	recipe, and
Ans 4 Ans 5 Ans 6 Ans 7	I feel good about origin food of Thailand I fell that I get exactly procedure of cooking Thai food and get origin recipe It want introduced during this Thai cooking class about the origin of the food Working with Thai term mate is quite difficult especially preparing Thai dishes. But learning to cook is so enjoyable. It will make me feel overwhelm because I can use the	recipe, and
Ans 4 Ans 5 Ans 6 Ans 7 Ans 8	I feel good about origin food of Thailand I fell that I get exactly procedure of cooking Thai food and get origin recipe It want introduced during this Thai cooking class about the origin of the food Working with Thai term mate is quite difficult especially preparing Thai dishes. But learning to cook is so enjoyable. It will make me feel overwhelm because I can use the original spices and recipe for cooking Thai food	recipe, and

No.	Answer	Keywords
Ans 11	I didn't, but I think I would appreciate and enjoy that	
Ans 12	I would appreciate that	
Ans 13	I felt excited to learn how to cook Thai food in origin	
Ans 14	Excited to eat authentic food	
Ans 15	I would feel lucky to be able to join the class from origin	
	country which will provide authentic taste of Thai food	
Ans 16	I felt good, also I expected to taste Thai dish with fresh	
	ingredients	
Ans 17	It was a very impressive experience for me.	
_	1 13 Do you think activities in Thai cooking classes are	Keywords
close to	your daily life or social norms? Why?	J
Ans 1	I think most Thai people eat outside of their home, they	Don't cook at
	don't cook at home every day.	home,
Ans 2	Yes. I do. Because I like to eat at home.	Cook every day,
Ans 3	Yes, I do because it make me love cooking	and hard to find
Ans 4	Love to cook Thai food	ingredients
Ans 5	Thai cooking class are close to my daily life because	<i>&gt;</i> //
	everything I learned from class, I take it in to my kitchen as	~//
	well.	
Ans 6	There is always a connection between the two because it's a	
	life that you have to live daily	
Ans 7	It's a little bit closer "cause there is a similarity between	
	Thai dishes with our dishes.	
Ans 8	I think this activity is close to my social norms because I	
	adapted myself eating Thai food	
Ans 9	yes its easy to making and time saving food	
Ans 10	Not really as I don't cook but I'd love to cook when I've got	
	my own kitchen. I absolutely love Thai food.	
Ans 11	Cooking classes will be attended mostly by women only; for	

No.	Answer	Keywords
	men it's not common (but for me I'd like to improve my	
	practice and I think also for men it'd be of interest)	
Ans 12	Yes, I do because I cook every day	
Ans 13	Yes, because cooking is my favorite	
Ans 14	No, because it is very hard to find ingredients in my country	
Ans 15	No, Thai food is required lots of time to prepare to make 1	
	dish	
Ans 16	Yes, Because I have to cook myself at home	
Ans 17	I appreciated working together on tasks that were part of the	1///
	cooking. Group activities enhance the motivation and fun,	211
	while the work done together is also faster and team work is	
	practiced.	\\\
Question	14 How do Thai cooking classes different from other	T7 1
tourist a	activities?	Keywords
tourist a	I think a Thai cooking school is more then only a tourist	represents culture
		·
	I think a Thai cooking school is more then only a tourist	represents culture
	I think a Thai cooking school is more then only a tourist attraction. Yui of A lot of Thai cooking school teaches also	represents culture and tradition,
Ans 1	I think a Thai cooking school is more then only a tourist attraction. Yui of A lot of Thai cooking school teaches also at a professional level.	represents culture and tradition, gain experience
Ans 1 Ans 2	I think a Thai cooking school is more then only a tourist attraction. Yui of A lot of Thai cooking school teaches also at a professional level.  Teste is the most important.	represents culture and tradition, gain experience Thai eating
Ans 1 Ans 2 Ans 3	I think a Thai cooking school is more then only a tourist attraction. Yui of A lot of Thai cooking school teaches also at a professional level.  Teste is the most important.  Thai cooking class give me to learn many Thai food	represents culture and tradition, gain experience Thai eating culture, Thai
Ans 1 Ans 2 Ans 3	I think a Thai cooking school is more then only a tourist attraction. Yui of A lot of Thai cooking school teaches also at a professional level.  Teste is the most important.  Thai cooking class give me to learn many Thai food  You can join class other people around yourself about	represents culture and tradition, gain experience Thai eating culture, Thai people, and
Ans 1 Ans 2 Ans 3 Ans 4	I think a Thai cooking school is more then only a tourist attraction. Yui of A lot of Thai cooking school teaches also at a professional level.  Teste is the most important.  Thai cooking class give me to learn many Thai food  You can join class other people around yourself about activity	represents culture and tradition, gain experience Thai eating culture, Thai people, and
Ans 1 Ans 2 Ans 3 Ans 4	I think a Thai cooking school is more then only a tourist attraction. Yui of A lot of Thai cooking school teaches also at a professional level.  Teste is the most important.  Thai cooking class give me to learn many Thai food  You can join class other people around yourself about activity  If you have passion about cooking so you can join class.	represents culture and tradition, gain experience Thai eating culture, Thai people, and
Ans 1 Ans 2 Ans 3 Ans 4	I think a Thai cooking school is more then only a tourist attraction. Yui of A lot of Thai cooking school teaches also at a professional level.  Teste is the most important.  Thai cooking class give me to learn many Thai food  You can join class other people around yourself about activity  If you have passion about cooking so you can join class.  Other tourist activities, some of activities are sightseeing,	represents culture and tradition, gain experience Thai eating culture, Thai people, and
Ans 1 Ans 2 Ans 3 Ans 4	I think a Thai cooking school is more then only a tourist attraction. Yui of A lot of Thai cooking school teaches also at a professional level.  Teste is the most important.  Thai cooking class give me to learn many Thai food  You can join class other people around yourself about activity  If you have passion about cooking so you can join class.  Other tourist activities, some of activities are sightseeing, you just visit, look around, take a picture and go. But	represents culture and tradition, gain experience Thai eating culture, Thai people, and
Ans 1 Ans 2 Ans 3 Ans 4 Ans 5	I think a Thai cooking school is more then only a tourist attraction. Yui of A lot of Thai cooking school teaches also at a professional level.  Teste is the most important.  Thai cooking class give me to learn many Thai food  You can join class other people around yourself about activity  If you have passion about cooking so you can join class.  Other tourist activities, some of activities are sightseeing, you just visit, look around, take a picture and go. But cooking class you must concentrate.	represents culture and tradition, gain experience Thai eating culture, Thai people, and
Ans 1 Ans 2 Ans 3 Ans 4 Ans 5	I think a Thai cooking school is more then only a tourist attraction. Yui of A lot of Thai cooking school teaches also at a professional level.  Teste is the most important.  Thai cooking class give me to learn many Thai food  You can join class other people around yourself about activity  If you have passion about cooking so you can join class.  Other tourist activities, some of activities are sightseeing, you just visit, look around, take a picture and go. But cooking class you must concentrate.  It represents culture and tradition	represents culture and tradition, gain experience Thai eating culture, Thai people, and

No.	Answer	Keywords
	regarding Thai food and cooking skills	
Ans 9	No Answer	
Ans 10	It's not another sightseeing spot or another shopping mall,	
	it's understanding what's behind the food you're eating and	
	learning about the ingredients and steps to achieve the great	
	aroma and taste!	
Ans 11	To be active by myself together with likeminded people is	
	biggest difference in opposition to the most of the other	
	tourist activities that are more passive	
Ans 12	Thai cooking class can be use in your life	
Ans 13	In my opinion, it is just different of the personal hobby	
Ans 14	Not, different in my opinion	\\\
Ans 15	It is different in a way that Thai cooking class is allowed	
	tourist to experience Thai eating culture. However other	
	tourist activity is mainly sightseeing	
Ans 16	This about to learn how to service it is another skills	6,_ //
Ans 17	Different! In part of participation.	3//
Question	15 If you have an opportunity to revisit Thailand, would	17
you atte	nd Thai cooking class again?	Keywords
Ans 1	Sure	Yes,
Ans 2	Sure	will attend again,
Ans 3	Yes, I will	Will try other
Ans 4	Yes, I will go to cooking in Thailand again	Thai culture
Ans 5	Yes, I will attend again.	
Ans 6	Absolutely. But I would try other Thai dish to learn	
Ans 7	Since I've got experienced already in cooking, maybe I	
	would try some other Thai culture	
Ans 8	Yes, of course	
Ans 9	yes	
	1	1

No.	Answer	Keywords
Ans 10	Of course! I've already attended twice during the past 2 trips and will be going for another when I'm there again	
Ans 11	Yes, definitely	
Ans 12	May be	
Ans 13	Yes, I love to learn and continue learning Thai cooking class	
Ans 14	Why not?	
Ans 15	sure	
Ans 16	Yes, I would	
Ans 17	Yes	

Thank you for completing this questions.

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# APPENDIX D

List of Thai cookery school in Chiang Mai

#### List of Thai cookery school in Chiang Mai

No.	Cookery school's Name
1.	Thai farm cooking school
2.	Zabb Elee Thai cooking school
3.	Asia Scenic Thai Cooking
4.	Thai orchid cookery school
5.	Siam rice Thai cookery school
6.	Galangal Cooking Studio
7.	Thai Akha Cooking School
8.	Tom Yum Thai Cooking School
9.	Pantawan cooking
10.	A lot of Thai: Home cooking class
11.	The Best Thai Cookery School
12.	Benny's Home Cooking Chiang Mai
13.	Redchili Cooking School
14.	Basil Cookery School
15.	Sammy's Organic Thai Cooking School
16.	Mama Noi Thai Cookery School
17.	Aroi Aroi Cookery school
18.	Smile organic farm cooking school
19.	We Cook Thai Home Garden Cooking School
20.	Baan Thai Cookery School
21.	Smart Cook Thai Cookery School
22.	Green Mango Thai Cookery School
23.	Aromdii Family Cooking School
24.	Cooking at Home Thai Culinary School
25.	Chiang Mai Thai Cookery School
26.	Thai kitchen cookery center
27.	Classic Home Cooking
28.	Calm Cool cooking class
29.	Thai Cottage Home Cookery School

No.	Cookery school's Name
30.	May Kaidee's Cooking School
31.	Chang Cooking & Restaurant
32.	Madam Thai Cookery School
33.	Thaimuang Vegetarian Cooking Class
34.	Air's Thai Culinary Kitchen
35.	Backstreet Academy Chiang Mai
36.	Gap's School of Thai Culinary Art
37.	Traveling Spoon
38.	Chilli Club Cooking Academy
39.	Kaohom Thai Culinary Cooking School (Chinese only)
40.	Ton Gluay Thai Culinary Heritage
41.	Private Thai Cooking Class
42.	Pum Thai Cooking School - Chiang Mai
43.	Three Generations Organic Cooking and Farming Academy
44.	Wild Wok Thai Cooking School
45.	Bee's Home Cooking
46.	Basic Thai Cooking Class
47.	Thai Garden Home Cookery School
48.	Ton Ta-Krai, Thai Cooking School
49.	Baan Mullika
50.	Baan Hong Nual
51.	Spicyhouse Homestay and Cooking School
52.	Nimmarn Thai cookery school
53.	Dhara Dhevi Cooking Academy
54.	Thai cookery school 1993
55.	Thai secret cookery school

## APPENDIX F

The table of Finding of Exploratory Factor Analysis

### The table of Finding of Exploratory Factor Analysis

	_				_			
]	Rotated	l Comp	onent I					
	1				onent		7	0
I look forward to joining a	1	2	3	4	5	6	7	8
cooking activity that I think will be interesting and provide a unique experience.	.738	.058	.107	.117	041	077	.189	.145
I am very excited when I participate in an activity that I have never done before, such as being Thai chef.	.735	.148	021	.022	.179	.032	.038	125
I don't hesitate to join group activities mixed with other people from diverse backgrounds.	.678	053	.119	029	.057	.118	102	.060
I look forward to participating in a food activity when it part of a cultural or tradition.	.674	.226	.235	.003	113	.100	125	.114
I love to join an activity that is unusual from my ordinary life.	.644	.107	.084	.080	.276	028	.029	.087
When I join an activity that seems to be a great adventure, I can remember every moment as a worthwhile lifetime experience.	.629	066	.147	.140	.138	.082	.230	.252
I always join an activity where I have a chance to participate with doing, seeing, feeling, tasting as it will create more valuable learning experience.	.586	.135	079	.103	003	.008	.471	.085

Rotated Component Matrix <sup>a</sup>									
-	rotated	Comp			onent				
	1	2	3	4	5	6	7	8	
I would like to join a cooking class that provides me with knowledge about how to cook and how to substitute ingredients.	.535	.020	.102	.045	153	031	.433	.205	
A cooking class provides homegrown ingredients will be valuable experience for learners.	.517	.135	.510	.050	139	094	015	.103	
I always look for a cooking class that must be available for all target groups at flexible time.	.144	.705	079	.118	.157	.272	.078	.062	
When I have time, I always think about opportunities to join any cooking activity for learning other food cultures.	.028	.678	.193	.036	.079	.178	.311	069	
I must join a cooking class that gives me a creative and innovative i dea for cooking and decorating.	.315	.642	.157	025	.131	014	.008	.204	
I think that social media influences me to join cooking activities which are not in my everyday life, such as cooking shows, food tasting, or watching food documentaries.	028	.610	.217	.096	.142	.120	.010	.130	
I always try to find original cooking class activity by mysalf.	.073	.533	.260	.093	.387	011	.139	059	

]	Rotated	l Comp	onent I						
	1		2	Comp				0	
	1	2	3	4	5	6	7	8	
I always prefer to join a cooking activity which sets ib the real place where the activity comes from such as a local house, or homegrown vegetable farm.	.323	.509	.344	.195	407	074	126	022	
It is worth to waiting for a long time if the activity I will participate it provides me with invaluable activities, such as learning food from the local wisdom.	.211	.143	.728	.041	.160	.171	.172	.034	
I don't mind taking part in a cooking activity even though it is not at a well-known place or is located in a small community.	.236	.205	.627	.029	.110	.093	080	.148	
I like to participate in an activity that is difficult to join such as an infrequent event or which is inconvenience to travel to.	086	.141	.585	.243	.322	.224	.080	.187	
If I learn Thai cooking it must be in Thailand.	.009	.079	.122	.829	047	.161	067	159	
I would like to join a cooking activity that is organized by Thai locals only.	.205	013	.106	.771	.064	.061	.135	004	
I think that to be effective, learning cooking in group study is better than private study.	006	.252	098	.630	.190	.069	.025	.262	

Rotated Component Matrix <sup>a</sup>									
		<u>-</u>		Comp					
	1	2	3	4	5	6	7	8	
I am very concerned that the cooking class which I join must be authentic, such as all ingredients must come from local sources.	.268	.136	.183	.426	122	274	.422	.280	
The activity that makes me excited must be remarkable in my life such as using Thai language when cooking.	.165	.226	.108	.047	.752	.093	.069	037	
I am willing to join a cooking class activity even if it is a high price.	.085	.181	.173	.074	.723	071	018	.084	
I don't care if nobody is is interrested in the cooking activity that I participate in.	.114	.036	.247	.045	140	.770	012	.012	
I always join in a cooking activity which nobody cares about my profile.	.066	.286	.144	.134	.172	.653	.030	.169	
The cooking class should be easy to participate in such as I can join anytime without reserving a place.	088	.440	097	.189	.008	.525	.283	.007	
The cooking institute should consider providing one stop service center, a call center, or correspondent service.	032	.235	059	.078	.135	.434	.580	.091	
Sometimes, I make a decision to join a cooking activity that does not relate to status of other but can improve my knowledge, such as learning about other gastronomical consumption tradition.	.248	.231	.380	045	.225	.040	.505	149	

Rotated Component Matrix <sup>a</sup>								
	Component							
	1	2	3	4	5	6	7	8
The activity that I like has nothing relate with my work or my career.	.229	.049	.154	109	018	.147	021	.745
The method of learning and creating good memories should be presented by demonstration, simulative situations, and/or role play.	.285	.213	.115	.269	.111	.019	.200	.560

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.<sup>a</sup>

a. Rotation converged in 10 iterations.

#### Communalities

	Initial	Extraction
I am very excited when I participate in an activity that I have never done before, such as being Thai chef.	1.000	.613
The activity that makes me excited must be remarkable in my life such as using Thai language when cooking.	1.000	.673
I love to join an activity that is unusual from my ordinary life.	1.000	.525
I am willing to join a cooking class activity even if it is a high price.	1.000	.610
I always try to find original cooking class activity by myself.	1.000	.539
A cooking class provides homegrown ingredients will be valuable experience for learners.	1.000	.587
I always prefer to join a cooking activity which sets in the real place where the activity comes from such as a local house, or homegrown vegetable farm.	1.000	.707
I look forward to participating in a food activity when it part of a cultural or tradition.	1.000	.611
It is worth to waiting for a long time if the activity I will participate it provides me with invaluable activities, such as learning food from the local wisdom.	1.000	.683

	Initial	Extraction
I don't mind taking part in a cooking activity even though it is not at a well-known place or is located in a small community.	1.000	.541
I like to participate in an activity that is difficult to join such as an infrequent event or which is inconvenience to travel to.	1.000	.624
I don't hesitate to join group activities mixed with other people from diverse backgrounds.	1.000	.509
I don't care if nobody is interested in the cooking activity that I participate in.	1.000	.691
I always join in a cooking activity which nobody cares about my profile.	1.000	.610
The activity that I like has nothing relate with my work or my career.	1.000	.669
I must join a cooking class that gives me a creative and innovative i dea for cooking and decorating.	1.000	.596
I always look for a cooking class that must be available for all target groups at flexible time.	1.000	.646
The cooking class should be easy to participate in such as I can join anytime without reserving a place.	1.000	.603
The cooking institute should consider providing one stop service center, a call center, or correspondent service.	1.000	.617
When I have time, I always think about opportunities to join any cooking activity for learning other food cultures.	1.000	.638
I think that social media influences me to join cooking activities which are not in my everyday life, such as cooking shows, food tasting, or watching food documentaries.	1.000	.480
Sometimes, I make a decision to join a cooking activity that does not relate to status of other but can improve my knowledge, such as learning about other gastronomical consumption tradition.	1.000	.591
If I learn Thai cooking it must be in Thailand.	1.000	.766
I would like to join a cooking activity that is organized by Thai locals only.	1.000	.673
I am very concerned that the cooking class which I join must be authentic, such as all ingredients must come from local sources.	1.000	.651

	Initial	Extraction				
I would like to join a cooking class that provides me with knowledge about how to cook and how to substitute ingredients.	1.000	.553				
The method of learning and creating good memories should be presented by demonstration, simulative situations, and/or role play.	1.000	.578				
I think that to be effective, learning cooking in group study is better than private study.	1.000	.580				
I always join an activity where I have a chance to participate with doing, seeing, feeling, tasting as it will create more valuable learning experience.	1.000	.608				
When I join an activity that seems to be a great adventure, I can remember every moment as a worthwhile lifetime experience.	1.000	.584				
I look forward to joining a cooking activity that I think will be interesting and provide a unique experience.	1.000	.637				
Communalities Extraction Method: Principal Component Analysis.						

### **Total Variance Explained**

	Initial Eigenvalues			Extraction Sums of Squared			Rotation Sums of Squared			
		% of	Cumulative		Loading % of	Cumulative		Loading:		
Component	Total	% of Variance	%	Total	% of Variance	%	Total	% of Variance	Cumulative %	
1	7.656	24.696	24.696	7.656	24.696	24.696	4.412	14.233	14.233	
2	3.128	10.090	34.786	3.128	10.090	34.786	3.102	10.007	24.240	
3	1.843	5.945	40.731	1.843	5.945	40.731	2.340	7.548	31.789	
4	1.563	5.041	45.773	1.563	5.041	45.773	2.206	7.115	38.904	
5	1.479	4.770		1.479	4.770		1.989	6.416		
6			50.543			50.543			45.320	
	1.266	4.084	54.627	1.266	4.084	54.627	1.893	6.106	51.426	
7	1.052	3.395	58.022	1.052	3.395	58.022	1.626	5.246	56.672	
8	1.003	3.237	61.258	1.003	3.237	61.258	1.422	4.587	61.258	
9	.981	3.166	64.424							
10	.906	2.922	67.347							
11	.828	2.672	70.019							
12	.810	2.613	72.632							
13	.762	2.458	75.090							
14	.720	2.323	77.413							
15	.677	2.184	79.597							
16	.610	1.967	81.563							
17	.590	1.903	83.467							
18	.569	1.837	85.303							
19	.547	1.764	87.068							
20	.488	1.573	88.641							
21	.455	1.469	90.109							
22	.423	1.366	91.475							
23	.396	1.276	92.751							
24	.369	1.189	93.940							
25	.352	1.135	95.076							
26	.322	1.040	96.116							
27	.292	.942	97.057							
28	.254	.818	97.876							
29	.242	.781	98.657							
30	.218	.703	99.360							
31	.198	.640	100.000							
Extraction Method: Principal Component Analysis.										

#### **BIOGRAPHY**

NAME ACADEMIC BACKGROUND

**EXPERIENCES** 

Miss Vongvipha Thosuwonchinda 2007 Master of Arts (International Tourism and Hotel Management) Naresuan University (Bangkok) & Southern Cross University (Australia) - Dual – Degree Program

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