

**MARKETING STRATEGIES FOR THAI GASTRONOMIC
TOURISM PROMOTION**

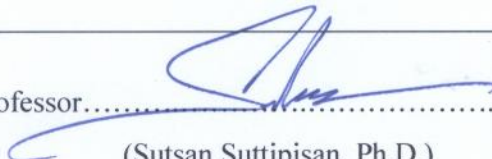
Termsak Singsomboon

**A Dissertation Submitted in Partial
Fulfillment of the Requirements for the Degree of
Doctor of Philosophy (Integrated Tourism Management)
Graduate School of Tourism Management
National Institute of Development Administration
2014**


MARKETING STRATEGIES FOR THAI GASTRONOMIC TOURISM PROMOTION

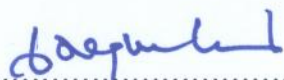
Termsak Singsomboon


The Graduate School of Tourism Management


Assistant Professor..........Major Advisor
(Sutsan Suttipisan, Ph.D.)

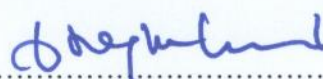
The Examining Committee Approved This Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy (Integrated Tourism Management).

Associate Professor..........Committee Chairperson
(Surachai Jewcharoensakul, Ph.D.)

Associate Professor..........Committee
(Therdchai Choibamroong, Ph.D.)

Assistant Professor..........Committee
(Sutsan Suttipisan, Ph.D.)

Assistant Professor..........Committee
(Kanokkarn Kaewnuch, Ph.D.)

Associate Professor..........Dean
(Therdchai Choibamroong, Ph.D.)

August 2014

ABSTRACT

Title of Dissertation Marketing Strategies for Thai Gastronomic Tourism Promotion
Author Mr. Termsak Singsomboon
Degree Doctor of Philosophy (Integrated Tourism Management)
Year 2014

The study on marketing strategies for Thai gastronomic tourism promotion comprises 3 objectives; 1) to study foreign tourists' behavior in Thai gastronomic tourism, 2) to study foreign tourists' needs for Thai gastronomic tourism, and 3) to suggest marketing strategies for Thai gastronomic tourism promotion. The target population was 400 foreign tourists who took Thai cooking classes in Thailand and 77 partakers in Thai culinary tourism, selected from the government sector, private sector, citizen sector, and local administrative organizations. Mixed research methodology was used in the study. The following statistics were used in the data analysis; 1) descriptive statistics, to explain general description of the sample and the level of needs such as percentage, mean, standard deviation, and 2) inferential statistics, to test the hypotheses, such as t-test, F-test, and differences comparison with LSD. Data were processed by SPSS program. Qualitative data were processed using logical analysis, grouping, classification, association, and interpretation.

Results

1) The objective of the majority of the sample in taking Thai cooking classes was to gain new experience. Most of the respondents had never taken Thai cooking classes before. All respondents preferred a half-day course and two third of the respondents preferred a group class with the step-by-step teaching method. Most of the respondents thought that the course length, course structure, and teaching methods were appropriate. More than half of the respondents thought fruits and vegetable carving should definitely be included in the course and most of the respondents were interested in learning how to make Thai desserts and wanted to learn how to make Kao Niew Ma Muang (sweetened sticky rice with mangoes). Most of the respondents thought it was necessary to learn to cook Thai food with authentic Thai flavors. Almost all of the respondents found February to be the most appropriate period to

learn Thai cooking. Pad Thai (Thai-styled stir-fried noodle), Panang Curry (mild flavored curry), and Massaman Curry (mild flavored curry with cumin and potatoes) were the top 3 Thai dishes the respondents wanted to learn. Most of the respondents found that flavor was the most distinctive point of Thai food that impressed them. The most influential resource affecting foreign tourists' decision to learn Thai cooking was closed friends. More than half of the respondents purchased cooking classes directly with the school and two third of the respondents chose the school because of the reasonable price. The appropriate learning period was in the morning (9.00-12.00 hrs.). Two third of the respondents thought Thai food was very different from other food and two third of them would take Thai cooking classes again.

2) It was found that needs of foreign tourists taking Thai cooking classes in marketing mix factors were in a relatively high level. Foreign tourists had the highest need in the people attribute followed by physical evidence, product, productivity and quality of service, process, place, price, and promotion attributes.

3) For the hypotheses testing, 15 out of 16 hypotheses tested were accepted and 1 was rejected which was the number of time visiting Thailand factor. This did not affect foreign tourists' needs.

4) There are 8 marketing strategies for Thai gastronomic tourism comprising; personnel development strategy, physical evidence development strategy, product development strategy, productivity and quality of service development strategy, process development strategy, place development strategy, price development strategy, and promotion development strategy.

5) The following recommendations derive from the study. The government should have clear and successive strategic plans and policies for Thai gastronomic tourism by allowing the private sector, citizen sector, and local administrative organizations to participate in the integration of strategic plan for Thai gastronomic tourism. Also, the government should set up standards for Thai restaurants and Thai cooking schools and publicize information on Thai cooking activities among tourists as well as develop both online and offline database of gastronomic tourism and make it practical and up-to-date. For Thai cooking schools, they should develop their skills, knowledge, and expertise in Thai food among their instructors; develop foreign language communication skills and image among their instructors and personnel as well as manage their place and environment, focusing on the cleanliness and pollution-free environment.

ACKNOWLEDGEMENTS

The dissertation titled “Marketing Strategies for Thai Gastronomic Tourism” would not be accomplished without helps, advices, suggestions, opinions, and moral supports from many people, especially from various agencies that cordially provided data for the study and made this study completed.

I would like to take this opportunity to express my gratitude to Dr. Sangkae Punyasiri, who persuaded me to pursue my doctoral degree and to my supervisor Asst. Prof. Dr. Sutsan Suttipisan, who was abundantly helpful and offered invaluable support and guidance for this dissertation. I owe my deepest gratitude to the countless support and guidance of the Dean, Assoc. Prof. Dr. Therdchai Choibamroong. Also, I would like to pass my sincere gratitude to the members of the supervisory committee: Assoc. Prof. Dr. Surachai Jewcharoensakul, Prof. Dr. Pramuan Tepchaisri, Assistant Professor Dr. Supreede Rittironk, Assistant Professor Dr. Ratchada Kongkajan, Assistant Professor Kertsiri Tongsi, and Assistant Professor Praneet Pijitwaipreecha.

In addition, special thanks to all the faculty members in the Graduated School of Tourism Management for sharing their invaluable knowledge and all faculty staff for their cooperation.

Finally, to my beloved family; my aunt, brothers, and sisters: my deepest gratitude. My completion of this dissertation could not have been accomplished without their support and understanding through the duration of my studies.

Termsak Singsomboon

August 2014

TABLE OF CONTENTS

	Page
ABSTRACT	iii
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	xviii
SYMBOLS	xix
CHAPTER 1 INTRODUCTION	1
1.1 Rationale	1
1.2 Research Questions	3
1.3 Objectives of the Study	3
1.4 Research Paradigm	3
1.5 Expected Results	5
1.6 Expected Benefits	5
1.7 Scope of the Study	5
1.8 Definitions	7
1.9 Limitations of the Study	8
1.10 Research Hypotheses	8
CHAPTER 2 LITERATURE REVIEWS	9
2.1 Tourism Strategies in the 11 th National Economic and Social Development Plan (2012-2016), the National Tourism Development Plan (2012-2016) and Tourism Authority of Thailand (TAT) Tourism Marketing Plan (2014)	9
2.2 Tourism Theories	12
2.3 Concept of Sustainable Tourism	14

2.4 Concepts of Gastronomic Tourism and the Use of Thai Food in Tourism Promotion	17
2.5 Concepts of Marketing Theories	25
2.6 Concept of Consumer Behavior	28
2.7 Concepts of Tourists' Needs	33
2.8 Concepts of Lifelong Learning and Informal Education	38
2.9 Situation of Thai Gastronomic Tourism in Thailand	44
2.10 Related Researches	48
2.11 Conclusion	57
CHAPTER 3 RESEARCH METHODOLOGY	58
3.1 Objective 1(to Study Foreign Tourists' Behavior in Thai Gastronomic Tourism) and Objective 2 (to Study Foreign Tourists' Needs for Thai Gastronomic Tourism)	58
3.2 Objective 3 (to Suggest Marketing Strategies for Thai Gastronomic Tourism Promotion)	63
3.3 Implementation Plan and Research Budget	77
3.4 Conclusion	81
CHAPTER 4 RESULTS OF THE STUDY	82
4.1 Results of Quantitative Research	82
4.2 Results of Qualitative Research	215
4.3 Synthesis of the Study's Results	270
4.4 Discussions	276
CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS	284
5.1 Conclusions	284
5.2 Recommendations	289
5.3 Recommendations for Further Study	289
BIBLIOGRAPHY	291
APPENDICES	307
Appendix A Questionnaire for Foreign Tourists Taking Thai Cooking Courses in Thailand	308

Appendix B In-depth Interview Questions for Thai Cooking School Entrepreneurs	314
Appendix C Sample of Letter Requesting for Cooperation in the Dissertation Data Collection	317
Appendix D List of Interviewees	319
Appendix E List of Focus Group Participants	321
Appendix F Pictures of Marketing Strategies Used by Thai Cooking Schools	325
Appendix G Pictures from the Researcher's Fieldwork	334
BIOGRAPHY	344

LIST OF TABLES

Tables	Page
1.1 Number of Foreign Tourists Visiting Bangkok, Chon Buri, Chiang Mai, and Phuket between 2010-2012	6
2.1 Seven Questions Regarding Consumer (6Ws and 1H) to Find Seven Answers Regarding Consumer Behavior (7Os)	29
3.1 Number of Foreign Tourists Visiting Bangkok, Chon Buri, Chiang Mai, and Phuket between 2010-2012	59
3.2 Number of Surveyed Sample in Each Target Province	60
3.3 Number of Focus Group Participants in Each Target Province	66
3.4 Research Methodology Classified by Study Objectives	69
3.5 Duration and Budget of the Research	77
4.1 General Information of the Sample Displayed in Number and Percentage	83
4.2 The Sample's Behavior in Taking Thai Cooking Class Displayed in Number and Percentage	88
4.3 Mean, Standard Deviation and Need Level of Foreign Tourists in Learning Thai Cooking	94
4.4 Number, Percentage, Mean, Standard Deviation, and Need Level of Foreign Tourists in the Product Factor of Learning Thai Cooking	95
4.5 Number, Percentage, Mean, Standard Deviation, and Need Level of Foreign Tourists in the Price Factor of Learning Thai Cooking	96
4.6 Number, Percentage, Mean, Standard Deviation, and Need Level of Foreign Tourists in the Place Factor of Learning Thai Cooking	97

4.7	Number, Percentage, Mean, Standard Deviation, and Need Level of Foreign Tourists in the Promotion Factor of Learning Thai Cooking	98
4.8	Number, Percentage, Mean, Standard Deviation, and Need Level of Foreign Tourists in the People Factor of Learning Thai Cooking	99
4.9	Number, Percentage, Mean, Standard Deviation, and Need Level of Foreign Tourists in the Process Factor of Learning Thai Cooking	100
4.10	Number, Percentage, Mean, Standard Deviation, and Need Level of Foreign Tourists in the Physical Evidence Factor of Learning Thai Cooking	101
4.11	Number, Percentage, Mean, Standard Deviation, and Need Level of Foreign Tourists in the Productivity and Quality of Service Factor of Learning Thai Cooking	102
4.12	Comparison of Behavior of Foreign Tourists Taking Thai Cooking Classes Classified by Gender	103
4.13	Comparison of Behavior of Foreign Tourists Taking Thai Cooking Classes Classified by Age	105
4.14	Average Differences in the Chosen Thai Cooking Classes Attribute Paired by LSD Method Classified by Age	106
4.15	Average Differences in the Appropriate Learning Period Attribute Paired by LSD Method Classified by Age	107
4.16	Average Differences in the Influential Information Resources Attribute Paired by LSD Method Classified by Age	108
4.17	Average Differences in the Cooking Class Purchasing Sources Attribute Paired by LSD Method Classified by Age	109
4.18	Comparison of Behavior of Foreign Tourists Taking Thai Cooking Classes Classified by Nationality	110
4.19	Average Differences of Foreign Tourists' Behavior in the Learning Objective Attribute Paired by LSD Method Classified by Nationality	116

4.20	Average Differences of Foreign Tourists' Behavior in the Chosen Thai Cooking Classes Attribute Paired by LSD Method Classified by Nationality	118
4.21	Average Differences of Foreign Tourists' Behavior in the Influential Information Resources Attribute Paired by LSD Method Classified by Nationality	120
4.22	Average Differences of Foreign Tourists' Behavior in the Cooking Class Purchasing Sources Attribute Paired by LSD Method Classified by Nationality	122
4.23	Average Differences of Foreign Tourists' Behavior in the Reasons for Choosing the School Attribute Paired by LSD Method Classified by Nationality	124
4.24	Comparison of the Behavior of Foreign Tourists Taking Thai Cooking Classes Classified by Educational Level	125
4.25	Average Differences of Foreign Tourists' Behavior in the Learning Objectives Attribute Paired by LSD Method Classified by Educational Level	127
4.26	Average Differences of Foreign Tourists' Behavior in the Chosen Thai Cooking Classes Attribute Paired by LSD Method Classified by Educational Level	128
4.27	Average Differences of Foreign Tourists' Behavior in the Appropriate Learning Period Attribute Paired by LSD Method Classified by Educational Level	129
4.28	Average Differences of Foreign Tourists' Behavior in the Influential Information resources Attribute Paired by LSD Method Classified by Educational Level	130
4.29	Average Differences of Foreign Tourists' Behavior in the Cooking Class Purchasing Sources Attribute Paired by LSD Method Classified by Educational Level	131
4.30	Average Differences of Foreign Tourists' Behavior in the Reasons for Choosing the School Attribute Paired by LSD Method Classified by Educational Level	132

4.31	Comparison of Behavior of Foreign Tourists Taking Thai Cooking Classes Classified by Occupation	133
4.32	Average Differences of Foreign Tourists' Behavior in the Chosen Thai Cooking Classes Attribute Paired by LSD Method Classified by Occupation	135
4.33	Average Differences of Foreign Tourists' Behavior in the Appropriate Learning Period Attribute Paired by LSD Method Classified by Occupation	135
4.34	Average Differences of Foreign Tourists' Behavior in the Influential Information Resources Attribute Paired by LSD Method Classified by Occupation	136
4.35	Average Differences of Foreign Tourists' Behavior in the Cooking Class Purchasing Sources Attribute Paired by LSD Method Classified by Occupation	137
4.36	Average Differences of Foreign Tourists' Behavior in the Reasons for Choosing the School Attribute Paired by LSD Method Classified by Occupation	137
4.37	Comparison of Behavior of Foreign Tourists Taking Thai Cooking Classes Classified by Income	138
4.38	Average Differences of Foreign Tourists' Behavior in the Chosen Thai Cooking Classes Attribute Paired by LSD Method Classified by Income	140
4.39	Average Differences of Foreign Tourists' Behavior in the Influential Information Resources Attribute Paired by LSD Method Classified by Income	141
4.40	Average Differences of Foreign Tourists' Behavior in the Cooking Class Purchasing Sources Attribute Paired by LSD Method Classified by Income	142
4.41	Average Differences of Foreign Tourists' Behavior in the Reasons for Choosing the School Attribute Paired by LSD Method Classified by Income	143

4.42	Comparison of Behavior of Foreign Tourists Taking Thai Cooking Classes Classified by Traveling Time Spent in Thailand	144
4.43	Average Differences of Foreign Tourists' Behavior in the Learning Objectives Attribute Paired by LSD Method Classified by Traveling Time Spent in Thailand	146
4.44	Average Differences of Foreign Tourists' Behavior in the Appropriate Learning Period Attribute Paired by LSD Method Classified by Traveling Time Spent in Thailand	147
4.45	Average Differences of Foreign Tourists' Behavior in the Influential Information Resources Attribute Paired by LSD Method Classified by Traveling Time Spent in Thailand	147
4.46	Average Differences of Foreign Tourists' Behavior in the Cooking Class Purchasing Sources Attribute Paired by LSD Method Classified by Traveling Time Spent in Thailand	148
4.47	Average Differences of Foreign Tourists' Behavior in the Reasons for Choosing the School Attribute Paired by LSD Method Classified by Traveling Time Spent in Thailand	149
4.48	Comparison of Behavior of Foreign Tourists Taking Thai Cooking Classes Classified by Number of Times Visiting Thailand	150
4.49	Testing Results on the Average Differences of Foreign Tourists' Behavior in the Learning Objectives Attribute Paired by LSD Method Classified by Number of Times Visiting Thailand	152
4.50	Average Differences of Foreign Tourists' Behavior in the Reasons for Choosing the School Attribute Paired by LSD Method Classified by Number of Times Visiting Thailand	153
4.51	Comparison of the Needs of Foreign Tourists Taking Thai Cooking Classes Classified by Gender	154
4.52	Comparison of the Needs of Foreign Tourists Taking Thai Cooking Classes Classified by Age	156

4.53	Average Differences of Foreign Tourists' Needs in the Product Attribute Paired by LSD Method Classified by Age	158
4.54	Average Differences of Foreign Tourists' Needs in the Place Attribute Paired by LSD Method Classified by Age	158
4.55	Average Differences of Foreign Tourists' Needs in the Promotion Attribute Paired by LSD Method Classified by Age	159
4.56	Average Differences of Foreign Tourists' Needs in the People Attribute Paired by LSD Method Classified by Age	160
4.57	Comparison of the Needs of Foreign Tourists Taking Thai Cooking Classes Classified by Nationality	161
4.58	Average Differences of Foreign Tourists' Needs in the Product Attribute Paired by LSD Method Classified by Nationality	168
4.59	Average Differences of Foreign Tourists' Needs in the Price Attribute Paired by LSD Method Classified by Nationality	170
4.60	Average Differences of Foreign Tourists' Needs in the Place Attribute Paired by LSD Method Classified by Nationality	172
4.61	Average Differences of Foreign Tourists' Needs in the Promotion Attribute Paired by LSD Method Classified by Nationality	174
4.62	Average Differences of Foreign Tourists' Needs in the People Attribute Paired by LSD Method Classified by Nationality	176
4.63	Average Differences of Foreign Tourists' Needs in the Process Attribute Paired by LSD Method Classified by Nationality	179
4.64	Average Differences of Foreign Tourists' Needs in the Physical Evidence Attribute Paired by LSD Method Classified by Nationality	182
4.65	Average Differences of Foreign Tourists' Needs in the Productivity and Quality of Service Attribute Paired by LSD Method Classified by Nationality	184
4.66	Comparison of the Needs of Foreign Tourists Taking Thai Cooking Classes Classified by Educational Level	185

4.67	Average Differences of Foreign Tourists' Needs in the Product Attribute Paired by LSD Method Classified by Educational Level	187
4.68	Average Differences of Foreign Tourists' Needs in the Price Attribute Paired by LSD Method Classified by Educational Level	188
4.69	Average Differences of Foreign Tourists' Needs in the Process Attribute Paired by LSD Method Classified by Educational Level	189
4.70	Average Differences of Foreign Tourists' Needs in the Physical Evidence Attribute Paired by LSD Method Classified by Educational Level	189
4.71	Comparison of the Needs of Foreign Tourists Taking Thai Cooking Classes Classified by Occupation	190
4.72	Average Differences of Foreign Tourists' Needs in the Product Attribute Paired by LSD Method Classified by Occupation	192
4.73	Average Differences of Foreign Tourists' Needs in the Price Attribute Paired by LSD Method Classified by Occupation	193
4.74	Average Differences of Foreign Tourists' Needs in the Place Attribute Paired by LSD Method Classified by Occupation	194
4.75	Average Differences of Foreign Tourists' Needs in the Promotion Attribute Paired by LSD Method Classified by Occupation	194
4.76	Average Differences of Foreign Tourists' Needs in the People Attribute Paired by LSD Method Classified by Occupation	195
4.77	Average Differences of Foreign Tourists' Needs in the Process Attribute Paired by LSD Method Classified by Occupation	196
4.78	Comparison of the Needs of Foreign Tourists Taking Thai Cooking Classes Classified by Income	197
4.79	Average Differences of Foreign Tourists' Needs in the Product Attribute Paired by LSD Method Classified by Income	199

4.80	Average Differences of Foreign Tourists' Needs in the Place Attribute Paired by LSD Method Classified by Income	200
4.81	Average Differences of Foreign Tourists' Needs in the Promotion Attribute Paired by LSD Method Classified by Income	201
4.82	Average Differences of Foreign Tourists' Needs in the Productivity and Quality of Service Attribute Paired by LSD Method Classified by Income	202
4.83	Comparison of the Needs of Foreign Tourists Taking Thai Cooking Classes Classified by Traveling Time Spent in Thailand	203
4.84	Average Differences of Foreign Tourists' Needs in the Product Attribute Paired by LSD Method Classified by Traveling Time Spent in Thailand	205
4.85	Average Differences of Foreign Tourists' Needs in the Price Attribute Paired by LSD Method Classified by Traveling Time Spent in Thailand	206
4.86	Average Differences of Foreign Tourists' Needs in the Place Attribute Paired by LSD Method Classified by Traveling Time Spent in Thailand	206
4.87	Average Differences of Foreign Tourists' Needs in the Promotion Attribute Paired by LSD Method Classified by Traveling Time Spent in Thailand	207
4.88	Average Differences of Foreign Tourists' Needs in the People Attribute Paired by LSD Method Classified by Traveling Time Spent in Thailand	208
4.89	Comparison of the Needs of Foreign Tourists Taking Thai Cooking Classes Classified by Number of Times Visiting Thailand	209
4.90	Average Differences of Foreign Tourists' Needs in the Product Attribute Paired by LSD Method Classified by Number of Times Visiting Thailand	212

4.91	Average Differences of Foreign Tourists' Needs in the People Attribute Paired by LSD Method Classified by Number of Times Visiting Thailand	213
4.92	Average Differences of Foreign Tourists' Needs in the Physical Evidence Attribute Paired by LSD Method Classified by Number of Times Visiting Thailand	214
4.93	Average Differences of Foreign Tourists' Needs in the Productivity and Quality of Service Paired by LSD Method Classified by Number of Times Visiting Thailand	214
4.94	Marketing Strategies and Activities Used by Thai Cooking Schools in Each Province	236

LIST OF FIGURES

Figure	Page
1.1 Research Paradigm	4
2.1 Tourism Components	13
2.2 Major Elements of Sustainable Tourism Development	16
2.3 Solomon's Consumer Behavior Model	31
2.4 Middleton's Consumer Behavior Model	32
2.5 Scholl's Tourist Behavior Model	33
2.6 Hierarchy of Need Theory by Maslow	35
2.7 Connectivity and Relation of Lifelong Learning Model	39

SYMBOLS

SYMBOLS

—
X
S.D.
t
F
LSD
Sig.

DEFINITIONS

Average
Standard Deviation
Statistics used in t-test
Statistics used in F-test
Least Significant Difference
Significant or P-value

CHAPTER 1

INTRODUCTION

1.1 Rationale

Thai food is a local wisdom and a cultural heritage that has been passed down from generation to generation. With its unique appearance and flavors, as well as its health benefits, Thai food is considered healthy and has become popular among consumers throughout the world. Well known dishes are, for example, Tom Yum Kung (hot and sour prawn soup), green curry, Pad Thai (Thai-styled stir-fried noodle), Pad Kaprao (stir-fried meat with basil), and Panang (mild flavored Thai curry). The popularity of Thai food among foreigners drives a large number of foreign tourists to visit Thailand in order to learn Thai cooking in many cooking institutions located in Bangkok and important tourist provinces such as Chiang Mai, Phuket, and Chon Buri. There are many factors that influence tourists' decision to learn Thai cooking, for instance, the global awareness of healthy diet which is what Thai food can offer since its elements contain many herbs with immune system boosting properties. Moreover, the government's "Kitchen of the World" (S. Sookpum, 2004: 1-17) campaign, which has been implemented many years ago, has integrated Thai food and Thai cooking in its tourism promotion strategies. In addition, the change in tourist behavior leads to what is known as "special interest tourism" and tourists are in search of new learning and exposures different from their previous travel experiences. This tourism includes, for example, health tourism, adventure tourism, sport tourism, religious tourism, and educational tourism.

With the trend of tourists taking cooking classes in Thailand and the fact that the government is giving precedence to tourism as this service industry generates over a hundred billion baht of annual income (Department of Tourism, 2011), guidelines for tourism development have been included in the 11th National Economic and

Social Development Plan (2012-2016) which focuses on developing the service sector to create value added to the potential service sectors and upgrading the quality of tourist sites in order to meet market and community needs, which will enable them to generate main source of income for the country as well as distribute it to the local community that is capable of distributing the benefits gained from the development thoroughly and fairly, as well as developing creative economy products to create innovation in products and services under the concept of creative economy. This is another alternative to create economic value added that helps generate jobs, income, and pride among Thai people, making it possible to have more investors in the Thai cooking school business. Kasikorn Research Center Public Company Limited(2000) forecasted that the amount of money in Thai cooking school business would be as high as 250 million baht (Kasikorn Research Center Public Company Limited, 2000) in 2011. Accordingly, the new as well as the existing entrepreneurs tend to face with more intense business competition. Undoubtedly, foreign tourists who want to take Thai cooking classes will choose whatever is best for them. Thai cooking school entrepreneurs, therefore, need to adjust their business strategies in order to stay competitive in the market. They should, for example, make the curricula more favorable to the students, adjust teaching methods to comply with students' interests, improve teaching standard and quality, and increase more public relations channels.

Based on the aforementioned reasons, it is necessary to study marketing strategies for Thai gastronomic tourism promotion in order to suggest strategies for entrepreneurs in Thai cooking school business and related agencies. Since the competition in the Thai cooking school for foreign tourists business is quite intense, if marketing strategies employed by Thai gastronomic tourism business entrepreneurs do not comply with tourists' needs and behavior, these entrepreneurs and tourism business partakers will definitely be affected. Accordingly, this study focuses on understanding foreign tourists' behavior and needs regarding Thai gastronomic tourism in order to suggest marketing strategies for Thai gastronomic tourism promotion. Entrepreneurs and related agencies can use recommendations from this study to formulate policies, guidelines and operation strategies concerning Thai gastronomic tourism both in short-term and long-term.

1.2 Research Questions

- 1) What is foreign tourists' behavior in Thai gastronomic tourism?
- 2) What are foreign tourists' need for Thai gastronomic tourism?
- 3) What should be marketing strategies for Thai gastronomic tourism promotion?

1.3 Objectives of the Study

- 1) To study foreign tourists' behavior in Thai gastronomic tourism
- 2) To study foreign tourists' needs for Thai gastronomic tourism
- 3) To suggest marketing strategies for Thai gastronomic tourism promotion

1.4 Research Paradigm

The study on marketing strategies for Thai gastronomic tourism promotion follows this research paradigm (Figure 1.1).

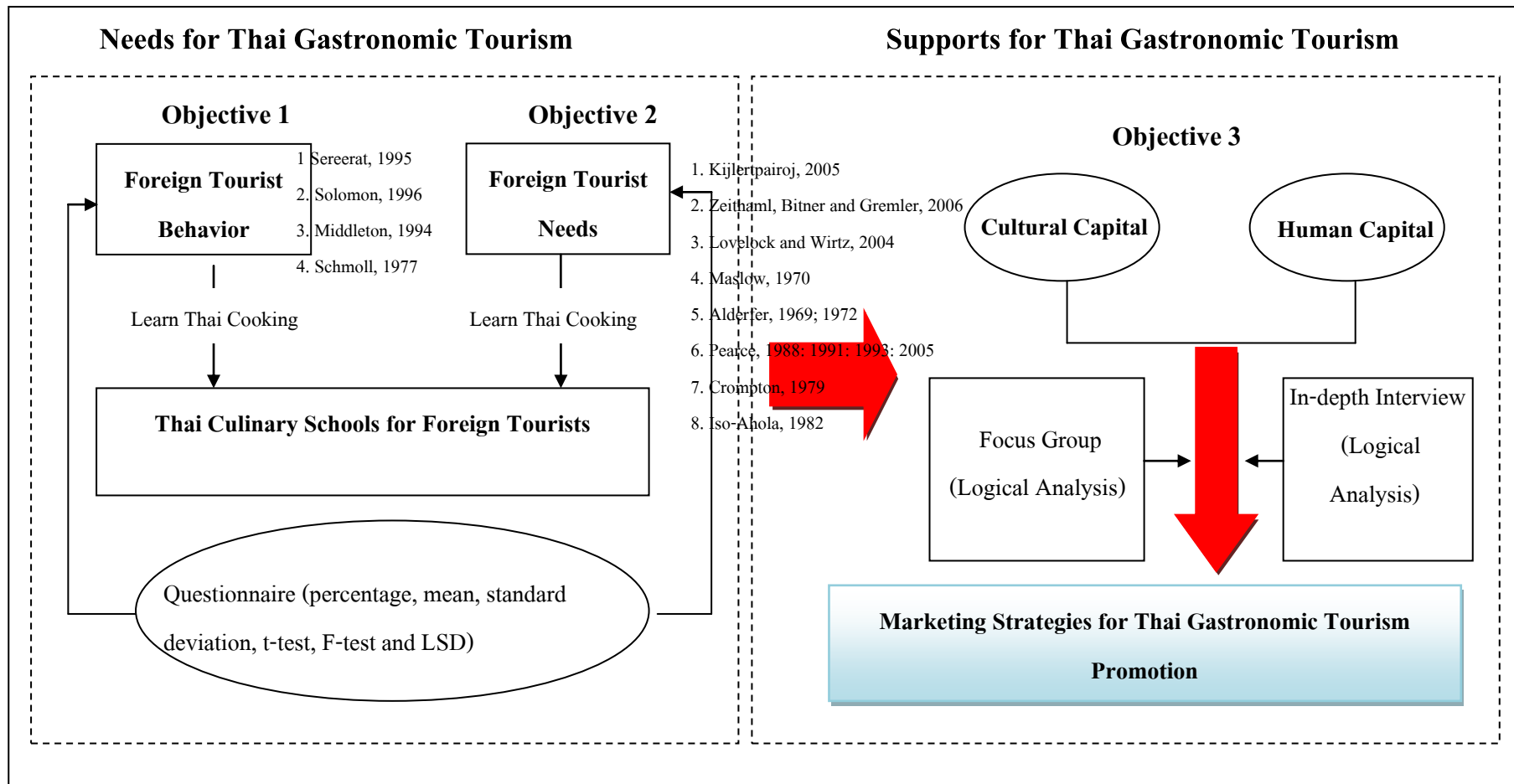


Figure 1.1 Research Paradigm

1.5 Expected Results

- 1) Being able to understand foreign tourists' behavior in Thai gastronomic tourism
- 2) Being able to understand foreign tourists' needs for Thai gastronomic tourism
- 3) Being able to achieve suggestions on marketing strategies for Thai gastronomic tourism promotion

1.6 Expected Benefits

- 1) Thai culinary school entrepreneurs can use the results of this study to formulate marketing plans that conform to foreign tourists' behavior and needs.
- 2) The Ministry of Tourism and Sports can use the study results to promote Thailand tourism.
- 3) The Ministry of Culture can use the study results in their plans to promote the conservation of local wisdoms in Thai food.
- 4) The Tourism Authority of Thailand can use these marketing strategies to promote and support Thai gastronomic tourism.
- 5) Research agencies can apply this research methodology to other types of tourism.
- 6) Hotel associations can have more products or improve images and services related to Thai gastronomic tourism.
- 7) Travel agencies can use the study results to design tourism products that comply with foreign tourists' behavior and needs.
- 8) Communities with local wisdoms in Thai food can use these marketing strategies to promote community tourism.

1.7 Scope of the Study

The study on marketing strategies for Thai gastronomic tourism promotion follows these 4 scopes;

1) Content - This is the study on foreign tourists' behavior and needs regarding Thai gastronomic tourism and the results of these issues are presented to partakers in Thai gastronomic tourism in order to achieve conclusions on marketing strategies for Thai gastronomic tourism. Regarding foreign tourists' behavior, the issues to be studied are characteristics of the target group (occupants), what consumers want to purchase (objects), objectives of purchase (objectives), roles of different groups (organizations) that influence purchase decision, purchase occasions (occasions), where the market buy (outlet), and purchase decision process (operation). With regard to tourists' needs, the emphasis is placed on the product, price, place, promotion, people, process, physical evidence, and productivity and quality of service issues.

2) Area - Four major tourism provinces with more than 1 million visiting tourists per year, which are Bangkok, Chon Buri, Chiang Mai, and Phuket, were studied (Table 1.1).

Table 1.1 Number of Foreign Tourists Visiting Bangkok, Chon Buri, Chiang Mai, and Phuket between 2010-2012

Province	Year (number of people)		
	2010	2011	2012
Bangkok	10,444,176	13,801,933	15,822,616
Chon Buri	5,352,586	6,143,017	6,375,681
Chiang Mai	1,479,087	1,848,946	1,989,929
Phuket	4,305,665	6,290,577	7,216,975

Source: Tourism Authority of Thailand, 2013.

3) Population - There were 2 groups of population in the study: 1) foreign tourists taking cooking classes in Thailand and 2) partakers in Thai gastronomic tourism from the government sector, private sector, citizen sector, and local administrative organizations.

4) Time - The study was conducted during September 2012- May 2014, approximately 21 months. Data collection process from fieldwork took 7 months (November 2013-May 2014).

1.8 Definitions

Marketing strategy means establishing guidelines in using marketing mix factors in Thai gastronomic tourism that are appropriate to foreign tourists which will enable Thailand to gain sustainable competitive advantages in tourism both in economic and non-economic terms.

Thai gastronomic tourism means a collection of phenomenon and relationship gained from interaction among foreign tourists and people or organizations in Thai gastronomic tourism business which creates impression and satisfaction among foreign tourists.

Travel behavior means the process in which foreign tourists are involved in terms of purchasing, using or consuming products and services, opinions or experience regarding Thai gastronomic tourism so as to meet their own requirements, comprising characteristics of the target group (occupants), what consumers want to purchase (objects), objectives of purchase (objectives), roles of different groups (organizations) that influence purchase decision, purchase occasions (occasions), where the market buy (outlet) , and purchase decision process (operation).

Need means attitudes towards desires and needs of foreign tourists that are expected to happen in Thai gastronomic tourism, comprising product, price, place, promotion, people, process, physical evidence, and productivity and quality of service.

Foreign tourists mean non-Thai nationality tourists who visit and take cooking classes in Thailand.

Thai cooking schools refer to schools or institutions that offer Thai cooking curriculum for foreign tourists. This study put Thai cooking schools into 2 categories; schools that are accredited and approved by the Ministry of Education and schools that are not accredited and approved by the Ministry of Education.

1.9 Limitations of the Study

1) For qualitative data collection, the target population was foreign tourists who took Thai cooking classes in Thailand. English questionnaires were employed as a tool to collect data. Consequently, they could only be used with tourists who can communicate in English.

2) During November 2013 – May 2014, there were political mobilizations in many Bangkok areas. Protestors closed down many government organizations, causing traffic difficulties. Some of the study's target group could not come to the appointment. Accordingly, one of the study's limitations was that some of the study's target group could not join the focus group.

1.10 Research Hypotheses

The hypotheses for the study on marketing strategies for Thai gastronomic tourism promotion are

- 1) Different gender factor affects different behavior
- 2) Different age factor affects different behavior
- 3) Different nationality factor affects different behavior
- 4) Different education factor affects different behavior
- 5) Different occupation factor affects different behavior
- 6) Different income factor affects different behavior
- 7) Different traveling time spent in Thailand factor affects different behavior
- 8) Different number of times visiting Thailand factor affects different behavior
- 9) Different gender factor affects different needs
- 10) Different age factor affects different needs
- 11) Different nationality factor affects different needs
- 12) Different education factor affects different needs
- 13) Different occupation factor affects different needs
- 14) Different income factor affects different needs
- 15) Different traveling time spent in Thailand factor affects different needs
- 16) Different number of times visiting Thailand factor affects different needs

CHAPTER 2

LITERATURE REVIEWS

This chapter reviews and presents theories and researches related to the study on marketing strategies for Thai gastronomic tourism promotion, comprising 1) tourism strategies in the 11th National Economic and Social Development Plan (2012-2016), the National Tourism Development Plan (2012-2016), and Tourism Authority of Thailand (TAT) Tourism Marketing Plan (2014), 2) tourism theories, 3) concepts of sustainable tourism, 4) concepts of gastronomic tourism and the use of Thai food in tourism promotion, 5) concepts of marketing theories, 6) concept of consumer behavior, 7) concepts and theories related to tourist needs, 8) concepts of lifelong learning and informal education, and 9) situation of Thai gastronomic tourism in Thailand.

2.1 Tourism Strategies in the 11th National Economic and Social Development Plan (2012-2016), the National Tourism Development Plan (2012-2016) and Tourism Authority of Thailand (TAT) Tourism Marketing Plan (2014)

The key elements of the 11th National Economic and Social Development Plan (2012-2016) (Office of the National Economic and Social Development Board, 2011) are 1) adhering to the Philosophy of Sufficiency Economy, 2) placing people at the center of development, 3) promoting balance development, and 4) aiming at achieving vision of the year 2027. Six development strategies have been set which are creating the just society, developing the lifelong learning society, strengthening of the food and energy, creating knowledge economy and surrounding factors, creating regional connectivity for social and economic stability, and managing natural resources and environment toward sustainability. The aforementioned strategies were

synthesized and it was found that tourism development guidelines have been included in the strategy for creating knowledge economy and surrounding factors with the following key development guidelines; 1) developing the service sector to create value added to the potential service sectors and upgrading the quality of tourist sites in order to meet market and community needs, enabling them to generate main source of income for the country as well as distribute it to the local community that is capable of distributing the benefits gained from the development thoroughly and fairly and 2) developing creative economy products to create innovation in products and services under the concept of creative economy which will be another alternative to create economic value added that helps generate jobs, income, and pride among Thai people.

Nonetheless, these development strategies in the 11th National Economic and Social Development Plan were used to establish framework for tourism development strategies in the National Tourism Development Plan (2012-2016) (Ministry of Tourism and Sports, 2011). There are 5 important development strategies; 1) tourism infrastructure and facilities development - infrastructure includes logistic system that links with domestic and international tourism as wells basic facilities that might be major threats to Thailand tourism development, 2) tourism sites rehabilitation and sustainable development - this strategy focuses on developing ecotourism and rehabilitating tourism sites without destroying natural resources, culture and identity of the country by establishing various rules and regulations to enhance the country's tourism carrying capacity, 3) products, services, and tourism supporting factors development - this strategy aims for the full circuit of tourism products and services development in order to make them meet the standard by using the concept of creative economy to drive tourism industry, 4) confidence building and tourism promotion - this strategy focuses on creating confidence in Thailand's good images among tourists as well as building confidence for visitors to travel to Thailand, and 5) promoting participation from the government sector, private sector, citizen sector and local administrative organizations in tourism resource management - tourism management structure still lacks the connection among localities, provincial groups, and the nation as well as participation from people in the private sector and local administrative organizations. Consequently, developing mechanism in tourism management is a way to integrate cooperation among these sectors by designating a clear scope of

development tasks and designing tourism development models that are appropriate to the areas to be developed.

The TAT's 2014 Tourism Marketing Plan (TAT, 2013) is the continual phase of the 2013 tourism marketing plan under the "Higher Revenue through Thainess" concept with the promotion plan for international tourism market that comprises 1) creating brand image of Thailand under the theme "Happiness You can Share" by publicizing Thailand through 3 different channels; "Thainess to the World", through international online and offline media; "Thainess Connected", through world class activities; and "Thainess through Celebs", through celebrities, 2) creating value products for international market, focusing on creative items and tourism services that meet international market's needs such as Thai boxing, Thai food, community way-of-life, high- end products and services, healthcare products and important cultural traditions, 3) expanding quality market by focusing on quality tourists with higher spending ability in high -end special interest markets, 4) expanding the base of mainstream tourist market in two main groups; first visitor and repeater, and 5) positioning Thailand as a center of traveling in ASEAN Economic Community (AEC).

In conclusion, both the 11th National Economic and Social Development Plan (2012-2016) and the National Tourism Development Plan (2012-2016) have a similar pattern in tourism development since both plans use to the principles of "Philosophy of Sufficiency Economy", "placing people at the center of development", and "promoting balance development" as guidelines to develop the country's tourism in terms of creating knowledge economy and surrounding factors; developing tourism infrastructure and facilities; developing and rehabilitating tourist sites for sustainable development; developing products, services, and tourism supporting factors; building up confidence and promoting tourism; and promoting participation from the government sector, citizen sector and local administrative organizations in tourism resource management. However, TAT's 2014 Tourism Marketing Plan, which adheres to the concept of "Higher Revenue through Thainess", does not comply with the tourism development direction in the 11th National Economic and Social Development Plan (2012-2016) and the National Tourism Development Plan (2012-2016) even if the plan, which uses strategies to create value products for international

markets such as Thai way-of-life, traditions, art and cultures such as Thai boxing, Thai food, local community way-of-life, health products, and important traditions, is used to attract visitors.

Tourism theories to be mentioned afterward derive from the synthesis of tourism development strategies from the 11th National Economic and Social Development Plan (2012-2016) and the TAT 2014 Tourism Marketing Plan.

2.2 Tourism Theories

2.2.1 Definition of Tourism

The definition of “Tourism” can be divided in 2 categories. The first category defines tourism based on activities tied with traveling that has destinations and objectives of the travel. However, this does not include travelling with the purpose to make a living or earn income (Mathieson & Wall, 1982; Davison, 1995: 2; Theobald, 1998: 6-7; Middleton, 2001; Suwan, 2011: 36-37). The second category defines tourism as the sum of phenomena and relationships arising from the interaction of tourists, activities that create impressions, services and satisfactions (National Economic and Social Advisory Council, as cited in S. Wangpaijit & L. Silanoi, 2014: 102-103; McIntosh & Goeldner, 1984; Mill, 1990:359; Peeters & Dubois, 2010; 447:457).

From the above definitions, tourism is the sum of phenomena and relationships arising from the interaction of tourists and tourism partakers or organizations through activities that create impressions, services, and satisfaction for tourists.

2.2.2 Components of Tourism

Based on the literature reviews, components of tourism comprise 1) visitor, tourist or excursionist, 2) tourist sites or attractions, 3) tourism infrastructure, facilities and services, 4) public organizations, 5) private organizations, and 6) local people in the communities or in tourism sites who own that tourism resources. Other external elements outside the country also help stimulate, support, and encourage foreign tourists to visit Thailand such as travel agencies, airlines, cruises, Thai clubs/societies,

Thai restaurants, multi- national or joint-venture corporations, the business sector in other countries, and foreigners who lived and worked in Thailand as well as visitors returning to their countries (Figure 2.1) (Likorish & Jenkins, 1997; S.Wangpaijit & L. Silanoi, 2014: 103; Department of Tourism, 2013: 2-4).

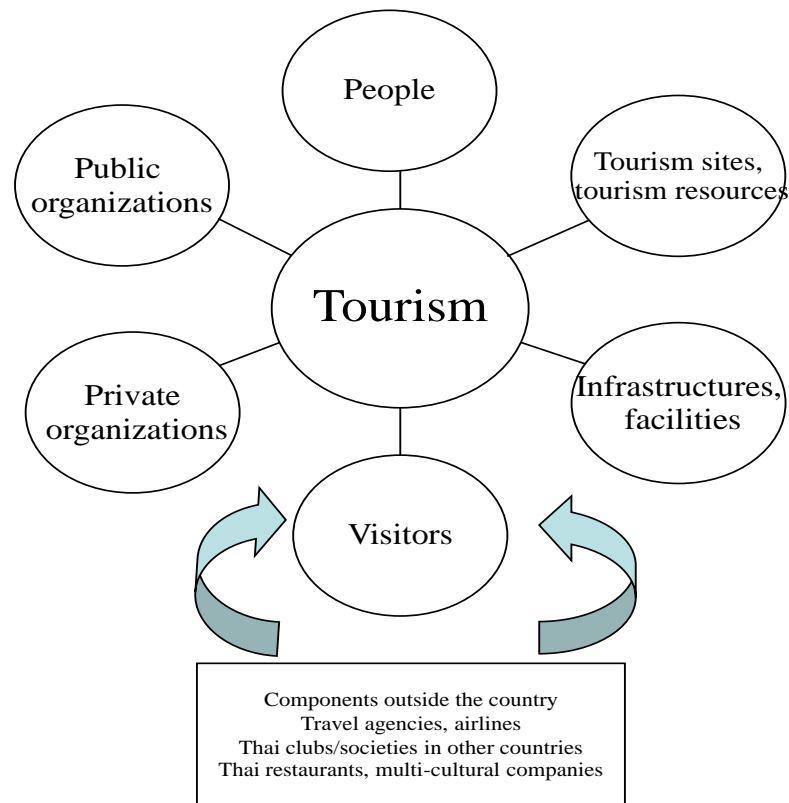


Figure 2.1 Tourism Components

Source: Adapted from S. Wangpaijit & L. Silanoi, 2014: 138.

2.2.3 Types of Tourism

There are various types of tourism. Categorized by geography, there are 2 types of tourism; 1) international tourism and 2) domestic tourism. Categorized by traveling purposes, there are 3 types of tourism; 1) tourism for leisure and recreation, 2) tourism for business, and 3) tourism for special interests such as ecotourism, agro-tourism, community-based tourism, adventure tourism, health tourism and historical and cultural tourism. In addition, tourism can be categorized according to 2 traveling characteristics; 1) group traveling –purchasing package tour from travel agencies and

2) independent traveling - tourists are being responsible for their own itinerary and transportation (Lew, 2008: 409-419; S. Jutakorn & J. Jaroensuksai, 2007)

From the synthesis of definitions, components, and types of tourism, it is necessary that the concept of sustainable tourism be revised to be use as a guideline in the study of marketing strategies for Thai gastronomic tourism promotion. This will be mentioned in the following part.

2.3 Concept of Sustainable Tourism

The trend of global sustainable development arose from the United Nations Conference on Environment and Development (UNCED) or the Earth Summit, held at Rio de Janeiro, Brazil, in 1992. From this summit, the Agenda 21 was officially signed by 179 representatives from different countries (Merkel, 1997: 3; World Tourism Orgnization, 1998). This provoked 3 tourism development trends; 1) environment and natural resources conservation, 2) educational tourism, and 3) human development. These 3 trends influenced tourism system and tourism management. As a result, alternative tourism took place to respond to these needs and replaced conventional tourism. And so came 2 new types of tourism; 1) ecotourism - a form of tourism that involves visiting natural tourism sites with local uniqueness and cultural resources that have connection with ecosystem for pleasure purpose and for collaborative learning among partakers under an efficient environmental and tourism management with local participation and creating consciousness on sustainable ecosystem conservation such as natural-based tourism, adventure tourism, agro-tourism, geo-tourism and natural health tourism and 2) cultural tourism – tourism in cultural tourism resources or participation in traditional events held by local communities for pleasure purpose as well as understanding social and cultural beliefs in order to gain new experiences under an efficient environmental and tourism management with local participation and creating consciousness on sustainable environment and culture conservation such as historical tourism; traditions, art and cultural tourism; rural tourism; sport and recreation tourism, and cultural health tourism (P. Srisawad, P. Rangsiwong , & J. Yahuprom 1997: 10-11).

Moreover, World Tourism Organization (UNWTO) pointed out that tourism pattern in the 21st century is transforming into a borderless tourism. The transformation rapidly and widely spreads and the degree of impact varies according to tourist traveling speed (Larsen & Guiver, 2013: 968-981). Regarding travel planning, not only economic and social factors must be taken into consideration, but environmental-friendly issue must also be considered as well. The framework of the Agenda 21 has been used as guidelines for sustainable tourism development. Four principles must be taken into consideration; 1) tourism activities must not exceed the carrying capacity of communities' nature, traditions, culture, and way-of-life, 2) being aware of the impacts of tourism activities on the communities' traditions, culture, and way-of-life which are communities' uniqueness and identity 3) participation of host and visitors in tourism activities (which might affect the community's ecosystem, traditions, culture, and way-of-life), and 4) connecting the necessity for the development of the communities' alternative, economic planning, community survival and sustainable environmental and cultural conservation.

Based on literature reviews, sustainable tourism must have these 3 characteristics 1) Continuity - sustainable tourism ensures the continuity of the natural resources and the culture with satisfying experiences for visitors, 2) Quality - sustainable tourism focuses on the quality of environment, tourist experience and lives of people in the communities and 3) Balance - sustainable tourism balances the needs of the tourism industry, local communities and resources capability (U. Poolpipat, 2002). In addition, it must comprise these major elements 1) tourism resources development – the development of destination sites, facilities, and tourism services to attract tourists to visit by conducting an evaluation on the sites' carrying capacity and designating tourism activities that help conserve tourism resources and environment as well as educating tourists about tourism sites, 2) tourism sites' resources development – the development with the purpose to keep tourism sites' environment in the same or better condition as well as preventing negative impacts from tourism by conducting an evaluation on tourism impacts on a regular basis, 3) tourism business development – the development of businesses that directly facilitate tourists in order to meet their needs and make them satisfied with environmental responsibility to conserve tourism resources and the environment, 4) tourism marketing development –

the development to attract quality tourists to visit which will benefit the conservation of tourism resources and the environment by allowing these tourists to gain knowledge and experience from the tourism as they wish, 5) community participation development – the development to create opportunities for local communities to participate in tourism with the objective to strengthen the communities and enable them to handle and be benefited from their own tourism by creating the sense of belongings that make them want to conserve tourism resources and the environment, and 6) tourism consciousness development – the development to create consciousness of tourism resources and environment conservation among all tourism related parties by educating and expressing the sense of tourism resources and environment conservation (Mowforth & Munt, 1998; Swarbrooke, 1999; Aas, Ladkin, & Fletcher, 2005: 28-48; Plummer, Telfer, Hashimoto, & Summers, 2005: 447-458; B. Jittangwattana, 2005: 20-22). (Figure 2.2)



Figure 2.2 Major Elements of Sustainable Tourism Development

Source: B. Jittangwattana, 2005: 13.

In conclusion, the concept of sustainable tourism has been gradually transferred into tourism industry and is now being under a paradigm shift to the new global trend. The change begins with the shift from the capital- based society to the

knowledge-based society with main concerns on the environment and resource bases of tourism areas. Consequently, the context of tourism in the new century covers all components and all dimensions of tourism. In other words, it's the tourism that aims for the sustainability of tourism resources. This includes Thai gastronomic tourism and the use of Thai food in tourism promotion which will be mentioned in the following part.

2.4 Concepts of Using Thai Food Knowledge for Tourism Promotion

2.4.1 Gastronomic Tourism

Gastronomic tourism is the combination of a place's nature, culture, service, facilities, access, good hospitality and uniqueness. All lead to tourists' experience from that place, especially the ability to sense and test the food and learn the cooking process which adds value to tourists' experience (Johns & Clarke, 2001: 334-359; Johns & Kivela, 2001: 5-11; Haven-Tang, 2005: 69-86; Du Rand & Hearth, 2006; Yiakoumaki, 2006: 415-445; Yurtseven, 2007; Barrera & Alvarado, 2008; Bertella, 2011: 355-371). Tourists will be involved in every single steps of food production; consuming, preparation, presentation, cooking or eating (Finkelstein, 1989; Mennel, Murcott & van Otterloo, 1992; Getz, 2000; Long, 2004; Quan & Wang, 2004). This kind of tourism offers an opportunity to experience the true identity of the place which is the result of globalization (Haukeland & Jacobson, 2001; Hjalager & Richards, 2002). The trend of specific interest, especially in food and tourism, is the result of the changing tourist behavior in post-modernism. Related theories state that tourists perceive tourism as a product with varieties, not just one particular thing. This is a new experience for tourists. Gastronomic tourism is not a new thing in tourism industry. Scholars and experts in tourism have studied "food" in tourism since gastronomic tourism influences culture, society, environment, and economic (Poon, 1993; Ritchie & Crouch, 2000: 1-7; Scarpato, 2002; Urry, 2002). It can be said that gastronomic tourism is a form of cultural tourism because food and consumption are parts of the culture in any area. Gastronomic tourism does not only focus on consumption but also on having direct experience and knowledge tourists would receive from gastronomic tourism in a particular area (Swarbrooke, 1999;

Cohen & Avieli, 2004: 755-778; Ignatov & Smith, 2006: 235-255; Fox, 2007: 546-599; Pratt, 2007: 285-300; Yurtseven, 2007; McKercher, Okumus & Okumus, 2008: 137-148; Sims, 2009: 321-336; Chang, Kivela, & Mak, 2011: 307-316).

Nonetheless, the differences among gastronomic tourism such as gourmet tourism, gastronomic tourism, cuisine tourism, and culinary tourism lie in the level of tourists' interests. In gourmet tourism, tourists give priority to food such as traveling to eat special food. Activities of gourmet tourists are mainly about food. As for gastronomic and cuisine tourism, tourists give precedence to food in a middle level. Food is not the objective of traveling but a part of travel activities. Tourists in culinary tourism, on the other hand, just want to gain new experience and give a little importance to food (Hall & Mitchell, 2001: 307-329). The Nation Tourism Development Authority of Ireland (2010) has set the framework for food tourism in order to position itself as the world's famous country of food. Precedence is given to 1) Quality and Value – providing confidence regarding food quality and service for customers with diversity, high standard, and reasonable price through holding festivals, expositions, or food activities; 2) Availability – increasing numbers and varieties of food experience by offering high quality products and opportunities for tourists to participate in local food activities, and 3) Authenticity – offering the experience of special and authentic flavors that reflects the image of the destination with nature and good hospitality.

Based on the literature reviews, the importance of gastronomic tourism comprises;

- 1) Creating awareness of the importance of local culture among tourists
- 2) Being an element of tourism marketing promotion
- 3) Being an element of the local agricultural and economic development
- 4) Playing an important role in creating market competency among competitors.
- 5) Being an important local, national, and global development index
- 6) Being important goods and services for tourists

(Kaspar, 1986; Hughes, 1995: 781-803; Cook & Crang, 1996: 130-153; Bernard & Zaragoza, 1999; Hjalager & Corigliano, 2000: 281-293; Hall & Sharples, 2003; Harrington, 2005: 35-57; McKercher, 2005: 97-102; Hashimoto & Telfer, 2006: 31-54; Mitchell & Hall, 2006: 307-332; Okumus, Okumus, & McKercher, 2007: 253-261; Everett & Aitchison, 2008: 150-167; Smith & Xiao, 2008: 289-299; Henderson, 2009: 317-326)

2.4.2 The Use of Thai Food in Tourism Promotion

2.4.2.1 Definition of Thai Food

From the study conducted by Sirinart Sirisoontorn (2012: 10-14), it was found that scholars and Thai food experts defined Thai food with different perceptions. For example, Kraisit Tantisiririn defined Thai food as the evolution that responds to the need of Thai people which lied on the basis of whatever that can be found and produced. Recipes and flavors were also developed according to the needs. Sujit Wongted also mentioned the definition of Thai food in the book titled “Where do rice, fish, and Thai food come from?”, stating that Thai food was just a name to call food of local people in the old time, at least 3,000 years ago. Food from different races mingled and, with a clever combination, became something that is differently “delicious” from the original. That was “Thai food”. For Somsri Charoenkiatkul, Thai food is the food Thai people have been consuming for a very long time. Although Thai food is influenced by other cultures, Thai people made some adjustments to make it favorable to Thai’s palate and appropriate to the local ingredients until new delicious dishes are achieved. Prayad Saiwichian (2004: 20) stated that Thai food has accumulated and been passed down from generation to generation until it has become the country’s identity and has been developed up until now. Thai food, defined by Kanit Mantaporn , is the food that has one of these characteristics; 1) ingredient – the food must use ingredients that are firstly found by Thai people, in the land of Siam or Thailand, 2) cooking methods – the food must be cooked and prepared with unique Thai methods and is created by Thai people, 3) geography – the food must be originated or appears for the first time in the land of Siam or Thailand, 4) race – the food must be invented by any of the Thai ethnicities and has become a part of that ethnic cultures or traditions and that food must appear

before any other similar food invented by other ethnic groups, 5) popularity – the food must be available throughout the country, 6) entry – the details of that food must be recorded by the Thai ethnic group before any other ethnic groups or is recorded on the stone, document etc. before any other ethnic groups, 7) tradition, culture, and custom – that food must be widely known around the world as Thai food, with historical evidences that show the connection with traditions, cultures and customs of the Thai ethnic group in the land of Siam or Thailand, 8) Thai kingdom – that food must contain or use local ingredients found since the old kingdom of Sukhothai, Ayutthaya, Thonburi and Ratanakosin, and 9) being internationally accepted – the food must be internationally accepted as Thai food. These 9 characteristics help prevent confusion and if there is any dispute between a particular dish with other nations', supporting evidences and clarification can be found. It can be concluded that Thai food is the food of Thailand that has been consecutively passed down through traditions, cultures and customs from different periods of the Thai kingdom, from Sukhothai, Ayutthaya, Thonburi and Ratanakosin, until it becomes the nations' identity and is internationally accepted as Thai food.

2.4.2.2 Evolution of Thai Food

The evolution of Thai food can be divided in different periods (P. Saiwichian, 2004; S. Sirisoontorn, 2013: 33-34).

1) Sukhothai Kingdom – Evidences of Thai food were found on the stone inscription and in a literature called “Sermon on the Three WorLSD” composed by Pramahathammarajalitai, the king of Sukhothai dynasty. Rice was said to be the main meal consumed with meats, mostly fish. The word “curry” first appeared in the Sermon on the Three WorLSD, leading to the use of the word “pot of rice and pot of curry”. Vegetables mentioned on the stone inscription were gourd, melon and squash. As for desserts, local ingredients were used such as popped rice and honey. Fruits were popular and were consumed in place of desserts.

2) Ayutthaya Kingdom - This period is known as the golden age of Thailand. There were connection with foreigners, both westerners and easterners. According to the evidence recorded by westerners, Thai people consumed simple food. Fish was the main ingredient. Each meal consisted of soup and curry. Oil was used in cooking, mostly coconut oil and coconut cream rather than animal fat.

Moreover, food of different nationalities (such as Japanese, Portuguese, Spanish, Persian and French) was introduced in the reign of King Narai. As for Chinese food, it became popular in the end period of Ayutthaya when Thailand cut connection with the western. Foreign food was initially consumed in the royal court and later became popular among villagers and finally mingled with Thai food.

3) Thonburi Kingdom – The continuity of food culture was passed down from Sukhothai, Ayutthaya to Thonburi period. The food in this period was similar to those in Ayutthaya period but had more Chinese influences.

4) Ratanakosin Kingdom – Thai food in this period could be divided into 2 periods. The first period was during 1782-1851. Thai food in this period was similar to those in Thonburi period but had more varieties. Besides savory and sweet dishes, there were starters. The food was more influenced by Chinese but was adapted and finally became Thai food. The second period was during 1851 to present. Clearer evidences were found since the reign of King Rama IV because the first printing house was established in Thailand. In the reign of King Rama V, there were evidences written by King Rama V (for example, *Away from Home* and the royal archive) as well as formal and informal memos passed down in the families. These records reflected the diversity of Thai food ranging from assorted dishes, one dish meals, starters, desserts and international food cooked with the royal court way or the home-style way. Interestingly, some Thai dishes nowadays have cooking methods or use the ingredients different from original dishes. Therefore, those dishes sometimes lack the uniqueness of Thai flavors. Thai food has been inherited for a long time and has accumulated, mixed and changed over times. Nonetheless, Thai food still has its uniqueness and still reflects the nation's culture.

2.4.2.3 Types of Thai Food

There are different ways to categorize Thai food. One way is to divide Thai food into 2 groups; savory dishes (e.g. curry, stir-fried dishes, spicy salad, fried dishes, grilled dishes, broiled dishes, dipping, side dishes) and desserts (e.g. *Glouy Buad Chee* (bananas in coconut milk), *Kanom Piak Poon* (sweet rice starch paste flavored with pandan or burned coconut shell), *Kanom Sai Sai* (steamed dessert with sweet shredded coconut fillings and coconut milk), and *Kanom Niew* (sweet made from glutinous rice starch, boiled and eaten with syrup)). There are also savory

snacks that are often consumed with tea, coffee or other beverages in the afternoon such as Sakoo Sai Moo (steamed tapioca pearls with pork stuffing), Pun Sib (steamed or fried bite sized dumplings with fish stuffing), Kao Kriab Pak Mor (steamed Thai-styled crepe made from rice starch with pork stuffing), Kao Tang Miang Lao (deep fried rice crackers with pork stuffing wrapped in fermented vegetable leave), Kao Tang Na Tang (deep fried rice crackers with dipping made from pork and coconut milk) and Kanom Pang Na Moo (deep fried bread topped with pork stuffing). For desserts, there are Kanom Sai Sai, Kamon Buang (crispy Thai-styled crepe with sweet and savory fillings), Kao Mao Tord (banana fritters wrapped in pounded unripe rice), and Glouy Tord (banana fritters). These are meant to be eaten between meals or during meeting with friends. (Thai Junior Encyclopedia, 2012) Thai food can also be categorized by cooking methods. There are dipping dishes, boiled dishes, stir-fried dishes, curry dishes and spicy salad dishes (Amatayakul, 2012 as cited in S. Sirisoontorn, 2012: 30-31). In addition, it can also be categorized by characteristics and cooking methods. These are rice cooking, curry making, side dishes, dips, desserts, seasonal fruits, and starters. (Pasakornwong, 2012, as cited in S. Sirisoontorn, 2012: 31-32).

2.4.2.4 Guidelines for Using Thai Food in Tourism Promotion

Scholars, Thai food experts as well as related organizations present these guidelines for the use of Thai food knowledge for tourism promotion in different perceptions. It can be concluded as follows.

Kanit Muntaporn (as cited in S. Sirisoontorn, 2012: 68-79) believed that to look at the potential of Thai food from an international perspective, it was necessary to verify references and evidences to find the strengths and distinctions of Thai food from the food around the world in order to achieve Thai uniqueness. Important points that should be taken were 1) cleanliness, 2) health issue, and the most important point, 3) Thai tradition and culture. The first thing to start with was branding which required a story. The problem of Thai food was that more focus was put on the quantity of restaurants not creating the “Thai brand”. The strengths of Thai food remained unclear and there was the lack of the collection of Thai food references. The more references we could find about an important dish, the more outstanding that this would become. We could claim that these dishes were developed by Thai people and if other nations wanted to argue with that, we would have enough

evidence. Nonetheless, to create the Thai brand with referable sources, reconstruction was needed. These criteria were recommended 1) evidence-based information of Thainess, 2) differentiation from others and extra features. Moreover, the word “Authentic Thai” should be avoided since there were plenty of wordings that can create the Thai brand such as Thai food, Thai food ingredients, Thai cooking, Thai cuisine, Thai restaurants, Thai restaurants select, Thai restaurants in Thailand and Thai restaurants in foreign countries. Also, the word “culture” should be avoided. The word “tradition” seemed to be more appropriate for publicizing purpose. The word “culture” was too broad and that depended on the race or ethnicity. Also, the words like “authentic”, “classic”, “genuine” and “real” should be avoided. If these words were used, more explanation should be included. Menu description should contain explanation that created differentiation and this could help build up Thai food potentials. In foreign countries, there were many restaurants that included references in their menu. For example, At Diner, a big restaurant in Mandarin hotel, London, England, Heston Blumenthal, the world’s famous chef, used reference in the Powdered Duck menu. It was stated that the recipe was taken from a cookbook called “The Queen-liked Closet or Rich Cabinet”, published in 1672. Providing a guide for correct spelling and pronunciation would also help publicize Thai food in international level. Somsri Charoenkietkul (as cited in S. Sirisoontorn, 2012: 79-80) thought that there were a lot more Thai dishes that could be developed and presented to the world. Focus should not be put only on several dishes and something new besides those 10 already well known dishes ranked by popularity should be publicized (for example, Tom Yum Kung, Tom Kha Kai, Panang Curry, Green Curry, Pad Thai, Pad Kaprao, Roasted Duck Curry, Spicy Roasted Beef Salad, Pork Satay and Stir Fried Chicken and Cashew Nuts). In addition, Thai eating culture should be presented. Japanese people publicize their eating culture very well. People learned Japanese eating culture from the food presented in a form of set menu in the restaurants. This way, people understood that Japanese people are rice together with miso soup and a protein based dish made of fish, pork or chicken. Side dishes of pickled vegetables or salad was also served, depending on the type of the meat used in that meal. Most of the Thai restaurants, on the other hand, did not present how Thai people ate rice with assorted dishes. Foreigners, therefore, did not understand what

Thai eating culture was and did not understand how to choose the dish. Each Thai meal consisted of several dishes that were meant to be eaten with rice. We should educate people how to eat like the Thai. For example, rice was to be eaten with assorted dishes and was not meant to be eaten together with noodle dish such as Pad Thai, which should be eaten individually. Kraisit Tantistririn (as cited in S. Sirisoontorn, 2012: 81-82) stated that Thai eating culture should be conserved and if we wanted to publicize Thai way of eating, 2 eating ways should be provided; one was Thai way and the other was single eating, which was a set of food for 1 person, not a one-dish meal, but a combination of assorted dishes. Nonetheless, a one-dish meal should also be developed since many restaurants now provide Thai Food Express service which was a good concept because social trend was moving towards this pattern. In addition, researches on Thai food should be conducted to find outstanding elements that can be used as strengths in the development of Thai food in order that Thai food be widely accepted in Thailand and throughout the world. Likewise, there was cooperation between the National Food Institute and Suan Dusit Rajabhat University to conduct surveys in order to create standard recipes for 20 popular Thai dishes for foreigners. The Institute of Nutrition, Mahidol University, helped test these menus on nutritive value, phytochemical contents, antioxidant property, and health benefits. After surveys were conducted to find what popular dishes among foreigners are, standard recipes were created by collecting data from different references and interviewing key persons and special experts who were knowledgeable and experienced in Thai cooking. The recipes were tested and adjusted to achieve pleasant and correct flavors in each particular dish. Sensory tests were conducted by 12 specialists, 5 experts and 100 Thai consumers. The result was 20 standard recipes of original Thai dishes. As for popular dishes for foreigners, some adjustments were made to make these recipes more suitable for foreigners, considering from ingredients and foreigners' eating culture. For example, Yum Yai (spicy salad served in the royal court made with assorted meats, vegetables, boiled eggs and many other ingredients) was changed to mixed seafood salad and stir-fried pork with basil was changed to use chicken meat instead. There were 8 dishes that were different from the original dishes. Some ingredients were changed and flavors were adjusted to make them suitable for foreigners' palate. Sensory tests were conducted with 300 foreigners in

Thailand and other 300 were from the United States of America, England and Japan. Consequently, standard recipes of Thai popular dishes for foreigners were achieved. To publicize this research results, the National Food Institute provided different kinds of media such as DVD, food demonstration, E-book as well as holding an exhibition under the theme “Exploring Thai Flavors” to make Thai food standard widely known throughout the world.

In conclusion, gastronomic tourism is not something new in tourism industry. It relates to culture, society, environment, and economy. Thailand also has guidelines for using Thai food in tourism promotion. Nonetheless, the international tourism competition is increasing, thus, the scope and context of the study on marketing strategies in Thai gastronomic tourism promotion is related to marketing, marketing mix, and marketing strategies which will be explained in the following part.

2.5 Concepts of Marketing Theories

2.5.1 Definition of Marketing

Marketing means activities implemented by people or business organizations through social and management processes that involve creating, communicating, delivering and exchanging offering that have value for customers, clients, partners, and society at large. (Marketing Staff of the Ohio State University, 1965: 43; Payne, 1993; Semenik & Bamossy, 1995; Boone & Kurtz, 1998; Adcock, Halorg & Ross, 2001; Etzel, Walker & Stanton, 2004; Kotler, 2003: 8; American Marketing Association, 2008)

2.5.2 Marketing Mix

The concept of “Marketing Mix” was introduced for the first time by Borden (1964: 2-7). It was referred to as 4Ps, comprising 4 factors of marketing mix; Product, Price, Place, and Promotion (McCarthy, 1960; Perrault & McCarthy, 2004). Nonetheless, there is a limitation in using 4Ps concept to analyze current businesses which are modern and service oriented. Consequently, other scholars, such as Booms and Bitner (1981: 47-51) Kotler (1986) Judd (1987: 241-247) Vignalis and Davis (1994: 11-16) GoLSDmith (1999: 178-185) Moorthi (2002: 259-275) Gilmore (2003)

and Lovelock and Wirtz (2004), expanded the framework of marketing mix by adding several factors for analysis. Booms and Bitner (1981 : 47-51) added more factors from 4Ps to 7 Ps to make them more appropriate for consumer needs. The added 3 factors were People, Process, and Physical evidence. Lovelock and Wirtz (2004) enhanced more marketing mix factors from 4Ps to 8Ps to better reflect present service business, comprising 1) Product - goods and services developed and produced to meet the needs of customers in order to create highest satisfaction, including brand, packaging, guarantee, product and quality development (Needham, 1996; Armstrong & Kotler, 2005: 6-10), 2) Price - price is what customers spend to get desired goods or services and the goal of price setting is to create competitive advantages to the extent that a company gains profit and customers can afford goods and services (Needham, 1996; Perrault & McCarthy, 2004; Abraham, 2005), 3) Place- the selling process and the support of product distribution, which make goods and services available for sale, that requires the development of distribution channels appropriate with the product, service, and target market (Needham, 1996; Perrault & McCarthy, 2004), 4) Promotion - setting up communication guidelines with target customers about the product, service, price, and other information to encourage their decisions to buy products and services by using promotional mix such as advertising, public relations, sales promotion, direct marketing, and personal selling (Needham, 1996), 5) People – every single person involved in the product and service selling process, including employees and customers who make a purchase or are service users, 6) Process - service providing steps or processes, regulations and how the job is done to create and promote goods and services to customers, for example, making decision on customers and firm's personnel policies, 7) Physical evidence - an environment associated with service providing, the place where customers and business providers interact, and any tangible components that facilitate or communicate that service, and 8) Productivity and quality of service - factors affecting the productivity and quality of service industry such as service quality, customer satisfaction, ability to meet customers' needs, ability to resolve customers' problems, modern tools and equipment and service quality assurance.

2.5.3 Marketing Strategy

Among many definitions of marketing strategy, there are some similarities. However, this depends on how the strategy is used. For example, marketing strategy is a set of tool used as a guideline or a policy for the marketing (4Ps) that is appropriate with the opportunities in the target market and fulfill organization's objectives (A. Jaturonkakul, 2000: 85). It is also a guideline to implement the business to efficiently achieve marketing goals (T. Sangsuwan, Y. Fupongsiripun, Y. Thumjaroen, U. Yamniyom, & A. Pongyeela, 2004: 72). It could also mean the appropriate use of marketing mix with the target market by analyzing the target market and the market environment and implement the target market plan to achieve the desired objectives or goals (Guiltinan, 1989: 135). In addition, it is a basic method an organization uses to achieve marketing goal that comprises deciding on target market, product positioning, marketing mix and marketing expense (Drucker, 1973; Guiltinan, 1989: 135; Walker, Boyd, & Larreche, 1992; Lambin, 1993; Kotler, 1997: 287; Wilson & Gilligan, 1997; Kotler, Armstrong, Saunders, & Wong, 1999; A. Jaturongkakul, 2000: 85; Cravens, 2000; Aaker, 2004; Prahalad & Ramaswamy, 2004; Homburg, Kuester & Krohmer, 2008; T. Sangsuwan, Y. Fufongsiripun, Y. Thamjaroen, Y. Yamniyom, & A. Pongyeela, 2004: 72)

In conclusion, marketing strategy means the use of marketing mix appropriate to the target market by analyzing the target market and market environments to implement the target market plan that meets the target market's requirements or achieve the desired goals.

2.5.4 Marketing Strategy Process

The creation of marketing strategy requires the analysis of marketing situation, market selection, and market behavior as well as stipulating marketing mix strategy. These involve the following process; 1) analyzing marketing opportunities – several information can be used in analyzing marketing opportunities such as marketing database system, market research, analysis of market environment, analysis of consumer market and consumer behavior, and analysis of competitors and 2) designing marketing strategy or marketing mix strategy - several models can be applied such as marketing strategy for new business, marketing strategy for market

leaders, challengers, followers and nichers, marketing strategy for different stages of the product life cycle, product development strategy, product mix strategy, marketing strategy for services firm, pricing strategy, marketing channel and physical distribution strategy, and promotion mix strategy. (Kotler, 1997: 288)

2.6 Concept of Consumer Behavior

2.6.1 Definition of Consumer Behavior

Based in the literature reviews, consumer behavior is the process in which individuals are involved in purchasing, using and consuming products, services, ideas or experiences in satisfaction of their needs and wants (Armstrong, 1991: 251-156; Engel, Blackwell, & Miniard, 1993: 5; Solomon, 1996: 5; Solomon, Bamossy, Askegaard, & Hogg, 2006: 6; Schiffman & Kanuk, 2007: 3; Neal, Quester, & Hawkins, 1999, as cited in S. Kamlangngam, S. Kaewkamchun, & Yuprayong, 2007: 17; T. Santiwong, 1997: 25; S. Polnikorn, 2000: 1; K. Viriyakitwattana & V. Ussawasitthitavorn, 2007: 5; C. Samerjai, 2007: 15-17).

2.6.2 Analyzing Consumer Behavior

Analyzing consumer behavior is a research on consumers purchasing and consuming behavior in order to understand their needs and their purchasing and consuming behavior. The results will help marketers to designate marketing strategies that appropriately satisfy consumers. The questions that help with consumer behavior analysis are 6Ws and 1H, comprising Who, What, Why, Who, When, Where, and How. These are used to find 7 answers or 7Os comprising Occupants, Objects, Objectives, Organizations, Outlets and Operations (S. Serirat, 1995: 10) as shown in Table 2.1

Table 2.1 Seven Questions Regarding Consumer (6Ws and 1H) to Find Seven Answers Regarding Consumer Behavior (7Os)

Questions (6 Ws and 1H)	Answers Needed	Related Marketing Strategies
1. Who is in the target market?	Occupants (1) Demography (2) Geography (3) Psychology or psycho analysis	4Ps comprising appropriate strategies on product, price, place, and promotion that satisfy the target market
2. What does the consumer buy?	Objects What consumers want from the product are qualification or product component and competitive differentiation	Product strategies comprise (1) Main product (2) Product appearance such as packaging, logo, style (3) Augmented product (4) Expected product (5) Competitive differentiation comprises product, service, image, and innovation differentiation
3. Why does the consumer buy?	Objectives Consumers buy the product to satisfy their physical and psychological needs. Influencing factors are (1) Internal or psychological factors (2) Social and cultural factors (3) Individual factors	Common strategies used are (1) Product strategy (2) Marketing promotion strategy comprises advertising strategy, personal selling, sale promotion, publicity and public relations (3) Pricing strategy (4) Distribution channel strategy

Table 2.1 (Continued)

Questions (6 Ws and 1H)	Answers Needed	Related Marketing Strategies
4. Who participate in the buying?	Organizations Roles of different organizations affecting purchase decision comprise; (1) Initiator (2) Influencing person (3) Purchase decision maker (4) Purchaser (5) User	Common strategies used are advertising and(or) promotion strategies using influencing group
5. When does the consumer buy?	Occasions For example, what month of the year, what season of the year, what day of the month	Common strategy used is marketing promotion strategy such as finding when the time to use marketing promotion that complies with purchase opportunity is
6. Where does the consumer buy?	Outlet Channels or sources from where consumers buy	Distribution channel strategy is used in considering how to sell through middleman
7. How does the consumer buy?	Operation Problem acknowledgement, data research, alternative evaluation, buying decision and post-purchase feeling	Common strategy used is marketing promotion strategy such as advertising and public relations

Source: Siriwan Sereerat, 1995: 22.

Scholars use different models in analyzing consumer behavior. For example,

1) Solomon's Consumer Behavior Model

The model of Solomon (1996: 25) focuses on comparing consumer's and marketer's perspectives which are one of the components in decision making process. Consumer behavior relates to many factors. A buyer and a user may not be the same person but could influence decision making process while an organization, such as family, is also involved in decision making (Figure 2.3).

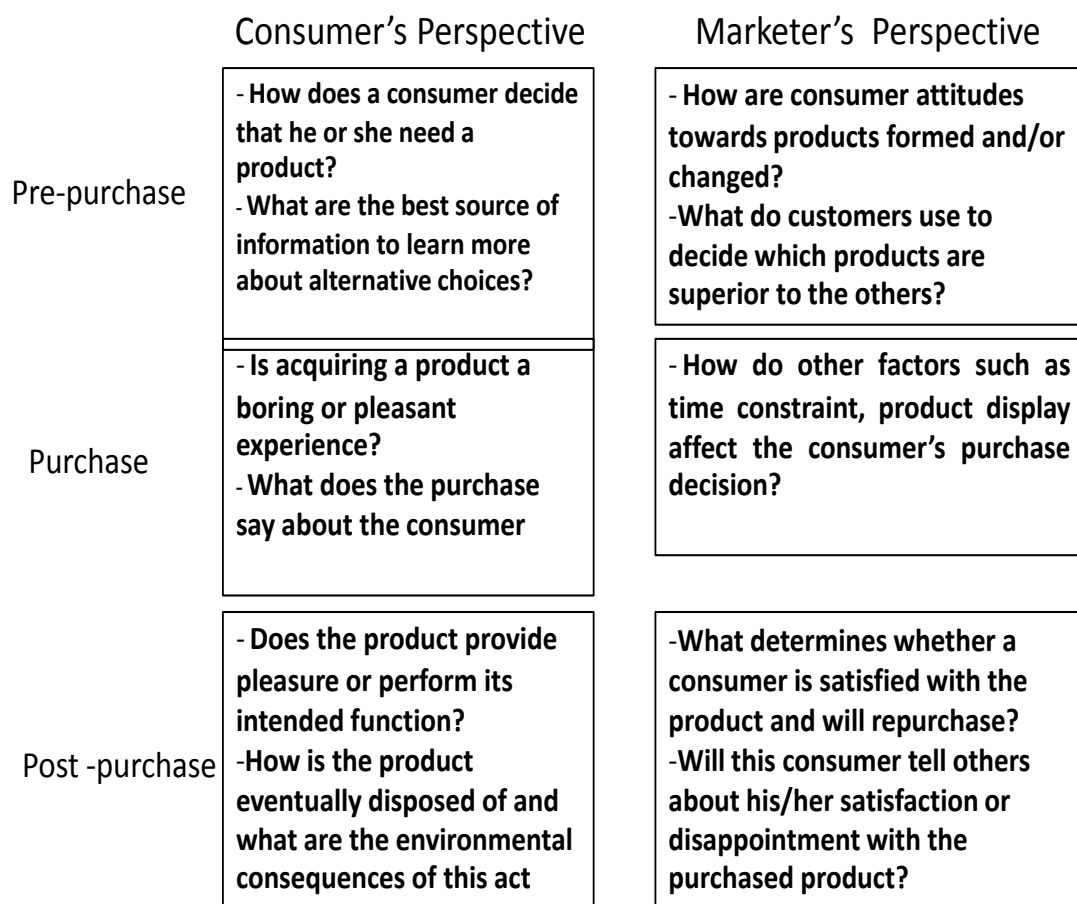


Figure 2.3 Solomon's Consumer Behavior Model

Source: Adapted from Solomon, 1996: 25.

2) Middleton's Consumer Behavior Model

Middleton (1988) model explains that tourist behavior is the result of relationship between minor components and major components identified as buyer

characteristics and decision process. Motivators and determinants in consumer purchasing behavior are separated and emphasis is placed on effects that an organization can have on the consumer buying process by the use of communication channels (Swarbrooke & Horner, 1999: 46; Pizam & Mansfeld, 2000: 26-27) (Figure 2.4).

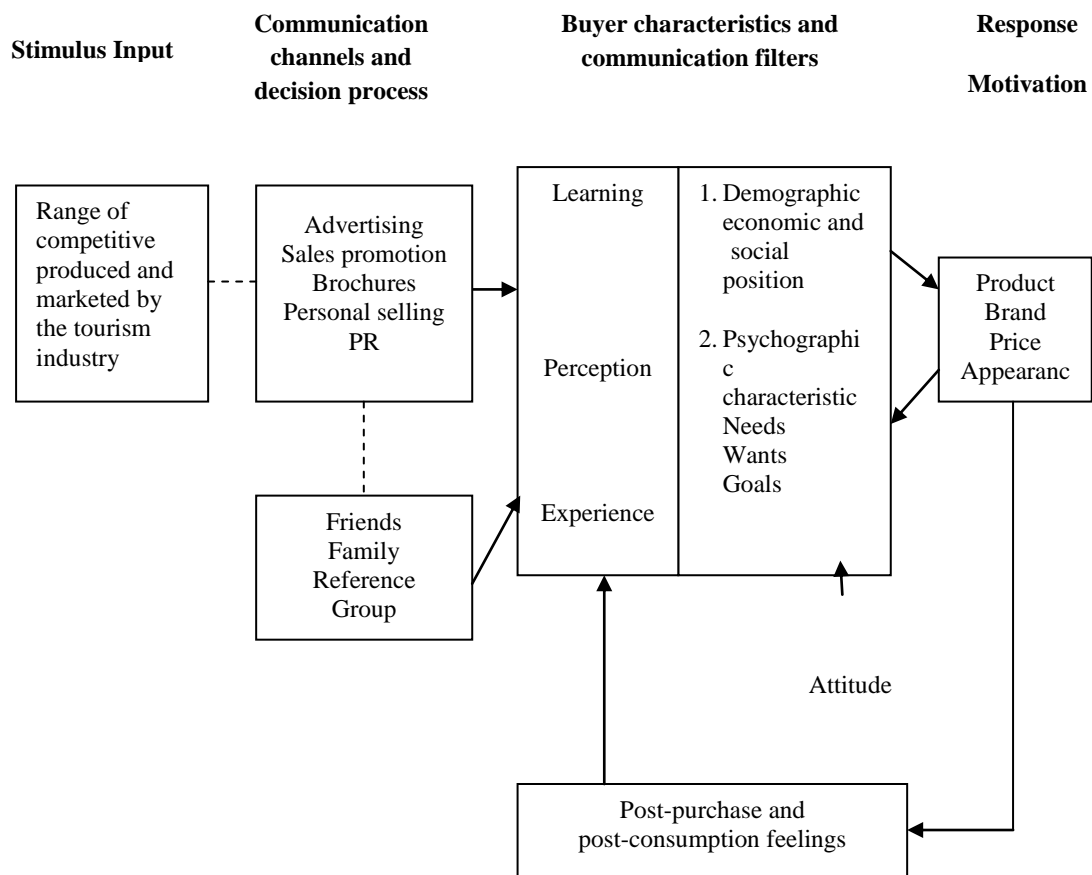


Figure 2.4 Middleton's Consumer Behavior Model

Source: Modified from Swarbrooke & Horner, 1999; Pizam & Mansfeld, 2000.

3) Schmoll's Consumer Behavior Model

Schmoll's (1977), model explains tourist behavior as a result of 4 influential factors; motivation, desires, needs, and expectations. It consists of 2 components; (1) internal factors of an individual tourist; such as personality; attitude, and value, and (2) external factors; such as advertising and touristic literature, tourism attributes such as distance, time spent to reach the destination, price, and trust in

touristic intermediaries. This model emphasizes the impact of tourist acknowledgement on final decision making to buy or not to buy tourism products (Cooper, Fletcher, Gilbert, & Wanhill, 1993: 27; Hudson, 1999: 7-32; Pizam & Mansfeld, 2000: 26-27; Cooper, Fletcher, Wanhill, Fyall, & Gilbert, 2008 (Figure 2.5).

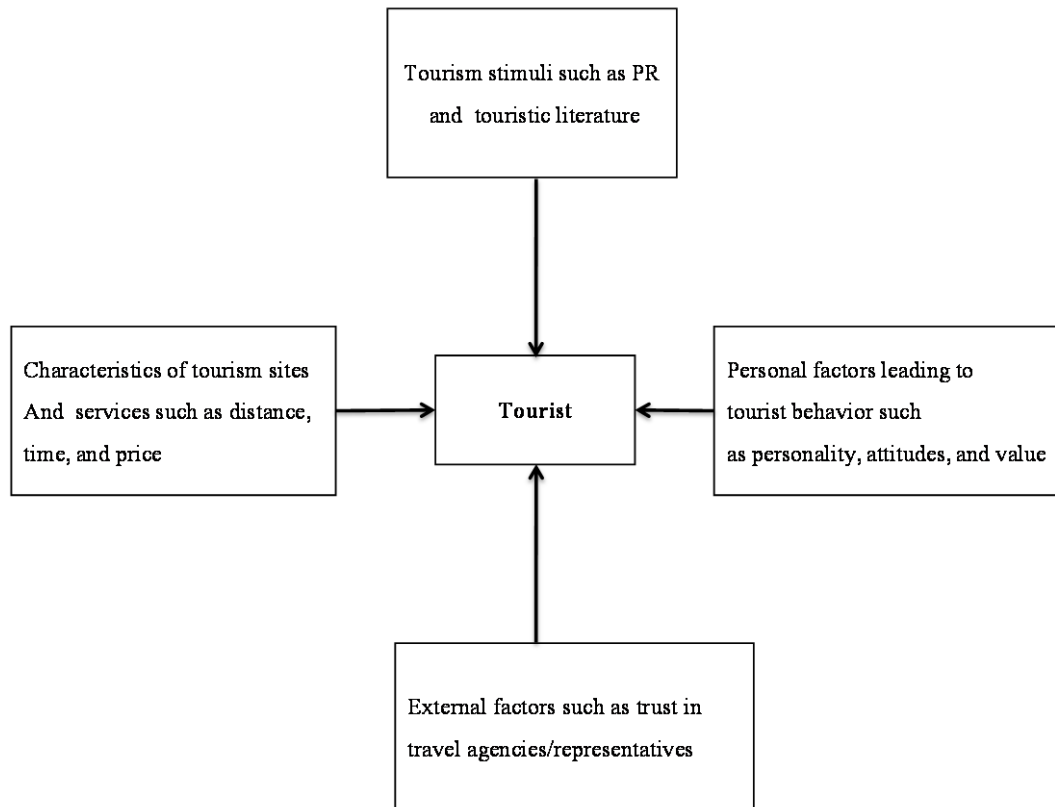


Figure 2.5 Scholl's Tourist Behavior Model

Source: Modified from Schmoll, 1977; Cooper et al., 1993, 2008; Pizman & Mansfeld, 2000.

2.7 Concepts of Tourists' Needs

Based on the literature reviews, theories that are often referred to in the study of tourists' needs are hierarchy of need theory, E.R.G, travel career ladder (TCL), push and pull factors, and Iso-Ahola. Details of each theory are as follows.

2.7.1 Hierarchy of Need Theory

Hierarchy of need theory by Maslow (1942: 331-344; 1943a: 85-92; 1943b: 370-396; 1954; 1965; 1976; 1996) has the following assumptions regarding human needs;

- 1) Human beings are animals with needs and human needs never end.
- 2) Any need that is met and satisfied will no longer be a motivator. Only those that have not been met will motivate people's behavior.
- 3) Human needs are in hierarchy. If one need is responded, other needs will occur immediately. Human beings will pay attention to the needs in higher level known as hierarchy of needs.

The hierarchy of needs is divided into 5 levels. This hierarchy is often portrayed in the shape of a pyramid, displaying fundamental levels of needs at the bottom and the need for self-actualization at the top (Figure 2.6).

Level 1 - physiological needs are the physical requirements for human survival, such as food, water, shelter, clothing, medicines, sleep, and sexual desire etc. (Maslow, 1943b). Physiological needs only influence human behavior when these needs are not met (Maslow, 1996: 41).

Level 2 – safety needs. If physiological needs are met, human beings will require needs in the higher level which is the need for safety (Maslow, 1943b).

Level 3 – love and belongingness needs. After physiological and safety needs are fulfilled, the next level of need is required. This is the need regarding the coexistence, being accepted by other human beings, and feeling that one is always a part of social groups (Maslow, 1976: 1177).

Level 4 – self esteem needs or ego needs. This level of need comprises self confidence in one's ability, knowledge, and self-importance as well as the need to be accepted by others or the need to be recognized and valued by others regarding work responsibilities or holding an important position in an organization (Maslow, 1943b).

Level 5 – self actualization. This is the highest hierarchy of human needs. This is the desire for a successful life as expected, the ambition and dream to be successful (Maslow, 1943b, 1954, 1996; Hoffman, 1988).

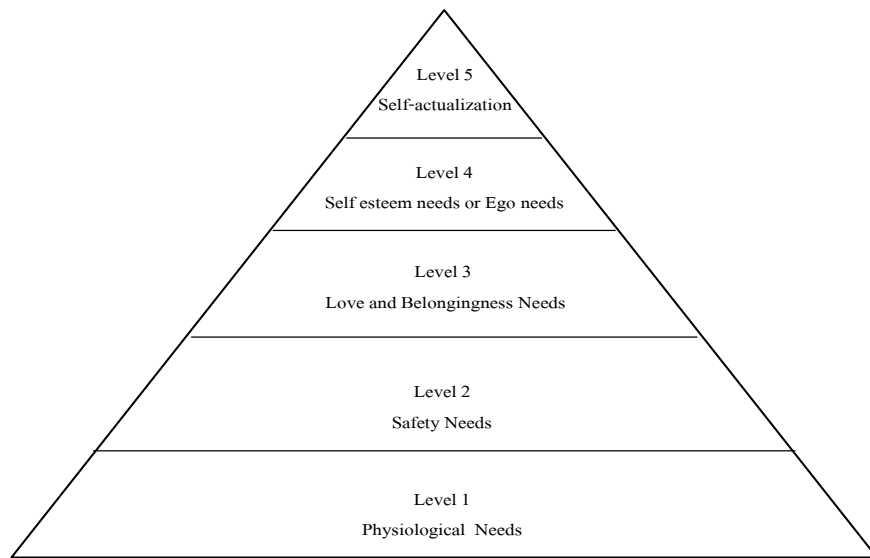


Figure 2.6 Hierarchy of Need Theory by Maslow

Source: Modified from Maslow, 1942: 331-344; 1943a: 85-92; 1943b: 370-396; 1954; 1965; 1976; 1996.

2.7.2 E.R.G Theory

The E.R.G. theory or also known as Alderfer's modification by Alderfer (1969, 1972) is a theory derived from the hierarchy of need theory by Maslow (1954). This theory proposes "An Empirical Test of a New Theory of Human Needs" (Alderfer, 1969: 142-175; Schneider & Alderfer, 1973: 489-505; Robbins & Judge, 2008) and the study results conclude that human beings have 3 main needs;

- 1) Existence need: E, physical and object needs to create comfort and safety.
- 2) Relatedness need: R, the need to be related to others.
- 3) Growth need: G, these impel a person to make creative or productive effects on himself and the environment

The needs in the E.R.G theory are based on the following assumptions; 1) the less any need in any level is fulfilled, the more that need is required; 2) the less any need in any level is fulfilled, the more the need in the lower level; 3) the more the need in the lower level is fulfilled, the more the need in the higher level; and 4) when the highest level of need is met, human beings will search for other needs.

2.7.3 Travel Career Ladder (TCL) Theory

The travel career ladder (TCL) theory by Pearce (1988; 1991; 1993; 2005) is adapted from the hierarchy of need theory by Maslow (1970) with the purpose to better explain tourists' motivation. Tourist motivations are set in hierarchy like Marlow's, with the assumption that when tourists have more experience in travelling, they will search for satisfaction to fulfill their need in a higher level. The TCL exposes that tourists' motivation can be arranged in hierarchy or ladder of 5 levels. Level 1 is relaxation, for example, the need to relax or rejuvenate oneself. Level 2 is the stimulation of safety concern. Level 3 is creating relationship with the others, for example, loving and sharing good feelings with the others. Level 4 is the pride and self development, for example, improving one's skills and interest in a particular thing. Level 5 is the fulfillment need, for example, achieving one's dream, self-actualization, and acquiring peace of mind. When tourists start their journey, they usually need to travel just to relax or participate in activities that strengthen their body such as going to beaches. Later on, the decision to travel will consider the safety issue such as cleanliness of food and accommodation, travelling, and facilities. When tourists are experienced and gain self-confidence from travelling, they will look for a kind of travelling that allows an opportunity to build up relationship with the others such as traveling on cruises. More travel experience enable tourists to understand their special interests and they will look for a kind of travel that meets their special interests such as historical tourism, cultural tourism, and ethical tourism. Finally, when tourists have enough travel experience and no constraint on money, time, physical fitness, they will have a desire to travel to their dreamed destination (Ryan, 1998: 936-957).

2.7.4 Push and Pull Factors

The push and pull factors by Crompton (1979: 408-424) were developed from the concept of Tolman (1959) and Dann (1977: 184-194), to answer the question "What makes a tourist travel?". The study was based on the 2 major topics; push factor and pull factor. Dann (1977: 184-194) defined the push factors as internal factors that induce a person to travel such as boredom from daily life and stress. Pull factors, on the other hand, are external factors that induce a person to travel to a

specific destination such as the beauty of the destination and the comfort in accessing that destination. Push and pull factors are a part of tourist's decision making process to travel. Push factors lie in an individual and create desire to travel. The question used in the study of push factor will focus on "Why", while pull factors, which are external factors, are related to "Where", "When", and "How" to explain the reasons for choosing travel destinations. (Crompton, 1979: 408-424; Dann, 1981: 187-219; Uysal & Hagnan, 1993: 70-78; Fodness, 1994: 555-581; Uysal & Jurowski, 1994: 844-846; Botha, Crompton, & Kim, 1999: 341-352; Goossens, 2000: 301-321; Klenosky, 2002: 385-395; Yoon & Uysal, 2005; N. Tupchai, 2007). Dann's (1977: 184-194) concept is that motivation is caused by increasing needs and wants that create tension or disequilibrium in an individual, resulting in a behavior that decrease that tension and disequilibrium under the 2 assumptions; Anomie and Ego-enhancement. Anomie means the desire to isolate from daily life, love, and desire to communicate with the others to fulfill one's life. Ego-enhancement means the need to be accepted and life fulfillment received by travelling. Both anomie and ego-enhancement are push factors that induce people to travel (Jang & Cai, 2002: 111-131; Kim & Lee, 2002: 257-260).

2.7.5 Iso-Ahola Theory

The Iso-Ahola theory by Iso-Ahola (1982: 236-262) is based on the push and pull factors. This theory states that travelling is caused by 1) escape from the redundant environment which is considered push factors and 2) seeking for a substitution or rewarding oneself which is considered pull factors. Moreover, personal and interpersonal dimensions are added. Consequently, motivation to travel according to this theory comprises 1) personal escape, 2) personal seeking, 3) interpersonal escape, and 4) interpersonal seeking (Iso-Ahola, 1980, 1983: 45-56; Mannell & Iso-Ahola, 1987: 314-331; Jang & Cai, 2002: 111-131; Snepenger, King, Marshall, & Uysal, 2006: 140-149).

In conclusion, when tourists have more travel experience, they will seek for the kind of travelling that meets their personal interests such as historical tourism, cultural tourism, ethical tourism, including gastronomic tourism, a form of tourists' lifelong learning and informal education which will be explained in the following part.

2.8 Concepts of Lifelong Learning and Informal Education

2.8.1 Lifelong Learning Concept

The concept of lifelong learning arose 30 years ago under the mutual effort the Organization for Economic Co-operation and Development (OECD), the United Nations Educational, Scientific and Cultural Organization (UNESCO), and the Council of Europe to resolve educational crisis from formal education system by offering the second chance to those who are not educated by the formal system with adult education. Lifelong learning does not only refer to adult education but also covers all kinds of learning through life. Based on the literature reviews, the definition of lifelong learning can be concluded as the learning that allows an individual to learn to the maximum extent and includes learning from formal education, non-formal education, and informal education. This allows an individual to improve oneself with respect to knowledge, skills, attitude, efficiency, lifestyle, and coexistence (Organization for Economic Co-operation and Development, 1988, 1996, 1999, 2001; Peterson, 1979; Cropley, 1978; Longworth & Davies, 1996; Department of Education and Science, 2000; Skolverket, 2000: 19; Department of Non-formal Education, 2000: 4; Kaewdang, 2000: 78-79; Lohitviset, 2001: 27; Green, 2002: 611-626; Hojat, 2006; Tunsiri, 1996; 9-15; Sungsi, 2005; Office of the Non-formal and Informal Education, 2008: 97).

2.8.1.1 Principles of Lifelong Learning

Lifelong learning requires comprehensive view that covers all kinds of learning activities. The aim is to improve knowledge and competency of an individual who wants to participate in learning activities with the following 4 attributes; having systematic viewpoint, using the student- centered concept, being self-motivated, and having multi learning objectives (Office of the Non-formal and Informal Education, 2008: 98). More importantly, these 3 issues should be taken into consideration; access to learning resources, learning quality, and learning expense. Lifelong learning requires cooperation from all parties to manage learning under the nation's social, economic, political, and cultural contexts, starting from an individual (personal), family (nurturing), community (local wisdom), institution (specialized private organization), establishment (business and industry), and state (overall education,

religion, and culture). Nonetheless, connection among all parties is essential (Tuntanadecha, as cited in the Office of the National Education Commission: 2000). Figure 2.7 demonstrates the connectivity and relations of lifelong learning.

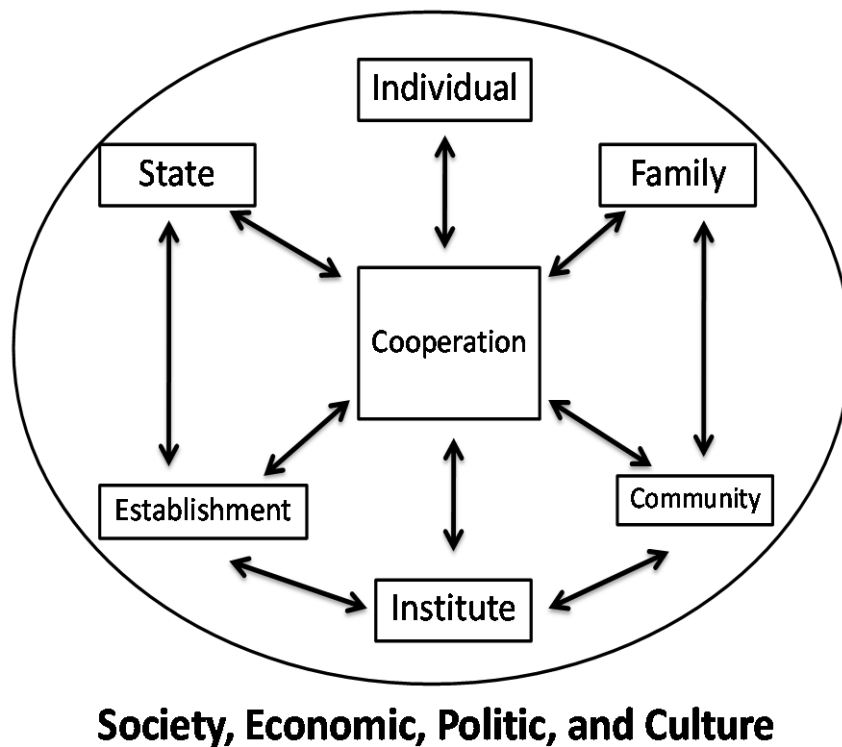


Figure 2.7 Connectivity and Relation of Lifelong Learning Model

Source: Office of the National Education Commission, 2000.

2.8.1.2 Factors Affecting Lifelong Learning Paradigm

There are various factors that affect lifelong learning paradigm; 1) Influence of science and technology – The advancement in science and technology brings about modern and highly automatic tools and equipment that require constant learning in order to keep up with changes for a better living and working style, 2) Change in the industry structure – This requires a total change in education system and learning contents, resulting in the expedition of the paradigm shift to lifelong learning, 3) Change in the world population – There is a drastic change in the components of the world population, traditions, and cultures. In addition, leaving

one's own community, migration, and working outside one's community or country has become borderless due to the better transportation and communication or even impacts from the conflicts that cause the migration. Accordingly, people all around the world need a better and more comfortable living, better quality of life, and better occupation and income, which are factors that encourage an individual to constantly learn new things, 4) Influence of televisions and other media – This is the most important factor that reduces the gap between an individual and the citizen living on different areas since these people are kept up to date and their desires for the way of life similar to what they see on the television and media are stimulated, resulting in a lifelong learning, 5) Rapid change in job pattern – In the past, future careers of students can be easily predicted. For example, if the student's parents are farmers, his or her job is likely to be a farmer as well. However, today's working pattern changes due to the better education and rapid changes in every aspect, especially in communication and transportation, even for well educated people like medical or science degree graduate students, 6) Necessity arisen from surroundings – Visiting, interacting, and sharing activities make an individual, the family, and the citizen observe and learn from their surroundings. Learning and observing the lifestyle, social quality, and community of one's own, of other countries, and of the world, are important stimulators that create a desire for something better, thus, ongoing learning is required, 7) Individual's potential change – The most important change is the new learning, ongoing learning or lifelong learning, and 8) Change in the world's authority structure – This causes the change in the country's manufacturing sector and the labor sector will eventually have to change to conform to the change in the authority structure. Its efficiency and effectiveness will depend on the knowledge, capacity, and skills of the labor. The most important issue of the change in the labor is the lifelong learning of laborers in those groups (Fischer, Nakakoji, Ostwald, Stahl and Sumner, 1993: 285-307; Smith & Spurling, 1999: 9-54; A. Wiriyavejakul, 2005: 53-58).

2.8.2 Informal Education Concept

Informal education is a part of lifelong learning that fulfills an individual's needs to learn from experiences apart from what are learned from formal education in

the school. Sources of informal education range from working, communities, families, friends, playing, hobbies, media, networks, seniors, local wisdoms, public hearings, and participating in activities. Based on the literature reviews, informal education is the learning that can occur at any time, in any place, and at any age of life. Learners can learn according to their interests, potential, readiness, and opportunities from experiences, work, environment, and learning resources to increase their knowledge, attitude, skills, entertainment, and quality of life development (Coombs & Ahmed, 1974; Nickmanon, 1989: 112; C. Imsuwan, V. Siltrakul, & A. Pathompinyobul, 2001: 33-34; T. Kaewsaiha, 2001; National Education Act 1999 and Amendments 2002 and 2010; Promotion of Non-formal and Informal Education Act 2008; The Royal Institute, 2012: 282; J. Tornarin, 2008: 32).

2.8.2.1 Important Characteristics of Informal Education

Important characteristics of informal education lie on 4 basic assumptions; 1) knowledge basic assumption – comprising (1) knowledge occurs any place and time; (2) knowledge comes from activities and personal or group interests, (3) knowledge occurs intentionally and unintentionally, (4) knowledge does not necessarily have to answer educational objectives, (5) knowledge does not necessarily have to be in the form of subjects, it could be activities or any other forms, (6) knowledge can be based on the plan arranged by knowledge provider or can unintentionally occur from an individual; 2) learning goal basic assumption – comprising (1) the learning goal of informal education may arise from knowledge provider, an individual, or group of people and (2) the learning goal of informal education may arise from the environment in the learning, working, of living; 3) management basic assumption – comprising (1) informal education management focuses on facilitating the learning according to the interests that complies with an individual's or a group's lifestyle and (2) informal education aims for creating factors or learning resources that facilitate the learning in the form of people or non living things; and 4) learning basic assumption – comprising (1) an individual has his or her own way and style of learning and (2) an individual has his or her own way in evaluating the learning (Colardyn & Bjonavold, 2004: 70-81; Tissot, 2004: 70-102; Supanyo, 2005).

2.8.2.2 Types of Informal Education

There are 3 types of informal education; 1) Informal format – Informal education is informal, without a clear pattern like formal education and non-formal education. There are no education levels, classes, and subjects. Individual education comes in various forms. Some are just learning activities or education activities. Some are situations, phenomenon naturally occurs or made by human or even normal things that occur in the society without any relation with the education. Some are just supporting elements of informal education such as talking, disputing, consulting, researching, learning from knowledge source and media as well as mass media. These do not happen directly for educational purpose but are types of individual education; 2) Sub set education – Some foreign countries call individual education with other familiar names. In Scotland, individual education is known as community education. In Germany, it is called social pedagogy. In France, animation is a form of individual education. In addition, in South American countries, individual education is similar to people education regarding justice and democracy (Popular education). Some communities in England regard individual education as learning and democratic discussion. Some groups acknowledge education and promotion of youth employment as individual education such as “Beyond Connection”, the homepage of the Young Men Christian Association (YMCA), which connects learning through youth activities via the Internet. Some countries consider adult education and learning in a workplace as individual education. Learning about healthcare or rehabilitation is also considered a type of informal education; and 3) Types of learning - Informal education in the context of learning might relate to the promotion of informal education by using participatory learning, self-directed learning, and situated learning, which emphasizes on the community relation, and is related to experiential learning, the learning which occurs together with the sequence of experiential change during problem solving process. Consequently, types of informal education depend on things that are around and accessible by the learner which aid learning, learning environment management process based on the learner’s situations and characteristics and the informal education provider, and self learning process which can be individual learning or self education and collaborative learning or involving in a particular situation (Gaskins, 2000: 375-385; Falk, 2001; Sukhothai Thammathirat Open University, 2001: 49-51).

2.8.2.3 Example of Informal Education by NASA

The National Aeronautics and Space Administration (NASA) proposed an off-classroom learning, focusing on the use of interpretation method, which can be considered an efficient media in creating opportunities for informal education on the issue of earth system science for public. Informal education occurs in various places including museums, public parks, community groups, and learner's home. The NASA's Earth System Science (ESS) informal education program creates various opportunities for people of all ages to understand and appreciate these learning resources and scientific products. The ESS informal education program contains 6 elements; 1) informal learning centers such as science museums, planetariums, zoologies, aquariums, forests, botanical garden, green houses and more; 2) natural and historical areas such as public parks, wild life sanctuaries, recreation areas, forests, public parks, community parks, public and private natural centers, historical parks, and monument and ancient remains, which present what is "real" since the beginning; 3) multimedia such as radios, televisions, movies, VDOs, CDs, DVDs, educational toys, Internet, and press media; 4) youth groups such as boy scout, Junior Red Cross, girls clubs, boys clubs, and after-school programs; 5) different groups in the community such as senior centers, community based organizations, and nursing homes; and 6) libraries.

In addition, NASA has designated 6 principles for their informal education; 1) informal education must link the presented contents to the audience; 2) informal education is not just providing simple knowledge or for pleasure but is about displaying data that will help the audience to profoundly understand the presented contents such as satellite, long distance communication, tools, research results, and projects; 3) informal education is an art which requires the combination of different forms of art in presenting a particular content; 4) an important goal of informal education is to encourage an ongoing learning to the audience; 5) informal education should aim for presenting a complete issue, not just partially; and 6) informal education for children must be based on the aforementioned principles and must be designed with the awareness of children's abilities, learning styles, and interests.

In conclusion, lifelong learning is an important paradigm shift in education because learning is every person's ongoing process. Lifelong learning is, therefore, an important process than anyone can do at any age and place from birth to death. In addition, it covers all forms of education and everyone is having an equal education opportunity. The learning process complies with the lifestyle and connects with real life. Everyone has a freedom to choose what to learn and how to learn, with the learning methods that suit his or her own abilities to develop oneself successively and use one's potential to the fullest extent. Accordingly, Thai gastronomic tourism is a form of lifelong learning. Foreign tourists have a freedom to choose to learn Thai cooking and select the learning methods that best suit their abilities as well as knowing the information regarding Thai gastronomic tourism situation which will be mentioned in the following part.

2.9 Situation of Thai Gastronomic Tourism in Thailand

Through reviews of Thai gastronomic tourism in Thailand, it was found that related agencies such as the Ministry of Tourism and Sports and the Tourism Authority of Thailand (TAT) do not have information technology system on Thai gastronomic tourism. Accordingly, tourism situations in Thailand and around the world were reviewed to shed light on the situation, direction, and trends of the current Thai tourism.

2.9.1 Global Tourism Situations

2.9.1.1 Market Structure and the Global Tourism Trends

The World Tourism Organization (UNWTO) has predicted that international arrivals are expected to reach nearly 1.6 billion by the year 2020. East Asia and Pacific regions tend to become more popular as tourism destinations as well as Southeast Asian countries. One third of the tourists are from Asian Pacific and China will become the biggest tourist market importer and exporter, with 100-200 million tourists per year. On the other hand, the world's leading industrial countries are becoming aging societies such as Germany, Japan, and Russia. Accordingly, the number of senior tourists tends to increase. Nonetheless, competition in international tourism tends to increase since many countries have invested in tourism, public

relations, formulating strategies and implementing policies to encourage domestic tourism in order to wrest world market share. Information technology is also used to snatch tourism market. Likewise, 1.5 billion people are forecasted to be surfing the Internet and almost 600 millions have become members of online societies (Ministry of Tourism and Sports, 2011).

2.9.1.2 Crises and Risks Affecting the Global Tourism

The risks affecting the global tourism are international terrorism, global climate change, and increasing epidemic risk which tends be more severe. Economic situation might also affect the number of tourists in the future. Nonetheless, it has been forecasted that the economic growth in China, Russia, and India will increase by more than 7 percent during 2015-2025 (Ministry of Tourism and Sports, 2011).

2.9.1.3 Changes in Tourist Behavior

Tourism behavior varies by economic conditions. The economic regression causes tourists to be more concerned with their traveling expenses and value of money issue is carefully considered. Furthermore, since competitors tend to use pricing strategy to attract decreasing tourist market, tourists have more alternatives in destination choices. This results in the “Last minute” behavior, in other words, making decision to travel, reserve, or buy tourism products and services in a short notice of time. In addition, short distance travel is becoming more popular. More people travel in the country or within the region and tourist interests have shifted to special interest tourism such as health tourism, adventure tourism, spiritual tourism, MICE tourism, and sports tourism. These types of tourism have a tendency to expand since tourists tend to desire for new learning and experiences from each visit. They want to be closer to the pure nature and enjoy environmental friendly activities. This is the result from the popular and increasing trends among tourists in health and exercise, concerns with social and environmental responsibilities, and tradition and culture conservation (Ministry of Tourism and Sports, 2011).

2.9.2 Tourism Situation in Thailand

2.9.2.1 Thailand Tourism Trends

In the past 4-5 years, Thailand has gone through many crises, range from SARS, Tsunami, Coup d'etat, oil price crisis, and 2009 influenza pandemic. All

these conditions have placed limitations on the existing market conservation and the new market expansion. The impact of each crisis dramatically affected the number of tourists. Furthermore, political situation has become an important factor that affects the number of arrivals and the country's image. The Coupe d'etat in 2006, Suvarnabhumi International Airport shut down during 25 November – 3 December 2008, and the political unrest during 8-14 April 2009, all these affected tourists confidence and resulted in the drastic drop in the number of tourists visiting Thailand. Moreover, the political crisis during March – May 2010 even worsened tourism situation because of the news broadcasted all over the world and the travel warnings declared in different countries, warning their citizen about the risk of traveling to Thailand. These had a negative impact on Thailand's security image. Thailand has weaknesses in the safety, environment regulations, hygiene, and government's policy issues. In 2010, Thailand was ranked 70th in regulatory framework by the WTO, which is lower than the year 2009 and 2010. If taking each attribute into consideration, the weaknesses of Thailand lie in the "safety & security" attribute, which was ranked 118th and "sustainability of natural resource and environment" attribute, which was ranked 90th. Nonetheless, the hotel and restaurant businesses play a major role in Thai tourism industry and help create value for other types of business such as furniture, food, herb, spa, healthcare, souvenir and local goods, logistics service, and employment in many levels. The value of hotel and restaurant business totals 337,343 million bath or 19.1 percent of the private sector (Office of Small and Medium Enterprises Promotion, 2008).

2.9.2.2 Situation of Foreign Tourists in Thailand

In 2011, tourism revenue totaled 734,591 million baht from 19.09 million foreign tourists. Most of the revenue came from tourists from European countries, amounting 281.481 million baht, followed by Southeast Asia and ASEAN (Immigration Bureau, 2011; Department of Tourism, 2012).

2.9.2.3 Strengths, Weaknesses, Opportunities, and Threats of Thailand Tourism

Factors that are considered strengths of Thailand tourism comprise; 1) tourism has been regarded as the national agenda and been included in the 11th National Economic and Social Development Plan (2012-2017) together with the issue

of creative economy; 2) Thailand has diversity in both natural and cultural tourism resources and tourism goods and services as well as local wisdoms that can be developed into outstanding and interesting tourism products; 3) Thailand is well equipped with basic infrastructure and tourism facilities, e.g., accommodations, restaurants, transportation, utility system, and disease control system; 4) Thailand is geographically suitable for tourism development; 5) Thailand has more experience on international marketing as compared to other developing countries; and 6) Thailand has competitive advantage in terms of price since the expense in Thailand is relatively low as compared to the quality of goods and services received. In addition, factors that are considered Thailand's weaknesses comprise; 1) Thailand has problems on logistics system, transportation network, and transportation links between the major and the minor tourist towns; 2) tourism sites are deteriorating; 3) Thailand has problems on the structure of administration, the weak tourism management by the government which still lacks unity, government regulations that cannot keep up with the development in the private sector, and the lack of participation from the people, the private sector, and local administrative organizations; 4) Thailand has negative image in the aspect of security, taking advantage of tourists, low quality goods, prostitution, and AIDS; 5) tourism human resources do not meet international standards and there is the lack of specialized tourism human resources especially knowledgeable tourist guides with a good understanding of foreign cultures and languages; 6) the local administrations and the communities lack knowledge of landscape management and local tourism development planning as well as the shortage of participation from local communities and all levels of agency; 7) clumps of tourist attractions in certain areas, the lack of developing and creating new attractions, and no distribution or cooperation with other tourist attractions in the vicinities; and 8) since the size of tourism industry in Thailand is mostly medium or small, there is no integration among these groups and limitations on capitals and human resources exist. Factors that are considered opportunities for Thai tourism comprise; 1) the expansion of the BRIC countries (Brazil, Russia, India, and China) creates a larger number of tourists; 2) trends of alternative tourism and the expansion of special interest tourism market stimulate the expansion of health tourism, adventure tourism, spiritual tourism, MICE tourism, and sports tourism; 3) the number of senior

tourists is increasing; 4) the expansion of low-cost airlines and the arising trend of short-haul traveling stimulate the trend of domestic and regional tourism; 5) the use of information technology and electronic system helps create product differentiation , product value, and a better access to tourists; and 6) the international cooperation in disease control, global warming solutions, and disaster planning are opportunities to build tourism confidence as Thailand is quite well equipped. Factors that are considered threats for Thai tourism comprise; 1) the competition in the global market is increasing; 2) the unstable world economic situation makes tourists decide not to travel or to spend less; 3) the ongoing problems of international terrorism in many regions around the world affects tourists travel behavior; 4) natural disasters, global climate change, and epidemic affect tourists' decision making; and 5) the tourism professional standard under the ASEAN joint cooperation and the free labor market might create new competition in a personnel level (Ministry of Tourism and Sports, 2011).

2.10 Related Researches

Napawan Noprattanakorn (2000) studied guidelines for turning Thai food into the world food in the next 10 years and found that most of the foreign tourists who visited Thailand were familiar with and had eaten Thai food. Most of them liked Thai food and planned to eat Thai food again. According to the survey conducted among 1,001 foreign consumers, it was found that most people liked Thai food (96.3 %). Out of 1,001 respondents, 884 (88.3%) had eaten Thai food prior to visiting Thailand, 115 (.5%) had never eaten Thai food and 2 (0.2%) were unidentified. Among 884 respondents who ate Thai food, 870 (98%) people liked Thai food. Those who did not like Thai food only totaled 14 (2% of people who had eaten Thai food). Among 115 people who had never eaten Thai food before visiting Thailand, 96 people (83% of those who had never eaten Thai food) liked Thai food and 19 (17%) did not. Among those who had never eaten Thai food, 72 people visited Thailand for the first time and 60 people liked Thai food and 12 did not. The rest 43 people visited Thailand more than once and 36 of them liked Thai food while 7 people did not.

Tairid Lekkitchaijaroen (2002) conducted the study on Thai cooking schools for foreign tourists in Chiang Mai and found that people in the Thai cooking school business for foreigners liked Thai food and had related experiences with Thai cooking. As for the operation of Thai cooking schools for foreign tourists in Chiang Mai, customers were reached through travel agencies. Leaflets and brochures were used as public relations tools and the amount of investment varied by the size of the business, ranging from 10,000 – 400,000 baht per month. The tuition fee for Thai cooking schools was between 700 – 1,200 baht. Problems found in Thai cooking schools were competition by reducing cost fee and tourist scams as well as the illegal Thai cooking schools without legal registration.

Samran Pojad (2002) conducted the study of teaching and learning Thai cooking for foreign tourists and found that most of the respondents were female, aged between 20 – 39 years old. These people wanted to learn Thai cooking in order to be able to cook and eat Thai food themselves. Information on Thai cooking schools was retrieved from guide books. In addition, tourists selected cooking schools based on the reputation, proximity to the accommodation, cleanliness, and having adequate equipment for the students. It was also found that tourists wanted a one-day class with a combination of teaching methods such as lecture, shopping at the market, demonstration, and practical classes. Regarding instructors' qualifications, the most wanted attributes were skillful, lively, having foreign language proficiency, and having good personality. Tourists expected worthy knowledge and services. In terms of tuition fee, packaged fee at approximately 800 baht was preferred. Also, the preferred sale promotion was offering complementary items such as cookbooks and aprons. Problems of Thai cooking classes found were 1) having too many students in a group and the bad instruction, 2) the size of the establishment was too small, 3) having too many menus, and 4) Thai cooking ingredients were difficult to find in other countries.

Rungkarn Chaimonkol (2004) conducted a study on marketing mix factors that affected tourists' school choice in Muang District, Chiang Mai. It was found that the students were mostly female and knew about the classes from friends or families. They wanted to learn Thai cooking in order to cook Thai food at home. As for marketing mix factors, the students prioritized human resource and physical

appearance factors. Factors of average importance were process, product and service, marketing promotion, distribution channels, and price, respectively.

Chatchalai Tongsatit (2005) conducted a feasibility study of investment in Thai food restaurant in Moscow, Russian Federation, in the marketing, management, and financial aspects. It was found that opportunities were still open for interested investors. In the marketing aspect, there were open opportunities because of the small number of Thai restaurants. There were market needs for restaurants that focus on taste and cleanliness of food, fast service, cleanliness of place, and decoration. As for the management aspect, it was found that the most appropriate business structure was a single ownership with jobs being distributed and service should be provided every day for restaurants in tourist areas. In the financial aspect, it was found that the investment came solely from the owner. The rate of return was 61.5%. Based on the performance and financial evaluation during 5 years, the net present value was positive.

Tussanee Limsuwan (2005) conducted a study on the development of Thai food potentials for tourism promotion with the objectives to 1) study the Thai and foreign tourists' perspectives on Thai food service in tourism provinces, 2) study the problems and obstacles of Thai food service for tourists, 3) study the guideline for Thai food potential development for tourists, and 4) study the guideline for community participation in the development of Thai food potential for tourism promotion. It was found that providing Thai food service in restaurants was the main activity for tourists in each province. The outstanding dishes and local food varied by geography and cultures of each province. As for other food based activities, most activities were arranged for the local rather than for tourism promotion purpose. Staffs and entrepreneurs pointed out that each province had uniqueness in its food and the potential to promote tourism was high but the actual implementation was in an average level. Foreign tourists' interests were more diverse than those of Thai tourists. Both Thai and foreign tourists chose their restaurant choices based on the cleanliness. In addition, foreign tourists would eat Thai food again after returning to their country. What made tourists reluctant to try Thai food was the fact that they did not know the components of Thai food. They did not know how to eat Thai food and did not know what ingredients can be eaten and what cannot. Servicewise, information

on Thai food ingredients should be provided. Ingredients that were not usually consumed by foreigners should be avoided. Adaptation could be made to comply with the drinking culture of some countries and service method could be adjusted to make it more international.

Pimravee Rojrungsat (2011) conducted a study on the communicative learning process through food tourism for international women market tourists of Thailand with the objectives to 1) find the food uniqueness in order to promote tourism in Thailand's provinces, 2) create database of Thai food tourism, 3) understand the needs of foreign female tourists to find learning process in food tourism, 4) create communicative learning tools for food tourism, and 5) create cooperative network to publicize information on food tourism. The study's sample group comprised female tourists from Malaysia, Japan, China, Singapore, Hong Kong, United Kingdom, United States of America, Taiwan, Germany, India, Russia, and United Arab Emirates. These were potential markets with which the Tourism Authority of Thailand was developing proactive marketing approach. The study was conducted among 400 samples and the following data were achieved; the food uniqueness to be used for tourism promotion purpose and for the support of Thai food tourism trends, the uniqueness of Thai food and the local food, data for creating Thailand food tourism database, and the needs of foreign tourists in the potential market in the issues of 1) the image of Thai food and outstanding food and 2) suggestions for food tourism learning process management and important data on food tourism network.

A study was conducted on the development of route of gastronomic tourism with the objective to study tourism route with the local community to create learning on food in the north, northeast, central, east, west, south, and Bangkok areas; create manuals for tourism routes in each region; and create collaboration with provincial government organizations (K. Veerakul, B. Damapong, J. Siripanwattana, L. Poolpothong, & Mortero, 2013). According to the study, it was found that popular tourism sites were natural and historical sites. Northern region was the most popular destination choice. Popular provinces categorized by regions were; Central region – Ayutthaya, Supanburi, and Bangkok; Western region – Prachuap Khiri Khan and Phetchaburi; Eastern region – Chanthaburi and Rayong; Northeastern region – Nakhon Ratchasima and Nong Khai; Northern region – Chiang Rai and Chiang Mai, and Southern region –

Surat Thani and Phuket. Tourist attractions, food culture as well as local products in those provinces could be summarized as follows; Northern region – most tourist attractions are natural and historical based and popular local food and One Tambon One Product (OTOP) products are cold climate fruits, tea, and Sai Aua (northern style spicy sausage); Northeastern region - most tourist attractions are historical based and popular local food and OTOP products are rice pasta based dishes, Som Tum (spicy papaya salad), Nam Nuang (Vietnamese pork sausage), fish dishes, and the unique “Kin Kao Kum” tradition (inviting friends for dinner); Central region - most tourist attractions are historical based and popular local food and OTOP products are mostly fresh water fish based products, boat noodle in Ayutthaya province and the old markets such as the 100 years old market, Bang Pla Ma market; Eastern region - most tourist attractions are natural based and popular local food and OTOP products are seasonal fruits, Moo Cha Muang (braised pork with Garcinia Cowa leaves), and Chanthaburi special noodle. In addition, most tourists liked ecotourism; Western region - most tourist attractions are natural based and popular local food and OTOP products are sweets in Phetchaburi and seafood in Prachuap Khiri Khan; Southern region - most tourist attractions are natural based and popular local food and OTOP products are seafood, Hokkien style Chinese food and dim sum. As for Bangkok, there are various tourist attractions such as royal palaces, temples, shopping places. All kinds of food can be found. Rattanakosin Island is Bangkok’s food cultural resource. Seven tourism routes were created based on the aforementioned data and recommendations from Office of the Tourism Authority of Thailand in each province. Tourists, tourism business entrepreneurs, government and private organizations can use this data as the guidelines to plan their gastronomic tourism itinerary.

Termsak Singsomboon (2013: 48-58) studied Thai gastronomic tourism strategies by reviewing related theories and concepts, documents, related research articles and analyzing these data using Grant’s (1991, as cited in S.Singsomboon, 2013: 48-48) strategy development model. Resource-based View theory was also employed as a guideline in developing strategies for Thai gastronomic tourism. It was found that resources that would enable Thailand to gain competitive advantages in Thai gastronomic tourism must have these 4 attributes; 1) those resources must be truly valuable for business operation and competition such as reputation, the brand of

Thailand, and business connection, 2) those resources must be rare such as Thai local wisdoms (Thai food, Thai boxing, and Thai massage etc.), 3) those resources must be inimitable or if they were imitable, it must cost a fortune to do so. For example, Thai culture/custom and Thai hospitality as well as reliability, and 4) those resources must be non-substitutable. There were 5 strategies to create competitive advantages in Thai gastronomic tourism; 1) developing curriculums to have more varieties and to comply with the needs of particular groups of learners, for example, providing healthy Thai food or food for seniors and children, allowing learners to choose what to learn and adding more contents about the cooking process that would benefit the learners, 2) adjusting the learning environment in accordance with foreign tourists' interests, focusing on the Thai-way-of-life learning environment, 3) developing the quality and standard of Thai gastronomic tourism by developing the quality and standard of culinary schools to make them widely accepted inside and outside the country, 4) creating tourism alliance to connect Thai gastronomic tourism with other related businesses, and 5) creating local community participation.

Termsak Singsomboon (2013: 102-108) conducted a study on the use of local wisdoms through creative tourism process, using critical analysis methodology to achieve pattern and guidelines for the use of local wisdoms in tourism promotion through creative tourism process. Creative tourism is a form of tourism that complies with culture and community ways and can be managed by the community itself. In terms of area, it's the tourism in tourism sites that have connection with community ways and nature. It also has uniqueness in the local natural, cultural as well as historical tourism sites. In terms of management, it's the tourism that has no impact on the environment and has sustainable management by allowing tourists, communities, and local people and partakers to participate in the conservation of culture and environment in the community attractions. In terms of activity and process, it's the tourism that facilitates the learning by educating on the issues of culture and community ways as well as environment and ecosystem of tourism to create awareness and consciousness in tourists, communities, local people and partakers. In terms of participation, it's the tourism that is aware of the participation from tourists, communities, local people and related parties. Nonetheless, the success and sustainability of conservation and development by using local wisdoms to

promote tourism through creative tourism process depend on these key success factors; 1) having a strong community base, for example, a community with the production system or sufficiency economy and harmony in the community, 2) having fertile natural resources, 3) having capable leaders who can create faith, 4) having strong cultural base such as having unique culture, 5) having participation from local people in the communities, 6) having continuous operation and 7) having innovation and creative tourism activities.

Termsak Singsomboon and Sudsun Sutthipaisarn (2013: 295-312) studied Thai gastronomic tourism strategies and the ASEAN Economic Community (AEC) by conducting a SWOT analysis on current Thai tourism situation as well as reviewing 4 case studies of Thai cooking schools for foreigners in Thailand. These 5 guidelines for marketing strategies for Thai gastronomic tourism, which comply with AEC's system, were drawn from the study; 1) developing various curriculum that cater to tourists' needs, 2) improving learning environment according to tourists' interests by focusing on the Thai way-of-life learning environment, 3) improving quality and standard of Thai gastronomic tourism by setting up standard criteria and business criteria just like the spa business as well as improving teaching standard and quality in order that they are widely accepted inside and outside the country, 4) creating a tourism alliance that connects Thai gastronomic tourism with other tourism related businesses, and 5) creating community participation. The study proposed 5 recommendations on the weaknesses of Thai tourism industry; 1) there should be development of products, services, and supporting factors for Thai gastronomic tourism, 2) there should be cooperation among local areas, provinces, provincial clusters, and the nation to stimulate complete tourism development, 3) attempts should be made to build up confidence and promote tourism, 4) there should be development on infrastructure and facilities to make the country capable of accommodating and facilitating both domestic and foreign tourists, and 5) there should be development on tourism database systems in order that the information be retrievable to formulate policies and measures that support and promote the whole system of tourism industry.

B. Damapong, P. Suanplang, J. Sopha, L. Poolpothong, S. Santijanyaporn, S. Duangchan, and W. Kansarnsanti (2013) conducted a study on strategic plan for

gastronomic tourism with the objective to develop gastronomic tourism database and formulate gastronomic tourism strategic plan. It was found that 1) the development of information technology database for gastronomic tourism comprised websites that provide information regarding gastronomic tourism routes to tourists in the form of message, pictures, television programs, and mobile phone applications. These data are displayed in real time mode which can be connected with map and satellite picture system; 2) the vision of gastronomic tourism strategic plan was to make Thailand become the hub of gastronomic tourism of ASEAN. This strategic plan comprised 4 strategies and 12 strategic approaches. The 1st strategy was developing Thailand to become the hub of gastronomic tourism, comprising 4 strategic approaches; (1) planning and integrating development policies in developing Thailand to become the hub of gastronomic tourism in ASEAN; (2) setting up system and mechanism in organizing gastronomic tourism activities in the provincial level; (3) creating trends of gastronomic tourism in Thailand; and (4) creating monitoring and evaluating systems in accordance with Thailand's gastronomic tourism master plan. The 2nd strategy was developing the potential of the local personnel by educating them on gastronomic tourism, comprising 3 strategic approaches; (1) encouraging the communities to use their local potentials and develop gastronomic tourism routes; (2) developing personnel in the provincial, municipal, and local administration organizations by educating them on gastronomic tourism; and (3) supporting and educating communities on gastronomic tourism knowledge. The 3rd strategy was creating network among the government, private, and community sectors in order to develop gastronomic tourism, comprising 3 strategic approaches; (1) increasing efficiency in the coordination among public and private agencies and (2) increasing the business and gastronomic tourism potentials among communities. The 4th strategy was promoting and developing gastronomic tourism public relations and marketing, comprising 3 strategic approaches; (1) developing gastronomic tourism database system of each province; (2) using mobile application technology to promote gastronomic tourism; and (3) using online social network to publicize gastronomic tourism. In general, the gastronomic tourism strategic plan had a high tendency to be implemented with success.

Surachai Jiewjaroenkul (2013: 92-104) studied the issue of Thai tourism promotion through image of northern gastronomic with these 4 objectives; 1) to survey and verify the image of local food and the identity of the northern part of Thailand that help support tourism industry, 2) to survey on travel agencies that promote local food as tourism destination, 3) to find possibilities of local food and culture for tourism promotion in the northern part of Thailand, and 4) to develop gastronomic tourism routes. The target population was people with expertise in tourism industry in the north. Qualitative research method was used in collecting and analyzing data. Results of the study were divided into 4 parts. In the 1st part, it was found that 1) local food in the north had some connection with Lanna history such as Kan Toke (traditional northern style dinner), Sai Aua (northern style spicy sausage), Kab Moo (pork rinds), and Nam Prik Noom (spicy green chili dip), 2) there were tales of local food such as Kanom Jeen Nam Ngiew (rice pasta served with sauce made from pork, spice paste, dried herbs, cheery tomatoes and pork blood cubes), and Kao Pook (northern style moji), 3) local food in the north contains ingredients found in the north such as vegetables, herbs, and spices. Some people loved eating raw meat but did not care much about hygiene and cleanliness. In the 2nd part, it was found that travel agents publicized local food through tourism promotion in a low level. Almost half of the travel agents were established from the central. In the 3rd part, it was found that the way-of-life of people in the north had connection with 3 seasons (12 months); raining season, winter, and summer. Moreover, tourists found traditional, cultural, and historical celebrations to be interesting attractions. Finally, the 4th part, 5 tourism routes were developed to promote local northern food image. Those are;

Route 1: The gate to “Lanna”, comprising Petchaboon, Phitsanulok, and Uttaradit provinces. Recommended dishes are Vichianburi grilled chicken and ancient noodle.

Route 2: Windows to the north, comprising Kamphang Phet, Tak, and Sukhothai provinces. Recommended dishes are Chakangrao noodle and Kao Perb (crepe made from rice flour stuffed with assorted fillings).

Route 3: Worshipping Buddha image and visiting the royal heritage, comprising Lampang and Chian Mai. Recommended dishes are Kan Tok and Kang Hung Lay (northern style yellow curry).

Route 4: A serene visit to natural heritage, comprising Phrae, Nan, and Phayao provinces. Recommended dish is Nam Prik Kha Pla Yang (spicy dip made from grilled fish)

Route 5: Visiting Thailand border, comprising Chiang Rai and Mae Hong Son. Recommended dishes are Kanom Jeen Nam Ngiew and Kao Pook.

Local northern gastronomic represents image and identity of the culture and the history and is worth being promoted as a destination for tourists. The Thai government should promote northern gastronomic in order to create value added and sustainability in Thailand tourism industry in the future.

Abdul-Karim, Chua and Selleh (2010: 63-78) conducted a study on tourists' perceptions of Malaysia gastronomic tourism with the objective to study foreign tourists' satisfaction and eating experience. The results indicated that tourists were satisfied and Malaysia possessed a clear image of its core food, local food, national food, and specialty food. Tourists were satisfied with the quality and the value of Malaysian food as well as accessibility convenience. Eating was found to be related to eating atmosphere as well as food products with service varieties.

2.11 Conclusions

In order to formulate marketing strategies for Thai gastronomic tourism that comply with tourists' behavior and needs, it is necessary to study foreign tourists' behavior pattern and needs as well as listen to different opinions from entrepreneurs and partakers from the government sector, private sector, local administration organizations, and communities with local wisdoms in Thai food. Consequently, the study on marketing strategies for Thai gastronomic tourism promotion had employed related theories and researches to set up issues to be studied in order to understand foreign tourists' behavior and needs regarding Thai gastronomic tourism and to formulate marketing strategies for Thai gastronomic tourism promotion. Entrepreneurs and related agencies can use recommendations from this study to set up either short-term or long-term policies, guidelines and operating strategies with regard to Thai gastronomic tourism.

CHAPTER 3

RESEARCH METHODOLOGY

The study on marketing strategies for Thai gastronomic tourism promotion employed mixed research method (Greene, Caracelli & Graham, 1989: 255-274; Creswell, 2003, 2012; Hall & Howard, 2008: 248-269; Morse & Niehaus, 2009; Teddlie & Tashakkori, 2009), comprising both quantitative and qualitative research methods. The methodology of the study was in accordance with different objectives of the study as follows.

3.1 Objective 1(to Study Foreign Tourists' Behavior in Thai Gastronomic Tourism) and Objective 2 (to Study Foreign Tourists' Needs for Thai Gastronomic Tourism)

3.1.1 Research Methods

Quantitative research method is used (Duffy, 1985: 225-232; Leach, 1990: 16-18; Forte, 1995: 204-308; Cohen, Manion, & Morrison, 2000; Aliaga & Gunderson, 2002; Given, 2008; McKinney, K. 2011; Edmonds & Kennedy, 2012). Data were collected from 2 sources;

3.1.1.1 Secondary Data

Data were collected from documents, such as academic researches, documents, textbooks, annual reports, performance reports of relevant organizations, as well as from media, such as newspapers, journals, and electronic media.

3.1.1.2 Primary Data

Data were collected from surveys on experiences, opinions, behavior, and expectations conducted among 400 foreign tourists taking Thai cooking class in Thailand.

3.1.2 Population and Sample

3.1.2.1 Population

The target population used in the study was foreign tourists who took Thai cooking classes in Thailand at Thai cooking schools located in 4 major tourism provinces which are Bangkok, Chon Buri, Chiang Mai, and Phuket. Representative sampling was used since these provinces are major tourism provinces and are visited by more than 1 million foreign tourists annually (Table 3.1).

Table 3.1 Number of Foreign Tourists Visiting Bangkok, Chon buri, Chiang Mai, and Phuket between 2010-2012

Province	Year (person)		
	2010	2011	2012
Bangkok	10,444,176	13,801,933	15,822,616
Chon Buri	5,352,586	6,143,017	6,375,681
Chiang Mai	1,479,087	1,848,946	1,989,929
Phuket	4,305,665	6,290,577	7,216,975

Source: Tourism Authority of Thailand, 2013.

3.1.2.2 Sample

The sample of the study was 400 foreign tourists who took Thai cooking classes in Thailand. Cochran's (1953) formula for the unknown size of the population was used to calculate the sample size of foreign tourists taking Thai cooking classes in Thailand as follows;

$$\text{Formula} \quad n = \frac{p(1-p)z^2}{d^2} \quad \text{where}$$

n = sample size
 P = expected prevalence (0.5)
 Z = level of confidence
 Z at 0.05 significant level equals 1.96 (confidence 95%)
 d = the acceptable sampling error (0.05)

Substitute values in the equations

$$n = \frac{0.5(1-0.5)(1.96)^2}{(0.05)^2}$$

$$n = \frac{0.25(3.8416)}{0.0025}$$

$$n = \frac{0.9604}{0.0025}$$

$$n = 384.16$$

Consequently, the sample needed was 385 but 15 more was added to make the total sample of 400 to achieve the data that best represents the population because during the time the data were collected, there were a large number of foreign tourists taking Thai cooking classes. Convenience sampling (Hansen, Hurwitz, & Madow, 1953; Cochran, 1977; Kish, 1987; Freedman, Pisani, & Purves, 1998; Frey, Botan & Kreps, 2000) was used because the sample shared the same characteristics. The number of sample in each target province that complies with the ratio of foreign tourists is shown in Table 3.2, using the following calculation;

$$\text{Sample in each area} = \frac{\text{Whole sample} \times \text{Population in each area}}{\text{Whole population}}$$

Table 3.2 Number of Surveyed Sample in Each Target Province

No.	Province	Number of Visiting Foreign Tourists in 2102 (person)	Sample (person)
1	Bangkok	15,822,616	202
2	Chon Buri	6,375,681	81
3	Chiang Mai	1,989,929	25
4	Phuket	7,216,975	92
Total		31,405,201	400

3.1.3 Research Tools and Grading Criteria

The tool used in collecting data was the questionnaire for foreign tourists who took Thai cooking classes in Thailand. The questionnaire was divided into 4 parts;

3.1.3.1 Part1, surveyed on general information such as gender, age, nationality, education, occupation, monthly income, length of stay in Thailand, and the number visit to Thailand.

3.1.3.2 Part 2, comprising 13 questions, surveyed on behaviors of foreign tourists who took Thai cooking classes in Thailand and was based on these 7 aspects; characteristics of the target group (occupants), what consumers want to purchase (objects), objectives of purchase (objectives), roles of different parties that influence decision to purchase (organizations), purchase occasions (occasions), channels or sources where consumers buy (outlet), and purchase decision process (operation).

3.1.3.3 Part 3, comprising 40 questions, surveyed on foreign tourists' needs regarding Thai gastronomic tourism and was based on these 8 aspects; product, price, place, promotion, people, process, physical evidence, and productivity and quality of service. The questionnaire used Likert (1932: 1-55) rating scale.

Need level "The most" equaled	5 points
Need level "Very much" equaled	4 points
Need level "Average" equaled	3 points
Need level "Very little" equaled	2 points
Need level "The least" equaled	1 point

The mean score of tourists' needs regarding Thai gastronomic tourism followed Best's criteria (1997) as follows;

- The mean 4.21-5.00 represented a high need level
- The mean 3.41-4.20 represented a relatively high need level
- The mean 2.61-3.40 represented an average need level
- The mean 1.81-2.60 represented a relatively low need level
- The mean 1.00-1.80 represented a low need level

3.1.3.4 Part 4 provided information on opinions and additional perspectives.

3.1.4 Testing the Quality of Research Tool

3.1.4.1 The research tool was presented to 6 experts comprising;

- 1) Professor Dr. Pramuan Tepchaisri
- 2) Assistant Professor Dr. Supreedee Rittironk
- 3) Assistant Professor Dr. Ratchada Kongkajan
- 4) Assistant Professor Dr. Sudja Kraisornrat
- 5) Assistant Professor Kerdsiri Tongsiri
- 6) Assistant Professor Praneet Pijitwaipreecha

to test for accuracy and content validity in order to make sure that the tool covered all the aspects to be studied and possessed validity and reliability.

3.1.4.2 After receiving recommendations from these experts, the tool was corrected and improved for validity and then tried out with 50 foreign tourists taking Thai cooking class in Thailand whose characteristics were similar to those of the target population. After being tested for reliability to measure internal consistency of the questionnaire with Cronbach's Alpha method (1970 :161), the result of Alpha = 0.977 was achieved.

3.1.4.3 Researcher or research interviewer were tested on reliability using inter- rating with standard qualitative researchers.

3.1.5 Data Collection

3.1.5.1 Data were collected for literature reviews from study reports, documents, textbooks as well as data from media such as newspaper, journals, and electronic media.

3.1.5.2 Official letters were sent from the National Institute of Development Administration to entrepreneurs in Thai cooking school business to request for data collection.

3.1.5.3 Trips were made to coordinate with these entrepreneurs in Thai cooking school business to collect data from the selected target.

3.1.5.4 Questionnaire survey was conducted among 400 foreign tourists who took Thai cooking classes in the target tourism provinces and verified for validity.

3.1.6 Data Analysis

After the questionnaires were returned, data were verified for validity for coding, evaluating, and analyzing data with statistics computer program. The statistics were analyzed as follows;

3.1.6.1 All questionnaires were verified and analyzed with SPSS program.

3.1.6.2 General information (e.g., gender, age, nationality, education, occupation, monthly income, length of stay in Thailand, and number of visit to Thailand) and information on behavior and needs of foreign tourists regarding Thai gastronomic tourism were analyzed using descriptive statistics to explain general characteristics of the sample and expectation levels with percentage, mean, standard deviation, and inferential statistics to test the hypotheses such as t-test, F-test, and differences comparison by LSD (Tiku, 1971: 913-916; Hayter, 1986: 1001-1004; Fisher, 1987: 45-52; Sawilowsky, 1990: 20-59; Zimmerman, 1997: 349-360).

3.1.6.3 Qualitative data from literature reviews were processed using logical analysis, grouping, classification, association, and interpretation.

3.2 Objective 3 (to Suggest Marketing Strategies for Thai Gastronomic Tourism Promotion)

3.2.1 Research Method

Qualitative research method was used (Campell & Stanley, 1963; Meila, 1982: 327-335; Benoliel, 1985: 1-8; Sandelowski, 1986: 27-37; Bockmon & Rieman, 1987: 71-75; Munhall, 1988: 150-162; Ramos, 1989: 57-63; Corner, 1991: 718-727; Miles & Huberman, 1994; Patton, 2002). Data were collected from 2 sources;

3.2.1.1 Secondary Data

Data were collected from documents such as strategic policies, annual reports, performance reports of relevant agencies, study reports, documents,

textbooks, as well as data from media such as newspapers, journals, and electronic data.

3.2.1.2 Primary Data

Data were collected from surveys on experiences, opinions, exchanged point of views of people concerning with Thai gastronomic tourism in Thailand from the government sector, private sector, citizen sector, and local administrative organizations. Likewise, strategic plans, strategies and marketing activities in using Thai food knowledge for tourism promotion were studied by collecting data from the interviews and the focus groups. Details were as follows.

1) In-depth interview (Crabtree & Miller, 1992; Kvale, 1996; Strauss & Corbin, 1998; Flick, 2002; Rubin & Rubin, 2004; Friesen, 2010; Wertz, Charmaz, McMullen, Josselson, Anderson, & McSpadden, 2011; Gamket, 2008: 254-255) – The total of 22 entrepreneurs in Thai cooking schools for foreign tourist business from 4 major tourism provinces; Bangkok, Chon-buri, Chiang Mai, and Chiang Rai, were the key informants.

2) Focus groups (Debus, 1990; Morgan, 1997; Greenbaum, 1998; Krueger, 1998; Krueger & King, 1998; Krueger & Casey, 2000; Photosita, 2004: 209; Buason, 2008: 112-113; Gamket, 2008: 254-255; Onawad, 2008: 146) comprised 48 participants with respect to Thai gastronomic tourism from the government sector, private sector, citizen sector, and local administrative organizations from the major tourism provinces mentioned in 1).

3.2.2 Key Informants and Sample

3.2.2.1 Key Informants

There were 22 key informants in this study, comprising 1) Mr. Vitoon Simachokdee, Permanent Secretary, Ministry of Industry; 2) Assistant Professor Dr. Srisamorn Kongpun, Director, Yingcharoen Home Science School/Thai food expert; 3) M.L. Sirichalerm Svastivadhana, Thai food expert; 4) Mr. Daniel Green, Celebrity Chef; 5) Mr. Naren Kiatyodcharoen, instructor, the Oriental Thai Cooking School; 6) Mrs. Nooror Somany Steppe, Executive, Blue Elephant Restaurant Bangkok; 7) Mr. Wattanaputit Ayasanon, Manager, Naj Thai Cooking School; 8) Mrs. Veera Paspattanapanich, President of Dusit Thani College; 9) Miss Supajittra Tinnakorn Na

Ayutthaya, Director, M.L.Puang Dinakara The Royal Exquisite Thai Cooking School; 10) Miss Kallaya Samorthong, entrepreneur, Pattaya Cookery School; 11) Mr. Yupparaj Wongdaokul, consultant, Centara Pattaya Hotel; 12) Mrs. Naowarat Khakai, entrepreneur, Reun Thai Restaurant; 13) Miss Kansisi Indib, instructor, Just Khao Soy; 14) Mr. Yurawat Tuppanun, entrepreneur, Punpun Cooking School; 15) Mr. Pichet Unkong, instructor, Smart Cook Thai Cooking School; 16) Mrs. Renu Sanguannamsakul, instructor, Chiang Mai Thai Farm Cooking School; 17) Mrs. Jariya Feuangfu, entrepreneur, Baan Thai Cookery School; 18) Mrs. Viriya Srivichien, entrepreneur, Asia Scenic Thai Cooking School Chiang Mai; 19) Miss Yardfon Buranapim, entrepreneur, Pum Thai Restaurant & Cooking School; 20) Miss Kloyjai Bokthong, instructor, Sripanwa Hotel, Phuket; 21) Miss Patcharin Tieng Tong, entrepreneur, Pat's Home Thai Cooking School, and 22) Mr. Kim Steppe, executive, Blue Elephant Restaurant Phuket.

3.2.2.2 Sample

The selection of key informants mentioned in 3.2.2.1 was based on purposive sampling (Merton, Fiske & Kendall, 1990; Fraenkel, 1993; Lavrakas, 1993; Czaja & Blair, 1996; Higginbottom, 2004: 7-19; Suwanwong, 1995; Niyommangkul, 2003). People who were eligible for the in-depth interviews must fall under these criteria; they must be stakeholders, experienced, have a good understanding of Thai food, able to express opinions on strategic plan and marketing strategies that embrace the use of Thai food knowledge in Thailand tourism promotion, and be the people in the industry. Furthermore, people in the focus groups came from snow ball sampling (MacNealy, 1999: 155-157; Gall, Gall & Borg, 2003; Wiersma & Jurs, 2005; Punpinij, 2006; Sothanasathien, 2006; Fraenkel & Wallen, 2009; Naipat, 2011) and were recommended by the key informants as well as from searching data on the Internet (as shown in Table 3.3)

Table 3.3 Number of Focus Group Participants in Each Target Province

Relevant People	Bangkok	Chon Buri	Chiang Mai	Phuket	Total
2. Focus group					
1) Government sector					
- Representatives from the Ministry of Tourism and Sports	1	1	1	1	4
- Representatives from the Ministry of Culture	1	1	1	1	4
- Representatives from the Tourism Authority of Thailand	1	1	1	1	4
2) Private sector	1	1	1	1	4
- Entrepreneurs	1	1	1	1	4
- Thai food experts	1	1	1	1	4
- Representatives from Provincial Tourism Associations					
3) Citizen sector					
- Representatives from communities with local wisdoms in Thai food	5	5	5	5	20
4) Local administrative organizations					
- Representatives from Bangkok	1	-	-	-	1
- Representatives from local administrative organizations	-	1	1	1	3
Total	12	12	12	12	48

3.2.3 Research Tools

Details of the study's research tools are as follows

3.2.3.1 In-depth interviews of entrepreneurs in Thai cooking schools for foreign tourists used structured interview method (Flanagan, 1954; Campion, Pursell, & Brown, 1988: 25-42; Campion, Campion, & Hudson, 1994: 998-1002; Maddux, 1994; Smalley, 1997; Kohn & Dipboye, 1998: 821-843; Kvale & Brinkman, 2009) with 11 interviewing topics; 1) general information of interviewees, 2) other general information, 3) current issues, 4) past experiences, 5) future trends, 6) problems and obstacles, 7) suggested guidelines 8) marketing strategies for Thai gastronomic tourism promotion, 9) the support of marketing strategies for Thai gastronomic tourism promotion, 10) opinions on the integration of Thai food and tourism, and 11) additional perspectives and suggestions.

3.2.3.2 Discussion topics for the focus groups, with participants who had connection with Thai gastronomic tourism from the government sector, private sector, citizen sector, and local administrative organizations, derived from the interviews of foreign tourists who took Thai cooking classes in Thailand and entrepreneurs in Thai cooking schools for foreign tourists business. The topics covered 5 issues; 1) the importance of Thai food to tourism; 2) to what extent Thai tourism strategies support or promote the use of Thai food in the 6 dimensions of tourism promotion; creating a just society, developing people towards a sustainable lifelong learning society, creating balance and sustainability in food and energy, creating knowledge economy and surrounding factors, creating regional connectivity for social and economic stability, and managing natural resources and environment toward sustainability; 3) marketing strategies for Thai gastronomic tourism promotion; 4) roles and participation from the government sector, private sector, citizen sector, and local administrative organizations, and 5) other perspectives and suggestions.

3.2.4 Testing the Quality of Research Tool

3.2.4.1 Results and conclusions gained from objective 1 and 2 of the study were presented to the advisors for content validity to make sure that they covered all details of the subjects to be studied and were presented in the focus groups.

3.2.4.2 Researcher or research interviewer were tested on reliability using inter- rating with standard qualitative researchers.

3.2.5 Data Collection

3.2.5.1 Data were collected for literature reviews from policies, strategies, annual reports, progress reports from relevant agencies, study reports, documents, textbooks, as well as data from media such as newspapers, journals, and electronic data.

3.2.5.2 Official letters were sent from the National Institute of Development Administration to entrepreneurs in Thai cooking school business to request for in-depth interviews.

3.2.5.3 In-depth interviews were conducted among 22 entrepreneurs in Thai cooking school business for foreign tourists in the target provinces.

3.2.5.4 Official letters were sent from the National Institute of Development Administration to invite people related to Thai gastronomic tourism in Thailand from the government sector, private sector, citizen sector, and local administrative organizations to participate in the focus groups.

3.4.5.5 Four focus groups with 48 participants were held among Thai gastronomic tourism partakers in Thailand from the government sector, private sector, citizen sector, and local administrative organizations.

3.2.6 Data Analysis

Qualitative data gained from 1) literature reviews, 2) in-depth interviews with entrepreneurs in Thai cooking school business for foreign tourists, and 3) focus groups with Thai gastronomic tourism partakers in Thailand from the government sector, private sectors, citizen sector, and local administrative organizations were processed using logical analysis, grouping, classification, association, and interpretation.

The aforementioned research methodology can be classified by 3 study objectives as follows (Table 3.4).

Table 3.4 Research Methodology Classified by Study Objectives

Research Methodology	Objectives of the Study		
	Objective 1: To study foreign tourists' behavior in Thai gastronomic tourism	Objective 2: To study foreign tourists' needs for Thai gastronomic tourism.	Objective 3: To suggest marketing strategies for Thai gastronomic tourism promotion
1. Research Method	Quantitative Research Method		Qualitative Research Method
2. Source	<p>1) Secondary data were collected from documents, such as academic researches, documents, textbooks, annual reports, performance reports of relevant organizations, as well as from media, such as newspapers, journals, and electronic media.</p> <p>2) Primary data were collected from surveys on experiences, opinions, behavior, and needs from foreign tourists taking Thai cooking class in Thailand.</p>		<p>1) Secondary data were collected from documents such as strategic policies, annual reports, performance reports of relevant agencies, study reports, documents, textbooks, as well as data from media such as newspapers, journals, and electronic data.</p> <p>2) Primary data were collected from surveys on experiences, opinions, exchanged point of views of people concerning with Thai gastronomic tourism in Thailand from the government sector, private sector, citizen sector, and local administrative organizations as well as reviews on strategic plans, strategies and marketing activities in using Thai food for Thailand tourism promotion.</p>

Table 3.4 (Continued)

Research Methodology	Objectives of the Study		
	Objective 1: To study foreign tourists' behavior in Thai gastronomic tourism	Objective 2: To study foreign tourists' needs for Thai gastronomic tourism.	Objective 3: To suggest marketing strategies for Thai gastronomic tourism promotion
3. Population and Sample	400 foreign tourists who took Thai cooking classes in Thailand in 4 major tourism provinces; Bangkok, Chon Buri, Chiang Mai, and Phuket.		<p>1) 22 key informants from entrepreneurs in Thai cooking schools for foreign tourists business from Bangkok, Chon Buri, Chiang Mai, and Phuket.</p> <p>2) 48 Thai gastronomic tourism partakers in Thailand from (1) government sector such as representatives from the Ministry of Tourism and Sports, the Ministry of Culture, and Tourism Authority of Thailand; (2) private sector such as entrepreneurs, Thai food experts, and representatives from Provincial Tourism Associations; (3) citizen sector such as representatives from the communities with local wisdoms in Thai food, and (4) local administrative organizations such as representatives from Bangkok and local administrative organizations.</p>

Table 3.4 (Continued)

Research Methodology	Objectives of the Study		
	Objective 1: To study foreign tourists' behavior in Thai gastronomic tourism	Objective 2: To study foreign tourists' needs for Thai gastronomic tourism.	Objective 3: To suggest marketing strategies for Thai gastronomic tourism promotion
4. Research Tools	Questionnaires were used as the tool for interviewing foreign tourists who took Thai cooking classes in Thailand		<p>1) In-depth interviews of entrepreneurs in Thai cooking schools for foreign tourists used structured interview method with 11 interviewing topics; (1) general information of interviewees; (2) other general information; (3) current issues; (4) past experiences; (5) future trends; (6) problems and obstacles; (7) suggested guidelines; (8) marketing strategies for Thai gastronomic tourism promotion; (9) the support of marketing strategies for Thai gastronomic tourism promotion; (10) opinions on the integration of Thai food knowledge and tourism ; and (11) additional perspectives and other suggestions</p> <p>2) Discussion topics for the focus groups, with participants who had connection with Thai gastronomic tourism from the government</p>

Table 3.4 (Continued)

Research Methodology	Objectives of the Study		
	Objective 1: To study foreign tourists' behavior in Thai gastronomic tourism	Objective 2: To study foreign tourists' needs for Thai gastronomic tourism.	Objective 3: To suggest marketing strategies for Thai gastronomic tourism promotion
			sector, private sector, citizen sector, and local administrative organizations, derived from the interviews of foreign tourists who took Thai cooking classes in Thailand and entrepreneurs in Thai cooking schools for foreign tourists business. The topics covered 5 issues; (1) the importance of Thai food knowledge to tourism; (2) to what extent Thai tourism strategies support or promote the use of Thai food in the 6 dimensions of tourism promotion; creating a just society, developing people towards a sustainable lifelong learning society, creating balance and sustainability in food and energy, creating knowledge economy and surrounding factors, creating regional connectivity for social and economic stability, and managing natural resources and environment toward

Table 3.4 (Continued)

Research Methodology	Objectives of the Study		
	Objective 1: To study foreign tourists' behavior in Thai gastronomic tourism	Objective 2: To study foreign tourists' needs for Thai gastronomic tourism.	Objective 3: To suggest marketing strategies for Thai gastronomic tourism promotion
			sustainability; (3) marketing strategies for Thai gastronomic tourism promotion; (4) roles and participation from public sector, private sectors, citizen sector, and local administrative organizations, and (5) other perspectives and suggestions.
5. Testing Quality of Research Tools	1) The research tool was presented to the experts to test for accuracy and content validity in order to make sure that the tool covered all the aspects to be studied and possessed validity and reliability. 2) The tool was corrected and improved as recommended by the experts, tested for validity and then tried out with 50 foreign tourists taking Thai cooking class in Thailand whose characteristics were similar to those of the target population. After being tested for reliability to measure internal consistency of the questionnaire with Cronbach's Alpha method (1970 :161), the result of Alpha = 0.977 was achieved.		1) Results and conclusions gained from objective 1 and 2 of the study were presented to the advisors for content validity to make sure that it covers details of the subject to be studied and present them in the focus group. 2) Researcher or research interviewer were tested on reliability using inter- rating with standard qualitative researchers.

Table 3.4 (Continued)

Research Methodology	Objectives of the Study		
	Objective 1: To study foreign tourists' behavior in Thai gastronomic tourism	Objective 2: To study foreign tourists' needs for Thai gastronomic tourism.	Objective 3: To suggest marketing strategies for Thai gastronomic tourism promotion
6. Data Collection	3) Researcher or research interviewer were tested on reliability using inter- rating with standard qualitative researchers.		
	1) Data were collected for literature reviews from study reports, documents, textbooks, as well as data from media such as newspaper, journals, and electronic media. 2) Official letters were sent from the National Institute of Development Administration to entrepreneurs in Thai cooking school business to request for data collection. 3) Trips were made to coordinate with these entrepreneurs in Thai cooking school business to collect data from the selected target. 4) Questionnaire survey was conducted among 400 foreign tourists who took Thai cooking classes in the target tourism provinces and verified for validity.		1) Data were collected for literature reviews from policies, strategies, annual reports, progress reports from relevant agencies, study reports, documents, textbooks, as well as data from media such as newspapers, journals, and electronic data. 2) Official letters were sent from the National Institute of Development Administration to entrepreneurs in Thai cooking school business to request for in-depth interviews. 3) In-depth interviews were conducted among entrepreneurs in Thai cooking school business for foreign tourists in the target provinces.

Table 3.4 (Continued)

Research Methodology	Objectives of the Study		
	Objective 1: To study foreign tourists' behavior in Thai gastronomic tourism	Objective 2: To study foreign tourists' needs for Thai gastronomic tourism.	Objective 3: To suggest marketing strategies for Thai gastronomic tourism promotion
			<p>4) Official letters were sent from the National Institute of Development Administration to invite people related to Thai gastronomic tourism in Thailand from the government sector, private sector, citizen sector, and local administrative organizations to participate in the focus groups.</p> <p>5) 4 focus groups were held among Thai gastronomic tourism partakers in Thailand from the government sector, private sector, citizen sector, and local administrative organizations</p>

Table 3.4 (Continued)

Research Methodology	Objectives of the Study		
	Objective 1: To study foreign tourists' behavior in Thai gastronomic tourism	Objective 2: To study foreign tourists' needs for Thai gastronomic tourism.	Objective 3: To suggest marketing strategies for Thai gastronomic tourism promotion
7. Data Analysis	<p>1) General information of respondents and information on behavior and expectations of foreign tourist who took Thai cooking classes in Thailand were analyzed using descriptive statistics to explain general characteristics of the sample and expectation levels with percentage, mean, and standard deviation and inferential statistics to test the hypotheses and find the relations between foreign tourists' behavior and needs such as t-test, F-test, and difference comparison using LSD method.</p> <p>2) Qualitative data from literature reviews were processed using logical analysis, grouping, classification, relating and interpreting.</p>		Qualitative data were processed using logical analysis, grouping, classification, association and interpretation.

3.3 Implementation Plan and Research Budget

The following table represents the research duration and budget (Table 3.5).

Table 3.5 Duration and Budget of the Research

Activities	2012					2013								2014					Budget (Baht)
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	
1. Literature reviews																			5,000
2. Designing research paradigm and framework	←→		←→																-
3. Proposing dissertation outline to the committee						*													1,000
4. Revising dissertation outline as recommended by the committee						←→													5,000
5. Presenting the revised dissertation outline to the advisor									*										-
6. Surveying and collecting data from target provinces								←→											29,000

Table 3.5 (Continued)

Activities	2012					2013										2014					Budget (Baht)	
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.		May
7. Creating research tools such as questionnaire and interview format with the experts									↔													15,000
8. Testing research tools with 50 samples with similar characteristic for reliability										↔												12,000
9. Contacting the National Institute of Development Administration to issue letters requesting for cooperation from entrepreneurs to collect data											↔											-
10. Coordinating with entrepreneurs to collect data from foreign tourists and conducting in-depth interviews with entrepreneurs												↔										29,000

Table 3.5 (Continued)

Activities	2012					2013								2014					Budget (Baht)			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.		Mar.	Apr.	May
11. Collecting data from foreign tourists and conducting in-depth interviews with entrepreneurs																						174,000
12. Contacting the National Institute of Development Administration to issue letters of invitation to people from the government sector, private sector, citizen sector, and local administrative organizations to join the focus groups																						-
13. Analyzing and concluding data from foreign tourists surveys and in-depth interviews with entrepreneurs																						5,000

Table 3.5 (Continued)

Activities	2012					2013					2014					Budget (Baht)						
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.		Dec.	Jan.	Feb.	Mar.	Apr.	May
14. Sending letter of invitation to people from the government sector, private sector, citizen sector, and local administrative organizations to join the focus groups																						3,000
15. Holding 4 focus groups in 4 provinces																						100,000
16. Analyzing and concluding results from focus groups																						-
17. Present dissertation draft to the committee																				*		-
18. Revising dissertation draft as suggested by the committee																						-
19. Submit final dissertation																					*	3,000
Total Budget																						381,000

3.4 Conclusion

The study on marketing strategies for Thai gastronomic tourism promotion used mixed research method, comprising quantitative and qualitative research methods. Surveys were conducted among 400 foreign tourists who took Thai cooking classes in Thailand. In addition, in-depth interviews were conducted among 22 entrepreneurs in the Thai cooking school business. Focus groups, with 48 participants from the government sector, private sector, citizen sector, and local administrative organizations, were held in 4 major tourism provinces in Thailand which are Bangkok, Chon Buri, Chiang Mai and Phuket. The representative sampling was used because these provinces were major tourism provinces and were visited by more than 1 million foreign tourists annually. Likewise, data gained from foreign tourists surveys were analyzed with descriptive statistics such as percentage, mean, and standard deviation and inferential statistics such as t-test, F-test, and difference comparison using LSD method. On the other hand, qualitative data from 1) literature reviews; 2) in-depth interviews with Thai cooking schools entrepreneurs, and 3) focus groups with participants from partakers in Thai gastronomic tourism from the government sector, private sector, citizen sector, and local administrative organizations were processed with logical analysis, grouping, classification, association and interpretation. Results from the study shed light on foreign tourists' behavior and their needs regarding Thai gastronomic tourism and marketing strategies for Thai gastronomic tourism promotion can be formulated accordingly.

CHAPTER 4

RESULTS OF THE STUDY

This chapter presents the results of the study on marketing strategies for Thai gastronomic tourism promotion. The results are divided into 4 parts. Part 1 is the results of the quantitative research, comprising 1) results of foreign tourists' behavior taking Thai cooking classes in Thailand, 2) results of foreign tourists' needs taking Thai cooking classes in Thailand, and 3) results of hypotheses testing. Part 2 is the results of the qualitative research, comprising 1) results of in-depth interviews with entrepreneurs in Thai cooking school business and 2) results from focus groups. Part 3 is the synthesis of the results from Part 1 and 2. Finally, Part 4 is discussions.

4.1 Results of the Quantitative Research

4.1.1 General Information

General information of the research sample, comprising 400 foreign tourists who took Thai cooking classes in Thailand in 4 major tourism provinces; Bangkok, Chon Buri, Chiang Mai, and Phuket, has the following details (as shown in Table 4.1).

Gender – Two third or 62% of the sample were female while the number of male accounted for 38%.

Age – Age range of the majority of the sample was between 19-35 years old, accounted for 79.5%, 11.5% of the sample were over 60 years old, 8% of the sample were between 36-60 years old and 1% of the sample was under 18 years old.

Nationality – It was found that New Zelanders accounted for 14.5% of the sample. Other nationalities included French (14%), American (12%), German (9.5%), Chinese (9%). The rest of the sample, accounted for 41%, were from 11 nationalities, which were Portuguese, British, Italian, Swiss, Irish, Canadian, Chilean, Taiwanese, Hong Kongese, Australian, and Guinean.

Education – The education level of more than half of the sample (51.5%) was Bachelor's degree. Master's degree totaled 35%, lower than Bachelor's degree totaled 7%, and Doctoral degree totaled 6.5%.

Occupation – It was found that three fourth of the sample (71.5%) worked in 7 different occupation groups; doctor/nurse/pharmacist/physiotherapist/X-ray technician group, engineer/software engineer/explorer group, financier/banker/marketer/sales group, lawyer group, teacher group, airline staff group, and forestry official group. Students and university students equaled 13.5% while 11% of the sample was retired and 4% of the sample was unemployed.

Monthly income – It was found that 36% of the sample earned less than 100,000 baht, 26.6% of the sample earned more than 300,000 baht. Unemployed respondents totaled 17%. In addition, 14% of the respondents earned between 100,001-200,000 baht and 6.5% of the respondents earned between 200,001-300,000 baht.

Traveling Time Spent in Thailand - More than half of the sample (59%) stayed in Thailand between 11-20 days. Respondents with the length of stay between 4-10 days equaled 27.5%, 21-30 days equaled 11.5%, and 60-180 days equaled 2%.

Number of Times Visiting Thailand – Three fourth of the respondents (76%) visited Thailand once and 14.5% of the respondents visited Thailand twice. The rest, which was 9.5%, visited Thailand 3-6 times.

Table 4.1 General Information of the Sample Displayed in Number and Percentage

General Information	Number (n = 400)	Percentage 100.0
1. Gender		
Male	152	38.0
Female	248	62.0
2. Age		
Under 18 years old	4	1.0
Between 19-35 years old	318	79.5

Table 4.1 (Continued)

General Information	Number (n = 400)	Percentage 100.0
Between 36-60 years old	32	8.0
Over 60 years old	46	11.5
3. Nationality		
New Zealand	58	14.5
French	56	14.0
American	48	12.0
German	38	9.5
Chinese	36	9.0
Canadian	26	6.5
Portuguese	20	5.0
Australian	18	4.5
British	16	4.0
Chilean	16	4.0
Italian	14	3.5
Irish	12	3.0
Swiss	12	3.0
Taiwanese	12	3.0
Guinean	12	3.0
Hongkongese	6	1.5
4. Education Level		
Lower than Bachelor's degree	28	7.0
Bachelor's degree	206	51.5
Master's degree	140	35.0
Doctoral degree	26	6.5
5. Occupation		
Unemployed	16	4.0
Students/University students	54	13.5
Employed	286	71.5
Retired	44	11.0

Table 4.1 (Continued)

General Information	Number (n = 400)	Percentage 100.0
6. Monthly Income		
No income	68	17.0
Under 100,000 Baht	144	36.0
Between 100,001-200,000 Baht	56	14.0
Between 200,001-300,000 Baht	26	6.5
Over 300,000 Baht	106	26.5
7. Travelling Time Spent in Thailand		
4-10 days	110	27.5
11-20 days	236	59.0
21-30 days	46	11.5
60-180 days	8	2.0
8. Number of Times Visiting Thailand		
1 time	304	76.0
2 times	58	14.5
3 times	18	4.5
4 times	8	2.0
5 times	10	2.5
6 times	2	0.5

4.1.2 Results of Foreign Tourists' Behavior Who Took Thai Cooking Classes in Thailand

Results regarding the behavior of foreign tourists who took Thai cooking classes in Thailand are as follows (as shown in Table 4.2).

Objectives of taking Thai cooking classes – The majority of the sample (94.5%) wanted to gain new experience while 63.5% of the sample leaned Thai cooking for their own consumption and the objectives of 28% of the sample was for educational purpose.

Experiences regarding Thai cooking classes and Thai food cooking knowledge – Most of the sample (95%) had never taken Thai cooking classes before. Only 5% of the sample took Thai cooking classes once. Among those who already learned Thai cooking, 60% used Thai food cooking knowledge once a month and 40% seldom used their knowledge (1-2 times per week).

The chosen Thai cooking classes – comprising 6 aspects;

1) Course length – All (100%) of the sample chose half-day courses. The reason of two third (60%) of the sample was because of the time constraint while 40% of the sample thought that it was enough for the learning.

2) Course structure – Most of the sample (96.5%) chose group classes. Among these, 34% said group classes were more fun and cheaper while 28% wanted to have friends to talk about cooking. 22% chose group classes because of the cheap price and 16% thought that group classes were much more fun. Only 3.5% of the sample chose private classes because they wanted to learn cooking with their families.

3) Teaching methods – Two third (63.5%) of the sample chose the step-by-step teaching method and 36.5% preferred the demonstration followed by practical class.

4) Appropriateness of the course – In terms of course length, most of the sample (99%) thought that the courses were appropriate and 1% did not. Regarding the course structure, 98.5% thought that the courses were appropriate and 1.5% did not. In terms of teaching methods, 98.5% thought that the courses were appropriate and 1.5% did not.

5) Teaching fruits and vegetables carving – More than half (53.5%) of the sample thought fruits and vegetable carving should definitely be included in the course while 34.5% of the sample thought it was not necessary or they were not interested and only wanted to learn Thai cooking. 12% of the sample said it was not a matter of interest.

6) Interest in learning how to make Thai desserts – Most of the sample (83%) were interested in learning how to make Thai desserts. Among these, 59.7% wanted to learn how to make Kao Niew Ma Muang (sweetened sticky rice with mangoes), 6.5% wanted to learn how to make Woon Ma Prao (coconut jelly), and 14.3% wanted to learn how to make Glouy Tord (Thai-styled banana fritters). The rest, totaling 17%, were not interested.

The necessity to learn to cook Thai food with authentic Thai flavors – Most of the sample (99.5%) thought it was necessary while only 0.5% were not sure.

Preferred learning period – It was found that February, totaling (99%), was the most preferred period to take Thai cooking classes, followed by March (20%), January (19.5%), May (7%), and December (4%).

Top 3 Thai dishes foreign tourists wanted to learn – The first choice chosen by 26.5% of the sample was Pad Thai (Thai-styled stir-fried noodle). Panang curry (mild flavored curry) was the 2nd choice, totaling 21% and Massaman curry (mild flavored curry with cumin and potatoes) was the 3rd choice, totaling 18%.

Distinctive points of Thai food that impressed foreign tourists – Flavors were found to be the most distinctive attribute, totaling 90%. Others included healthy food (58.5%), menu variety (42%), presentation (21%), and appearance (5.5%).

Influential information resources affecting decision to learn Thai cooking – The most influential information resources affecting foreign tourists' decision to learn Thai cooking were closed friends (73%), guidebook (39%), travel Website (34.5%), family (25.5%), travel brochure (23.5%), travel agent (20%), You Tube (15%), television (14%), and online social media (e.g., Facebook) (10.5%) respectively. Others included information from the hotels (9%) and magazines (8%).

Sources from which cooking classes were purchased – More than half (54%) of the sample purchased cooking classes directly with the Thai cooking schools. Other sources included travel agents (29.5%) and the hotels in where they stayed (16.5%).

Reasons for choosing the school – Most of the sample (60.5%) chose the school based on the reasonable price. Other reasons included interesting courses (60%), recommended by friends or relatives (44.5%), and proximity to the hotel (22%). Additional reasons were recommendation from hotels (8%) and proximity to tourism sites (3.5%).

Appropriate learning period – For 42.5% of the sample, the appropriate learning period was in the morning (9.00-12.00). For 30% of the sample, the appropriate learning period was in the afternoon (13.00-6.00). For 27.5% of the sample, the appropriate learning period was in the evening (17.00-20.00).

How different Thai food is as compared to other food – Three fourth of the sample (79%) chose the most different while 17% of the sample chose no difference, 2.5% chose very little different and 1.5% chose very much different.

Possibility of taking Thai cooking classes again – Two third of the sample (68%) would take Thai cooking classes again while 32% were still not sure.

Table 4.2 The Sample's Behavior in Taking Thai Cooking Class Displayed in Number and Percentage

Behavior in Taking Thai Cooking Classes		Number (n = 400)	Percentage 100.0
1. Objectives of taking Thai cooking classes			
1) For personal consumption			
Answered	254	63.5	
Not answered	146	36.5	
2) To find new experiences			
Answered	378	94.5	
Not answered	22	5.5	
3) For education			
Answered	112	28.0	
Not answered	388	72.0	
2. Experiences regarding Thai cooking classes and Thai food cooking knowledge			
Never learn	380	95.0	
Learned 1 time	20	5.0	
- Use Thai food cooking knowledge	(n=20)	100.0	
Seldom (1-2 times per week)	8	40.0	
Once a month	12	60.0	
3. The chosen Thai cooking classes			
1) Course length			
Half-day course	400	100.0	
Reasons	(n=400)	100.0	
Limited time	240	60.0	
Enough time for leaning	160	40.0	
2) Course structure			
2.1) Private	14	3.5	
Reason	(n=14)	100.0	
Want to learn with family	14	100.0	
2.2) Group	386	96.5	
Reason	(n=386)	100.0	
More fun and cheaper	131	34.0	
Want friends to talk about cooking	108	28.0	
Cheaper	85	22.0	
More fun	62	16.0	

Table 4.2 (Continued)

Behavior in Taking Thai Cooking Classes	Number (n = 400)	Percentage 100.0
3) Teaching methods		
Demonstration followed by practical class	146	36.5
Step-by-step	254	63.5
4) Appropriateness of course		
4.1) Course length		
Appropriate	396	99.0
Not appropriate	4	1.0
4.2) Course structure		
Appropriate	394	98.5
Not appropriate	6	1.5
4.3) Teaching methods		
Appropriate	394	98.5
Not appropriate	6	1.5
5) Teaching fruits and vegetables carving		
Definitely	214	53.5
Does not matter	48	12.0
Not necessary/Not interested, only interested in cooking	138	34.5
6) Interest in learning how to make Thai desserts		
Interested	332	83.0
Interested Thai desserts	(n=332)	100.0
Sweetened sticky rice with mango	198	59.7
Coconut jelly	65	19.5
Banana fritters	47	14.3
Grilled banana	22	6.5
Not interested	68	17.0
4. The necessity for learn to cook Thai food with authentic Thai flavors		
Necessary	398	99.5
Not sure	2	0.5
5. Preferred leaning period		
January		
Answered	78	19.5
Not answered	322	80.5
February		
Answered	396	99.0
Not answered	4	1.0
March		
Answered	80	20.0
Not answered	320	80.0
April		
Answered	28	7.0

Table 4.2 (Continued)

Behavior in Taking Thai Cooking Classes		Number (n = 400)	Percentage 100.0
6. Top 3 Thai dishes	Not answered	372	93.0
	December		
	Answered	16	4.0
	Not answered	384	96.0
	Som Tum		
	1 st	78	19.5
	2 nd	14	3.5
	3 rd	20	5.0
	Not answer	288	72.0
	Pork Satay		
	1 st	54	13.5
	2 nd	12	3.0
	3 rd	34	8.5
	Not answer	300	75.0
	Pad Thai		
	1 st	106	26.5
	2 nd	90	22.5
	3 rd	42	10.5
	Not answer	162	40.5
	Pad Kaprao		
	1 st	16	4.0
	2 nd	20	5.0
	3 rd	10	2.5
	Not answer	354	88.5
	Panang Curry		
	1 st	32	8.0
	2 nd	84	21.0
	3 rd	50	12.0
	Not answer	234	58.5
	Tom Yum King		
	1 st	72	18.0
	2 nd	74	18.5
	3 rd	40	10.0
	Not answer	214	53.5
	Tom Kha Gai		
	1 st	16	4.0
	2 nd	36	9.0
	3 rd	40	10.0
	Not answer	308	77.0

Table 4.2 (Continued)

Behavior in Taking Thai Cooking Classes		Number (n = 400)	Percentage 100.0
Massaman Curry			
1 st		14	3.5
2 nd		46	11.5
3 rd		72	18.0
Not answer		268	67.0
Green Curry			
1 st		2	0.5
2 nd		12	3.0
3 rd		32	8.0
Not answer		354	88.5
Roasted Duck Curry			
1 st		10	2.5
2 nd		8	2.0
Not answer		364	91.0
7. Distinctive points			
Health food			
Answer		234	58.5
Not answer		166	41.5
Flavors			
Answer		360	90.0
Not answer		40	10.0
Appearance			
Answer		22	5.5
Not answer		378	94.5
Presentation			
Answer		84	21.0
Not answer		316	79.0
Menu variety			
Answer		168	42.0
Not answer		232	58.0
8. Information sources affecting decision to learn Thai cooking			
Family			
Answer		102	25.5
Not answer		298	74.5
Closed friend			
Answer		292	73.0
Not answer		108	27.0
Travel Agent			

Table 4.2 (Continued)

Behavior in Taking Thai Cooking Classes	Number (n = 400)	Percentage 100.0
Answer	80	20.0
Not answer	320	80.0
Guidebook		
Answer	156	39.0
Not answer	244	61.0
Travel brochure		
Answer	94	23.5
Not answer	306	76.5
Magazine		
Answer	32	8.0
Not answer	368	92.0
Television		
Answer	56	14.0
Not answer	344	86.0
Travel Website		
Answer	138	34.5
Not answer	262	65.5
YouTube		
Answer	60	15.0
Not answer	340	85.0
Online Social Media (e.g., Facebook)		
Answer	42	10.5
Not answer	358	89.5
Others such as the hotels in where they stayed		
Answer	36	9.0
Sources from which cooking classes were purchased		
This school (directly contacted)	216	54.0
Travel Agent	118	29.5
Others such as hotels in where they stayed	66	16.5
10. Reasons for choosing the school		
Interesting courses		
Answer	240	60.0
Not answer	160	40.0
Reasonable price		
Answer	242	60.5
Not answer	158	39.5
Close to accommodation		
Answer	88	22.0
Not answer	312	78.0

Table 4.2 (Continued)

Behavior in Taking Thai Cooking Classes	Number (n = 400)	Percentage 100.0
Close to tourist attractions		
Answer	14	3.5
Not answer	386	96.5
Recommended by friends or relatives		
Answer	178	44.5
Not answer	222	55.5
Others such as recommended by hotels in where they stayed		
Answer	32	8.0
Not answer	368	92.0
11. Appropriate learning period		
Morning (09.00 - 12.00 hrs.)	170	42.5
Afternoon (13.00 - 16.00 hrs.)	120	30.0
Evening (17.00 – 20.00 hrs.)	110	27.5
12. How different Thai food is compared to others		
Very little	10	2.5
No difference	68	17.0
Very much	316	79.0
The most	6	1.5
13. Possibility of taking Thai cooking classes again		
Yes	272	68.0
Not sure	128	32.0

4.1.3 Results of Foreign Tourists' Needs Who Took Thai Cooking Classes in Thailand

In general, it was found that marketing mix factors of Thai cooking schools met the tourists' needs in a relatively high level, with the mean of 4.28 and standard deviation value of 0.46. When taking each attribute into consideration, it was found that that attribute that met tourists' Needs the most was the people attribute, with the mean 4.85, followed by physical evidence, product, productivity and quality of service, process, place, price, and promotion attributes, with the mean 4.84, 4.39, 4.33, 4.15, 3.95, 3.86, and 3.86 respectively (as shown in Table 4.3).

Table 4.3 Mean, Standard Deviation and Needs Level of Foreign Tourists in Learning Thai Cooking

Marketing Mix Factors	\bar{x}	S.D.	Needs Level
People	4.85	0.30	High
Physical Evidence	4.84	0.31	High
Product	4.39	0.52	Relatively High
Productivity and Quality of Service	4.33	0.59	Relatively High
Process	4.15	0.63	Relatively High
Place	3.95	0.77	Relatively High
Price	3.86	0.78	Relatively High
Promotion	3.86	0.97	Relatively High
Total	4.28	0.46	Relatively High

Taking a closer look at the product, price, place, promotion, people, process, physical evidence, and productivity and quality of service attributes individually, the followings were found.

1) Product –Foreign tourists’ Needs were in a relatively high level, with the mean of 4.39 and the standard deviation was 0.52. When each attribute was considered, it was found that there was 1 attribute that was in a high level which was having a course supplementary cookbook with simple to understand explanation (mean = 4.85). Other 4 attributes were in a relatively high level, arranged in descending order, comprising having teaching methods that represent Thai way of life and culture (mean = 4.47), having special activities such as a visit to the fresh market or herbs garden (mean = 4.46), having various Thai menus to choose from (mean = 4.33, and having various courses to choose from (mean = 4.11) (as shown in Table 4.4).

Table 4.4 Number, Percentage, Mean, Standard Deviation, and Needs Level of Foreign Tourists in the Product Factor of Learning Thai Cooking

Product Factor	The most	Very much	Average	Very little	The least	\bar{X}	S.D.	Needs Level
1. Having a course supplementary cookbook with simple to understand explanation	272 (68.0)	108 (27.0)	20 (5.0)	-	-	4.63	0.57	High
2. Having teaching methods that represent Thai way of life and culture	238 (59.5)	124 (31.0)	28 (7.0)	6 (1.5)	4 (1.0)	4.47	0.77	Relatively High
3. Having special activities such as a visit to the fresh market or herbs garden	218 (54.5)	148 (37.0)	32 (8.0)	2 (0.5)	-	4.46	0.66	Relatively High
4. Having various Thai menu to choose from	192 (48.0)	152 (38.0)	54 (13.5)	2 (0.5)	-	4.33	0.72	Relatively High
5. Having various courses to choose from	154 (38.5)	158 (39.5)	70 (17.5)	14 (3.5)	4 (1.0)	4.11	0.88	Relatively High
Total						4.39	0.52	Relatively High

2) Price

For the price factor, foreign tourists' Needs were in a relatively high level, with the mean of 3.86 and the standard deviation was 0.78. When each attribute was considered, it was found that there were 4 attributes that were in a relatively high level, arranged in descending order, comprising having reasonable and appropriate tuition fee (mean = 4.24), having special group fee (mean = 3.89), having various course fees to choose from (mean = 3.88), and having special fee for former students (mean = 3.83). The last factor that met the expectations of foreign tourists in an average level was having various payment methods such as via credit card, PayPal, or by installments (mean = 3.49) (as shown in Table 4.5).

Table 4.5 Number, Percentage, Mean, Standard Deviation, and Needs Level of Foreign Tourists in the Price Factor of Learning Thai Cooking

Price Factor	The most	Very much	Average	Very little	The least	Mean	Standard Deviation	Needs Level
1. Having reasonable and appropriate tuition fee	188 (47.0)	132 (33.0)	72 (18.0)	4 (1.0)	4 (1.0)	4.24	0.85	Relatively High
2. Having special group fee	144 (36.0)	124 (31.0)	88 (22.0)	32 (8.0)	12 (3.0)	3.89	1.07	Relatively High
3. Having various course fees to choose from	92 (23.0)	180 (45.0)	118 (29.5)	8 (2.0)	2 (0.5)	3.88	0.79	Relatively High
4. Having special fee for former students	106 (26.5)	166 (41.5)	92 (23.0)	26 (6.5)	10 (2.5)	3.83	0.97	Relatively High
5. Having various payment methods such as via credit card, PayPal, or by installments	96 (24.0)	96 (24.0)	138 (34.5)	48 (12.0)	22 (5.5)	3.49	1.14	Average
Total						3.86	0.78	Relatively High

3) Place

For the place factor, foreign tourists' Needs were in a relatively high level, with the mean of 3.95 and the standard deviation was 0.77. When each attribute was considered, it was found that all attributes were in a relatively high needs level, arranged in descending order, comprising course can be directly purchased with the Thai cooking school (mean = 4.32), course can be reserved through the Internet (mean = 3.97), course can be purchased through travel agency or airline (mean = 3.90), course can be purchased through credit card (mean = 3.83), and course is combined with other travel program (mean = 3.78) (as shown in Table 4.6).

Table 4.6 Number, Percentage, Mean, Standard Deviation, and Needs Level of Foreign Tourists in the Place Factor of Learning Thai Cooking

Place Factor	The most	Very much	Average	Very little	The least	\bar{X}	S.D.	Needs Level
1. Course can be directly purchased with the Thai cooking school	204 (51.0)	132 (33.0)	52 (13.0)	12 (3.0)	-	4.32	0.81	Relatively High
2. Course can be reserved through the Internet	154 (38.5)	132 (33.0)	70 (17.5)	34 (8.5)	10 (2.5)	3.97	1.06	Relatively High
3. Course can be purchased through travel agency or airline	112 (28.0)	176 (44.0)	80 (20.0)	24 (6.0)	8 (2.0)	3.90	0.94	Relatively High
4. Course can be purchased through credit card	126 (31.5)	132 (33.0)	100 (25.0)	32 (8.0)	10 (2.5)	3.83	1.04	Relatively High
5. Course is combined with other travel program	132 (33.0)	122 (30.5)	84 (21.0)	48 (12.0)	14 (3.5)	3.78	1.13	Relatively High
Total						3.95	0.77	Relatively High

4) Promotion

For the promotion factor, foreign tourists' Needs were in a relatively high level, with the mean of 3.86 and the standard deviation was 0.97. When each attribute was considered, it was found that there were 4 attributes that were in a relatively high level, arranged in descending order, comprising having seasonal promotions such as offering free cooking tools (mean = 4.12), having a special discount when enrolling several courses (mean = 3.99), having a special discount and free items for student such as discount for travel activity, food, goods and souvenirs (mean = 3.95), and having special courses such as fruits and vegetables carving and special program (mean = 3.90). The last factor that met the expectations of foreign tourists in an average level was having special promotions with credit card companies or mileage points with airlines (mean = 3.35) (as shown in Table 4.7).

Table 4.7 Number, Percentage, Mean, Standard Deviation, and Needs Level of Foreign Tourists in the Promotion Factor of Learning Thai Cooking

Promotion Factor	The most	Very much	Average	Very little	The least	\bar{X}	S.D.	Needs Level
1. Having seasonal promotions such as offering free cooking tools	206 (51.5)	94 (23.5)	52 (13.0)	38 (9.5)	10 (2.5)	4.12	1.13	Relatively High
3. Having a special discount when enrolling several courses	178 (44.5)	102 (25.5)	74 (18.5)	32 (8.0)	14 (3.5)	3.99	1.12	Relatively High
2. Having a special discount and free items for student such as discount for travel activity, food, goods and souvenirs	190 (47.5)	82 (20.5)	68 (17.0)	40 (10.0)	20 (5.0)	3.95	1.22	Relatively High
4. Having special courses such as fruits and vegetables carving and special program	158 (39.5)	100 (25.0)	90 (22.5)	48 (12.0)	4 (1.0)	3.90	1.08	Relatively High
5. Having special promotions with credit card companies or mileage points with airlines	80 (20.0)	70 (17.5)	180 (45.0)	48 (12.0)	22 (5.5)	3.35	1.09	Average
Total						3.86	0.97	Relatively High

5) People

For the people factor, foreign tourists' Needs were in a high level, with the mean of 4.85 and the standard deviation was 0.30. When each attribute was considered, it was found that all attributes were in a high level, arranged in descending order, comprising expertise, teaching, and communication skill of instructors (mean = 4.91), good hospitality and friendliness of instructors and staff (mean = 4.90), instructors' ability to answer students' questions (mean = 4.87), service mind of instructors and staff (mean = 4.84), and instructors and staff are well groomed (mean = 4.74) (as shown in Table 4.8).

Table 4.8 Number, Percentage, Mean, Standard Deviation, and Needs Level of Foreign Tourists in the People Factor of Learning Thai Cooking

People Factor	The most	Very much	Average	Very little	The least	Mean	Standard Deviation	Needs Level
1. Expertise, teaching, and communication skill of instructors	370 (92.5)	26 (6.5)	4 (1.0)	-	-	4.91	0.31	High
2. Good hospitality and friendliness of instructors and staff	366 (91.5)	30 (7.5)	4 (1.0)	-	-	4.90	0.32	High
3. Instructors' ability to answer students' questions	352 (88.0)	44 (11.0)	4 (1.0)	-	-	4.87	0.36	High
4. Service mind of instructors and staff	344 (86.0)	48 (12.0)	8 (2.0)	-	-	4.84	0.41	High
5. Instructors and staff are well groomed	300 (75.0)	94 (23.5)	6 (1.5)	-	-	4.74	0.47	High
Total						4.85	0.30	High

6) Process

For the process factor, foreign tourists' Needs were in a relatively high level, with the mean of 4.15 and standard deviation was 0.63. When each attribute was considered, it was found that there were 2 attributes that were in a high level, arranged in descending order, comprising allowing students to participate in class activities (mean = 4.77) and allowing students to express opinions and ask questions (mean = 4.75). In addition, there were 2 attributes that met the expectations of foreign tourists in a relatively high level, arranged in descending order, comprising having shuttle bus service between the accommodation and the institution (mean = 4.10) and having convenient payment methods (mean = 3.78). The last factor that met the expectations of foreign tourists in an average level was using electronic media and E-learning in teaching and answering questions (mean = 3.38) (as shown in Table 4.9).

Table 4.9 Number, Percentage, Mean, Standard Deviation, and Needs Level of Foreign Tourists in the Process Factor of Learning Thai Cooking

Process Factor	The most	Very much	Average	Very little	The least	Mean	Standard Deviation	Needs Level
1. Allowing students to participate in class activities	336 (84.0)	44 (11.0)	14 (3.5)	2 (0.5)	4 (1.0)	4.77	0.63	High
2. Allowing students to express opinions and ask questions	330 (82.5)	52 (13.0)	10 (2.5)	4 (1.0)	4 (1.0)	4.75	0.64	High
3. Having shuttle bus service between the accommodation and the institution	180 (45.0)	120 (30.0)	70 (17.5)	20 (5.0)	10 (2.5)	4.10	1.02	Relatively High
4. Having convenient payment method	122 (30.5)	116 (29.0)	122 (30.5)	30 (7.5)	10 (2.5)	3.78	1.04	Relatively High
5. Using electronic media and E-learning in teaching and answering questions	74 (18.5)	112 (28.0)	136 (34.0)	48 (12.0)	30 (7.5)	3.38	1.14	Average
Total						4.15	0.63	Relatively High

7) Physical evidence

For the physical evidence factor, foreign tourists' Needs were in a high level, with the mean of 4.84 and standard deviation was 0.31. When each attribute was considered, it was found that all attributes were in a high level, arranged in descending order, comprising cleanliness in the institution (mean = 4.73), having good environment that is free from pollution (mean = 4.91), appropriate location and classroom facilities per student (mean = 4.89), safety in students' life and belongings (mean 4.77), and having the atmosphere that reflects Thai way of life and culture (mean = 4.74) (as shown in Table 4.10).

Table 4.10 Number, Percentage, Mean, Standard Deviation, and Needs Level of Foreign Tourists in the Physical Evidence Factor of Learning Thai Cooking

Physical Evidence Factor	The most	Very much	Average	Very little	The least	Mean	Standard Deviation	Needs Level
1. Cleanliness in the institution	382 (95.5)	10 (2.5)	6 (1.5)	2 (0.5)	-	4.93	0.35	High
2. Having good environment that is free from pollution	364 (91.0)	36 (9.0)	-	-	-	4.91	0.28	High
3. Appropriate location and classroom facilities per student	368 (92.0)	20 (5.0)	10 (2.5)	2 (0.5)	-	4.89	0.42	High
4. Safety in students' life and belongings	338 (84.5)	38 (9.5)	18 (4.5)	6 (1.5)	-	4.77	0.59	High
5. Having the atmosphere that reflects Thai way of life and culture	306 (76.5)	84 (21.0)	10 (2.5)	-	-	4.74	0.49	High
Total						4.84	0.31	High

8) Productivity and quality of service

For the productivity and quality of factor, foreign tourists' Needs were in a relatively high level, with the mean of 4.33 and standard deviation was 0.59. When each attribute was considered, it was found that there was 1 attribute that was in a high level, which was knowledge from the class can be applied in daily life or business (mean = 4.68). The other 4 attributes were in a relatively high level, arranged in descending order, comprising teaching process creates balance and stability of food and energy such as fruit and vegetable trimmings are reused to make soup (mean = 4.49), worthiness of curriculum and teaching method (mean = 4.41), teaching knowledge creates knowledge economy and surrounding factors such as garbage recycling or concern for energy consumption (4.19), and conducting surveys on students' opinions and satisfaction/having the service quality evaluated/having the standard certified by government or private sector (mean = 3.93) (as shown in Table 4.11).

Table 4.11 Number, Percentage, Mean, Standard Deviation, and Needs Level of Foreign Tourists in the Productivity and Quality of Service Factor of Learning Thai Cooking

Productivity and Quality of Service Factor	The most	Very much	Average	Very little	The least	Mean	Standard Deviation	Needs Level
1. Knowledge from the class can be applied in daily life or business	298 (74.5)	80 (20.0)	-	20 (5.0)	2 (0.5)	4.68	0.58	High
2. Teaching process creates balance and stability of food and energy such as fruit and vegetable trimmings are reused to make soup	240 (60.0)	116 (29.0)	42 (10.5)	2 (0.5)	-	4.49	0.70	Relatively High
3. Worthiness of curriculum and teaching method	230 (57.5)	114 (28.5)	48 (12.0)	6 (1.5)	2 (0.5)	4.41	0.79	Relatively High
4. Teaching knowledge creates knowledge economy and surrounding factors such as garbage recycling or concern for energy consumption	178 (44.5)	148 (37.0)	54 (13.5)	12 (3.0)	8 (2.0)	4.19	0.92	Relatively High
5. Conducting surveys on students' opinions and satisfaction/having the service quality evaluated/having the standard certified by government or private sector	140 (35.0)	122 (30.5)	110 (27.5)	24 (6.0)	4 (1.0)	3.93	0.97	Relatively High
Total						4.33	0.59	Relatively High

4.1.4 Results of Hypotheses Testing

Hypothesis 1 Different gender factor affects different behavior

Based on the hypothesis testing by t-test, in general, the $t = 5.814$ with the $\text{Sig.} = 0.016$, meaning foreign tourist with different gender factor would have significantly different behavior at the significance level of 0.05. Thus, the hypothesis was accepted. The behavior of male foreign tourists ($\bar{X} = 3.58$) had higher average than those of the female foreign tourists ($\bar{X} = 3.40$). When taking each behavior into account, it was found that the appropriate leaning period had the $\text{Sig.} = 0.041$. It can be concluded that foreign tourists with different gender factor would have different behavior on the appropriate learning period attribute with the significance level of 0.05 (as shown in Table 4.2).

Table 4.12 Comparison of Behavior of Foreign Tourists Taking Thai Cooking Classes Classified by Gender

Gender	n=400	\bar{X}	S.D.	t	Sig.
Learning objectives					
Male	152	1.80	0.74	0.00	0.987
Female	248	1.92	0.77		
Chosen Thai cooking classes					
Male	152	11.11	1.06	0.134	0.714
Female	248	10.34	1.07		
Appropriate leaning period					
Male	152	1.82	1.78	6.121	0.014*
Female	248	1.46	1.15		
Influential information resources					
Male	152	2.78	1.44	0.106	0.745
Female	248	2.75	1.49		
Cooking class purchasing sources					
Male	152	2.00	1.43	0.003	0.954
Female	248	1.93	1.41		

Table 4.12 (Continued)

Gender	n=400	\bar{X}	S.D.	t	Sig.
Reasons for choosing the school					
Male	152	2.00	0.84	0.105	0.756
Female	248	1.97	0.78		
All					
Male	152	3.58	0.62	5.814	0.016*
Female	248	3.40	0.51		

Note: *with the significance level of 0.05

Hypothesis 2 Different age factor affects different behavior

Based on the hypothesis testing by F-test, in general, the $F = 4.524$ with the $\text{Sig.} = 0.006$, meaning foreign tourist with different age factor would have significantly different behavior at the significance level of 0.05. Thus, the hypothesis was accepted. The behavior of foreign tourists between 36-60 years old ($\bar{X} = 3.67$) had higher average than those of the foreign tourists under 18 years old ($\bar{X} = 3.41$), between 19-35 years old ($\bar{X} = 3.48$), and over 60 years old ($\bar{X} = 3.22$). When taking each behavior into account, it was found that the chosen Thai cooking classes, appropriate learning period, influential information resources, and cooking class purchasing sources attributes had the $\text{Sig.} = 0.006, 0.040, 0.000$, and 0.000 respectively. It can be concluded that foreign tourists with different age factor would have different behavior on the chosen Thai cooking classes, appropriate learning period, Influential information resources, and cooking class purchasing sources attributes with the significance level of 0.05 (as shown in Table 4.13).

Table 4.13 Comparison of Behavior of Foreign Tourists Taking Thai Cooking Classes
Classified by Age

Age	n=400	\bar{x}	S.D.	F	Sig.
Learning objectives					
Under 18 years old	4	2.50	0.57	1.829	0.141
Between 19-35 years old	318	1.90	0.76		
Between 36-60 years old	32	1.75	0.56		
Over 60 years old	46	1.73	0.90		
Chosen Thai cooking classes					
Under 18 years old	4	10.00	1.15	4.175	0.006*
Between 19-35 years old	318	10.55	1.14		
Between 36-60 years old	32	10.81	1.14		
Over 60 years old	46	11.13	0.90		
Appropriate learning period					
Under 18 years old	4	1.00	0.00	2.802	0.040*
Between 19-35 years old	318	2.84	1.48		
Between 36-60 years old	32	3.25	1.54		
Over 60 years old	46	2.04	1.05		
Influential information resources					
Under 18 years old	4	1.00	0.00	7.427	0.000*
Between 19-35 years old	318	2.84	1.48		
Between 36-60 years old	32	3.25	1.54		
Over 60 years old	46	2.04	1.05		
Cooking class purchasing sources					
Under 18 years old	4	5.00	0.00	8.998	0.000*
Between 19-35 years old	318	1.95	1.39		
Between 36-60 years old	32	2.31	1.63		
Over 60 years old	46	1.48	1.15		
Reasons for choosing the school					
Under 18 years old	4	1.00	0.00	2.480	0.061

Table 4.13 (Continued)

Age	n=400	\bar{X}	S.D.	F	Sig.
Between 19-35 years old	318	2.00	0.79		
Between 36-60 years old	32	2.06	0.91		
Over 60 years old	46	1.86	0.80		
All					
Under 18 years old	4	3.41	0.09	4.524	0.004*
Between 19-35 years old	318	3.48	0.55		
Between 36-60 years old	32	3.67	0.80		
Over 60 years old	46	3.22	0.35		

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the chosen Thai cooking classes attribute paired by LSD method, it was found that there was 1 pair with the difference. The foreign tourists over 60 years old had higher average on the chosen Thai cooking class attribute than the foreign tourists between 19-35 years old (as shown in Table 4.14).

Table 4.14 Average Differences in the Chosen Thai Cooking Classes Attribute
Paired by LSD Method Classified by Age

Age	\bar{X}	(1)	(2)	(3)	(4)
Under 18 years old (1)	10.00		0.559	0.812	1.130
Between 19-35 years old (2)	10.55			0.252	0.570*
Between 36-60 years old (3)	10.81				0.317
Over 60 years old (4)	11.13				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the appropriate learning period attribute paired by LSD method, it was found that there were 2 pairs with differences, which were, 1) the foreign tourists over 60 years old had higher average on the appropriate learning period attribute than the foreign tourists between 19-35 years old and 2) the foreign tourists over 60 years old had higher average on the appropriate learning period attribute than the foreign tourists between 36-60 years old (as shown in Table 4.15).

Table 4.15 Average Differences in the Appropriate Learning Period Attribute Paired by LSD Method Classified by Age

Age	\bar{X}	(1)	(2)	(3)	(4)
Under 18 years old (1)	10.00		0.660	0.875	0.086
Between 19-35 years old (2)	10.55			0.214	0.573*
Between 36-60 years old (3)	10.81				0.788*
Over 60 years old (4)	11.13				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the influential information resources attribute paired by LSD method, it was found that there were 4 pairs with differences, which were, 1) the foreign tourists between 19-35 years old had higher average on the influential information resources attribute than the foreign tourists under 18 years old, 2) the foreign tourists 19-35 years old had higher average on the influential information resources attribute than the foreign tourists over 60 years old, 3) the foreign tourists 36-60 years old had higher average on the influential information resources attribute than the foreign tourists under 18 years old, and 4) the foreign tourists between 36-60 years old had higher average on the influential information resources attribute than the foreign tourists over 60 years old (as shown in Table 4.16).

Table 4.16 Average Differences in the Influential Information Resources Attribute Paired by LSD Method Classified by Age

Age	\bar{X}	(1)	(2)	(3)	(4)
Under 18 years old (1)	1.00		1.849*	2.250*	1.043
Between 19-35 years old (2)	2.84			0.400	0.805*
Between 36-60 years old (3)	3.25				1.206*
Over 60 years old (4)	2.04				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the cooking class purchasing sources attribute paired by LSD method, it was found that there were 5 pairs with differences, which were, 1) the foreign under 18 years old had higher average on the influential information resources attribute than the foreign tourists between 19-35 years old, 2) the foreign tourists under 18 years old had higher average on the cooking class purchasing sources attribute than the foreign tourists between 36-60 years old, 3) the foreign under 18 years old had higher average on the cooking class purchasing sources attribute than the foreign tourists over 60 years old, and 4) the foreign tourists between 19-35 years old had higher average on the cooking class purchasing sources attribute than the foreign tourists over 60 years old, and 5) the foreign tourists between 36-60 years old had higher average on the cooking class purchasing sources attribute than the foreign tourists over 60 years old (as shown in Table 4.17).

Table 4.17 Average Differences in the Cooking Class Purchasing Sources Attribute Paired by LSD Method Classified by Age

Age	\bar{X}	(1)	(2)	(3)	(4)
Under 18 years old (1)	5.00		3.050*	2.688*	3.522*
Between 19-35 years old (2)	1.95			0.363	0.471*
Between 36-60 years old (3)	2.31				0.834*
Over 60 years old (4)	1.48				

Note: *with the significance level of 0.05

Hypothesis 3 Different nationality factor affects different behavior

Based on the hypothesis testing by F-test, in general, the $F = 0.512$ with the $\text{Sig.} = 0.000$, meaning foreign tourist with different nationality factor would have significantly different behavior at the significance level of 0.05. Thus, the hypothesis was accepted. The behavior of the Chilean tourists ($\bar{X} = 4.41$) had higher average than those of the tourists from other nationalities; New Zealander ($\bar{X} = 3.52$), French ($\bar{X} = 3.35$), American ($\bar{X} = 3.77$), German ($\bar{X} = 3.42$), Chinese ($\bar{X} = 3.53$), Canadian ($\bar{X} = 3.05$), Portuguese ($\bar{X} = 3.18$), Australian ($\bar{X} = 3.55$), British ($\bar{X} = 3.14$), Italian ($\bar{X} = 2.95$), Irish ($\bar{X} = 3.38$), Swiss ($\bar{X} = 4.05$), Taiwanese ($\bar{X} = 3.50$), Guinean ($\bar{X} = 3.25$), and Hongkongese ($\bar{X} = 3.11$). When taking each behavior into account, it was found that the learning objectives, the chosen Thai cooking classes, influential information resources, cooking class purchasing sources, and reasons for choosing the school attributes had the $\text{Sig.} = 0.000, 0.001, 0.000, 0.000$ and 0.000 respectively. It can be concluded that foreign tourists with different nationality factor would have different behavior on the learning objectives, the chosen Thai cooking classes, Influential information resources, cooking class purchasing

sources, and reasons for choosing the school attributes with the significance level of 0.05 (as shown in Table 4.18).

Table 4.18 Comparison of Behavior of Foreign Tourists Taking Thai Cooking Classes Classified by Nationality

Nationality	n=400	\bar{X}	S.D.	F	Sig.
Learning objectives					
New Zealander	58	1.82	0.70	13.232	0.000*
French	56	2.00	0.53		
American	48	2.70	0.68		
German	38	2.05	0.51		
Chinese	36	1.55	0.69		
Canadian	26	1.61	0.75		
Portuguese	20	1.10	0.30		
Australian	18	1.77	0.94		
British	16	1.00	0.00		
Chilean	16	2.25	0.85		
Italian	14	1.41	0.36		
Irish	12	2.00	0.00		
Swiss	12	1.83	0.38		
Taiwanese	12	2.33	0.98		
Guinean	12	2.00	0.60		
Hongkongese	6	1.33	0.51		
Chosen Thai cooking classes					
New Zealander	58	10.86	1.01	2.715	0.001*
French	56	10.67	1.40		
American	48	10.50	1.05		
German	38	10.57	0.94		
Chinese	36	10.83	1.23		
Canadian	26	10.61	1.09		

Table 4.18 (Continued)

Nationality	n=400	\bar{X}	S.D.	F	Sig.
Portuguese	20	10.40	1.23		
Australian	18	10.22	0.80		
British	16	11.25	0.85		
Chilean	16	10.62	0.88		
Italian	14	9.71	0.46		
Irish	12	10.00	1.47		
Swiss	12	11.50	0.79		
Taiwanese	12	10.33	1.30		
Guinean	12	10.50	1.00		
Hongkongese	6	11.66	0.51		
Appropriate learning period					
New Zealander	58	2.00	2.03	1.662	0.056
French	56	1.64	0.94		
American	48	1.62	0.81		
German	38	1.57	2.48		
Chinese	36	1.67	2.31		
Canadian	26	1.15	0.36		
Portuguese	20	1.20	0.41		
Australian	18	1.66	0.68		
British	16	1.00	0.00		
Chilean	16	1.87	0.95		
Italian	14	1.00	0.00		
Irish	12	2.16	0.38		
Swiss	12	2.50	0.79		
Taiwanese	12	1.50	0.52		
Guinean	12	1.00	0.00		
Hongkongese	6	1.00	0.00		

Table 4.18 (Continued)

Nationality	n=400	\bar{X}	S.D.	F	Sig.
Influential information resources					
New Zealander	58	2.89	1.50	6.031	0.000*
French	56	2.42	0.93		
American	48	4.00	1.82		
German	38	2.26	0.92		
Chinese	36	2.72	1.57		
Canadian	26	2.15	0.96		
Portuguese	20	2.30	0.92		
Australian	18	3.11	1.56		
British	16	1.50	0.73		
Chilean	16	3.60	0.88		
Italian	14	2.42	0.93		
Irish	12	2.33	2.05		
Swiss	12	3.33	1.43		
Taiwanese	12	3.50	1.44		
Guinean	12	2.83	1.64		
Hongkongese	6	1.66	1.03		
Cooking class purchasing sources					
New Zealander	58	1.31	0.46	11.93	0.000*
French	56	1.71	1.54		
American	48	1.67	1.11		
German	38	2.32	1.86		
Chinese	36	2.78	1.41		
Canadian	26	1.08	0.27		
Portuguese	20	2.10	1.07		
Australian	18	2.67	1.74		
British	16	2.25	1.69		

Table 4.18 (Continued)

Nationality	n=400	\bar{X}	S.D.	F	Sig.
Chilean	16	5.00	0.00		
Italian	14	1.86	0.36		
Irish	12	1.67	0.49		
Swiss	12	2.00	1.47		
Taiwanese	12	1.33	0.49		
Guinean	12	1.00	0.00		
Hongkongese	6	1.67	0.51		
Reasons for choosing the school					
New Zealander	58	2.24	0.62	8.248	0.000*
French	56	1.64	0.61		
American	48	2.16	0.80		
German	38	1.73	0.86		
Chinese	36	1.66	0.75		
Canadian	26	1.69	0.83		
Portuguese	20	2.00	0.64		
Australian	18	1.88	0.75		
British	16	1.87	0.61		
Chilean	16	3.12	0.61		
Italian	14	1.57	0.75		
Irish	12	2.16	0.80		
Swiss	12	2.36	0.93		
Taiwanese	12	2.00	0.85		
Guinean	12	2.16	0.93		
Hongkongese	6	1.33	0.51		
All					
New Zealander	58	3.52	0.59	10.512	0.000*
French	56	3.35	0.48		
American	48	3.77	0.55		

Table 4.18 (Continued)

Nationality	n=400	\bar{X}	S.D.	F	Sig.
German	38	3.42	0.61		
Chinese	36	3.53	0.60		
Canadian	26	3.05	0.37		
Portuguese	20	3.18	0.22		
Australian	18	3.55	0.34		
British	16	3.14	0.39		
Chilean	16	4.41	0.28		
Italian	14	2.95	0.22		
Irish	12	3.38	0.32		
Swiss	12	4.05	0.45		
Taiwanese	12	3.50	0.24		
Guinean	12	3.25	0.41		
Hongkongese	6	3.11	0.31		

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the learning objectives attribute paired by LSD method, it was found that there were 68 pairs with differences (as shown in Table 4.19), which were

1) American tourists had higher average in the learning objectives attribute than the New Zealander, French, German, Chinese, Canadian, Portuguese, Australian, British, Chilean, Italian, Irish, Swiss, Guinean, and Hongkongese, totaling 14 pairs.

2) Taiwanese tourists had higher average in the learning objectives attribute than the New Zealander, Chinese, Canadian, Portuguese, Australian, British, Italian, and Hongkongese, totaling 8 pairs.

3) German tourists had higher average in the learning objectives attribute than the Chinese, Canadian, Portuguese, British, Italian, and Hongkongese, totaling 8 pairs.

4) German tourists had higher average in the learning objectives attribute than the Chinese, Canadian, Portuguese, British, Italian, and Hongkongese, totaling 6 pairs.

5) French tourists had higher average in the learning objectives attribute than the Chinese, Canadian, Portuguese, British, Italian, and Hongkongese, totaling 6 pairs.

6) Guinean tourists had higher average in the learning objectives attribute than the Chinese, Portuguese, British, Italian, Irish, and Hongkongese, totaling 5 pairs.

7) Irish tourists had higher average in the learning objectives attribute than Chinese, Portuguese, British, Italian, and Hongkongese, totaling 5 pairs.

8) New Zealander tourists had higher average in the learning objectives attribute than the Chinese, Portuguese, British, and Italian, totaling 4 pairs.

9) Swiss tourists had higher average in the learning objectives attribute than the Portuguese, British, and Italian, totaling 3 pairs.

10) Australian tourists had higher average in the learning objectives attribute than the Portuguese, British, and Italian, totaling 3 pairs.

11) Canadian tourists had higher average in the learning objectives attribute than the Portuguese, British, and Italian, totaling 3 pairs.

12) Chinese tourists had higher average in the learning objectives attribute than the Portuguese, British, and Italian, totaling 3 pairs.

Table 4.19 Average Differences of Foreign Tourists' Behavior in the Learning Objective Attribute Paired by LSD Method Classified by Nationality

Nationality	\bar{X}	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
New Zealander (1)	1.82		0.172	0.880*	0.225	0.272*	0.212	0.727*	0.049	0.827*	0.422*	0.684*	0.172	0.005	0.505*	0.172	0.494
French (2)	2.00			0.708*	0.052	0.444*	0.384*	0.900*	0.222	1.000*	0.250	0.857*	0.000	0.167	0.333	0.000	0.666*
American (3)	2.70				0.655*	1.152*	1.092*	1.608*	0.930*	1.708*	0.458*	1.565*	0.708*	0.875*	0.375	0.708*	1.375*
German (4)	2.05					0.497*	0.437*	0.952*	0.274	1.052*	0.197	0.909*	0.052	0.219	0.280	0.052	0.719*
Chinese (5)	1.55						0.509	0.455*	0.222	0.555*	0.694*	0.412*	0.444*	0.278	0.777*	0.444*	0.222
Canadian (6)	1.61							0.515*	0.162	0.615*	0.634*	0.472*	0.384	0.217	0.717*	0.384	0.282
Portuguese (7)	1.10								0.677*	1.000	1.150*	0.042	0.900*	0.733*	1.233*	0.900*	0.233
Australian (8)	1.77									0.777*	0.472*	0.634*	0.222	0.055	0.555*	0.222	0.444
British (9)	1.00										1.250*	0.142	1.000*	0.833*	1.333*	1.000*	0.333
Chilean (10)	2.25											1.107*	0.250	0.416	0.083	0.250	0.916*
Italian (11)	1.41												0.857*	0.690*	1.190*	0.857*	0.190
Irish (12)	2.00													0.166	0.333	0.000	0.666*
Swiss (13)	1.83														0.500	0.166	0.500
Taiwanese (14)	2.33															0.333	1.000*
Guinean (15)	2.00																0.666*
Hongkongese (16)	1.33																

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the chosen Thai cooking classes attribute paired by LSD method, it was found that there were 41 pairs with differences (as shown in Table 4.20), which were

1) Hongkongese tourists had higher average in the chosen Thai cooking classes attribute than the American, German, Canadian, Portuguese, Australian, Chilean, Italian, Irish, Taiwanese, and Guinean, totaling 11 pairs.

2) Swiss tourists had higher average in the chosen Thai cooking classes attribute than the French, American, German, Canadian, Portuguese, Australian, Chilean, Italian, Irish, Taiwanese, and Guinean, totaling 11 pairs.

3) British tourists had higher average in the chosen Thai cooking classes attribute than the American, German, Portuguese, Australian, Italian, Irish, and Taiwanese, totaling 7 pairs.

4) New Zealander tourists had higher average in the chosen Thai cooking classes attribute than the Australian, Italian, and Irish, totaling 3 pairs.

5) Chinese tourists had higher average in the chosen Thai cooking classes attribute than the Italian and Irish, totaling 2pairs.

6) French tourists had higher average in the chosen Thai cooking classes attribute than the Italian, totaling 1 pair.

7) Chilean tourists had higher average in the chosen Thai cooking classes attribute than the Italian, totaling 1 pair.

8) Canadian tourists had higher average in the chosen Thai cooking classes attribute than the Italian, totaling 1 pair.

9) German tourists had higher average in the chosen Thai cooking classes attribute than the Italian, totaling 1 pair.

10) American tourists had higher average in the chosen Thai cooking classes attribute than the Italian, totaling 1 pair.

11) Irish tourists had higher average in the chosen Thai cooking classes attribute than the Italian, totaling 1 pair.

12) Portuguese tourists had higher average in the chosen Thai cooking classes attribute than the Australian, totaling 1 pair.

Table 4.20 Average Differences of Foreign Tourists' Behavior in the Chosen Thai Cooking Classes Attribute Paired by LSD Method
Classified by Nationality

Nationality	\bar{X}	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
New Zealander (1)	10.86		0.183	0.362	0.283	0.028	0.246	0.462	0.639*	0.387	0.237	1.147*	0.682*	0.637	0.528	0.362	0.084
French (2)	10.67			0.178	0.099	0.154	0.063	0.278	0.456	0.571	0.053	0.964*	0.678	0.821*	0.345	0.178	0.988*
American (3)	10.50				0.078	0.333	0.115	0.100	0.277	0.750*	0.125	0.785*	0.500	1.000*	0.166	0.000	1.166*
German (4)	10.57					0.254	0.036	0.178	0.356	0.671*	0.046	0.864*	0.578	0.921*	0.245	0.078	1.087*
Chinese (5)	10.83						0.217	0.433	0.611	0.416	0.208	1.119*	0.833*	0.666	0.500	0.333	0.833
Canadian (6)	10.61							0.215	0.162	0.634	0.009	0.901*	0.615	0.884*	0.282	0.115	1.051*
Portuguese (7)	10.40								0.677*	0.850*	0.225	0.685	0.400	1.100*	0.066	0.100	1.266*
Australian (8)	10.22									1.027*	0.402	0.507	0.222	1.277*	0.111	0.277	1.444*
British (9)	11.25										0.625	1.535*	1.250*	0.250	0.916*	0.750	0.416
Chilean (10)	10.62											0.910*	0.625	0.875*	0.291	0.125	1.041*
Italian (11)	9.71												0.857*	1.785*	0.619	0.785	1.952*
Irish (12)	10.00													1.500*	0.333	0.500	1.666*
Swiss (13)	11.50														1.166*	1.000*	0.166
Taiwanese (14)	10.33															0.166	1.333*
Guinean (15)	10.50																1.166*
Hongkongese (16)	11.66																

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the Influential information resources attribute paired by LSD method, it was found that there were 44 pairs with differences (as shown in Table 4.21), which were

1) American tourists had higher average in the Influential information resources attribute than the New Zealander, French, German, Chinese, Canadian, Portuguese, Australian, British, Italian, Irish, Guinean, and Hongkongese, totaling 12 pairs.

2) Chilean tourists had higher average in the Influential information resources attribute than the French, German, Canadian, Portuguese, British, Italian, Irish, and Hongkongese, totaling 8 pairs.

3) Taiwanese tourists had higher average in the Influential information resources attribute than the French, German, Canadian, Portuguese, British, Italian, Irish, and Hongkongese, totaling 8 pairs.

4) Swiss tourists had higher average in the Influential information resources attribute than the French, German, Canadian, Portuguese, British, and Hongkongese, totaling 6 pairs.

5) Australian tourists had higher average in the Influential information resources attribute than the German, Canadian, British, and Hongkongese, totaling 4 pairs.

6) New Zealander tourists had higher average in the Influential information resources attribute than the German, Canadian, and British, totaling 3 pairs.

7) Guinean tourists had higher average in the Influential information resources attribute than British, totaling 1 pair.

8) Chinese tourists had higher average in the Influential information resources attribute than British, totaling 1 pair.

9) French tourists had higher average in the Influential information resources attribute than British, totaling 1 pair.

Table 4.21 Average Differences of Foreign Tourists' Behavior in the Influential Information Resources Attribute Paired by LSD Method
Classified by Nationality

Nationality	\bar{X}	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
New Zealander (1)	2.89		0.467	1.103*	0.633*	0.174	0.742*	0.596	0.214	1.396*	0.728	0.467	0.563	0.436	0.603	0.063	1.229
French (2)	2.42			1.571*	0.165	0.293	0.274	0.128	0.682	0.928*	1.196*	0.000	0.095	0.904*	1.071*	0.404	0.761
American (3)	4.00				1.736*	1.277*	1.846*	1.700*	0.888*	2.500*	0.375	1.571*	1.666*	0.666	0.500	1.166*	2.333*
German (4)	2.26					0.459	0.109	0.036	0.847*	0.763	1.361*	0.165	0.070	1.070*	1.236*	0.570	0.596
Chinese (5)	2.72						0.568	0.422	0.388	1.222*	0.902	0.293	0.388	0.611	0.777	0.111	1.055
Canadian (6)	2.15							0.146	0.957*	0.653	0.147*	0.274	0.179	1.179*	1.346*	0.679	0.487
Portuguese (7)	2.30								0.811	0.800	0.132*	0.128	0.033	1.033*	1.200*	0.533	0.633
Australian (8)	3.11									1.611*	0.513	0.682	0.777	0.222	0.388	0.278	1.444*
British (9)	1.50										2.125*	0.928	0.833	1.833*	2.000*	1.333*	0.166
Chilean (10)	3.60											1.196*	1.291*	0.291	0.125	0.791	1.958*
Italian (11)	2.42												0.095	0.904	1.071*	0.404	0.761
Irish (12)	2.33													1.000	1.166*	0.500	0.666
Swiss (13)	3.33														0.166	0.500	1.666*
Taiwanese (14)	3.50															0.666	1.833*
Guinean (15)	2.83																1.166
Hongkongese (16)	1.66																

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the cooking class purchasing sources attribute paired by LSD method, it was found that there were 49 pairs with differences (as shown in Table 4.22), which were

1) Chilean tourists had higher average in the cooking class purchasing sources attribute than the New Zealander, French, American, German, Chinese, Canadian, Portuguese, Australian, British, Italian, Irish, Swiss, Taiwanese, Guinean, and Hongkongese, totaling 15 pairs.

2) Chinese tourists had higher average in the cooking class purchasing sources attribute than the New Zealander, French, American, Canadian, Portuguese, Italian, Irish, Swiss, Taiwanese, Guinean, and Hongkongese, totaling 10 pairs.

3) Australian tourists had higher average in the cooking class purchasing sources attribute than the New Zealander, French, American, Canadian, Irish, Taiwanese, and Guinean, totaling 7 pairs.

4) German tourists had higher average in the cooking class purchasing sources attribute than the New Zealander, French, American, Canadian, Portuguese, Taiwanese, and Guinean, totaling 6 pairs.

5) British tourists had higher average in the cooking class purchasing sources attribute than the New Zealander, Canadian, Taiwanese, and Guinean, totaling 4 pairs.

6) Portuguese tourists had higher average in the cooking class purchasing sources attribute than the New Zealander, Canadian, and Guinean, totaling 3 pairs.

7) Swiss tourists had higher average in the cooking class purchasing sources attribute than the Canadian and Guinean, totaling 2 pairs.

8) French tourists had higher average in the cooking class purchasing sources attribute than the Canadian, totaling 1 pair.

9) American tourists had higher average in the cooking class purchasing sources attribute than the Canadian, totaling 1 pair.

Table 4.22 Average Differences of Foreign Tourists' Behavior in the Cooking Class Purchasing Sources Attribute Paired by LSD
Method Classified by Nationality

Nationality	\bar{X}	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
New Zealander (1)	1.31		0.404	0.356	1.005*	1.467*	0.233	0.790*	1.356*	0.940*	3.690*	0.547	0.356	0.690	0.023	0.310	0.356
French (2)	1.71			0.048	0.602*	1.063*	0.673*	0.386	0.952*	0.536	3.286*	0.143	0.048	0.286	0.381	0.714	0.048
American (3)	1.67				0.649*	1.111*	0.590*	0.433	1.000*	0.583	3.333*	0.190	0.000	0.333	0.333	0.667	0.000
German (4)	2.32					0.462	1.239*	0.216	0.351	0.066	2.684*	0.459	0.649	0.316	0.982*	1.316*	0.649
Chinese (5)	2.78						1.701*	0.678*	0.111	0.528	2.222*	0.921*	1.111*	0.778	1.444*	1.778*	1.111*
Canadian (6)	1.08							1.023*	1.590*	1.173*	3.923*	0.780	0.590	0.923*	0.256	0.077	0.590
Portuguese (7)	2.10								0.567	0.150	2.900*	0.243	0.433	0.100	0.767	1.100*	0.433
Australian (8)	2.67									0.417	2.333*	0.810	1.000*	0.667	1.333*	1.667*	1.000
British (9)	2.25										2.750*	0.393	0.583	0.250	0.917*	1.250*	0.583
Chilean (10)	5.00											3.143*	3.333*	3.000*	3.667*	4.000*	3.333*
Italian (11)	1.86												0.190	0.143	0.542	0.857	0.190
Irish (12)	1.67													0.333	0.333	0.667	0.000
Swiss (13)	2.00														0.667	1.000*	0.333
Taiwanese (14)	1.33															0.333	0.333
Guinean (15)	1.00																0.667
Hongkongese (16)	1.67																

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the reasons for choosing the school attribute paired by LSD method, it was found that there were 49 pairs with differences (as shown in Table 4.23), which were

1) Chilean tourists had higher average in the reasons for choosing the school attribute than the New Zealander, French, American, German, Chinese, Canadian, Portuguese, Australian, British, Italian, Taiwanese, Guinean, and Hongkongese, totaling 14 pairs.

2) Swiss tourists had higher average in the reasons for choosing the school attribute than the New Zealander, French, American, German, Chinese, Canadian, Portuguese, Australian, British, Italian, Taiwanese, Guinean, and Hongkongese, totaling 14 pairs.

3) New Zealander tourists had higher average in the reasons for choosing the school attribute than the French, German, Chinese, Canadian, Italian, and Hongkongese, totaling 6 pairs.

4) American tourists had higher average in the reasons for choosing the school attribute than the French, German, Chinese, Canadian, Italian, and Hongkongese, totaling 6 pairs.

5) Irish tourists had higher average in the reasons for choosing the school attribute than the French, Chinese, Italian, and Hongkongese, totaling 4 pairs.

6) Guinean tourists had higher average in the reasons for choosing the school attribute than the French, Chinese, Italian, and Hongkongese, totaling 4 pairs.

7) Portuguese tourists had higher average in the reasons for choosing the school attribute than Hongkongese, totaling 1 pair.

Table 4.23 Average Differences of Foreign Tourists' Behavior in the Reasons for Choosing the School Attribute Paired by LSD Method
Classified by Nationality

Nationality	\bar{X}	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
New Zealander (1)	2.24		0.598*	0.074	0.504*	0.574*	0.549*	0.241	0.352	0.366	0.883*	0.669*	0.074	0.925*	0.241	0.074	0.908*
French (2)	1.64			0.523*	0.093	0.023	0.049	0.357	0.246	0.232	1.482*	0.071	0.523*	1.523*	0.357	0.523*	0.309
American (3)	2.16				0.429*	0.500*	0.474*	0.166	0.277	0.291	0.958*	0.595*	0.000	1.000*	0.166	0.000	0.833*
German (4)	1.73					0.070	0.044	0.263	0.152	0.138	1.388*	0.165	0.429	1.429*	0.263	0.429	0.403
Chinese (5)	1.66						0.025	0.333	0.222	0.208	1.458*	0.095	0.500*	1.500*	0.333	0.500*	0.333
Canadian (6)	1.69							0.307	0.196	0.182	1.432*	0.120	0.474	1.474*	0.307	0.474	0.358
Portuguese (7)	2.00								0.111	0.125	1.125*	0.428	0.166	1.166*	0.000	0.166	0.666*
Australian (8)	1.88									0.013	1.236*	0.317	0.277	1.277*	0.111	0.277	0.555
British (9)	1.87										1.250*	0.303	0.291	1.291*	0.125	0.291	0.541
Chilean (10)	3.12											1.553*	0.958*	0.041	1.125*	0.958*	1.791*
Italian (11)	1.57												0.595*	1.595*	0.428	0.595*	0.238
Irish (12)	2.16													1.000*	0.166	0.000	0.833*
Swiss (13)	2.36														1.166*	1.000*	1.833*
Taiwanese (14)	2.00															0.166	0.666
Guinean (15)	2.16																0.833*
Hongkongese (16)	1.33																

Note: *with the significance level of 0.05

Hypothesis 4 Different education factor affects different behavior

Based on the hypothesis testing by F-test, in general, the $F = 10.845$ with the $\text{Sig.} = 0.000$, meaning foreign tourist with different education factor would have significantly different behavior at the significance level of 0.05. Thus, the hypothesis was accepted. The behavior of foreign tourists with doctoral degrees ($\bar{X} = 3.96$) had higher average than those of the foreign tourists with other degrees which were lower than bachelor's degree ($\bar{X} = 3.14$), bachelor's degree ($\bar{X} = 3.43$), and above master's degree ($\bar{X} = 3.50$). When taking each behavior into account, it was found that the all attributes had the $\text{Sig.} = 0.000$, comprising learning objectives, the chosen Thai cooking classes, appropriate learning period, influential information resources, cooking class purchasing sources, and reasons for choosing the school. It can be concluded that foreign tourists with different education factor would have different behavior on the learning objectives, the chosen Thai cooking classes, appropriate learning period, Influential information resources, cooking class purchasing sources, and reasons for choosing the school with the significance level of 0.05 (as shown in Table 4.24).

Table 4.24 Comparison of the Behavior of Foreign Tourists Taking Thai Cooking Classes Classified by Educational Level

Educational Level	n=400	\bar{X}	S.D.	F	Sig.
Learning objectives					
Lower than bachelor's degree	28	1.35	0.73	6.772	0.000*
Bachelor's degree	206	1.99	0.80		
Master's degree	140	1.80	0.69		
Doctoral degree	26	2.00	0.56		
Chosen Thai cooking classes					
Lower than bachelor's degree	28	10.42	0.83	6.297	0.000*
Bachelor's degree	206	10.44	1.08		

Table 4.24 (Continued)

Educational Level	n=400	\bar{X}	S.D.	F	Sig.
Master's degree	140	10.87	1.22		
Doctoral degree	26	11.15	0.88		
Appropriate learning period					
Lower than bachelor's degree	28	1.00	0.00	2.829	0.038*
Bachelor's degree	206	1.69	1.85		
Master's degree	140	1.51	0.77		
Doctoral degree	26	2.00	1.43		
Influential information resources					
Lower than bachelor's degree	28	1.21	0.78	16.167	0.000*
Bachelor's degree	206	2.69	1.28		
Master's degree	140	3.04	1.60		
Doctoral degree	26	3.53	1.52		
Cooking class purchasing sources					
Lower than bachelor's degree	28	3.36	1.70	11.768	0.000*
Bachelor's degree	206	1.77	1.25		
Master's degree	140	1.89	1.41		
Doctoral degree	26	2.31	1.56		
Reasons for choosing the school					
Lower than bachelor's degree	28	1.50	0.50	12.725	0.000*
Bachelor's degree	206	1.99	0.78		
Master's degree	140	1.92	0.83		
Doctoral degree	26	2.76	0.58		
All					
Lower than bachelor's degree	28	3.14	0.33	10.854	0.000*
Bachelor's degree	206	3.43	0.52		
Master's degree	140	3.50	0.61		
Doctoral degree	26	3.96	0.50		

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the learning objective attribute paired by LSD method, it was found that there were 4 pairs with differences which were 1) foreign tourists with the educational level in bachelor's degrees had higher average in the learning objective attribute than foreign tourists with the educational level lower than bachelor's degrees, 2) foreign tourists with the educational level in master's degrees had higher average in the learning objective attribute than foreign tourists with the educational level lower than bachelor's degrees, 3) foreign tourists with the educational level in master's degrees had higher average in the learning objective attribute than foreign tourists with the educational level in bachelor's degrees, and 4) foreign tourists with the educational level in doctoral degrees had higher average in the learning objective attribute than foreign tourists with the educational level lower than bachelor's degrees (as shown in Table 4.25).

Table 4.25 Average Differences of Foreign Tourists' Behavior in the Learning Objectives Attribute Paired by LSD Method Classified by Educational Level

Educational Level	\bar{x}	(1)	(2)	(3)	(4)
Lower than bachelor's degree (1)	1.35		0.633*	0.442*	0.642*
Bachelor's degree (2)	1.99			0.190*	0.009
Master's degree (3)	1.80				0.200
Doctoral degree (4)	2.00				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the chosen Thai cooking classes attribute paired by LSD method, it was found that there were 3 pairs with differences which were 1) foreign tourists with the educational level in master's degrees had higher average in the chosen Thai cooking attribute than foreign tourists with the educational level in bachelor's degrees, 2) foreign tourists

with the educational level in doctoral degrees had higher average in the chosen Thai cooking attribute than foreign tourists with the educational level lower than bachelor's degrees, and 3) foreign tourists with the educational level in doctoral degrees had higher average in the chosen Thai cooking attribute than foreign tourists with the educational level in bachelor's degrees (as shown in Table 4.26).

Table 4.26 Average Differences of Foreign Tourists' Behavior in the Chosen Thai Cooking Classes Attribute Paired by LSD Method Classified by Educational Level

Educational Level	\bar{X}	(1)	(2)	(3)	(4)
Lower than bachelor's degree (1)	10.42		0.018	0.442	0.725*
Bachelor's degree (2)	10.44			0.424*	0.707*
Master's degree (3)	10.87				0.282
Doctoral degree (4)	11.15				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the appropriate learning period attribute paired by LSD method, it was found that there were 2 pairs with differences which were 1) foreign tourists with the educational level in bachelor's degrees had higher average in the appropriate leaning period attribute than foreign tourists with the educational level lower than bachelor's degrees and 2) foreign tourists with the educational level in doctoral degrees had higher average in the appropriate leaning period attribute than foreign tourists with the educational level lower than bachelor's degrees (as shown in Table 4.27).

Table 4.27 Average Differences of Foreign Tourists' Behavior in the Appropriate Learning Period Attribute Paired by LSD Method Classified by Educational Level

Educational Level	\bar{X}	(1)	(2)	(3)	(4)
Lower than bachelor's degree (1)	1.00		0.699*	0.514	1.000*
Bachelor's degree (2)	1.69			0.184	0.300
Master's degree (3)	1.51				0.485
Doctoral degree (4)	2.00				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the Influential information resources attribute paired by LSD method, it was found that there were 5 pairs with differences which were 1) foreign tourists with the educational level in bachelor's degrees had higher average in the Influential information resources attribute than foreign tourists with the educational level lower than bachelor's degrees, 2) foreign tourists with the educational level in master's degrees had higher average in the Influential information resources attribute than foreign tourists with the educational level lower than bachelor's degrees, 3) foreign tourists with the educational level in master's degrees had higher average in the Influential information resources attribute than foreign tourists with the educational level in bachelor's degrees, 4) foreign tourists with the educational level doctoral degrees had higher average in the Influential information resources attribute than foreign tourists with the educational level lower than bachelor's degrees, and 5) foreign tourists with the educational level in doctoral degrees had higher average in the Influential information resources attribute than foreign tourists with the educational level in bachelor's degrees (as shown in Table 4.28).

Table 4.28 Average Differences of Foreign Tourists' Behavior in the Influential Information Resources Attribute Paired by LSD Method Classified by Educational Level

Educational Level	\bar{X}	(1)	(2)	(3)	(4)
Lower than bachelor's degree (1)	1.21		1.484*	1.828*	2.324*
Bachelor's degree (2)	2.69			0.343*	0.839*
Master's degree (3)	3.04				0.495
Doctoral degree (4)	3.53				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the cooking class purchasing sources attribute paired by LSD method, it was found that there were 3 pairs with differences which were 1) foreign tourists with the educational level lower than bachelor's degrees had higher average in the cooking class purchasing sources attribute than foreign tourists with the educational level in bachelor's degrees, 2) foreign tourists with the educational level lower than bachelor's degrees had higher average in the cooking class purchasing sources attribute than foreign tourists with the educational level in master's degrees, and 3) foreign tourists with the educational level lower than bachelor's degrees had higher average in the cooking class purchasing sources attribute than foreign tourists with the educational level in doctoral degrees (as shown in Table 4.29)

Table 4.29 Average Differences of Foreign Tourists' Behavior in the Cooking Class
Purchasing Sources Attribute Paired by LSD Method Classified by
Educational Level

Educational Level	\bar{X}	(1)	(2)	(3)	(4)
Lower than bachelor's degree (1)	3.36		1.590*	1.471*	1.049*
Bachelor's degree (2)	1.77			0.119	0.541
Master's degree (3)	1.89				0.422
Doctoral degree (4)	2.31				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the reasons for choosing the school attribute paired by LSD method, it was found that there were 5 pairs with differences which were 1) foreign tourists with the educational level in bachelor's degrees had higher average in the reasons for choosing the school attribute than foreign tourists with the educational level lower than bachelor's degrees, 2) foreign tourists with the educational level in master's degrees had higher average in the reasons for choosing the school attribute than foreign tourists with the educational level lower than bachelor's degrees, 3) foreign tourists with the educational level in doctoral degrees had higher average in the reasons for choosing the school attribute than foreign tourists with the educational level lower than bachelor's degrees, 4) foreign tourists with the educational level in doctoral degrees had higher average in the reasons for choosing the school attribute than foreign tourists with the educational level in bachelor's degrees, and 5) foreign tourists with the educational level in doctoral degrees had higher average in the reasons for choosing the school attribute than foreign tourists with the educational level in master's degrees (as shown in Table 4.30)

Table 4.30 Average Differences of Foreign Tourists' Behavior in the Reasons for Choosing the School Attribute Paired by LSD Method Classified by Educational Level

Educational Level	\bar{X}	(1)	(2)	(3)	(4)
Lower than bachelor's degree (1)	1.50		0.289*	0.364*	0.818*
Bachelor's degree (2)	1.99			0.075	0.529*
Master's degree (3)	1.92				0.454*
Doctoral degree (4)	2.76				

Note: *with the significance level of 0.05

Hypothesis 5 Different occupation factor affects different behavior

Based on the hypothesis testing by F-test, in general, the $F = 7.504$ with the $\text{Sig.} = 0.000$, meaning foreign tourist with different occupation factor would have significantly different behavior at the significance level of 0.05. Thus, the hypothesis was accepted. The behavior of foreign tourists who were unemployed ($\bar{X} = 3.81$) had higher average than those of the foreign tourists with other occupations which were students/university students ($\bar{X} = 3.31$), employed ($\bar{X} = 3.52$), and retired ($\bar{X} = 3.21$). When taking each behavior into account, it was found that the chosen Thai cooking classes, appropriate learning period, influential information resources, cooking class purchasing sources, and reasons for choosing the school attributes had the $\text{Sig.} = 0.007, 0.002, 0.000, 0.000$, and 0.001 respectively. It can be concluded that foreign tourists with different occupation factor would have different behavior on the chosen Thai cooking classes, appropriate learning period, influential information resources, cooking class purchasing sources, and reasons for choosing the school with the significance level of 0.05 (as shown in Table 4.31).

Table 4.31 Comparison of Behavior of Foreign Tourists Taking Thai Cooking Classes
Classified by Occupation

Occupation	n=400	\bar{X}	S.D.	F	Sig.
Learning objectives					
Unemployed	16	2.12	0.34	2.426	0.065
Students/University students	54	2.07	0.66		
Employed	286	1.85	0.76		
Retired	44	1.72	0.92		
Chosen Thai cooking classes					
Unemployed	16	10.62	1.02	4.141	0.007*
Students/University students	54	10.44	1.23		
Employed	286	10.59	1.13		
Retired	44	11.18	0.89		
Appropriate learning period					
Unemployed	16	2.37	3.75	5.077	0.002*
Students/University students	54	1.25	0.52		
Employed	286	1.70	1.40		
Retired	44	1.09	0.29		
Influential information resources					
Unemployed	16	2.00	0.89	8.444	0.000*
Students/University students	54	2.59	1.23		
Employed	286	2.97	1.54		
Retired	44	1.95	0.98		
Cooking class purchasing sources					
Unemployed	16	4.13	1.58	15.634	0.000*
Students/University students	54	1.81	1.55		
Employed	286	1.93	1.32		
Retired	44	1.50	1.17		

Table 4.31 (Continued)

Occupation	n=400	\bar{X}	S.D.	F	Sig.
Reasons for choosing the school					
Unemployed	16	1.62	0.50	5.441	0.001*
Students/University students	54	1.70	0.71		
Employed	286	2.08	0.82		
Retired	44	1.81	0.78		
All					
Unemployed	16	3.81	0.73	7.504	0.000*
Students/University students	54	3.31	0.33		
Employed	286	3.52	0.59		
Retired	44	3.21	0.36		

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the chosen Thai cooking classes attribute paired by LSD method, it was found that there were 2 pairs with differences which were 1) retired foreign tourists had higher average in the reasons for choosing the school attribute than foreign tourists who were students/university students and 2) retired foreign tourists had higher average in the reasons for choosing the school attribute than employed foreign tourists (as shown in Table 4.32).

Table 4.32 Average Differences of Foreign Tourists' Behavior in the Chosen Thai Cooking Classes Attribute Paired by LSD Method Classified by Occupation

Occupation	\bar{X}	(1)	(2)	(3)	(4)
Unemployed (1)	10.62		0.180	0.030	0.556
Students/University students (2)	10.44			0.149	0.737*
Employed (3)	10.59				0.587*
Retired (4)	11.18				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the appropriate leaning period attribute paired by LSD method, it was found that there were 4 pairs with differences which were 1) unemployed foreign tourists had higher average in the appropriate leaning period attribute than foreign tourists who were students/university students, 2) unemployed foreign tourists had higher average in the appropriate leaning period attribute than retired tourists, 3) employed foreign tourists had higher average in the appropriate leaning period attribute than foreign tourists who were students/university students, and 4) employed foreign tourists had higher average in the appropriate leaning period attribute than retired foreign tourists (as shown in Table 4.33).

Table 4.33 Average Differences of Foreign Tourists' Behavior in the Appropriate Learning Period Attribute Paired by LSD Method Classified by Occupation

Occupation	\bar{X}	(1)	(2)	(3)	(4)
Unemployed (1)	2.37		0.115*	0.668	1.284*
Students/University students (2)	1.25			0.447*	0.168
Employed (3)	1.70				0.615*
Retired (4)	1.09				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the influential information resources attribute paired by LSD method, it was found that there were 3 pairs with differences which were 1) foreign tourists who were students/university students had higher average in the Influential information resources attribute than retired foreign tourists, 2) employed foreign tourists had higher average in the influential information resources attribute than unemployed foreign tourists, and 3) employed foreign tourists had higher average in the influential information resources attribute than retired foreign tourists (as shown in Table 4.34).

Table 4.34 Average Differences of Foreign Tourists' Behavior in the Influential Information Resources Attribute Paired by LSD Method Classified by Occupation

Occupation	\bar{X}	(1)	(2)	(3)	(4)
Unemployed (1)	2.00		0.592	0.972*	0.045
Students/University students (2)	2.59			0.379	0.638*
Employed (3)	2.97				1.017*
Retired (4)	1.95				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the cooking class purchasing sources attribute paired by LSD method, it was found that there were 3 pairs with differences which were 1) unemployed foreign tourists had higher average in the cooking class purchasing sources resources attribute than foreign tourists who were students/university students, 2) unemployed foreign tourists had higher average in the influential information resources attribute than employed foreign tourists, and 3) unemployed foreign tourists had higher average in the influential information resources attribute than retired foreign tourists (as shown in Table 4.35).

Table 4.35 Average Differences of Foreign Tourists' Behavior in the Cooking Class Purchasing Sources Attribute Paired by LSD Method Classified by Occupation

Occupation	\bar{X}	(1)	(2)	(3)	(4)
Unemployed (1)	4.13		2.310*	2.195*	2.625*
Students/University students (2)	1.81			0.115	0.315
Employed (3)	1.93				0.430
Retired (4)	1.50				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the reasons for choosing the school attribute paired by LSD method, it was found that there were 3 pairs with differences which were 1) employed foreign tourists had higher average in the cooking class purchasing sources resources attribute than unemployed foreign tourists, 2) employed foreign tourists had higher average in the reasons for choosing the school attribute than foreign tourists who were students/university students, and 3) employed foreign tourists had higher average in the reasons for choosing the school attribute than retired foreign tourists (as shown in Table 4.36).

Table 4.36 Average Differences of Foreign Tourists' Behavior in the Reasons for Choosing the School Attribute Paired by LSD Method Classified by Occupation

Occupation	\bar{X}	(1)	(2)	(3)	(4)
Unemployed (1)	1.62		0.078	0.458*	0.193
Students/University students (2)	1.70			0.380*	0.114
Employed (3)	2.08				0.265*
Retired (4)	1.81				

Note: *with the significance level of 0.05

Hypothesis 6 Different income factor affects different behavior

Based on the hypothesis testing by F-test, in general, the $F = 2.905$ with the $\text{Sig.} = 0.022$, meaning foreign tourist with different income factor would have significantly different behavior at the significance level of 0.05. Thus, the hypothesis was accepted. The behavior of foreign tourists who earned more than 300,000 baht ($\bar{X} = 3.59$) had higher average than those of the others which were no income ($\bar{X} = 3.39$), not over 100,000 baht ($\bar{X} = 3.50$), between 100,001-200,000 baht ($\bar{X} = 3.32$), and between 200,001-300,000 baht ($\bar{X} = 3.35$). When taking each behavior into account, it was found that the chosen Thai cooking classes, influential information resources, cooking class purchasing sources, and reasons for choosing the school attributes had the $\text{Sig.} = 0.000, 0.000, 0.003$, and 0.004 respectively. It can be concluded that foreign tourists with different income factor would have different behavior on the chosen Thai cooking classes, influential information resources, cooking class purchasing sources, and reasons for choosing the schools with the significance level of 0.05 (as shown in Table 4.37).

Table 4.37 Comparison of Behavior of Foreign Tourists Taking Thai Cooking Classes Classified by Income

Income	n=400	\bar{X}	S.D.	F	Sig.
Learning objectives					
No income	68	1.82	0.82	0.640	0.635
Not over 100,000 baht	144	1.90	0.85		
Between 100,001-200,000 baht	56	1.82	0.71		
Between 200,001-300,000 baht	26	2.07	0.27		
Over 300,000 baht	106	1.86	0.70		
Chosen Thai cooking classes					
No income	68	10.97	0.99	5.198	0.000*
Not over 100,000 baht	144	10.34	1.12		

Table 4.37 (Continued)

Income	n=400	\bar{X}	S.D.	F	Sig.
Between 100,001-200,000 baht	56	10.60	1.15		
Between 200,001-300,000 baht	26	10.53	1.30		
Over 300,000 baht	106	10.86	1.08		
Appropriate learning period					
No income	68	1.38	1.87	2.114	0.078
Not over 100,000 baht	144	1.83	1.83		
Between 100,001-200,000 baht	56	1.28	0.52		
Between 200,001-300,000 baht	26	1.46	0.64		
Over 300,000 baht	106	1.64	0.75		
Influential information resources					
No income	68	1.94	1.00	11.551	0.000*
Not over 100,000 baht	144	2.93	1.26		
Between 100,001-200,000 baht	56	2.42	1.12		
Between 200,001-300,000 baht	26	2.53	1.24		
Over 300,000 baht	106	3.32	1.87		
Cooking class purchasing sources					
No income	68	2.53	1.86	4.100	0.003*
Not over 100,000 baht	144	1.92	1.32		
Between 100,001-200,000 baht	56	1.96	1.48		
Between 200,001-300,000 baht	26	1.54	1.10		
Over 300,000 baht	106	1.74	1.15		
Reasons for choosing the school					
No income	68	1.70	0.71	3.894	0.004*
Not over 100,000 baht	144	2.08	0.86		
Between 100,001-200,000 baht	56	1.82	0.71		
Between 200,001-300,000 baht	26	2.00	0.80		
Over 300,000 baht	106	2.11	0.79		

Table 4.37 (Continued)

Occupation	n=400	\bar{X}	S.D.	F	Sig.
All					
No income	68	3.39	0.52	2.905	0.022*
Not over 100,000 baht	144	3.50	0.57		
Between 100,001-200,000 baht	56	3.32	0.43		
Between 200,001-300,000 baht	26	3.35	0.37		
Over 300,000 baht	106	3.59	0.65		

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the chosen Thai cooking classes attribute paired by LSD method, it was found that there were 2 pairs with differences which were 1) foreign tourists with no income had higher average in the chosen Thai cooking classes attribute than foreign tourists with not over 100,000 baht income and 2) foreign tourists with more than 300,000 baht income had higher average in the chosen Thai cooking classes attribute than foreign tourists with not over 100,000 baht income (as shown in Table 4.38).

Table 4.38 Average Differences of Foreign Tourists' Behavior in the Chosen Thai Cooking Classes Attribute Paired by LSD Method Classified by Income

Income	\bar{X}	(1)	(2)	(3)	(4)	(5)
No income (1)	10.97		0.623*	0.363	0.432	0.102
Not over 100,000 baht (2)	10.34			0.259	0.191	0.520*
Between 100,001-200,000 baht (3)	10.60				0.068	0.260
Between 200,001-300,000 baht (4)	10.53					0.329
Over 300,000 baht (5)	10.86					

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the influential information resources attribute paired by LSD method, it was found that there were 6 pairs with differences which were 1) foreign tourists with not over 100,000 baht income had higher average in the influential information resources attribute than foreign tourists with no income, 2) foreign tourists with not over 100,000 baht income had higher average in the influential information resources attribute than foreign tourists with between 100,001-200,000 income, 3) foreign tourists with over 300,000 baht income had higher average in the influential information resources attribute than foreign tourists with no income, 4) foreign tourists with over 300,000 baht income had higher average in the influential information resources attribute than foreign tourists with not over 100,000 baht income, 5) foreign tourists with over 300,000 baht income had higher average in the influential information resources attribute than foreign tourists with between 100,001-200,000 income, and 6) foreign tourists with over 300,000 baht income had higher average in the influential information resources attribute than foreign tourists with between 200,001-300,000 income (as shown in Table 4.39).

Table 4.39 Average Differences of Foreign Tourists' Behavior in the Influential Information Resources Attribute Paired by LSD Method Classified by Income

Income	\bar{X}	(1)	(2)	(3)	(4)	(5)
No income (1)	1.94		0.989*	0.487	0.597	1.379*
Not over 100,000 baht (2)	2.93			0.501*	0.392	0.390*
Between 100,001-200,000 baht (3)	2.42				0.109	0.892*
Between 200,001-300,000 baht (4)	2.53					0.782*
Over 300,000 baht (5)	3.32					

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the cooking class purchasing sources attribute paired by LSD method, it was found that there were 4 pairs with differences which were 1) foreign tourists with no income had higher average in the cooking class purchasing sources attribute than foreign tourists with not over 100,000 baht income, 2) foreign tourists with no income had higher average in the cooking class purchasing sources attribute than foreign tourists with between 100,001-200,000 baht income, 3) foreign tourists with no income had higher average in the cooking class purchasing sources attribute than foreign tourists with between 200,001 – 300,000 baht income, and 4) foreign tourists with no income had higher average in the cooking class purchasing sources attribute than foreign tourists with over 300,000 baht income (as shown in Table 4.40).

Table 4.40 Average Differences of Foreign Tourists' Behavior in the Cooking Class Purchasing Sources Attribute Paired by LSD Method Classified by Income

Income	\bar{X}	(1)	(2)	(3)	(4)	(5)
No income (1)	2.53		0.613*	0.565*	0.991*	0.794*
Not over 100,000 baht (2)	1.92			0.048	0.378	0.181
Between 100,001-200,000 baht (3)	1.96				0.426	0.228
Between 200,001-300,000 baht (4)	1.54					0.197
Over 300,000 baht (5)	1.74					

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the reasons for choosing the school attribute paired by LSD method, it was found that there were 4 pairs with differences which were 1) foreign tourists with not over 100,000 baht income had higher average in the reasons for choosing the school attribute than foreign tourists with no income, 2) foreign tourists with not over 100,000 baht income had higher average in the reasons for choosing the school

attribute than foreign tourists with income between 100,001-20,000 baht, 3) foreign tourists with more than 300,000 baht income had higher average in the reasons for choosing the school attribute than foreign tourists with no income, and 4) foreign tourists with over 300,000 baht income had higher average in the reasons for choosing the school attribute than foreign tourists with income between 100,001-200,000 baht (as shown in Table 4.41).

Table 4.41 Average Differences of Foreign Tourists' Behavior in the Reasons for Choosing the School Attribute Paired by LSD Method Classified by Income

Income	\bar{X}	(1)	(2)	(3)	(4)	(5)
No income (1)	1.70		0.377*	0.115	0.294	0.407*
Not over 100,000 baht (2)	2.08			0.261*	0.083	0.029
Between 100,001-200,000 baht (3)	1.82				0.178	0.291*
Between 200,001-300,000 baht (4)	2.00					0.113
Over 300,000 baht (5)	2.11					

Note: *with the significance level of 0.05

Hypothesis 7 Different traveling time spent in Thailand factor affects different behavior

Based on the hypothesis testing by F-test, in general, the $F = 4.071$ with the $\text{Sig.} = 0.007$, meaning foreign tourist with different traveling time spent in Thailand factor would have significantly different behavior at the significance level of 0.05. Thus, the hypothesis was accepted. The behavior of foreign tourists who spent 60-180 days traveling in Thailand ($\bar{X} = 4.12$) had higher average than the others' which were 4-10 days ($\bar{X} = 3.29$), 11-20 days ($\bar{X} = 3.55$), and 21-30 days ($\bar{X} = 3.35$). When taking each behavior into account, it was found that learning objectives, appropriate leaning period, the chosen Thai cooking classes, influential information resources, cooking class purchasing sources, and reasons for choosing the school attributes had

the Sig. = 0.000, 0.000, 0.010, 0.000 and 0.003 respectively. It can be concluded that foreign tourists with different income factor would have different behavior on the chosen Thai cooking classes, influential information resources, cooking class purchasing sources, and reasons for choosing the schools with the significance level of 0.05 (as shown in Table 4.42).

Table 4.42 Comparison of Behavior of Foreign Tourists Taking Thai Cooking Classes Classified by Traveling Time Spent in Thailand

Traveling Time Spent in Thailand	n=400	\bar{X}	S.D.	F	Sig.
Learning objectives					
4-10 days	110	1.56	0.68	9.218	0.000*
11-20 days	236	1.99	0.76		
21-30 days	46	2.04	0.81		
60-180 days	8	2.00	0.00		
Chosen Thai cooking classes					
4-10 days	110	10.74	1.01	0.458	0.712
11-20 days	236	10.60	1.16		
21-30 days	46	10.60	1.29		
60-180 days	8	10.50	0.53		
Appropriate learning period					
4-10 days	110	1.40	1.38	7.219	0.000*
11-20 days	236	1.65	1.25		
21-30 days	46	1.47	0.65		
60-180 days	8	3.75	5.09		
Influential information resources					
4-10 days	110	2.54	1.35	3.845	0.010*
11-20 days	236	2.96	1.49		
21-30 days	46	2.43	1.60		
60-180 days	8	2.00	0.00		

Table 4.42 (Continued)

Traveling Time Spent in Thailand	n=400	\bar{X}	S.D.	F	Sig.
Cooking class purchasing sources					
4-10 days	110	1.73	1.14	16.176	0.000*
11-20 days	236	2.03	1.48		
21-30 days	46	1.57	1.14		
60-180 days	8	5.00	0.00		
Reasons for choosing the school					
4-10 days	110	1.78	0.75	4.804	0.003*
11-20 days	236	2.09	0.83		
21-30 days	46	2.00	0.73		
60-180 days	8	1.50	0.53		
All					
4-10 days	110	3.29	0.48	10.192	0.000*
11-20 days	236	3.55	0.59		
21-30 days	46	3.35	0.34		
60-180 days	8	4.12	0.56		

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the learning objectives attribute paired by LSD method, it was found that there were 2 pairs with differences which were 1) foreign tourists who spent 11-20 days traveling in Thailand had higher average in the learning objectives attribute than foreign tourists who spent 4-10 days traveling in Thailand and 2) foreign tourists who spent 21-30 days traveling in Thailand had higher average in the learning objectives attribute than foreign tourists who spent 4-10 days traveling in Thailand (as shown in Table 4.43).

Table 4.43 Average Differences of Foreign Tourists' Behavior in the Learning Objectives Attribute Paired by LSD Method Classified by Traveling Time Spent in Thailand

Traveling Time Spent in Thailand	\bar{X}	(1)	(2)	(3)	(4)
4-10 days (1)	1.56		0.427*	0.479*	0.436
11-20 days (2)	1.99			0.051	0.008
21-30 days (3)	2.04				0.043
60-180 days (4)	2.00				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the appropriate learning period attribute paired by LSD method, it was found that there were 3 pairs with differences which were 1) foreign tourists who spent 60-80 days traveling in Thailand had higher average in the appropriate learning period attribute than foreign tourists who spent 4-10 days traveling in Thailand , 2) foreign tourists who spent 60-180 days traveling in Thailand had higher average in the appropriate learning period attribute than foreign tourists who spent 11-20 days traveling in Thailand, and 3) foreign tourists who spent 60-180 days traveling in Thailand had higher average in the appropriate learning period attribute than foreign tourists who spent 21-30 days traveling in Thailand (as shown in Table 4.44).

Table 4.44 Average Differences of Foreign Tourists' Behavior in the Appropriate Learning Period Attribute Paired by LSD Method Classified by Traveling Time Spent in Thailand

Traveling Time Spent in Thailand	\bar{X}	(1)	(2)	(3)	(4)
4-10 days (1)	1.40		0.252	0.078	2.350*
11-20 days (2)	1.65			0.174	2.097*
21-30 days (3)	1.47				2.271*
60-180 days (4)	3.75				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the influential information resources attribute paired by LSD method, it was found that there were 2 pairs with differences which were 1) foreign tourists who spent 11-20 days traveling in Thailand had higher average in the influential information resources attribute than foreign tourists who spent 4-10 days traveling in Thailand and 2) foreign tourists who spent 11-20 days traveling in Thailand had higher average in the influential information resources attribute than foreign tourists who spent 21-30 days traveling in Thailand (as shown in Table 4.45)

Table 4.45 Average Differences of Foreign Tourists' Behavior in the Influential Information Resources Attribute Paired by LSD Method Classified by Traveling Time Spent in Thailand

Traveling Time Spent in Thailand	\bar{X}	(1)	(2)	(3)	(4)
4-10 days (1)	2.54		0.420*	0.110	0.545
11-20 days (2)	2.96			0.531*	0.966
21-30 days (3)	2.43				0.434
60-180 days (4)	2.00				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the cooking class purchasing sources attribute paired by LSD method, it was found that there were 5 pairs with differences which were 1) foreign tourists who spent 11-20 days traveling in Thailand had higher average in the cooking class purchasing sources attribute than foreign tourists who spent 4-10 days traveling in Thailand, 2) foreign tourists who spent 11-20 days traveling in Thailand had higher average in the cooking class purchasing sources attribute than foreign tourists who spent 21-30 days traveling in Thailand, 3) foreign tourists who spent 60-180 days traveling in Thailand had higher average in the cooking class purchasing sources attribute than foreign tourists who spent 4-10 days traveling in Thailand, 4) foreign tourists who spent 60-180 days traveling in Thailand had higher average in the cooking class purchasing sources attribute than foreign tourists who spent 11-20 days traveling in Thailand, and 5) foreign tourists who spent 60-180 days traveling in Thailand had higher average in the cooking class purchasing sources attribute than foreign tourists who spent 21-30 days traveling in Thailand (as shown in Table 4.46).

Table 4.46 Average Differences of Foreign Tourists' Behavior in the Cooking Class Purchasing Sources Attribute Paired by LSD Method Classified by Traveling Time Spent in Thailand

Traveling Time Spent in Thailand	\bar{X}	(1)	(2)	(3)	(4)
4-10 days (1)	1.73		0.370*	0.162	3.273*
11-20 days (2)	2.03			0.469*	2.966*
21-30 days (3)	1.57				3.435*
60-180 days (4)	5.00				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the reasons for choosing the school attribute paired by LSD method, it was found that there were 2 pairs with differences which were 1) foreign tourists who spent 11-20

days traveling in Thailand had higher average in the reasons for choosing the school attribute than foreign tourists who spent 4-10 days traveling in Thailand, 2) foreign tourists who spent 11-20 days traveling in Thailand had higher average in the reasons for choosing the school attribute than foreign tourists who spent 60-180 days traveling in Thailand (as shown in Table 4.47).

Table 4.47 Average Differences of Foreign Tourists' Behavior in the Reasons for Choosing the School Attribute Paired by LSD Method Classified by Traveling Time Spent in Thailand

Traveling Time Spent in Thailand	\bar{X}	(1)	(2)	(3)	(4)
4-10 days (1)	1.78		0.311*	0.218	0.281
11-20 days (2)	2.09			0.093	0.593*
21-30 days (3)	2.00				0.500
60-180 days (4)	1.50				

Note: *with the significance level of 0.05

Hypothesis 8 Different number of times visiting Thailand factor affects different behavior

Based on the hypothesis testing by F-test, in general, the $F = 5.888$ with the $\text{Sig.} = 0.000$, meaning foreign tourist with different number of times visiting Thailand factor would have significantly different behavior at the significance level of 0.05. Thus, the hypothesis was accepted. The behavior of foreign tourists who visited Thailand twice ($\bar{X} = 3.79$) had higher average than the others' which were 1 time ($\bar{X} = 3.41$), 3 times ($\bar{X} = 3.61$), 4 times ($\bar{X} = 3.12$), 5 times ($\bar{X} = 3.40$) and 6 times ($\bar{X} = 3.00$). When taking each behavior into account, it was found that learning objectives and reasons for choosing the school attributes had the $\text{Sig.} = 0.000$ and 0.004 respectively. It can be concluded that foreign tourists with different number of times visiting Thailand factor would have different behavior on the learning objectives and

reasons for choosing the school with the significance level of 0.05 (as shown in Table 4.48).

Table 4.48 Comparison of Behavior of Foreign Tourists Taking Thai Cooking Classes
Classified by Number of Times Visiting Thailand

Number of Times Visiting Thailand	n=400	\bar{X}	S.D.	F	Sig.
Learning objectives					
1 time	304	1.81	0.72	7.386	0.000*
2 times	58	2.34	0.80		
3 times	18	1.88	0.90		
4 times	8	1.00	0.00		
5 times	10	1.80	0.78		
6 times	2	2.00	0.00		
Chosen Thai cooking classes					
1 time	304	10.57	1.12	1.708	0.132
2 times	58	10.72	1.15		
3 times	18	11.00	1.18		
4 times	8	11.50	0.92		
5 times	10	10.80	1.22		
6 times	2	10.00	0.00		
Appropriate learning period					
1 time	304	1.58	1.36	0.800	0.508
2 times	58	1.89	2.04		
3 times	18	1.44	0.85		
4 times	8	1.25	0.46		
5 times	10	1.20	0.42		
6 times	2	1.00	0.00		
Influential information resources					
1 time	304	2.70	1.43	2.007	0.077
2 times	58	3.17	1.56		

Table 4.48 (Continued)

Number of Times Visiting Thailand	n=400	\bar{X}	S.D.	F	Sig.
3 times	18	3.11	1.64		
4 times	8	1.75	1.38		
5 times	10	2.60	1.57		
6 times	2	3.00	0.00		
Cooking class purchasing sources					
1 time	304	1.88	1.39	1.383	0.230
2 times	58	2.34	1.70		
3 times	18	2.11	1.13		
4 times	8	1.75	0.46		
5 times	10	2.20	1.54		
6 times	2	1.00	0.00		
Reasons for choosing the school					
1 time	304	1.94	0.78	3.515	0.004*
2 times	58	2.31	0.88		
3 times	18	2.11	0.75		
4 times	8	1.50	0.92		
5 times	10	1.80	0.78		
6 times	2	1.00	0.00		
All					
1 time	304	3.41	0.53	5.888	0.000*
2 times	58	3.79	0.63		
3 times	18	3.61	0.47		
4 times	8	3.12	0.23		
5 times	10	3.40	0.73		
6 times	2	3.00	0.00		

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the learning objectives attribute paired by LSD method, it was found that there were 7 pairs with differences which were; 1) foreign tourists who visited Thailand 1 time had higher average in the learning objective attribute than foreign tourists who visited Thailand 4 times, 2) foreign tourists who visited Thailand 2 times had higher average in the learning objective attribute than foreign tourists who visited Thailand 1 time, 3) foreign tourists who visited Thailand 2 times had higher average in the learning objective attribute than foreign tourists who visited Thailand 3 times, 4) foreign tourists who visited Thailand 2 times had higher average in the learning objective attribute than foreign tourists who visited Thailand 4 times, 5) foreign tourists who visited Thailand 2 times had higher average in the learning objective attribute than foreign tourists who visited Thailand 5 times, 6) foreign tourists who visited Thailand 3 times had higher average in the learning objective attribute than foreign tourists who visited Thailand 4 times, and 7) foreign tourists who visited Thailand 5 times had higher average in the learning objective attribute than foreign tourists who visited Thailand 4 times (as shown in Table 4.49).

Table 4.49 Testing Results on the Average Differences of Foreign Tourists' Behavior in the Learning Objectives Attribute Paired by LSD Method Classified by Number of Times Visiting Thailand

Number of Times Visiting Thailand	\bar{X}	(1)	(2)	(3)	(4)	(5)	(6)
1 time (1)	1.81		0.529*	0.073	0.815*	0.015	0.184
2 times (2)	2.34			0.455*	1.344*	0.544*	0.348
3 times (3)	1.88				0.888*	0.088	0.111
4 times (4)	1.00					0.800*	1.000
5 times (5)	1.80						0.200
6 times (6)	2.00						

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' behavior in the reasons for choosing the school attribute paired by LSD method, it was found that there were 3 pairs with differences which were; 1) foreign tourists who visited Thailand 2 times had higher average in the reasons for choosing the school attribute than foreign tourists who visited Thailand 1 time, 2) foreign tourists who visited Thailand 2 times had higher average in the reasons for choosing the school attribute than foreign tourists who visited Thailand 4 times, and 3) foreign tourists who visited Thailand 2 times had higher average in the reasons for choosing the school attribute than foreign tourists who visited Thailand 6 times (as shown in Table 4.50).

Table 4.50 Average Differences of Foreign Tourists' Behavior in the Reasons for Choosing the School Attribute Paired by LSD Method Classified by Number of Times Visiting Thailand

Number of Times Visiting Thailand	\bar{X}	(1)	(2)	(3)	(4)	(5)	(6)
1 time (1)	1.94		0.369*	0.170	0.440	0.140	0.940
2 times (2)	2.31			0.199	0.810*	0.510	1.310*
3 times (3)	2.11				0.611	0.311	.111
4 times (4)	1.50					0.300	0.500
5 times (5)	1.80						0.800
6 times (6)	1.00						

Note: *with the significance level of 0.05

Hypothesis 9 Different gender factor affects different needs

Based on the hypothesis testing by t-test, in general, the $t = 10.521$ with the $\text{Sig.} = 0.001$, meaning foreign tourist with different gender factor would have significantly different needs at the significance level of 0.05. Thus, the hypothesis was accepted. Male foreign tourists ($\bar{X} = 4.32$) had higher needs than female foreign tourists ($\bar{X} = 4.25$). When taking each needs into account, it was found that the price,

promotion, people, process, and physical evidence attributes had the Sig. = 0.0043, 0.000, 0.000, 0.000, and 0.001 respectively. It can be concluded that foreign tourists with different gender factor would have significantly different needs on the price, promotion, people, process, and physical evidence attributes with the significance level of 0.05 (as shown in Table 4.51).

Table 4.51 Comparison of the Needs of Foreign Tourists Taking Thai Cooking Classes Classified by Gender

Gender	n=400	\bar{X}	S.D.	t	Sig.
Product					
Male	152	4.40	0.53	0.234	0.629
Female	248	4.39	0.52		
Price					
Male	152	3.92	0.83	4.107	0.043*
Female	248	3.82	0.75		
Place					
Male	152	3.99	0.80	1.366	0.243
Female	248	3.93	0.75		
Promotion					
Male	152	3.90	1.12	16.159	0.000*
Female	248	3.83	0.87		
People					
Male	152	4.91	0.25	15.848	0.000*
Female	248	4.81	0.32		
Process					
Male	152	4.11	0.80	20.527	0.000*
Female	248	4.17	0.50		
Physical evidence					
Male	152	4.90	0.24	11.830	0.001*
Female	248	4.80	0.34		

Table 4.51 (Continued)

Gender	n=400	\bar{X}	S.D.	t	Sig.
Productivity and quality of service					
Male	152	4.46	0.60	0.103	0.749
Female	248	4.26	0.58		
All					
Male	152	4.32	0.52	10.521	0.001*
Female	248	4.25	0.42		

Note: *with the significance level of 0.05

Hypothesis 10 Different age factor affects different needs

Based on the hypothesis testing by F-test, in general, the $F = 4.130$ with the $\text{Sig.} = 0.007$, meaning foreign tourist with different age factor would have significantly different needs at the significance level of 0.05. Thus, the hypothesis was accepted. Foreign tourists between 30-60 years old ($\bar{X} = 4.35$) had higher needs than the others which were 18 years old ($\bar{X} = 4.18$), between 19-35 years old ($\bar{X} = 4.31$), and over 60 years old ($\bar{X} = 4.06$). When taking each needs into account, it was found that the product, place, promotion, and people attributes had the $\text{Sig.} = 0.009$, 0.001, 0.000 and 0.028 respectively. It can be concluded that foreign tourists with different age factor would have significantly different needs on the product, place, promotion, and people attributes with the significance level of 0.05 (as shown in Table 4.52).

Table 4.52 Comparison of the Needs of Foreign Tourists Taking Thai Cooking Classes
Classified by Age

Age	n=400	\bar{X}	S.D.	F	Sig.
Product					
Under 18 years old	4	4.30	0.11	3.925	0.009*
Between 19-35 years old	318	4.43	0.52		
Between 36-60 years old	32	4.38	0.57		
Over 60 years old	46	4.15	0.44		
Price					
Under 18 years old	4	3.10	0.11	1.517	0.210
Between 19-35 years old	318	3.88	0.79		
Between 36-60 years old	32	3.86	0.73		
Over 60 years old	46	3.78	0.77		
Place					
Under 18 years old	4	3.50	0.57	5.399	0.001*
Between 19-35 years old	318	4.01	0.78		
Between 36-60 years old	32	4.05	0.66		
Over 60 years old	46	3.55	0.68		
Promotion					
Under 18 years old	4	4.60	0.00	15.647	0.000*
Between 19-35 years old	318	3.95	0.88		
Between 36-60 years old	32	4.10	0.94		
Over 60 years old	46	3.00	1.17		
People					
Under 18 years old	4	5.00	0.00	3.071	0.028*
Between 19-35 years old	318	4.85	0.31		
Between 36-60 years old	32	4.93	0.13		
Over 60 years old	46	4.74	0.31		

Table 4.52 (Continued)

Age	n=400	\bar{X}	S.D.	F	Sig.
Process					
Under 18 years old	4	4.00	0.23	0.372	0.774
Between 19-35 years old	318	4.14	0.65		
Between 36-60 years old	32	4.17	0.76		
Over 60 years old	46	4.23	0.36		
Physical evidence					
Under 18 years old	4	5.00	0.00	0.532	0.661
Between 19-35 years old	318	4.84	0.32		
Between 36-60 years old	32	4.87	0.35		
Over 60 years old	46	4.81	0.24		
Productivity and quality of service					
Under 18 years old	4	4.00	1.15	1.543	0.203
Between 19-35 years old	318	4.34	0.58		
Between 36-60 years old	32	4.47	0.61		
All					
Under 18 years old	4	4.18	0.10	4.130	0.007*
Between 19-35 years old	318	4.31	0.47		
Between 36-60 years old	32	4.35	0.44		
Over 60 years old	46	4.06	0.32		

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the product attribute paired by LSD method, it was found that there were 1 pair with the difference which was foreign tourists between 19-35 years old had higher needs in the product attribute than foreign tourists over 60 years old (as shown in Table 4.53).

Table 4.53 Average Differences of Foreign Tourists' Needs in the Product Attribute Paired by LSD Method Classified by Age

Age	\bar{X}	(1)	(2)	(3)	(4)
Under 18 years old (1)	4.30		0.136	0.087	0.143
Between 19-35 years old (2)	4.43			0.048	0.279*
Between 36-60 years old (3)	4.38				0.230
Over 60 years old (4)	4.15				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the place attribute paired by LSD method, it was found that there were 2 pairs with differences which were 1) foreign tourists between 19-35 years old had higher needs in the place attribute than foreign tourists over 60 years old and 2) foreign tourists between 36-60 years old had higher needs in the place attribute than foreign tourists over 60 years old (as shown in Table 4.54).

Table 4.54 Average Differences of Foreign Tourists' Needs in the Place Attribute Paired by LSD Method Classified by Age

Age	\bar{X}	(1)	(2)	(3)	(4)
Under 18 years old (1)	3.50		0.512	0.550	0.056
Between 19-35 years old (2)	4.01			0.374	0.456*
Between 36-60 years old (3)	4.05				0.493*
Over 60 years old (4)	3.55				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the promotion attribute paired by LSD method, it was found that there were 3 pairs with

differences which were 1) foreign tourists under 18 years old had higher needs in the promotion attribute than foreign tourists over 60 years old and 2) foreign tourists between 19-35 years old had higher needs in the promotion attribute than foreign tourists over 60 years old, and 3) foreign tourists between 36-60 years old had higher needs in the promotion attribute than foreign tourists over 60 years old (as shown in Table 4.55).

Table 4.55 Average Differences of Foreign Tourists' Needs in the Promotion
Attribute Paired by LSD Method Classified by Age

Age	\bar{X}	(1)	(2)	(3)	(4)
Under 18 years old (1)	4.60		0.646	0.500	1.591*
Between 19-35 years old (2)	3.95			0.146	0.944*
Between 36-60 years old (3)	4.10				1.091*
Over 60 years old (4)	3.00				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the people attribute paired by LSD method, it was found that there were 2 pairs with differences which were 1) foreign tourists between 19-35 years old had higher needs in the people attribute than foreign tourists over 60 years old and 2) foreign tourists between 36-60 years old had higher needs in the people attribute than foreign tourists over 60 years old (as shown in Table 4.56).

Table 4.56 Average Differences of Foreign Tourists' Needs in the People Attribute
Paired by LSD Method Classified by Age

Age	\bar{X}	(1)	(2)	(3)	(4)
Under 18 years old (1)	5.00		0.142	0.062	0.252
Between 19-35 years old (2)	4.85			0.079	0.110*
Between 36-60 years old (3)	4.93				0.189*
Over 60 years old (4)	4.74				

Note: *with the significance level of 0.05

Hypothesis 11 Different nationality factor affects different needs

Based on the hypothesis testing by F-test, in general, the $F = 6.568$ with the $\text{Sig.} = 0.000$, meaning foreign tourist with different nationality factor would have significantly different needs at the significance level of 0.05. Thus, the hypothesis was accepted. New Zealander tourists ($\bar{X} = 4.55$) had higher needs than the others which were French ($\bar{X} = 4.29$), American ($\bar{X} = 4.40$), German ($\bar{X} = 4.12$), Chinese ($\bar{X} = 4.32$), Canadian ($\bar{X} = 4.13$), Portuguese ($\bar{X} = 4.30$), Australian ($\bar{X} = 4.23$), British ($\bar{X} = 4.24$), Chilean ($\bar{X} = 4.28$), Italian ($\bar{X} = 4.29$), Irish ($\bar{X} = 4.45$), Swiss ($\bar{X} = 3.38$), Taiwanese ($\bar{X} = 4.38$), Guinean ($\bar{X} = 4.00$), and Hongkongese ($\bar{X} = 3.21$). When taking each needs into account, it was found that all attributes had the $\text{Sig.} = 0.000$, comprising product, price, place, promotion, people, process, physical evidence, and productivity and quality of service. It can be concluded that foreign tourists with different nationality factor would have significantly different needs on the product, price, place, promotion, people, process, physical evidence, and productivity and quality of service with the significance level of 0.05 (as shown in Table 4.57).

Table 4.57 Comparison of the Needs of Foreign Tourists Taking Thai Cooking Classes
Classified by Nationality

Nationality	n=400	\bar{X}	S.D.	F	Sig.
Product					
New Zealand	58	4.68	0.26	12.929	0.000*
French	56	4.66	0.30		
American	48	4.50	0.49		
German	38	4.18	0.71		
Chinese	36	4.31	0.39		
Canadian	26	4.27	0.39		
Portuguese	20	4.48	0.57		
Australian	18	4.46	0.33		
British	16	4.07	0.22		
Chilean	16	4.52	0.25		
Italian	14	4.42	0.51		
Irish	12	3.63	0.77		
Swiss	12	4.60	0.00		
Taiwanese	12	4.33	0.53		
Guinean	12	3.90	0.78		
Hongkongese	6	2.93	0.45		
Price					
New Zealand	58	4.35	0.59	8.004	0.000*
French	56	3.98	0.93		
American	48	4.09	0.70		
German	38	3.62	0.82		
Chinese	36	3.65	0.83		
Canadian	26	3.96	0.55		
Portuguese	20	3.92	0.46		
Australian	18	3.73	0.60		
British	16	3.25	0.67		

Table 4.57 (Continued)

Nationality	n=400	\bar{X}	S.D.	F	Sig.
Chilean	16	3.97	0.44		
Italian	14	3.80	0.49		
Irish	12	4.16	0.30		
Swiss	12	2.90	0.76		
Taiwanese	12	3.76	0.51		
Guinean	12	3.66	0.42		
Hongkongese	6	2.13	0.98		
Place					
New Zealander	58	4.44	0.62	5.442	0.000*
French	56	3.87	0.84		
American	48	4.05	0.79		
German	38	3.73	0.89		
Chinese	36	3.83	0.92		
Canadian	26	3.44	0.54		
Portuguese	20	3.76	0.37		
Australian	18	4.13	0.68		
British	16	4.17	0.59		
Chilean	16	3.55	0.86		
Italian	14	3.91	0.48		
Irish	12	4.83	0.38		
Swiss	12	3.60	0.51		
Taiwanese	12	4.06	0.49		
Guinean	12	3.83	0.38		
Hongkongese	6	3.33	0.51		
Promotion					
New Zealand	58	4.15	0.80	4.096	0.000*
French	56	3.95	0.90		
American	48	3.81	1.24		

Table 4.57 (Continued)

Nationality	n=400	\bar{X}	S.D.	F	Sig.
German	38	3.38	1.04		
Chinese	36	4.21	1.04		
Canadian	26	3.15	1.09		
Portuguese	20	3.92	0.41		
Australian	18	3.80	0.87		
British	16	4.27	0.51		
Chilean	16	3.95	1.17		
Italian	14	4.14	0.45		
Irish	12	4.26	0.15		
Swiss	12	3.06	0.68		
Taiwanese	12	4.26	0.75		
Guinean	12	3.63	0.75		
Hongkongese	6	3.00	0.61		
People					
New Zealand	58	4.95	0.08	14.449	0.000*
French	56	4.84	0.20		
American	48	4.89	0.25		
German	38	4.87	0.22		
Chinese	36	4.93	0.15		
Canadian	26	4.87	0.21		
Portuguese	20	4.84	0.30		
Australian	18	4.86	0.09		
British	16	4.67	0.41		
Chilean	16	5.00	0.00		
Italian	14	4.42	0.51		
Irish	12	4.83	0.07		
Swiss	12	5.00	0.00		
Taiwanese	12	4.93	0.09		

Table 4.57 (Continued)

Nationality	n=400	\bar{X}	S.D.	F	Sig.
Guinean	12	4.80	0.20		
Hongkongese	6	3.66	1.03		
Process					
New Zealand	58	4.33	0.48	16.943	0.000*
French	56	4.03	0.64		
American	48	4.38	0.40		
German	38	3.98	0.61		
Chinese	36	4.15	0.43		
Canadian	26	4.40	0.38		
Portuguese	20	4.22	0.11		
Australian	18	4.06	0.33		
British	16	4.35	0.44		
Chilean	16	4.40	0.48		
Italian	14	4.65	0.30		
Irish	12	4.53	0.15		
Swiss	12	2.36	0.93		
Taiwanese	12	4.30	0.50		
Guinean	12	3.40	0.57		
Hongkongese	6	3.33	0.72		
Physical evidence					
New Zealand	58	4.88	0.18	12.314	0.000*
French	56	4.72	0.48		
American	48	4.93	0.17		
German	38	4.91	0.11		
Chinese	36	4.97	0.09		
Canadian	26	4.95	0.08		
Portuguese	20	4.96	0.12		
Australian	18	4.86	0.13		

Table 4.57 (Continued)

Nationality	n=400	\bar{X}	S.D.	F	Sig.
British	16	4.65	0.33		
Chilean	16	4.90	0.10		
Italian	14	4.54	0.41		
Irish	12	5.00	0.00		
Swiss	12	4.53	0.09		
Taiwanese	12	5.00	0.00		
Guinean	12	4.90	0.10		
Hongkongese	6	3.80	0.92		
Productivity and quality of service					
New Zealand	58	4.58	0.48	4.853	0.000*
French	56	4.27	0.67		
American	48	4.56	0.59		
German	38	4.28	0.71		
Chinese	36	4.55	0.51		
Canadian	26	3.96	0.68		
Portuguese	20	4.32	0.46		
Australian	18	3.97	0.50		
British	16	4.47	0.32		
Chilean	16	3.97	0.24		
Italian	14	4.42	0.51		
Irish	12	4.33	0.31		
Swiss	12	4.36	0.28		
Taiwanese	12	4.43	0.34		
Guinean	12	3.90	0.62		
Hongkongese	6	3.53	0.82		
All					
New Zealand	58	4.55	0.33	6.568	0.000*
French	56	4.29	0.54		

Table 4.57 (Continued)

Nationality	n=400	\bar{X}	S.D.	F	Sig.
American	48	4.40	0.45		
German	38	4.12	0.50		
Chinese	36	4.32	0.43		
Canadian	26	4.13	0.35		
Portuguese	20	4.30	0.25		
Australian	18	4.23	0.39		
British	16	4.24	0.21		
Chilean	16	4.28	0.39		
Italian	14	4.29	0.44		
Irish	12	4.45	0.07		
Swiss	12	3.80	0.40		
Taiwanese	12	4.38	0.29		
Guinean	12	4.00	0.40		
Hongkongese	6	3.21	0.74		

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the product attribute paired by LSD method, it was found that there were 63 pairs with differences (as shown in Table 4.58).

1) New Zealander tourists had higher needs in the product attribute than German, Chinese, Canadian, British, Irish, Taiwanese, Guinean, and Hongkongese tourists, totaling 8 pairs.

2) French tourists had higher needs in the product attribute than German, Chinese, Canadian, British, Irish, Taiwanese, Guinean, and Hongkongese tourists, totaling 8 pairs.

3) American tourists had higher Needs in the product attribute than German, Chinese, Canadian, British, Irish, Guinean, and Hongkongese tourists, totaling 7 pairs.

4) Swiss tourists had higher Needs in the product attribute than German, Chinese, Canadian, Irish, Guinean, and Hongkongese tourists, totaling 6 pairs.

5) Chilean tourists had higher Needs in the product attribute than German, British, Irish, Guinean, and Hongkongese tourists, totaling 5 pairs.

6) Portuguese tourists had higher Needs in the product attribute than German, British, Irish, Guinean, and Hongkongese tourists, totaling 5 pairs.

7) Australian tourists had higher Needs in the product attribute than German, British, Irish, Guinean, and Hongkongese tourists, totaling 5 pairs.

8) Italian tourists had higher Needs in the product attribute than British, Irish, Guinean, and Hongkongese tourists, totaling 4 pairs.

9) Taiwanese tourists had higher Needs in the product attribute than Irish, Guinean, and Hongkongese tourists, totaling 3 pairs.

10) Chinese tourists had higher Needs in the product attribute than Irish, Guinean, and Hongkongese tourists, totaling 3 pairs.

11) Canadian tourists had higher Needs in the product attribute than Irish, Guinean, and Hongkongese tourists, totaling 3 pairs.

12) German tourists had higher Needs in the product attribute than Irish, Guinean, and Hongkongese tourists, totaling 3 pairs.

13) British tourists had higher Needs in the product attribute than Irish and Hongkongese tourists, totaling 2 pairs.

14) Guinean tourists had higher Needs in the product attribute than Hongkongese tourists, totaling 1 pair.

Table 4.58 Average Differences of Foreign Tourists' Needs in the Product Attribute Paired by LSD Method Classified by Nationality

Nationality	\bar{X}	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
New Zealander (1)	4.68		0.184	0.174	0.493*	0.371*	0.405*	0.202	0.216	0.607*	0.157	0.254	1.049*	0.082	0.349*	0.782*	1.749*
French (2)	4.66			0.155	0.474*	0.353*	0.387*	0.184	0.197	0.589*	0.139	0.235	1.030*	0.064	0.330*	0.764*	1.730*
American (3)	4.50				0.318*	0.197*	0.231*	0.028	0.041	0.433*	0.016	0.079	0.875*	0.091	0.175	0.608*	1.575*
German (4)	4.18					0.121	0.087	0.290*	0.277*	0.114	0.335*	0.239	0.556*	0.410*	0.143	0.289*	1.256*
Chinese (5)	4.31						0.034	0.168	0.155	0.236	0.213	0.117	0.667*	0.288*	0.022	0.411*	1.377*
Canadian (6)	4.27							0.203	0.189	0.201	0.248	0.151	0.643*	0.323*	0.056	0.376*	1.343*
Portuguese (7)	4.48								0.013	0.405*	0.045	0.051	0.846*	0.120	0.146	0.580*	1.546*
Australian (8)	4.46									0.391*	0.058	0.038	0.833*	0.133	0.133	0.566*	1.533*
British (9)	4.07										0.450*	0.353*	0.441*	0.525	0.258	0.175	1.141*
Chilean (10)	4.52											0.096	0.891*	0.075	0.191	0.625*	1.591*
Italian (11)	4.42												0.795*	0.171	0.095	0.528*	1.495*
Irish (12)	3.63													0.966*	0.700*	0.266	0.700*
Swiss (13)	4.60														0.266	0.700*	1.666*
Taiwanese (14)	4.33															0.433*	1.400*
Guinean (15)	3.90																0.966*
Hongkongese (16)	2.93																

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' Needs in the price attribute paired by LSD method, it was found that there were 48 pairs with differences (as shown in Table 4.59) comprising;

- 1) New Zealander tourists had higher Needs in the price attribute than French, German, Chinese, Canadian, Portuguese, Australian, British, Italian, Swiss, Taiwanese, Guinean, and Hongkongese tourists, totaling 11 pairs.
- 2) Irish tourists had higher Needs in the price attribute than German, Chinese, British, Swiss, and Hongkongese tourists, totaling 5 pairs.
- 3) American tourists had higher Needs in the price attribute than German, Chinese, British, Swiss, and Hongkongese tourists, totaling 5 pairs.
- 4) French tourists had higher Needs in the price attribute than German, Chinese, Chinese, British, Swiss, and Hongkongese tourists, totaling 5 pairs.
- 5) Chilean tourists had higher Needs in the price attribute than British, Swiss, and Hongkongese tourists, totaling 3 pairs.
- 6) Canadian tourists had higher Needs in the price attribute than British, Swiss, and Hongkongese tourists, totaling 3 pairs.
- 7) Australian tourists had higher Needs in the price attribute than British, Swiss, and Hongkongese tourists, totaling 3 pairs.
- 8) Portuguese tourists had higher Needs in the price attribute than Swiss, and Hongkongese tourists, totaling 2 pairs.
- 9) Italian tourists had higher Needs in the price attribute than Swiss, and Hongkongese tourists, totaling 2 pairs.
- 10) Taiwanese tourists had higher Needs in the price attribute than Swiss, and Hongkongese tourists, totaling 2 pairs.
- 11) Guinean tourists had higher Needs in the price attribute than Swiss, and Hongkongese tourists, totaling 2 pairs.
- 12) German tourists had higher Needs in the price attribute than Swiss, and Hongkongese tourists, totaling 2 pairs.
- 13) Chinese tourists had higher Needs in the price attribute than Swiss, and Hongkongese tourists, totaling 2 pairs.
- 14) British tourists had higher Needs in the price attribute than Hongkongese tourists, totaling 1 pair.
- 15) British tourists had higher Needs in the price attribute than Swiss tourists, totaling 1

Table 4.59 Average Differences of Foreign Tourists' Needs in the Price Attribute Paired by LSD Method Classified by Nationality

Nationality	\bar{X}	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
New Zealander (1)	4.35		0.372	0.266	0.737*	0.703	0.374*	0.438*	0.625*	1.108*	0.383	0.558*	0.191	1.458*	0.591*	0.691*	2.225*
			*														
French (2)	3.98			0.105	0.364*	0.330*	0.001	0.086	0.252	0.735*	0.010	0.185	0.180	1.085*	0.219	0.319	1.852*
American (3)	4.09				0.470*	0.436*	0.107	0.171	0.358	0.841*	0.116	0.291	0.075	1.191*	0.325	0.425	1.958*
German (4)	3.62					0.034	0.363	0.298	0.112	0.371	0.353	0.178	0.545*	0.721*	0.145	0.045	1.487*
Chinese (5)	3.65						0.329	0.264	0.077	0.405	0.319	0.144	0.511*	0.755*	0.111	0.011	1.522
Canadian (6)	3.96							0.064	0.251	0.734*	0.009	0.184	0.182	1.084*	0.217	0.317	1.851*
Portuguese (7)	3.92								0.186	0.670	0.055	0.120	0.246	1.020*	0.153	0.253	1.786*
Australian (8)	3.73									0.483*	0.241	0.066	0.433	0.833*	0.033	0.066	1.600*
British (9)	3.25										0.752*	0.550*	0.916*	0.350	0.516	0.416	1.116*
Chilean (10)	3.97											0.175	0.191	1.075*	0.208	0.308	1.841*
Italian (11)	3.80												0.366	0.900*	0.033	0.133	1.666*
Irish (12)	4.16													1.266*	0.400	0.500	2.033*
Swiss (13)	2.90														0.866*	0.766*	0.766*
Taiwanese (14)	3.76															0.100	1.633*
Guinean (15)	3.66																1.533*
Hongkongese (16)	2.13																

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' Needs in the place attribute paired by LSD method, it was found that there were 43 pairs with differences (as shown in Table 4.60) comprising;

1) Irish tourists had higher Needs in the place attribute than French, American, German, Chinese, Canadian, Portuguese, Australian, British, Chilean, Italian, Swiss, Taiwanese, Guinean, and Hongkongese tourists, totaling 14 pairs.

2) New Zealander tourists had higher Needs in the place attribute than French, American, German, Chinese, Canadian, Portuguese, Chilean, Italian, Swiss, Guinean and Hongkongese tourists, totaling 11 pairs.

3) British tourists had higher Needs in the place attribute than German, Canadian, Chilean, Swiss, and Hongkongese tourists, totaling 5 pairs.

4) American tourists had higher Needs in the place attribute than German, Canadian, Chilean, Swiss, and Hongkongese tourists, totaling 5 pairs.

5) Australian tourists had higher Needs in the place attribute than Canadian, Chilean, Swiss, and Hongkongese, totaling 4 pairs.

6) Taiwanese tourists had higher Needs in the place attribute than Canadian and Hongkongese tourists, totaling 2 pairs.

7) French tourists had higher Needs in the place attribute than Canadian tourists, totaling 1 pair.

8) Chinese tourists had higher Needs in the place attribute than Canadian tourists, totaling 1 pair.

Table 4.60 Average Differences of Foreign Tourists' Needs in the Place Attribute Paired by LSD Method Classified by Nationality

Nationality	\bar{X}	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
New Zealander (1)	4.44		0.576*	0.389*	0.711*	0.614*	1.002*	0.688*	0.314	0.273	0.898*	0.533*	0.386	0.848*	0.381	0.614*	1.114*
French (2)	3.87			0.186	0.134	0.038	0.425*	0.111	0.252	0.303	0.321	0.042	0.961*	0.271	0.195	0.038	0.538
American (3)	4.05				0.321*	0.225	0.621*	0.298	0.075	0.116	0.508*	0.144	0.775*	0.458*	0.008	0.225	0.725*
German (4)	3.73					0.096	0.290	0.023	0.396	0.438*	0.186	0.177	1.096*	0.136	0.329	0.096	0.403
Chinese (5)	3.83						0.387*	0.073	0.300	0.341	0.283	0.080	1.000*	0.233	0.233	0.000	0.500
Canadian (6)	3.44							0.313	0.687*	0.728*	0.112	0.468	1.387*	0.153	0.602*	0.387	0.112
Portuguese (7)	3.76								0.373	0.415	0.426	0.154	1.073*	0.160	0.306	0.073	0.426
Australian (8)	4.13									0.041	0.800*	0.219	0.700*	0.533*	0.066	0.300	0.800*
British (9)	4.17										0.841*	0.260	0.658*	0.575*	0.108	0.341	0.841*
Chilean (10)	3.55											0.364	0.128*	0.050	0.733	0.283	0.216
Italian (11)	3.91												0.919*	0.314	0.152	0.080	0.580
Irish (12)	4.83													1.233*	0.766*	1.000*	1.500*
Swiss (13)	3.60														0.466	0.233	0.266
Taiwanese (14)	4.06															0.233	0.733*
Guinean (15)	3.83																0.500
Hongkongese (16)	3.33																

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' Needs in the promotion attribute paired by LSD method, it was found that there were 43 pairs with differences (as shown in Table 4.61) comprising;

- 1) British tourists had higher Needs in the promotion attribute than German, Canadian, Swiss, and Hongkongese tourists, totaling 4 pairs.
- 2) Irish tourists had higher Needs in the promotion attribute than German, Canadian, Swiss, and Hongkongese tourists, totaling 4 pairs.
- 3) Taiwanese tourists had higher Needs in the promotion attribute than German, Canadian, Swiss, and Hongkongese tourists, totaling 4 pairs.
- 4) Chinese tourists had higher Needs in the promotion attribute than German, Canadian, Swiss, and Hongkongese tourists, totaling 4 pairs.
- 5) New Zealander tourists had higher Needs in the promotion attribute than German, Canadian, Swiss, and Hongkongese tourists, totaling 4 pairs.
- 6) Italian tourists had higher Needs in the promotion attribute than German, Canadian, Swiss, and Hongkongese tourists, totaling 4 pairs.
- 7) Chilean tourists had higher Needs in the promotion attribute than German, Canadian, Swiss, and Hongkongese tourists, totaling 4 pairs.
- 8) French tourists had higher Needs in the promotion attribute than German, Canadian, Swiss, and Hongkongese tourists, totaling 4 pairs.
- 9) Portuguese tourists had higher Needs in the promotion attribute than German, Canadian, Swiss, and Hongkongese tourists, totaling 4 pairs.
- 10) American tourists had higher Needs in the promotion attribute than German, Canadian, Swiss, and Hongkongese tourists, totaling 4 pairs.
- 11) Australian tourists had higher Needs in the promotion attribute than Canadian and Swiss tourists, totaling 2 pairs.

Table 4.61 Average Differences of Foreign Tourists' Needs in the Promotion Attribute Paired by LSD Method Classified by Nationality

Nationality	\bar{X}	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
New Zealander (1)	4.15		0.208	0.341	0.769*	0.052	1.004*	0.238	0.358	0.116	0.208	0.015	0.108	1.091*	0.108	0.525	1.158*
French (2)	3.95			0.133	0.560*	0.261	0.796*	0.030	0.150	0.325	0.000	0.192	0.316	0.883*	0.316	0.316	0.950*
American (3)	3.81				0.427*	0.394	0.662*	0.103	0.016	0.458	0.133	0.326	0.450	0.750*	0.450	0.183	0.816*
German (4)	3.38					0.821*	0.235	0.530*	0.410	0.885*	0.560*	0.753*	0.877*	0.322	0.877*	0.243	0.389
Chinese (5)	4.21						0.387*	0.073	0.411	0.063	0.261	0.068	0.055	1.144*	0.055	0.577	1.211*
Canadian (6)	3.15							0.766*	0.646*	1.121*	0.796*	1.057*	1.112*	0.087	1.112*	0.479	0.153
Portuguese (7)	3.92								0.120	0.355	0.030	0.291	0.346	0.853*	0.346	0.286	0.920*
Australian (8)	3.80									0.475	0.150	0.342	0.466	0.733*	0.466	0.166	0.800
British (9)	4.27										0.325	0.132	0.008	1.208*	0.008	0.641	0.841*
Chilean (10)	3.95											0.192	0.316	0.883*	0.316	0.316	1.275*
Italian (11)	4.14												0.123	1.076*	0.123	0.509	1.142*
Irish (12)	4.26													1.200*	0.000	0.633	1.266*
Swiss (13)	3.06														1.200*	0.566	0.066
Taiwanese (14)	4.26															0.633	1.266*
Guinean (15)	3.63																0.633
Hongkongese (16)	3.00																

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' Needs in the people attribute paired by LSD method, it was found that there were 43 pairs with differences (as shown in Table 4.62) comprising;

- 1) Swiss tourists had higher Needs in the people attribute than French, British, Italian, Guinean, and Hongkongese tourists, totaling 5 pairs.
- 2) New Zealander tourists had higher Needs in the people attribute than French, British, Italian, Guinean, and Hongkongese tourists, totaling 5 pairs.
- 3) Chilean tourists had higher Needs in the people attribute than French, British, Italian, and Hongkongese tourists, totaling 4 pairs.
- 4) Chinese tourists had higher Needs in the people attribute than British, Italian, and Hongkongese tourists, totaling 3 pairs.
- 5) Taiwanese tourists had higher Needs in the people attribute than British, Italian, and Hongkongese tourists, totaling 3 pairs.
- 6) American tourists had higher Needs in the people attribute than British, Italian, and Hongkongese tourists, totaling 3 pairs.
- 7) German tourists had higher Needs in the people attribute than British, Italian, and Hongkongese tourists, totaling 3 pairs.
- 8) Canadian tourists had higher Needs in the people attribute than British, Italian, and Hongkongese tourists, totaling 3 pairs.
- 9) Australian tourists had higher Needs in the people attribute than British, Italian, and Hongkongese tourists, totaling 3 pairs.
- 10) French tourists had higher Needs in the people attribute than British, Italian, and Hongkongese tourists, totaling 3 pairs.
- 11) Portuguese tourists had higher Needs in the people attribute than British, Italian, and Hongkongese tourists, totaling 3 pairs.
- 12) Irish tourists had higher Needs in the people attribute than Italian and Hongkongese tourists, totaling 2 pairs.
- 13) Guinean tourists had higher Needs in the people attribute than Italian and Hongkongese tourists, totaling 2 pairs.
- 14) British tourists had higher Needs in the people attribute than Italian and Hongkongese tourists, totaling 2 pairs.
- 15) Italian tourists had higher Needs in the people attribute than Hongkongese tourists, totaling 1 pair.

Table 4.62 Average Differences of Foreign Tourists' Needs in the People Attribute Paired by LSD Method Classified by Nationality

Nationality	\bar{X}	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
New Zealander (1)	4.95		0.115	0.066	0.084	0.025	0.081	0.118	0.091	0.283*	0.208	0.530*	0.041	0.041	0.025	0.158*	1.291*
			*														
French (2)	4.84			0.048	0.030	0.090	0.034	0.002	0.023	0.167*	0.157*	0.414*	0.009	0.157*	0.090	0.042	1.176*
American (3)	4.89				0.017	0.041	0.014	0.051	0.025	0.216*	0.108	0.463*	0.058	0.108	0.041	0.091	1.225*
German (4)	4.87					0.059	0.003	0.033	0.007	0.198*	0.126	0.445*	0.040	0.126	0.059	0.073	1.207*
Chinese (5)	4.93						0.056	0.093	0.066	0.258*	0.066	0.504*	0.100	0.066	0.000	0.577	1.266*
Canadian (6)	4.87							0.036	0.010	0.201*	0.123	0.448*	0.043	0.123	0.056	0.076	1.210*
Portuguese (7)	4.84								0.026	0.165*	0.160	0.411*	0.006	0.160	0.093	0.040	1.173*
Australian (8)	4.86									0.191*	0.133	0.438*	0.033	0.133	0.066	0.066	1.200*
British (9)	4.67										0.325*	0.246*	0.158	0.325*	0.258*	0.125	1.008*
Chilean (10)	5.00											0.571*	0.166	0.000	0.066	0.200	1.333*
Italian (11)	4.42												0.404*	0.571*	0.504*	0.731*	0.761*
Irish (12)	4.83													0.166	0.100	0.033	1.166*
Swiss (13)	5.00														0.066	0.200*	1.133*
Taiwanese (14)	4.93															0.133	1.266*
Guinean (15)	4.80																1.133*
Hongkongese (16)	3.66																

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' Needs in the process attribute paired by LSD method, it was found that there were 63 pairs with differences (as shown in Table 4.63) comprising;

1) Italian tourists had higher Needs in the process attribute than New Zealander, French, German, Chinese, Portuguese, Australia, Swiss, Guinean, and Hongkongese tourists, totaling 9 pairs.

2) American tourists had higher Needs in the process attribute than French, German, Chinese, Australia, Swiss, Guinean, and Hongkongese tourists, totaling 7 pairs.

3) Irish tourists had higher Needs in the process attribute than French, German, Chinese, Swiss, Guinean, and Hongkongese tourists, totaling 6 pairs.

4) Canadian tourists had higher Needs in the process attribute than French, German, Australian, Swiss, Guinean, and Hongkongese tourists, totaling 6 pairs.

5) New Zealander tourists had higher Needs in the process attribute than French, German, Australian, Swiss, Guinean, and Hongkongese tourists, totaling 6 pairs.

6) Chilean tourists had higher Needs in the process attribute than French, German, Swiss, Guinean, and Hongkongese tourists, totaling 5 pairs.

7) British tourists had higher Needs in the process attribute than French, German, Swiss, Guinean, and Hongkongese tourists, totaling 5 pairs.

8) Taiwanese tourists had higher Needs in the process attribute than Swiss, Guinean, and Hongkongese tourists, totaling 3 pairs.

9) Portuguese tourists had higher Needs in the process attribute than Swiss, Guinean, and Hongkongese tourists, totaling 3 pairs.

10) Chinese tourists had higher Needs in the process attribute than Swiss, Guinean, and Hongkongese tourists, totaling 3 pairs.

11) Australian tourists had higher Needs in the process attribute than Swiss, Guinean, and Hongkongese tourists, totaling 3 pairs.

12) German tourists had higher Needs in the process attribute than Swiss, Guinean, and Hongkongese tourists, totaling 3 pairs.

13) French tourists had higher Needs in the process attribute than Guinean and Hongkongese tourists, totaling 2 pairs.

14) Guinean tourists had higher Needs in the process attribute than Swiss tourists, totaling 1 pair.

15) Hongkongese tourists had higher Needs in the process attribute than Swiss tourists, totaling 1 pair.

Table 4.63 Average Differences of Foreign Tourists' Needs in the Process Attribute Paired by LSD Method Classified by Nationality

Nationality	\bar{X}	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
New Zealander (1)	4.33		0.302*	0.045	0.348*	0.182	0.062	0.117	0.271*	0.012	0.062	0.319*	0.195	1.971*	0.037	0.937*	1.004*
French (2)	4.03			0.347*	0.046	0.119	0.364*	0.184	0.023	0.314*	0.364*	0.621*	0.497*	0.030	0.264	0.635*	0.702*
American (3)	4.38				0.393*	0.227*	0.016	0.163	0.316*	0.033	0.016	0.273	0.150	2.016*	0.083	0.983*	1.050*
German (4)	3.98					0.116	0.410*	0.230	0.077	0.360*	0.410*	0.667*	0.543*	1.622*	0.310	0.589*	0.656*
Chinese (5)	4.15						0.244	0.064	0.088	0.194	0.244	0.501*	0.377*	1.788*	0.144	0.755*	0.822*
Canadian (6)	4.40							0.180	0.333*	0.050	0.000	0.257	0.133	2.033*	0.100	1.000*	1.066*
Portuguese (7)	4.22								0.153	0.130	0.180	0.437*	0.313	1.853*	0.080	0.820*	0.886*
Australian (8)	4.06									0.283	0.333	0.590*	0.466	1.700*	0.233	0.666*	0.733*
British (9)	4.35										0.050	0.307	0.183	1.983*	0.050	0.950*	1.016*
Chilean (10)	4.40											0.257	0.133	2.033*	0.100	1.000*	1.066*
Italian (11)	4.65												0.123	2.290*	0.357	1.257*	1.323*
Irish (12)	4.53													2.166*	0.233	1.133*	1.200*
Swiss (13)	2.36														1.933*	1.033*	0.966*
Taiwanese (14)	4.30															0.900*	0.966*
Guinean (15)	3.40																0.066
Hongkongese (16)	3.33																

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' Needs in the physical evidence attribute paired by LSD method, it was found that there were 59 pairs with differences (as shown in Table 4.64) comprising;

1) Irish tourists had higher Needs in the physical evidence attribute than French, British, Italian, Swiss, and Hongkongese tourists, totaling 5 pairs.

2) Taiwanese tourists had higher Needs in the physical evidence attribute than French, British, Italian, Swiss, and Hongkongese tourists, totaling 5 pairs.

3) Chinese tourists had higher Needs in the physical evidence attribute than French, British, Italian, Swiss, and Hongkongese tourists, totaling 5 pairs.

4) Portuguese tourists had higher Needs in the physical evidence attribute than French, British, Italian, Swiss, and Hongkongese tourists, totaling 5 pairs.

5) Canadian tourists had higher Needs in the physical evidence attribute than French, British, Italian, Swiss, and Hongkongese tourists, totaling 5 pairs.

6) German tourists had higher Needs in the physical evidence attribute than French, British, Italian, Swiss, and Hongkongese tourists, totaling 5 pairs.

7) Chilean tourists had higher Needs in the physical evidence attribute than French, British, Italian, Swiss, and Hongkongese tourists, totaling 5 pairs.

8) New Zealander tourists had higher Needs in the physical evidence attribute than French, British, Italian, Swiss, and Hongkongese tourists, totaling 5 pairs.

9) Guinean tourists had higher Needs in the physical evidence attribute than French, British, Italian, Swiss, and Hongkongese tourists, totaling 5 pairs.

10) American tourists had higher Needs in the physical evidence attribute than French, British, Swiss, and Hongkongese tourists, totaling 4 pairs.

11) Australian tourists had higher Needs in the physical evidence attribute than British, Italian, Swiss, and Hongkongese tourists, totaling 4 pairs.

12) French tourists had higher Needs in the physical evidence attribute than Italian, Swiss, and Hongkongese tourists, totaling 3 pairs.

13) British tourists had higher Needs in the physical evidence attribute than Hongkongese tourists, totaling 1 pair.

14) Italian tourists had higher Needs in the physical evidence attribute than Hongkongese tourists, totaling 1 pair.

15) Swiss tourists had higher Needs in the physical evidence attribute than Hongkongese tourists, totaling 1 pair.

Table 4.64 Average Differences of Foreign Tourists' Needs in the Physical Evidence Attribute Paired by LSD Method Classified by Nationality

Nationality	\bar{X}	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
New Zealander (1)	4.88		0.154*	0.050	0.033	0.095	0.071	0.077	0.016	0.232*	0.017	0.339*	0.117	0.349*	0.117	0.017	1.082*
French (2)	4.72			0.204*	0.187*	0.249*	0.225*	0.231*	0.138	0.078	0.171*	0.185*	0.271*	0.195*	0.271*	0.171*	0.928*
American (3)	4.93				0.017	0.044	0.020	0.026	0.066	0.283*	0.033	0.273	0.066	0.400*	0.066	0.033	1.133*
German (4)	4.91					0.061	0.038	0.044	0.049	0.265*	0.015	0.372*	0.084	0.382*	0.084	0.015	1.115*
Chinese (5)	4.97						0.023	0.017	0.111	0.327*	0.077	0.434*	0.022	0.444*	0.022	0.077	1.177*
Canadian (6)	4.95							0.006	0.087	0.303*	0.053	0.410*	0.046	0.420*	0.046	0.053	1.153*
Portuguese (7)	4.96								0.933	0.310*	0.060	0.417*	0.040	0.426*	0.040	0.060	1.160*
Australian (8)	4.86									0.216*	0.033	0.323*	0.133	0.333*	0.133	0.033	1.066*
British (9)	4.65										0.250*	0.107	0.350*	0.166	0.350*	0.250*	0.850*
Chilean (10)	4.90											0.357*	0.100	0.366*	0.100	0.000	1.100*
Italian (11)	4.54												0.457*	0.009	0.457*	0.357*	0.742*
Irish (12)	5.00													0.466*	0.000	0.100	1.200*
Swiss (13)	4.53														0.466*	0.366*	0.733*
Taiwanese (14)	5.00															0.100	1.200*
Guinean (15)	4.90																1.100*
Hongkongese (16)	3.80																

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' Needs in the productivity and quality of service attribute paired by LSD method, it was found that there were 49 pairs with differences (as shown in Table 4.65) comprising;

1) American tourists had higher Needs in the productivity and quality of service attribute than French, German, Canadian, Australian, Chilean, Guinean, and Hongkongese tourists, totaling 7 pairs.

2) Chinese tourists had higher Needs in the productivity and quality of service attribute than French, German, Canadian, Australian, Chilean, Guinean, and Hongkongese tourists, totaling 7 pairs.

3) New Zealander tourists had higher Needs in the productivity and quality of service attribute than French, German, Canadian, Australian, Guinean, and Hongkongese tourists, totaling 6 pairs.

4) Taiwanese tourists had higher Needs in the productivity and quality of service attribute than French, Canadian, Australian, Chilean, Guinean, and Hongkongese tourists, totaling 6 pairs.

5) British tourists had higher Needs in the productivity and quality of service attribute than Canadian, Australian, Chilean, Guinean, and Hongkongese tourists, totaling 5 pairs.

6) Italian tourists had higher Needs in the productivity and quality of service attribute than Canadian, Australian, Chilean, Guinean, and Hongkongese tourists, totaling 5 pairs.

7) French tourists had higher Needs in the productivity and quality of service attribute than Canadian, Australian, Guinean, and Hongkongese tourists, totaling 4 pairs.

8) Swiss tourists had higher Needs in the productivity and quality of service attribute than Canadian, Guinean, and Hongkongese tourists, totaling 3 pairs.

9) German tourists had higher Needs in the productivity and quality of service attribute than Canadian, Guinean, and Hongkongese tourists, totaling 3 pairs.

10) Portuguese tourists had higher Needs in the productivity and quality of service attribute than Canadian and Hongkongese tourists, totaling 2 pairs.

11) Irish tourists had higher Needs in the productivity and quality of service attribute than Hongkongese tourists, totaling 1 pair.

Table 4.65 Average Differences of Foreign Tourists' Needs in the Productivity and Quality of Service Attribute Paired by LSD Method
Classified by Nationality

Nationality	\bar{X}	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
New Zealander (1)	4.58		0.307*	0.019	0.302*	0.030	0.616*	0.266	0.608*	0.112	0.611	0.157	0.252	0.219	0.117	0.686*	1.052*
French (2)	4.27			0.288*	0.005	0.276*	0.309*	0.041	0.300*	0.196	0.303	0.150	0.054	0.088	0.154*	0.378*	0.745*
American (3)	4.56				0.282*	0.011	0.597*	0.246	0.588*	0.091	0.591*	0.138	0.233	0.200	0.133	0.666*	1.033*
German (4)	4.28					0.271*	0.314*	0.035	0.306	0.190	0.309	0.144	0.049	0.082	0.149	0.384*	0.750*
Chinese (5)	4.55						0.586*	0.235	0.577*	0.080	0.586*	0.126	0.222	0.188	0.122	0.655*	1.022*
Canadian (6)	3.96							0.350*	0.008	0.505*	0.005	0.459*	0.364	0.397*	0.464*	0.069	0.435
Portuguese (7)	4.32								0.342	0.155	0.345	0.108	0.013	0.046	0.113	0.420	0.786*
Australian (8)	3.97									0.497*	0.002	0.450*	0.355	0.388	0.455*	0.077	0.444
British (9)	4.47										0.500*	0.046	0.141	0.108	0.041	0.575*	0.941*
Chilean (10)	3.97											0.453*	0.358	0.391	0.458*	0.075	0.441
Italian (11)	4.42												0.095	0.061	0.004	0.528*	0.895*
Irish (12)	4.33													0.033	0.100	0.433	0.800*
Swiss (13)	4.36														0.066	0.466*	0.833*
Taiwanese (14)	4.43															0.533*	0.900*
Guinean (15)	3.90																0.366
Hongkongese (16)	3.53																

Note: *with the significance level of 0.05

Hypothesis 12 Different education factor affects different needs

Based on the hypothesis testing by F-test, in general, the $F = 3.825$ with the $\text{Sig.} = 0.010$, meaning foreign tourist with different education factor would have significantly different needs at the significance level of 0.05. Thus, the hypothesis was accepted. Foreign tourists with lower than bachelor's degree ($\bar{X} = 4.37$) had higher needs than foreign tourists with other degrees which were bachelor's degree ($\bar{X} = 4.33$), master's degree ($\bar{X} = 4.24$), and doctoral degree ($\bar{X} = 4.05$). When taking each needs into account, it was found that the product, price, process, and physical evidence attributes had the $\text{Sig.} = 0.001, 0.000, 0.000$, and 0.005 respectively. It can be concluded that foreign tourists with different education factor would have significantly different needs on the product, price, process, and physical evidence attributes with the significance level of 0.05 (as shown in Table 4.66).

Table 4.66 Comparison of the Needs of Foreign Tourists Taking Thai Cooking Classes Classified by Educational Level

Education Level	n=400	\bar{X}	S.D.	F	Sig.
Product					
Lower than bachelor's degree	28	4.15	0.43	5.652	0.001*
Bachelor's degree	206	4.49	0.45		
Master's degree	140	4.30	0.62		
Doctoral degree	26	4.41	0.41		
Price					
Lower than bachelor's degree	28	4.02	0.79	6.293	0.000*
Bachelor's degree	206	3.91	0.73		
Master's degree	140	3.87	0.84		
Doctoral degree	26	3.24	0.69		
Place					
Lower than bachelor's degree	28	4.15	0.82	0.760	0.517
Bachelor's degree	206	3.94	0.74		

Table 4.66 (Continued)

Education Level	n=400	\bar{X}	S.D.	F	Sig.
Master's degree	140	3.95	0.85		
Doctoral degree	26	3.86	0.48		
Promotion					
Lower than bachelor's degree	28	4.04	1.24	2.347	0.072
Bachelor's degree	206	3.92	0.88		
Master's degree	140	3.84	1.04		
Doctoral degree	26	3.44	0.84		
People					
Lower than bachelor's degree	28	4.87	0.21	1.580	0.194
Bachelor's degree	206	4.87	0.25		
Master's degree	140	4.80	0.37		
Doctoral degree	26	4.89	0.27		
Process					
Lower than bachelor's degree	28	4.45	0.51	16.907	0.000*
Bachelor's degree	206	4.23	0.46		
Master's degree	140	4.11	0.62		
Doctoral degree	26	3.41	1.21		
Physical evidence					
Lower than bachelor's degree	28	4.91	0.12	4.388	0.005*
Bachelor's degree	206	4.88	0.20		
Master's degree	140	4.80	0.44		
Doctoral degree	26	4.70	0.27		
Productivity and quality of service					
Lower than bachelor's degree	28	4.40	0.75	1.386	0.247
Bachelor's degree	206	4.37	0.53		
Master's degree	140	4.25	0.67		
Doctoral degree	26	4.41	0.44		

Table 4.66 (Continued)

Education Level	n=400	\bar{X}	S.D.	F	Sig.
All					
Lower than bachelor's degree	28	4.37	0.50	3.825	0.010*
Bachelor's degree	206	4.33	0.38		
Master's degree	140	4.24	0.54		
Doctoral degree	26	4.05	0.42		

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the product attribute paired by LSD method, it was found that there were 2 pairs with differences which were 1) foreign tourists with bachelor's degrees had higher needs in the product attribute than foreign tourists with lower than bachelor's degrees and 2) foreign tourists with bachelor's degrees had higher needs in the product attribute than foreign tourists with lower than master's degrees (as shown in Table 4.67).

Table 4.67 Average Differences of Foreign Tourists' Needs in the Product Attribute Paired by LSD Method Classified by Educational Level

Educational Level	\bar{X}	(1)	(2)	(3)	(4)
Lower than bachelor's degree (1)	4.15		0.334*	0.151	0.258
Bachelor's degree (2)	4.49			0.182*	0.075
Master's degree (3)	4.30				0.106
Doctoral degree (4)	4.41				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the price attribute paired by LSD method, it was found that there were 3 pairs with differences

which were 1) foreign tourists with lower than bachelor's degrees had higher needs in the price attribute than foreign tourists with doctoral degrees, 2) foreign tourists with bachelor's degrees had higher needs in the price attribute than foreign tourists with doctoral degrees, and 3) foreign tourists with master's degrees had higher needs in the price attribute than foreign tourists with doctoral degrees (as shown in Table 4.68).

Table 4.68 Average Differences of Foreign Tourists' Needs in the Price Attribute
Paired by LSD Method Classified by Educational Level

Educational Level	\bar{X}	(1)	(2)	(3)	(4)
Lower than bachelor's degree (1)	4.02		0.110	0.157	0.782*
Bachelor's degree (2)	3.91			0.047	0.672*
Master's degree (3)	3.87				0.625*
Doctoral degree (4)	3.24				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the process attribute paired by LSD method, it was found that there were 4 pairs with differences which were 1) foreign tourists with lower than bachelor's degrees had higher needs in the process attribute than foreign tourists with master's degrees, 2) foreign tourists with lower than bachelor's degrees had higher needs in the process attribute than foreign tourists with doctoral degrees, and 3) foreign tourists with bachelor's degrees had higher needs in the process attribute than foreign tourists with doctoral degrees, and 4) foreign tourists with master's degrees had higher needs in the process attribute than foreign tourists with doctoral degrees (as shown in Table 4.69).

Table 4.69 Average Differences of Foreign Tourists' Needs in the Process Attribute Paired by LSD Method Classified by Educational Level

Educational Level	\bar{X}	(1)	(2)	(3)	(4)
Lower than bachelor's degree (1)	4.45		0.222	0.345*	1.041*
Bachelor's degree (2)	4.23			0.123	0.819*
Master's degree (3)	4.11				0.696*
Doctoral degree (4)	3.41				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the physical evidence attribute paired by LSD method, it was found that there were 3 pairs with differences which were 1) foreign tourists with lower than bachelor's degrees had higher needs in the physical evidence attribute than foreign tourists with doctoral degrees, 2) foreign tourists with bachelor's degrees had higher needs in the physical evidence attribute than foreign tourists with master's degrees, and 3) foreign tourists with bachelor's degrees had higher needs in the physical evidence attribute than foreign tourists with doctoral degrees (as shown in Table 4.70).

Table 4.70 Average Differences of Foreign Tourists' Needs in the Physical Evidence Attribute Paired by LSD Method Classified by Educational Level

Educational Level	\bar{X}	(1)	(2)	(3)	(4)
Lower than bachelor's degree (1)	4.91		0.026	0.114	0.206*
Bachelor's degree (2)	4.88			0.087*	0.179*
Master's degree (3)	4.80				0.092
Doctoral degree (4)	4.70				

Note: *with the significance level of 0.05

Hypothesis 13 Different occupation factor affects different needs

Based on the hypothesis testing by F-test, in general, the $F = 7.627$ with the $\text{Sig.} = 0.000$, meaning foreign tourist with different occupation factor would have significantly different needs at the significance level of 0.05. Thus, the hypothesis was accepted. Employed foreign tourists ($\bar{X} = 4.35$) had higher needs than the others which were unemployed ($\bar{X} = 4.05$), students/university students ($\bar{X} = 4.16$), and retired ($\bar{X} = 4.08$). When taking each needs into account, it was found that the product, price, place, promotion, people, and process attributes had the $\text{Sig.} = 0.026$, 0.000, 0.000, 0.000, 0.013 and 0.003 respectively. It can be concluded that foreign tourists with different occupation factor would have significantly different needs on the product, price, place, promotion, people, and process attributes with the significance level of 0.05 (as shown in Table 4.71).

Table 4.71 Comparison of the Needs of Foreign Tourists Taking Thai Cooking Classes Classified by Occupation

Occupation	n=400	\bar{X}	S.D.	F	Sig.
Product					
Unemployed	16	4.40	0.62	3.120	0.026*
Students/University students	54	4.41	0.47		
Employed	286	4.43	0.53		
Retired	44	4.17	0.44		
Price					
Unemployed	16	3.50	0.96	7.665	0.000*
Students/University students	54	3.47	0.83		
Employed	286	3.96	0.74		
Retired	44	3.80	0.78		
Place					
Unemployed	16	3.25	0.69	14.617	0.000*
Students/University students	54	3.68	0.68		

Table 4.71 (Continued)

Occupation	n=400	\bar{X}	S.D.	F	Sig.
Employed	286	4.10	0.76		
Retired	44	3.59	0.67		
Promotion					
Unemployed	16	2.92	0.81	20.422	0.000*
Students/University students	54	3.93	0.86		
Employed	286	4.02	0.87		
Retired	44	3.05	1.17		
People					
Unemployed	16	5.00	0.00	3.621	0.013*
Students/University students	54	4.79	0.27		
Employed	286	4.86	0.31		
Retired	44	4.76	0.31		
Process					
Unemployed	16	4.20	0.43	4.672	0.003*
Students/University students	54	3.85	0.48		
Employed	286	4.19	0.68		
Retired	44	4.24	0.36		
Physical evidence					
Unemployed	16	4.87	0.17	0.300	0.825
Students/University students	54	4.87	0.17		
Employed	286	4.84	0.34		
Retired	44	4.81	0.25		
Productivity and quality of service					
Unemployed	16	4.30	0.69	1.283	0.280
Students/University students	54	4.25	0.57		
Employed	286	4.37	0.59		
Retired	44	4.21	0.62		

Table 4.71 (Continued)

Occupation	n=400	\bar{X}	S.D.	F	Sig.
All					
Unemployed	16	4.05	0.46	7.627	0.000*
Students/University students	54	4.16	0.44		
Employed	286	4.35	0.47		
Retired	44	4.08	0.32		

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the product attribute paired by LSD method, it was found that there were 2 pairs with differences which were 1) foreign tourists who were students/university students had higher needs in the product attribute than retired foreign tourists and 2) employed foreign tourists had higher needs in the product attribute than retired foreign tourists (as shown in Table 4.72).

Table 4.72 Average Differences of Foreign Tourists' Needs in the Product Attribute Paired by LSD Method Classified by Occupation

Occupation	\bar{X}	(1)	(2)	(3)	(4)
Unemployed (1)	4.40		0.041	0.030	0.227
Students/University students (2)	4.41			0.015	0.242*
Employed (3)	4.43				0.258*
Retired (4)	4.17				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the price attribute paired by LSD method, it was found that there were 3 pairs with differences

which were 1) employed foreign tourists had higher needs in the price attribute than unemployed foreign tourists, 2) employed foreign tourists had higher needs in the price attribute than foreign tourists who were students/university students, and 3) foreign tourists who were students/university students had higher needs in the price attribute than retired foreign tourists (as shown in Table 4.73).

Table 4.73 Average Differences of Foreign Tourists' Needs in the Price Attribute
Paired by LSD Method Classified by Occupation

Occupation	\bar{X}	(1)	(2)	(3)	(4)
Unemployed (1)	3.50		0.025	0.469*	0.309
Students/University students (2)	3.47			0.495*	0.335*
Employed (3)	3.96				0.160
Retired (4)	3.80				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the place attribute paired by LSD method, it was found that there were 4 pairs with differences which were 1) employed foreign tourists had higher needs in the place attribute than unemployed foreign tourists, 2) employed foreign tourists had higher needs in the place attribute than foreign tourists who were students/university students, 3) employed foreign tourists had higher needs in the place attribute than retired foreign tourists, and 4) foreign tourists who were students/university students had higher needs in the place attribute than unemployed foreign tourists (as shown in Table 4.74).

Table 4.74 Average Differences of Foreign Tourists' Needs in the Place Attribute
Paired by LSD Method Classified by Occupation

Occupation	\bar{X}	(1)	(2)	(3)	(4)
Unemployed (1)	3.25		0.438*	0.854*	0.340
Students/University students (2)	3.68			0.416*	0.097
Employed (3)	4.10				0.513*
Retired (4)	3.59				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the promotion attribute paired by LSD method, it was found that there were 4 pairs with differences which were 1) employed foreign tourists had higher needs in the promotion attribute than unemployed foreign tourists, 2) employed foreign tourists had higher needs in the promotion attribute than retired foreign tourists, 3) foreign tourists who were students/university students had higher needs in the promotion attribute than unemployed foreign tourists, and 4) foreign tourists who were students/university students had higher needs in the promotion attribute than retired foreign tourists (as shown in Table 4.75).

Table 4.75 Average Differences of Foreign Tourists' Needs in the Promotion
Attribute Paired by LSD Method Classified by Occupation

Occupation	\bar{X}	(1)	(2)	(3)	(4)
Unemployed (1)	2.92		1.008*	1.101*	0.129
Students/University students (2)	3.93			0.093	0.878*
Employed (3)	4.02				0.972*
Retired (4)	3.05				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the people attribute paired by LSD method, it was found that there were 3 pairs with differences which were 1) unemployed foreign tourists had higher needs in the people attribute than foreign tourists who were students/university students, 2) unemployed foreign tourists had higher needs in the people attribute than retired foreign tourists, and 3) employed foreign tourists had higher needs in the people attribute than retired foreign tourists (as shown in Table 4.76).

Table 4.76 Average Differences of Foreign Tourists' Needs in the People Attribute Paired by LSD Method Classified by Occupation

Occupation	\bar{X}	(1)	(2)	(3)	(4)
Unemployed (1)	5.00		0.207*	0.130	0.236*
Students/University students (2)	4.79			0.077	0.028
Employed (3)	4.86				0.106*
Retired (4)	4.76				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the process attribute paired by LSD method, it was found that there were 2 pairs with differences which were 1) employed foreign tourists had higher needs in the people attribute than foreign tourists who were students/university students and 2) retired foreign tourists had higher needs in the people attribute than foreign tourists who were students/university students (as shown in Table 4.77).

Table 4.77 Average Differences of Foreign Tourists' Needs in the Process Attribute Paired by LSD Method Classified by Occupation

Occupation	\bar{X}	(1)	(2)	(3)	(4)
Unemployed (1)	4.20		0.340	0.006	0.045
Students/University students (2)	3.85			0.333*	0.386*
Employed (3)	4.19				0.052
Retired (4)	4.24				

Note: *with the significance level of 0.05

Hypothesis 14 Different income factor affects different needs

Based on the hypothesis testing by F-test, in general, the $F = 5.054$ with the $\text{Sig.} = 0.001$, meaning foreign tourist with different income factor would have significantly different needs at the significance level of 0.05. Thus, the hypothesis was accepted. Foreign tourists with over 300,000 baht income ($\bar{X} = 4.38$) had higher needs than the others which were no income ($\bar{X} = 4.07$), not over 100,000 baht ($\bar{X} = 4.31$), between 100,001-200,000 baht ($\bar{X} = 4.27$), and between 200,001-300,000 baht ($\bar{X} = 4.24$). When taking each needs into account, it was found that the product, promotion, people, and productivity and quality of service attributes had the $\text{Sig.} = 0.000, 0.000, 0.000$, and 0.001 respectively. It can be concluded that foreign tourists with different income factor would have significantly different needs on the product, promotion, people, and productivity and quality of service attributes with the significance level of 0.05 (as shown in Table 4.78).

Table 4.78 Comparison of the Needs of Foreign Tourists Taking Thai Cooking
Classes Classified by Income

Income	n=400	\bar{x}	S.D.	F	Sig.
Product					
No income	68	4.19	0.50	11.996	0.000*
Not over 100,000 baht	144	4.47	0.47		
Between 100,001-200,000 baht	56	4.51	0.40		
Between 200,001-300,000 baht	26	3.89	0.55		
Over 300,000 baht	106	4.48	0.55		
Price					
No income	68	3.65	0.80	1.990	0.095
Not over 100,000 baht	144	3.91	0.63		
Between 100,001-200,000 baht	56	3.79	0.81		
Between 200,001-300,000 baht	26	4.06	0.62		
Over 300,000 baht	106	3.92	0.94		
Place					
No income	68	3.51	0.66	10.776	0.000*
Not over 100,000 baht	144	3.96	0.76		
Between 100,001-200,000 baht	56	3.84	0.74		
Between 200,001-300,000 baht	26	4.23	0.72		
Over 300,000 baht	106	4.23	0.75		
Promotion					
No income	68	3.14	1.12	13.052	0.000*
Not over 100,000 baht	144	4.01	0.91		
Between 100,001-200,000 baht	56	3.97	0.80		
Between 200,001-300,000 baht	26	3.75	0.80		
Over 300,000 baht	106	4.07	0.86		
People					
No income	68	4.82	0.28	2.233	0.065
Not over 100,000 baht	144	4.86	0.24		

Table 4.78 (Continued)

Income	n=400	\bar{X}	S.D.	F	Sig.
Between 100,001-200,000 baht	56	4.75	0.27		
Between 200,001-300,000 baht	26	4.84	0.16		
Over 300,000 baht	106	4.89	0.40		
Process					
No income	68	4.21	0.36	0.438	0.781
Not over 100,000 baht	144	4.17	0.47		
Between 100,001-200,000 baht	56	4.16	0.67		
Between 200,001-300,000 baht	26	4.13	0.77		
Over 300,000 baht	106	4.09	0.87		
Physical evidence					
No income	68	4.83	0.22	0.541	0.706
Not over 100,000 baht	144	4.85	0.32		
Between 100,001-200,000 baht	56	4.82	0.31		
Between 200,001-300,000 baht	26	4.92	0.12		
Over 300,000 baht	106	4.83	0.38		
Productivity and quality of service					
No income	68	4.22	0.65	4.703	0.001*
Not over 100,000 baht	144	4.28	0.61		
Between 100,001-200,000 baht	56	4.32	0.46		
Between 200,001-300,000 baht	26	4.12	0.52		
Over 300,000 baht	106	4.53	58		
All					
No income	68	4.07	0.34	5.054	0.001*
Not over 100,000 baht	144	4.31	0.43		
Between 100,001-200,000 baht	56	4.27	0.46		
Between 200,001-300,000 baht	26	4.24	0.45		
Over 300,000 baht	106	4.38	0.53		

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the product attribute paired by LSD method, it was found that there were 7 pairs with differences which were 1) foreign tourists with between 100,001-200,000 baht income had higher needs in the product attribute than foreign tourists with no income, 2) foreign tourists with between 100,001-200,000 baht income had higher needs in the product attribute than foreign tourists with between 200,001-300,000 baht income, 3) foreign tourists with not over 100,000 baht income had higher needs in the product attribute than foreign tourists with no income, 4) foreign tourists with not over 100,000 baht income had higher needs in the product attribute than foreign tourists with between 200,001-300,000 baht income, 5) foreign tourists with no income had higher needs in the product attribute than foreign tourists with between 200,001-300,000 baht income, 6) foreign tourists with over 300,000 baht income had higher needs in the product attribute than foreign tourists with no income, and 7) foreign tourists with over 300,000 baht income had higher needs in the product attribute than foreign tourists with between 200,001-300,000 baht income (as shown in Table 4.79).

Table 4.79 Average Differences of Foreign Tourists' Needs in the Product Attribute Paired by LSD Method Classified by Income

Income	\bar{X}	(1)	(2)	(3)	(4)	(5)
No income (1)	4.19		0.283*	0.320*	0.301*	0.292*
Not over 100,000 baht (2)	4.47			0.036	0.585*	0.009
Between 100,001-200,000 baht (3)	4.51				0.621*	0.027
Between 200,001-300,000 baht (4)	3.89					0.594*
Over 300,000 baht (5)	4.48					

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the place attribute paired by LSD method, it was found that there were 3 pairs with differences which were 1) foreign tourists with over 300,000 baht income had higher needs in

the place attribute than foreign tourists with no income, 2) foreign tourists with between 200,001-300,000 baht income had higher needs in the place attribute than foreign tourists with no income, and 3) foreign tourists with not over 100,000 baht income had higher needs in the place attribute than foreign tourists with no income (as shown in Table 4.80).

Table 4.80 Average Differences of Foreign Tourists' Needs in the Place Attribute
Paired by LSD Method Classified by Income

Income	\bar{X}	(1)	(2)	(3)	(4)	(5)
No income (1)	3.51		0.255*	0.134	0.402*	0.265*
Not over 100,000 baht (2)	3.96			0.121	0.147	0.010
Between 100,001-200,000 baht (3)	3.84				0.268	0.131
Between 200,001-300,000 baht (4)	4.23					0.137
Over 300,000 baht (5)	4.23					

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the promotion attribute paired by LSD method, it was found that there were 4 pairs with differences which were 1) foreign tourists with over 300,000 baht income had higher needs in the promotion attribute than foreign tourists with no income, 2) foreign tourists with between 200,001-300,000 baht income had higher needs in the promotion attribute than foreign tourists with no income, and 3) foreign tourists with between 100,001-200,000 baht income had higher needs in the promotion attribute than foreign tourists with no income, and 4) foreign tourists with not over 100,000 baht income had higher needs in the promotion attribute than foreign tourists with no income (as shown in Table 4.81).

Table 4.81 Average Differences of Foreign Tourists' Needs in the Promotion
Attribute Paired by LSD Method Classified by Income

Income	\bar{X}	(1)	(2)	(3)	(4)	(5)
No income (1)	3.14		0.872*	0.831*	0.606*	0.928*
Not over 100,000 baht (2)	4.01			0.040	0.265	0.056
Between 100,001-200,000 baht (3)	3.97				0.224	0.096
Between 200,001-300,000 baht (4)	3.75					0.321
Over 300,000 baht (5)	4.07					

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the productivity and quality of service attribute paired by LSD method, it was found that there were 4 pairs with differences which were 1) foreign tourists with over 300,000 baht income had higher needs in the productivity and quality of service attribute than foreign tourists with no income, 2) foreign tourists with over 300,000 baht income had higher needs in the productivity and quality of service attribute than foreign tourists with not over 100,000 baht income, and 3) foreign tourists with over 300,000 baht income had higher needs in the productivity and quality of service attribute than foreign tourists with between 100,001-200,000 baht income, and 4) foreign tourists with over 300,000 baht income had higher needs in the productivity and quality of service attribute than foreign tourists with between 200,001-300,000 baht income (as shown in Table 4.82).

Table 4.82 Average Differences of Foreign Tourists' Needs in the Productivity and Quality of Service Attribute Paired by LSD Method Classified by Income

Income	\bar{X}	(1)	(2)	(3)	(4)	(5)
No income (1)	4.22		0.059	0.099	0.106	0.306*
Not over 100,000 baht (2)	4.28			0.039	0.165	0.246*
Between 100,001-200,000 baht (3)	4.32				0.205	0.207*
Between 200,001-300,000 baht (4)	4.12					0.412*
Over 300,000 baht (5)	4.53					

Note: *with the significance level of 0.05

Hypothesis 15 Different traveling time spent in Thailand factor affects different needs

Based on the hypothesis testing by F-test, in general, the $F = 4.071$ with the $\text{Sig.} = 0.007$, meaning foreign tourist with different traveling time spent in Thailand factor would have significantly different needs at the significance level of 0.05. Thus, the hypothesis was accepted. Foreign tourists who spent 11-20 days traveling in Thailand ($\bar{X} = 4.31$) had higher needs than the others which were 4-10 days ($\bar{X} = 4.27$), 21-30 days ($\bar{X} = 4.25$), and 60-180 days ($\bar{X} = 3.74$). When taking each needs into account, it was found that the product, price, place, promotion, and people attributes had the $\text{Sig.} = 0.000, 0.000, 0.000, 0.000$ and 0.005 respectively. It can be concluded that foreign tourists with different traveling time spent in Thailand factor would have significantly different Needs on the product, price, place, promotion, and people with the significance level of 0.05 (as shown in Table 4.83).

Table 4.83 Comparison of the Needs of Foreign Tourists Taking Thai Cooking
Classes Classified by Traveling Time Spent in Thailand

Traveling Time Spent in Thailand	n=400	\bar{X}	S.D.	F	Sig.
Product					
4-10 days	110	4.29	0.59	6.924	0.000*
11-20 days	236	4.49	0.46		
21-30 days	46	4.19	0.47		
60-180 days	8	4.20	0.85		
Price					
4-10 days	110	3.92	0.81	7.230	0.000*
11-20 days	236	3.91	0.75		
21-30 days	46	3.70	0.77		
60-180 days	8	2.70	0.78		
Place					
4-10 days	110	3.95	0.66	8.137	0.000*
11-20 days	236	3.95	0.80		
21-30 days	46	4.18	0.69		
60-180 days	8	2.75	0.66		
Promotion					
4-10 days	110	3.84	1.00	7.499	0.000*
11-20 days	236	3.91	0.96		
21-30 days	46	3.89	0.77		
60-180 days	8	2.30	0.68		
People					
4-10 days	110	4.84	0.40	4.294	0.005*
11-20 days	236	4.87	0.22		
21-30 days	46	4.72	0.34		
60-180 days	8	5.00	0.00		

Table 4.83 (Continued)

Traveling Time Spent in Thailand	n=400	\bar{X}	S.D.	F	Sig.
Process					
4-10 days	110	4.16	0.58	0.579	0.629
11-20 days	236	4.13	0.69		
21-30 days	46	4.23	0.47		
60-180 days	8	3.95	0.31		
Physical Evidence					
4-10 days	110	4.85	0.36	0.670	0.571
11-20 days	236	4.84	0.30		
21-30 days	46	4.80	0.27		
60-180 days	8	4.95	0.92		
Productivity and quality of service					
4-10 days	110	4.32	0.72	0.542	0.654
11-20 days	236	4.35	0.54		
21-30 days	46	4.31	0.42		
60-180 days	8	4.10	0.96		
All					
4-10 days	110	4.27	0.50	4.071	0.007*
11-20 days	236	4.31	0.45		
21-30 days	46	4.25	0.36		
60-180 days	8	3.74	0.46		

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the product attribute paired by LSD method, it was found that there were 2 pairs with differences which were 1) foreign tourists who spent 11-20 days traveling in Thailand had higher needs in the product attribute than foreign tourists who spent 4-10 days traveling in Thailand and 2) foreign tourists who spent 11-20 days traveling

in Thailand had higher needs in the product attribute than foreign tourists who spent 21-30 days traveling in Thailand (as shown in Table 4.84).

Table 4.84 Average Differences of Foreign Tourists' Needs in the Product Attribute Paired by LSD Method Classified by Traveling Time Spent in Thailand

Traveling Time Spent in Thailand	\bar{X}	(1)	(2)	(3)	(4)
4-10 days (1)	4.29		0.195*	0.106	0.098
11-20 days (2)	4.49			0.301*	0.293
21-30 days (3)	4.19				0.008
60-180 days (4)	4.20				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the price attribute paired by LSD method, it was found that there were 3 pairs with differences which were 1) foreign tourists who spent 4-10 days traveling in Thailand had higher needs in the price attribute than foreign tourists who spent 60-180 days traveling in Thailand, 2) foreign tourists who spent 11-20 days traveling in Thailand had higher needs in the price attribute than foreign tourists who spent 60-180 days traveling in Thailand, and 3) foreign tourists who spent 21-30 days traveling in Thailand had higher needs in the price attribute than foreign tourists who spent 60-180 days traveling in Thailand (as shown in Table 4.85).

Table 4.85 Average Differences of Foreign Tourists' Needs in the Price Attribute
Paired by LSD Method Classified by Traveling Time Spent in Thailand

Traveling Time Spent in Thailand	\bar{X}	(1)	(2)	(3)	(4)
4-10 days (1)	3.92		0.008	0.215	1.220*
11-20 days (2)	3.91			0.207	1.211*
21-30 days (3)	3.70				1.004*
60-180 days (4)	2.70				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the place attribute paired by LSD method, it was found that there were 3 pairs with differences which were 1) foreign tourists who spent 4-10 days traveling in Thailand had higher needs in the place attribute than foreign tourists who spent 60-180 days traveling in Thailand, 2) foreign tourists who spent 11-20 days traveling in Thailand had higher needs in the place attribute than foreign tourists who spent 60-180 days traveling in Thailand, and 3) foreign tourists who spent 21-30 days traveling in Thailand had higher needs in the place attribute than foreign tourists who spent 60-180 days traveling in Thailand (as shown in Table 4.86).

Table 4.86 Average Differences of Foreign Tourists' Needs in the Place Attribute
Paired by LSD Method Classified by Traveling Time Spent in Thailand

Traveling Time Spent in Thailand	\bar{X}	(1)	(2)	(3)	(4)
4-10 days (1)	3.95		0.000	0.226	1.206*
11-20 days (2)	3.95			0.226	1.205*
21-30 days (3)	4.18				1.432*
60-180 days (4)	2.75				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the promotion attribute paired by LSD method, it was found that there were 3 pairs with differences which were 1) foreign tourists who spent 4-10 days traveling in Thailand had higher needs in the promotion attribute than foreign tourists who spent 60-180 days traveling in Thailand, 2) foreign tourists who spent 11-20 days traveling in Thailand had higher needs in the promotion attribute than foreign tourists who spent 60-180 days traveling in Thailand, and 3) foreign tourists who spent 21-30 days traveling in Thailand had higher needs in the promotion attribute than foreign tourists who spent 60-180 days traveling in Thailand (as shown in Table 4.87).

Table 4.87 Average Differences of Foreign Tourists' Needs in the Promotion Attribute Paired by LSD Method Classified by Traveling Time Spent in Thailand

Traveling Time Spent in Thailand	\bar{X}	(1)	(2)	(3)	(4)
4-10 days (1)	3.84		0.075	0.052	1.543*
11-20 days (2)	3.91			0.229	1.618*
21-30 days (3)	3.89				1.595*
60-180 days (4)	2.30				

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the people attribute paired by LSD method, it was found that there were 3 pairs with differences which were 1) foreign tourists who spent 4-10 days traveling in Thailand had higher needs in the people attribute than foreign tourists who spent 21-30 days traveling in Thailand, 2) foreign tourists who spent 11-20 days traveling in Thailand had higher needs in the people attribute than foreign tourists who spent 21-30 days traveling in Thailand, and 3) foreign tourists who spent 60-180 days traveling in Thailand had higher needs in the people attribute than foreign tourists who spent 21-30 days traveling in Thailand (as shown in Table 4.88).

Table 4.88 Average Differences of Foreign Tourists' Needs in the People Attribute Paired by LSD Method Classified by Traveling Time Spent in Thailand

Traveling Time Spent in Thailand	\bar{X}	(1)	(2)	(3)	(4)
4-10 days (1)	4.84		0.039	0.118*	0.160
11-20 days (2)	4.87			0.157*	0.120
21-30 days (3)	4.72				0.278*
60-180 days (4)	5.00				

Note: *with the significance level of 0.05

Hypothesis 16 Different number of times visiting Thailand factor affects different needs

Based on the hypothesis testing by F-test, in general, the $F = 1.528$ with the $\text{Sig.} = 0.180$, meaning foreign tourist with different number of times visiting Thailand factor had no significantly different needs at the significance level of 0.05. Thus, the hypothesis was rejected. Nonetheless, when taking each needs into account, it was found that the product, people, and physical evidence, and productivity and quality of service attributes had the $\text{Sig.} = 0.001, 0.000, 0.000$, and 0.049 respectively. It can be concluded that foreign tourists with different number of times visiting Thailand factor would have significantly different Needs on the product, people, and physical evidence, and productivity and quality of service attributes with the significance level of 0.05 (as shown in Table 4.89).

Table 4.89 Comparison of the Needs of Foreign Tourists Taking Thai Cooking
Classes Classified by Number of Times Visiting Thailand

Number of Times Visiting Thailand	n=400	\bar{X}	S.D.	F	Sig.
Product					
1 time	304	4.40	0.51	4.070	0.001*
2 times	58	4.46	0.42		
3 times	18	4.42	0.32		
4 times	8	4.20	0.80		
5 times	10	3.76	0.87		
6 times	2	5.00	0.00		
Price					
1 time	304	3.90	0.80	2.119	0.062
2 times	58	3.72	0.55		
3 times	18	4.02	0.56		
4 times	8	3.65	1.42		
5 times	10	3.24	0.99		
6 times	2	4.00	0.00		
Place					
1 time	304	3.98	0.78	1.381	0.230
2 times	58	3.83	0.80		
3 times	18	3.80	0.40		
4 times	8	4.25	0.88		
5 times	10	3.96	0.67		
6 times	2	3.00	0.00		
Promotion					
1 time	304	3.83	0.95	1.403	0.222
2 times	58	3.86	1.08		
3 times	18	4.20	0.97		
4 times	8	4.25	1.02		

Table 4.89 (Continued)

Number of Times Visiting Thailand	n=400	\bar{X}	S.D.	F	Sig.
5 times	10	3.64	0.86		
6 times	2	5.00	0.00		
People					
1 time	304	4.84	0.26	7.672	0.000*
2 times	58	4.96	0.07		
3 times	18	4.97	0.06		
4 times	8	4.45	0.89		
5 times	10	4.56	0.82		
6 times	2	5.00	0.00		
Process					
1 time	304	4.13	0.68	2.035	0.073
2 times	58	4.21	0.39		
3 times	18	4.40	0.38		
4 times	8	3.90	0.48		
5 times	10	3.88	0.68		
6 times	2	5.00	0.00		
Physical evidence					
1 time	304	4.82	0.29	5.972	0.000*
2 times	58	4.97	0.08		
3 times	18	5.00	0.00		
4 times	8	4.55	0.83		
5 times	10	4.60	0.74		
6 times	2	5.00	0.00		
Productivity and quality of service					
1 time	304	4.29	0.58	2.249	0.049*
2 times	58	4.47	0.61		
3 times	18	4.60	0.32		

Table 4.89 (Continued)

Number of Times Visiting Thailand	n=400	\bar{X}	S.D.	F	Sig.
4 times	8	4.40	0.88		
5 times	10	4.20	0.81		
6 times	2	5.00	0.00		
All					
1 time	304	4.28	0.46	1.528	0.180
2 times	58	4.31	0.35		
3 times	18	4.42	0.18		
4 times	8	4.20	0.88		
5 times	10	3.98	0.72		
6 times	2	4.62	0.00		

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the product attribute paired by LSD method, it was found that there were 4 pairs with differences which were 1) foreign tourists who visited Thailand 1 time had higher needs in the product attribute than foreign tourists who visited Thailand 5 times, 2) foreign tourists who visited Thailand 2 times had higher needs in the product attribute than foreign tourists who visited Thailand 5 times, 3) foreign tourists who visited Thailand 3 times had higher needs in the product attribute than foreign tourists who visited Thailand 5 times, and 4) foreign tourists who visited Thailand 6 times had higher needs in the product attribute than foreign tourists who visited Thailand 5 times (as shown in Table 4.90).

Table 4.90 Average Differences of Foreign Tourists' Needs in the Product Attribute Paired by LSD Method Classified by Number of Times Visiting Thailand

Number of Times Visiting Thailand	\bar{X}	(1)	(2)	(3)	(4)	(5)	(6)
1 time (1)	4.40		0.062	0.015	0.206	0.646*	0.593
2 times (2)	4.46			0.046	0.268	0.708*	0.531
3 times (3)	4.42				0.222	0.662*	0.577
4 times (4)	4.20					0.440	0.800
5 times (5)	3.76						1.240*
6 times (6)	5.00						

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the people attribute paired by LSD method, it was found that there were 8 pairs with differences which were 1) foreign tourists who visited Thailand 1 time had higher needs in the people attribute than foreign tourists who visited Thailand 2 times, 2) foreign tourists who visited Thailand 1 time had higher needs in the people attribute than foreign tourists who visited Thailand 5 times, 3) foreign tourists who visited Thailand 2 times had higher needs in the people attribute than foreign tourists who visited Thailand 1 time, 4) foreign tourists who visited Thailand 2 times had higher needs in the people attribute than foreign tourists who visited Thailand 4 times, 5) foreign tourists who visited Thailand 2 times had higher needs in the people attribute than foreign tourists who visited Thailand 5 times, 6) foreign tourists who visited Thailand 3 times had higher needs in the people attribute than foreign tourists who visited Thailand 4 times, 7) foreign tourists who visited Thailand 3 times had higher needs in the people attribute than foreign tourists who visited Thailand 5 times, and 8) foreign tourists who visited Thailand 6 times had higher needs in the people attribute than foreign tourists who visited Thailand 4 times (as shown in Table 4.91).

Table 4.91 Average Differences of Foreign Tourists' Needs in the People Attribute Paired by LSD Method Classified by Number of Times Visiting Thailand

Number of Times Visiting Thailand	\bar{X}	(1)	(2)	(3)	(4)	(5)	(6)
1 time (1)	4.84		0.122*	0.134	0.393*	0.283*	0.156
2 times (2)	4.96			0.012	0.585*	0.405*	0.034
3 times (3)	4.97				0.527*	0.417*	0.022
4 times (4)	4.45					0.110	0.550*
5 times (5)	4.56						0.440
6 times (6)	5.00						

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the physical evidence attribute paired by LSD method, it was found that there were 8 pairs with differences which were 1) foreign tourists who visited Thailand 1 time had higher needs in the physical evidence attribute than foreign tourists who visited Thailand 4 times, 2) foreign tourists who visited Thailand 1 time had higher needs in the physical evidence attribute than foreign tourists who visited Thailand 5 times, 3) foreign tourists who visited Thailand 2 times had higher needs in the physical evidence attribute than foreign tourists who visited Thailand 1 time, 4) foreign tourists who visited Thailand 2 times had higher needs in the physical evidence attribute than foreign tourists who visited Thailand 4 times, 5) foreign tourists who visited Thailand 2 times had higher needs in the physical evidence attribute than foreign tourists who visited Thailand 5 times, 6) foreign tourists who visited Thailand 3 times had higher needs in the physical evidence attribute than foreign tourists who visited Thailand 1 time, 7) foreign tourists who visited Thailand 3 times had higher needs in the physical evidence attribute than foreign tourists who visited Thailand 4 times, and 8) foreign tourists who visited Thailand 3 times had higher needs in the physical evidence attribute than foreign tourists who visited Thailand 5 times (as shown in Table 4.92).

Table 4.92 Average Differences of Foreign Tourists' Needs in the Physical Evidence Attribute Paired by LSD Method Classified by Number of Times Visiting Thailand

Number of Times Visiting Thailand	\bar{X}	(1)	(2)	(3)	(4)	(5)	(6)
1 time (1)	4.82		0.143*	0.171*	0.278*	0.228*	0.171
2 times (2)	4.97			0.027	0.422*	0.372*	0.027
3 times (3)	5.00				0.450*	0.400*	0.000
4 times (4)	4.55					0.050	0.450
5 times (5)	4.60						0.400
6 times (6)	5.00						

Note: *with the significance level of 0.05

When comparing the average differences of foreign tourists' needs in the productivity and quality of service attribute paired by LSD method, it was found that there were 2 pairs with differences which were 1) foreign tourists who visited Thailand 2 times had higher needs in the productivity and quality of service attribute than foreign tourists who visited Thailand 1 time and 2) foreign tourists who visited Thailand 3 times had higher needs in the productivity and quality of service attribute than foreign tourists who visited Thailand 1 time (as shown in Table 4.93).

Table 4.93 Average Differences of Foreign Tourists' Needs in the Productivity and Quality of Service Paired by LSD Method Classified by Number of Times Visiting Thailand

Number of Times Visiting Thailand	\bar{X}	(1)	(2)	(3)	(4)	(5)	(6)
1 time (1)	4.29		0.179*	0.303*	0.103	0.096	0.703
2 times (2)	4.47			0.124	0.075	0.275	0.524

Table 4.93 (Continued)

Number of Times Visiting Thailand	\bar{X}	(1)	(2)	(3)	(4)	(5)	(6)
3 times (3)	4.60				0.200	0.400	0.400
4 times (4)	4.40					0.200	0.600
5 times (5)	4.20						0.800
6 times (6)	5.00						

Note: *with the significance level of 0.05

4.2 Results of the Qualitative Research

4.2.1 Results from In-depth Interviews with Thai Cooking School Entrepreneurs

In-depth interviews were conducted among 19 key informants comprising 3 entrepreneurs from Chon Buri, 6 entrepreneurs from Chiang Mai, 4 entrepreneurs from Phuket, and 6 entrepreneurs from Bangkok. Results were as follows.

Chon Buri

There were 3 interviewees, comprising 1) Miss Kallaya Samorthong, 2) Mrs. Naowarat Khakai, and 3) Mr. Yupparaj Wongdaokul. The interview results were as follows;

1) Miss Kallaya Samorthong

Khun Kallaya has had 16 years experience teaching Thai cooking. She has inherited her Thai food knowledge from her mother and she has also acquired more knowledge from cookbooks and Thai food websites and has adapted this knowledge in teaching Thai food to foreign tourists. She gave the following information regarding behavior and needs of foreign tourists taking Thai cooking classes. Most tourists came from Japan, Korean, Germany, and Russia. They knew about Thai cooking class from words of mouth of their friends who formerly took Thai cooking classes. Most tourists knew Thai food well, especially Massaman curry because all kinds of meat can be used such as beef, pork, or chicken. Moreover, other

ingredients are beneficial for consumers such as coconut milk, peanuts, potatoes, turmeric, and cumin. Popular Thai dishes that tourists want to learn are Massaman curry, green curry, and stir-fried chicken with cashew nuts. Short courses are preferred (3 hours from 9.00-12.00 hrs.). Additionally, marketing strategies used by the school comprise; (1) being a legally established school, (2) providing various courses and class fees to choose from, (3) having Thai instructors with good hospitality and good English proficiency, (4) educating students on Thai herbs and cultures, (5) having students submit reports after completing the course, (6) issuing certificates to graduated students, and (7) using websites and online social media as the school's public relations as well as registration channels and as a communication channel among students and instructors to answer students' questions. Regarding problems and obstacles found from learning Thai cooking, there were (1) the place is in an old condition and quite compact, (2) tools are not organized, making students pick up wrong tools, for example, using a large knife to cut tomatoes, and (3) some students do not respect the place by smoking in the school, making it impossible for the school to be a smoke-free area. (Picture 16 in the appendices).

2) Mrs. Naowarat Khakai from Ruen Thai Restaurant

Khun Naowarat has had 30 years Thai food experience and 25 years restaurant business experience. She gave the following information regarding behavior and needs of foreign tourists taking Thai cooking classes. Ruen Thai Restaurant used to teach fruits and vegetables carving to American tourists. Most of the students are teenagers and are still single. Most of them do not know that Thai cooking classes for foreigners are available because the restaurant has not publicized and teaching Thai cooking is not the main duty of the restaurant, which is selling food to tourists. The famous Thai food at the restaurant are Nam Prik Pu Kai (crab chilli dip with crab eggs), and seafood. Tourists know the restaurant from word of mouths of those who had eaten at the restaurant. By observing tourists' eating behavior in Pattaya, more tourists eat street food such as seafood, grilled chicken, papaya salad, and noodles. Marketing strategies used by the restaurant to attract tourists are (1) focusing on the freshness, cleanliness, and deliciousness of the food, (2) focusing on the cleanliness of the place, (3) offering food that is not expensive, and (4) providing good service. As for obstacles in using Thai food to promote tourism, there are (1)

lacking cooperation and integration among related parties from the government sector, private sector, citizen sector, and local administrative organizations, (2) related agencies do not implement Thai food promotion projects seriously and continuously, old project initiated by the old executive has been canceled replaced with the new executive's project. For example, the Clean Food Good Test and the Eat Hot, Serving Spoon, and Washing Hands projects, (3) lacking personnel in Thai food since many restaurants use readymade food, resulting in the lack of Thai food development and leaning in the new generation of human resource, and (4) Thai food is not allowed to increase its price, when comparing the price with food from other countries such as McDonald's meal, which costs 119 baht, Thai food such as noodles, papaya salad only cost 30 baht. When a request to increase price was made, it was rejected.

3) Mr. Yupparaj Wongdaokul from the Food and Beverage Management Association Eastern Region of Thailand

Khun Yupparaj has had 20 years food and tourism experience. He gave the following information regarding behavior and needs of foreign tourists taking Thai cooking classes. Thai food is a part of Thai culture. Nowadays, tourists are more interested in learning foreign cultures. They can eat local food or know how to eat sticky rice, which is local food in the northeast. For example, tourists can eat street food in Thailand. Also, they tend to be more interested in healthy food and consume more Thai food, such as Tom Yum Kung; Tom Kha Kai, sweet and sour stir-fried food, and seafood because Thai food is considered healthy food due to its use of many herbal cooking ingredients. Nonetheless, in the food issue, Thailand has Malaysia, Singapore, and Hong Kong or even Cambodia as its competitors. Accordingly, food in Pattaya is adapted by using modern decoration but still conserving the original flavors. Flavors are also adapted so that it is not too spicy in order that foreign tourists can eat. Food in hotels around Pattaya is adapted to suit foreign tourists' taste. Marketing strategies used by Pattaya to attract tourists include; (1) using Thai food to promote tourism in the form of exhibitions such as Pattaya Foods & Hoteliers Expo, which is a complete collection of service side. In 2013, competitions were held in 4 categories of service arts, which were cooking, flower arrangement, bartending, and spa massage, with the royal trophy from Her Royal Highness Princess Maha Chakri Sirindhorn as the winner's prize. Participants from

11 countries joined the competition, comprising 18 national teams from Hong Kong, Australia, England, Czech Republic, Singapore, Myanmar, Malaysia, Korean Republic, China, Cambodia, Taiwan and 8 teams from Thailand. The competition use Thai ingredients and herbs and the theme was modified Thai cooking and (2) building up skills for food personnel by arranging trainings on food to housewife groups and the public. As for obstacles in using Thai food to promote tourism, there are (1) in the first few years, there was the lack of supports from the government and the local sectors because they were not confident that the project was implementable, (2) no database of Thai cooking schools for tourists, and (3) limitation of Thai people's foreign languages skill.

Chiang Mai

There were 6 interviewees, comprising; 1) Miss Kansiri Indib, 2) Mr. Yurawat Tuppanun, 3) Mr. Pichet Unkong, 4) Mrs. Renu Sanguannamsakul, 5) Mrs. Jariya Feuangfu, and 6) Mrs. Viriya Srivichien

1) Miss Kansiri Indib from Just Khao Soy

Khun Kansiri has had 2 years Thai restaurant experience. She gave the following information regarding behavior and needs of foreign tourists taking Thai cooking classes. Thai food focuses on health benefits and flavors. Unlike other food, Thai food is spicy, sweet, sour, and has all flavors, making Thai food very unique and new for foreigners. The charm of Thai food lies on the fact that it requires attention to details in cooking, flavors, and arts. Thai food plays an important role in tourism because when tourists visit Thailand, they have to try Thai food or local food. There are 2 groups of tourists who learn Thai cooking. The first group is customers who know the school from words of mouth through television programs and websites that publicize the restaurant. The second group is passersby. During October-November, tourists are from international countries while during May-September, tourists are from China. As for the cooking classes, private classes are offered. The class lasts 3 hours from 9.00-12.00 hrs. Menus taught in the class comprise; Tom Yum Kung, Pad Thai, and Khao Soy. Nonetheless, due to the impact from the regression in the United States and Europe as well as the political unrest in Thailand, the number of tourists is decreasing. The restaurant, consequently, has to use the following marketing strategies to attract tourists; (1) focusing on teaching how to make Khao Soy and

other foods well known among tourists such as Tom Yum Kung and Pad Thai. Students will have opportunities to exchange their opinions and experiences, such as, discussing what substitute ingredients can be used when cooking Thai food. For example, Tom Yum Kung in Thailand use volvariella mushroom but in Australia, Canada, and Swiss, there are different kinds of mushroom that could be used instead. Students also learn the history Khao Soy and how to make it, (2) focusing on positioning Khao Soi as a restaurant food not a street food in order that tourists have confidence in the cleanliness and the safety issues, (3) having more Thai menu varieties to cater to the Needs of both Thai and foreigners, (4) the earth tone color is used for the decoration of the establishment to create a close-to-nature atmosphere and reflect the Lanna style, (5) using restaurant standard to manage the school, (6) using websites and online social media such as Facebook to publicize, and (7) creating tourism alliance with travel agencies, hotels and car hire agencies. Regarding the obstacles, there are (1) the restaurant's personnel cannot deliver service that meets the standard and (2) the restaurant looks old because it has been established for a long time but it will be renovated soon (Picture 6 in the appendices).

2) Mr. Yurawat Tuppanun from Pun Pun Cooking School

Khun Yurawat has had 30 years hotel experience and used to teach cooking at the Royal School for a couple of years. He gave the following information regarding behavior and needs of foreign tourists taking Thai cooking classes. The flavors of Thai food are well liked among tourists. This is because Thai food uses many herbs as cooking ingredients. Nonetheless, the flavors needs to be adjusted. Tourists cannot eat truly 100% Thai flavors. The flavors must be milder and consist of spicy, sour, and salty tastes. Tourists who learn Thai cooking are from Japan, Australia, and other countries. Customers come from both words of mouth and passersby. In the low season, the minimum number of tourists who learn Thai cooking is about 10 people per month while in the high season, there are about 20 per month. Tourists can choose what they want to learn. They like to learn how to cook food with coconut milk and spicy salad dishes such as Yum Tua Pu (spicy winged beans salad) and Yum Hua Plee (spicy banana blossom salad) because these dishes contain coconut milk and herbs. The school uses the following marketing strategies to attract tourists; (1) being a legally established school, (2) focusing on teaching

vegetarian dishes and offering private class, (3) having the same class fee for both Thai and foreigners which is 1,000 baht per class and students can choose the menus and the number of days they want, (4) using more than 70% of organic ingredients from Pun Pun Community and agricultural market, Doi Khum Royal Project, and Doy Lor community, (5) producing house products such as curry paste made from the royal recipe and sauces, (6) instructors are experienced and have knowledge of the royal Thai food. During class, instructors will exchange experiences and opinions with students such as how to adapt Thai food when students are back to their countries as well as entertaining students with jokes, (7) using the principle of “Su Ji Pu Li” (an acronym from Pali words, meaning listen, think, inquire and take note) as its teaching concept. Students are given the recipes but have to write the instructions by themselves. This is to make them remember what they had learned and they could always ask questions, (8) issuing certificate upon class completion, and (9) using websites and online social media as public relations and registration channels. The obstacles found in teaching Thai cooking is sharing Thai food knowledge with the school’s staff because mostly they are Thai Yai ethnic group and the communication sometimes requires interpreter.

3) Mr. Pichet Unkong from Smart Cook Thai Cooking School

Khun Pichet has 5 month Thai food experience. He gave the following information regarding behavior and needs of foreign tourists taking Thai cooking classes. Most tourists are from European countries such as the Netherlands and England. Asian tourists are mostly from China and Singapore. There are also tourists from the Middle East. Popular menus are Tom Yum Kung, green curry, Pad Thai, and spring rolls. The school uses the following marketing strategies to attract tourists; (1) offering 3 courses for tourists to choose from, which are special courses, full day courses, and short courses, each course is a private course and 1 class can accommodate 12 students, (2) having Thai instructors who can communicate in English, (3) taking tourists to visit local markets and vegetable farms, (4) applying adventurous activities in the teaching, (5) providing cookbooks and recipes for students, (6) expanding branches to major tourism provinces such as Chiang Mai, Lum Poon, and Krabi, (7) providing shuttle bus service, and (8) using websites and online social media as public relations and registration channels. The obstacles found

in teaching Thai cooking are (1) the actual teaching time and the scheduled time is different, some tourists who already registered for classes ask for refunds, (2) limitation of food for Muslims, all ingredients must have Halal logo and the school has find food and ingredients with Halal logo in the teaching, and (3) the government sector does not support the school.

4) Mrs. Renu Sanguannamsakul from Chiang Mai Thai Farm Cooking School

Khun Renu has 1 year teaching Thai cooking experience. She gave the following information regarding behavior and needs of foreign tourists taking Thai cooking classes. Thai food plays an important role in bringing in tourists to Thailand. Tourists use information from the TripAdvisor website to make decision on their school choices. Most tourists who learn Thai cooking are from Europe. Asian tourists are mainly from Japan and China. Popular dishes are stir-fried cashew nuts, Tom Yum Kung, and Pad Thai. According to the survey on TripAdvisor, the school receives 5 starts rating, meaning that the school is outstanding in their teaching and services. The number of tourists taking Thai cooking class tends to increase, especially, the Chinese tourists. This is due to the impact from the movie “Lost in Thailand’. More Chinese tourists visit Chiang Mai. The number of students increases. The school has 4 classrooms which are not adequate and the school expansion is being made. The school uses the following marketing strategies to attract tourists; (1) offering 2 different courses and fees for tourists to choose from, comprising basic courses and private courses and 1 class can accommodate 12 students, (2) having Thai instructors who can communicate in English, (3) teaching students to cook rice and sticky rice according to Thai culture, (4) taking tourists to visit local markets and organic vegetable farms, (5) providing cookbooks and recipes for students, (6) providing herbal drinks and drinking water for students, (7) providing shuttle bus service, and (8) using websites and online social media as public relations and registration channels. The school has no obstacles in teaching Thai cooking since it has a strong customer base and has outstanding features such as having organic vegetable plots and taking students to shop and observe ingredients from the real place.

5) Mrs. Jariya Feuangfu from Baan Thai Cookery School

Khun Jariya has had 9 years teaching Thai cooking experience. She has inherited original recipes from her family. She gave the following information regarding behavior and needs of foreign tourists taking Thai cooking classes. What interests foreign tourists the most is anything about Thai cultures. Most of them love to visit ancient remains around the moat such as temples, and then take Thai cooking classes. This shows that Thai food is a kind of Thai culture that tourists are interested in and want to learn. In both low-season and high-season, there are about 50-60 tourists taking Thai cooking classes from various nationalities, from Asia and Europe, depending on the summer period of those countries. Most tourists only learn cooking for one day. Only a small number of student are repeat customers because the school give recipes to students. Popular dishes among tourists are Pad Thai. There's a tendency that more tourists are taking cooking classes from Internet application, passersby, or agencies. The school uses the following marketing strategies to attract tourists; (1) offering 2 different courses and fees for tourists to choose from, comprising M Morning Course Daily and E Evening Course Daily and 1 class can accommodate 9 students, (2) having Thai instructors who can communicate in English, (3) teaching Thai language to tourists, (4) creating friendly learning environment to make students feel close to instructors and providing opportunities for students to express their opinions and share their cooking experience with instructors and other students, (5) teaching students to cook rice and sticky rice according to Thai culture, (6) taking tourists to local markets, (7) focusing on the cleanliness, the school is clean every morning and evening and there is a once a week big cleaning day, (8) providing cookbooks and recipes for students, (9) providing herbal drinks and drinking water for students, (10) providing shuttle bus service, (11) using websites and online social media as public relations and registration channels and (12) creating tourism alliance. The obstacles found in teaching Thai cooking are (1) price competition due to the increased number of cooking schools. Formerly, there were only 3 schools but now there are over 20 schools and each school has different standard and fee, resulting in the price competition. New schools will set a lower price to attract tourists as well as offering a high commission to agencies who bring in students, (2) lacking of association among cooking schools in Chiang Mai, thus, there is no unity, and (3) the government sector does not support the school.

6) Mrs. Viriya Srivichien from Asia Scenic Thai Cooking School
Chiang Mai

Khun Viriya has had 6 years teaching Thai cooking experience. She gave the following information regarding behavior and needs of foreign tourists taking Thai cooking classes. Learning how to cook Thai food at the cooking schools is a kind of tourism and this can be a selling point which can attract tourists. Tourists know Thai food very well, such as Pad Thai, Som Tum, Tom Yum Kung, and Tom Kha Gai. Most students are from Europe and most Asian students are from China. The average number of the students at the school is 1,200 students per month. It's very likely that more tourists are becoming more interested in learning Thai cooking from Europe, the old market, and China, the new market. The school uses the following marketing strategies to attract tourists; (1) offering 2 different courses and fees for tourists to choose from, comprising a full day course in the town and farm and a half-day course. Each class can accommodate 9 students and offering private class, (2) having Thai instructors who can communicate in English, (3) teaching the concept of King Bhumibol's New Theory in Agriculture and the Philosophy of Sufficiency Economy, (4) demonstrating how to cook sticky rice, (5) taking tourists to local markets and organic vegetable plots, (6) providing cookbooks and recipes for students, (7) providing snacks and seasonal fruits for students, (8) providing shuttle bus service within the 3- kilometer distance, (9) using websites and online social media as public relations and registration channels, and (10) keeping the schools' standard. The obstacles found in teaching Thai cooking are (1) price competition, each school tries to lower its price to attract tourists such as offering cheaper price if reserving cooking classes via travel agencies, (2) the government sector does not support the school.

Phuket

There were 4 interviewees, comprising; 1) Miss Yardfon Buranapim, 2) Miss Kloyjai Bokthong, 3) Miss Patcharin Tiengthong, and 4) Mr. Kim Steppe. Results of the interview are as follows.

1) Miss Yardfon Buranapim from Pum Thai Restaurant & Cooking
School

Khun Yardfon has had 12 years Thai restaurant and cooking school experience and studied about food and nutrition in England. She gave the following information regarding behavior and needs of foreign tourists taking Thai cooking classes. Thai food plays an important role in tourism. Thai food is one of the pull factors that attract tourists to visit Thailand. Appearance, flavors, process, and the use of herbal ingredients make Thai food unique. All these reflect Thai food culture and this complies with tourists' travel behavior since they want to learn about way of life, traditions, arts and cultures of different countries. Most tourists who take cooking classes are from Australia. Nonetheless, after 2013, students who take cooking classes in Thailand are mainly from Hong Kong, China, and Singapore. Most of them know about the cooking courses from words of mouth of those tourists who took Thai cooking classes from the online social media. The school will not teach a large group, except for parties or weddings since it is quite difficult to teach in details. Popular Thai dishes among tourists are green curry, shrimp Pad Thai, and stir-fried chicken with cashew nuts. Among these, the most popular dish is shrimp Pad Thai. The school uses the following marketing strategies to attract tourists; (1) focusing on the cleanliness of the place by using an open kitchen and using clear glass walls to attract tourists, (2) offering various course fees, ranging from 399 to 6,000 baht and besides teaching tourists about Thai cooking, the school also teaches healthy food and drinks as well as Thai cultures such as how to "Wai" (a traditional way Thai people greet and show respect) and differences between eastern and western eating culture, (3) offering cookbooks and "Work the World" and "Pum's Lazy Cuisine" books for students as well as sell cookbooks and books for tourists, (4) producing its own house brand of chemical free seasonings and sauces, without MSG and preservatives, (5) rewarding customers by using the fee in the year 2001, (6) creating house brand, (7) expanding its branches to major tourist provinces in Thailand, such as Krabi and Chiang Mai, as well as outside the country, such as England and France, (8) opening 365 days a year with no day off, (9) applying research and development in the school's business development, (10) using websites and online social media as public relations and registration channels and (11) using vegetable cutting machines in its international branch for fresh and nicely cut vegetables. The obstacle found in teaching Thai cooking is the lack of research and development budget for product development such

as the development of vegetables transportation system (Picture 10-12 in the Appendices)

2) Miss Kloyjai Bokthong from Sripanwa Hotel

Khun Kloyjai has had 8 years Thai cooking teaching experience. She gave the following information regarding behavior and needs of foreign tourists taking Thai cooking classes. Thai food plays an important role in tourism because tourists want to learn authentic Thai cooking. For example, the color of green curry should be bright and it must be spicy as Thai food should be because green curry in foreign countries is not as spicy as green curry in Thailand. At the beginning, tourists only joined Thai cooking activities 1-2 times per week but now there are more tourists. Sometimes classes have to be combined. Most tourists who took Thai cooking classes are from the United States, Dubai, Russia, and Australia. From the beginning of 2013, more Russian tourists come to learn Thai cooking. Most of them know about the cooking courses from words of mouth of those tourists who took Thai cooking classes from online social media. Popular Thai dishes are green curry, Massaman curry, Tom Yum Kung, and Tom Kha Gai. Most tourists prefer private class. In the low-season, the hotel offers Thai cooking classes twice a week but in the high-season, cooking classes are offered daily. As much as 40% of the tourists return to take cooking classes. Mostly, repeated students are from Australia. The school uses the following marketing strategies to attract tourists; (1) focusing on the well equipped classrooms by having spacious classroom size and full option teaching equipment, (2) the course fee is 1,800 baht per person, students can choose 2 menus and if 2 people are taking the course together, such as a young couple or husband and wife, they can choose 1 menu, (3) offering private teaching, focusing on original Thai dishes such as green curry, Massaman curry, Tom Yum Kung, and Tom Kha Gai. Students will be explained how to wash vegetables and meats, how to cut vegetables and meats, how to cook each ingredients such as how to wash shrimps and squids and what parts need to be removed before they start cooking, (4) providing recipes for students, (5) using organic vegetables grown at the hotel as cooking ingredients such as holy basil and sweet basil, (6) having Thai instructors that are skillful and can communicate in English, (7) using restaurant standard to manage the classrooms, (8) using published media, websites and online social media to publicize the hotel's

cooking activities, and (9) providing certificates for students. The obstacle found in teaching Thai cooking is that cooking ingredients in foreign countries are expensive and difficult to find. Besides, some vegetables are frozen not fresh, such as leech lime leaves, resulting in the change of aroma and flavor. The hotel solves this problem advising students how to store ingredients or supply cooking ingredients for Thai food and send them to students.

3) Miss Patcharin Tiengthong from Pat's Home Thai Cooking School

Khun Patcharin has had 17 years Thai cooking teaching experience to foreigners and used to be a chef in the United States for 8 years. She gave the following information regarding behavior and needs of foreign tourists taking Thai cooking classes. People all around the world know that Thailand has delicious food such as green curry, Phad Thai and Tom Yum Kung. When tourists visit Thailand, they want to try Thai food. The food, thus, helps promote tourism. Besides delicious taste, Thai food is beneficial to consumers since it contain various herbal ingredients. This makes more tourists coming to learn Thai cooking, especially Chinese tourists. Most of them know about Thai cooking classes from words of mouth of those tourists who took Thai cooking classes from online social media, including the TripAdvisor website and television programs that publicized the school. The school uses the following marketing strategies to attract tourists; (1) offering 3 different courses and fees for tourists to choose from, comprising regular course, private course, and fruits and vegetable carving course, each class can accommodate 8 students, (2) having Thai instructors who can communicate in foreign languages, (3) teaching about Thai herbs, (4) taking tourists to local markets, (5) answering questions on the school's website, (6) providing textbooks and recipes for students, (7) providing meals, fruits, and beverages for students, (8) providing shuttle bus service, (9) issuing certificates upon course completion, and (10) using websites and online social media as public relations and registration channels. As for obstacles in teaching Thai cooking to tourists, overall, the school has no obstacle.

4) Mr. Kim Steppe from Blue Elephant Phuket

Khun Kim has 13 years restaurant experience. The restaurant teaches both royal Thai dished, regular dishes, and local dishes to tourists. He gave the following information regarding behavior and Needs of foreign tourists taking Thai

cooking classes is that there are food from 5 countries in the world in which people around are interested which are French, Italian, Indian, Thai and Japanese. Food of each country will reflect that country's culture. There are many Thai restaurants in many countries all over the world, accordingly, foreigners who want to visit Thailand but are not familiar with Thai food can try Thai food at the restaurants. Thai food, thus, helps promote tourism. People who take Thai cooking classes come from Australia, England, America, Italy, China, and Japan. As for Thai people, they are mostly restaurant and hotel chefs who want to learn cooking techniques. For tourists, mostly they are from Australia. Most of them know about Thai cooking classes from words of mouth of those tourists who took Thai cooking classes in online social media, including the TripAdvisor website. The school uses the following marketing strategies to attract tourists; (1) focusing on the cleanliness of the place which used to be the old governor's house. This attracts tourists' attention, (2) offering 2 different courses and fees for tourists to choose from, comprising regular course and private course with various fees ranging from 2,800 – 14,000 baht per person for the regular course and 2,800-78,000 baht per person for the private course, (3) classroom management, normally 1 classroom can accommodate 36 persons but it can be arranged to accommodate 120 persons by dividing the room into different zones, for example, stir-frying zone, grilling zone, and salad zone, (4) having foreign instructors who have expertise in Thai food, (5) taking tourists to visit local markets and teach them how to select Thai vegetables, fruits, herbs, (6) having organic vegetable plots for students to learn about different kind of Thai vegetables, (7) providing textbooks, recipes, cooking tools, and aprons for students, (8) providing herbal drinks, coffee and tea for students, (9) providing certificate upon course completion, and (10) producing its own house brand of seasonings and sauces and sell in 42 countries, 11) creating house brand, (12) expanding branches in major tourism provinces such as Phuket and Bangkok and in foreign countries such as Bahrain, Brussels, Copenhagen, Dubai, Jakarta, London, Lyon, Malta, and Paris, (13) using websites and online social media as public relations and registration channels to publicize Thai cooking teaching activities, and (14) using comments from online social media and TripAdvisor for its service and teaching process improvement. As for obstacles in teaching Thai cooking to tourists, overall, the school has no obstacle.

Bangkok

There are 6 interviewees from Bangkok, comprising 1) Mr. Naren Kiatyodcharoen, 2) Mrs. Nooror Somany Steppe, 3) Mr. Watpusit Ayasanon, 4) Mrs. Veera Paspattanapanich, 5) Miss Supajittra Dinakara Na Ayutthaya, and 6) Assistant Professor Dr. Srisamorn Kongpun. Results of the interview are as follows.

1) Mr. Naren Kiatyodcharoen from the Oriental Thai Cooking School

Khun Naren has had 8 years Thai cooking teaching experience to foreign tourists. He gave the following information regarding behavior and needs of foreign tourists taking Thai cooking classes. Nowadays, there are approximately 100 tourists taking Thai cooking classes per month, or 1,200 people annually. Tourists are divided into 2 groups; one is those who stay at the Oriental Hotel and the other is those from other places such as tourists from other hotels, foreigners who work in Thailand, and Thai people who are interested in cooking. For tourists who learn Thai cooking, mostly they are from the United States, followed by Germany, Japan, Australia, and tourists from European countries, especially Germany and Japan, which alternately ranks 2nd and 3rd place. Popular Thai dishes are classic dishes such as Pad Thai, green curry, Tom Kha Gai, and Massaman curry. According to the students' evaluation, the school has received many compliments from tourists. The school uses the following marketing strategies to attract tourists; (1) offering various courses and fees for tourists to choose from and the classes are taught by Thai instructors who can communicate in foreign languages, (2) having a special price for tourists who made the class reservation in advance via emails or giving a special discount to students who take 6-day course by paying only for 5 days, (3) having a special rate for the Thai who join classes with foreigners, (4) having special curriculum for different target groups such as, private healthy food class and classes with master chefs, (5) focusing on the Thainess by teaching how to use only ingredients according to the original recipes, nothing different from the authentic Thai food recipes, (6) students are put into a group of 4 people in order to build good relation among the students, (7) teaching the history of Thai food, (8) allowing students to ask questions, (9) changing teaching menus every 4 months, chosen from classic menus for tourists. In each semester, there must be 1 classic menu in the 24 menus to be taught such as Tom Yum Kung, Yellow Curry, Miang Kum (betel leaves

with assorted fillings), Toong Thong (deep-fried stuffed dumplings), and banana fritters. The menus are chosen from instructors' experience, previous instructors' experience, and students' evaluation, (10) having herbs garden for students to experience and learn, (11) providing certificates and souvenirs (such as bags, aprons, herb sachets, and spices for students, (12) conserving the Thainess of the teaching place, using an old Thai house located along the Chao Phraya river, (13) publicizing through different channels such as websites, hotel personnel, brochures, hotel's television programs, and exhibitions in foreign countries, (14) establishing service standard for tourists, (15) the courses are always available even for only 1 student in the class, and (16) selling cooking classes via agencies. As for obstacles in teaching Thai cooking to tourists, there are (1) finding ingredients for Thai food in foreign countries is quite difficult, students needs to be advised and (2) students cancel classes due to the mobilization in Bangkok, nonetheless, the hotel was only slightly affected.

2) Mrs. Nooror Somany Steppe from Blue Elephant Bangkok

Khun Nooror has had experience managing Thai restaurants and has been a chef for over 33 years. She got her culinary arts degree from Madame Jacob Institute in France and has inherited Thai food knowledge from her mother and sister, as well as acquired further knowledge from experts in Thailand such as Ajarn Srisamorn Kongpan and Ajarn Wandee Na Songkla. She gave the following information regarding behavior and needs of foreign tourists taking Thai cooking classes. Thai food is one factor that helps promote tourism. Tourists come to Blue Elephant because, besides eating delicious Thai food, they want to learn how to cook Thai food. Accordingly, teaching tourists how to cook Thai food helps promote Thailand tourism. Most of the tourists who learn Thai cooking at the school are in the high-end segment and they prefer private classes. Taking Thai cooking classes is a part of their travel itineraries. There are 2 groups of the school's customers, one is entrepreneurs or chefs who want to use the knowledge in their restaurant businesses. The other group is tourists from Australia, England, Mexico, Columbia, and Asia countries such as India, Taiwan, South Korea, and Philippines. Most of them know about Thai cooking classes from words of mouth of those tourists who took Thai cooking classes from online social media, the TripAdvisor website as well as printing media, such as *Sondagsavisen* in which the school's cooking activities are

publicized. Popular Thai dishes are Tom Yum King, Pad Thai, green curry, and Som Tum. The school uses the following marketing strategies to attract tourists; (1) focusing on the cleanliness of the school and the decoration. The school uses a 100-year-old-Thai-Chinese style building with the Thai-Western style interior decoration to attract tourists' attention. Also, the school is conveniently located near BTS Surasak Station and Bang Rak market, (2) offering regular classes Monday-Sunday. Tourists can choose from 2 learning periods, the morning period starts from 8.45-13.00 hrs., with the fee of 2,800 baht and the afternoon period starts from 13.30-16.30 hrs., with the fee of 2,500 baht. Four menus will be taught. Students in the morning session are also taken to Bang Rak market. For ancient Thai cooking class, the fee is 15,000 baht per person. Ten menus are taught in private teaching, (3) the class room can accommodate 20 students, with 1 instructor and 4 assistants since students might forget the process after listening to theories, assistants will facilitate the students, (4) classes are conducted by Thai instructors with Thai food expertise who can communicate in foreign languages. Students will be taught about Thai cooking ingredients such as holy basil, sweet basil, bay leaves, pandan leaves, cinnamon, tamarind, chilies, eggplants, shrimp paste, tamarind juice, coconut sugar, and turmeric powder, (5) providing herbal drinks, coffee and tea for students, (6) providing textbooks, recipes, cooking tools, aprons, and certificates for students, (7) providing "Enjoy Tapas & Desserts by Nooror" and "Cooking from the Heart by Nooror" books to students as well as selling these to tourists, (8) arranging team building activities by putting students in the cooking competition, (9) arranging special Thai cooking classes in special occasions. For example, the "Destiny of Love" cooking class was held during Valentine's Day in 2014, 6 menus are taught and the fee was 2,800 baht per person and 5,000 baht per couple, (10) organizing an ancient Thai food exhibition known as "Yon Roi" (trace back to the past) to invite Thai and foreigners to try ancient Thai dishes at the restaurant such as Miang Som (appetizer made from oranges), Khao Hor Song Kruang (rice wrapped in lotus leaf), Ma Ouan (seasoned steamed ground pork in mini cups), Tom Klong Pla Krob Yod Ma Kham (spicy crispy fish soup with tamarind leaves), Pra Ram Long Song (pork in peanut sauce served on top of blanched morning glory leaves), and Kao Mun Som Tum (papaya salad served with rice cooked in coconut milk), (11) producing seasonings and cooking ingredients

for Thai cooking under the brand Blue Elephant for domestic and international markets such as seasoning sauces, canned coconut milk, rice, noodles, and curry pastes, (12) expanding its branches to major tourist provinces in Thailand like Phuket and Bangkok as well as outside the country such as Bahrain London, Paris, Brussels, Malta, Jakarta, and Lyon, (13) conducting promotion and public relations activities in foreign countries such as Germany, Singapore, Taiwan, Hong Kong, and South Korea via different channels such as websites, television programs, and food festivals or exhibitions, (14) discussing students' opinions and comments in a weekly staff meeting, (15) using student comments from online social media and the TripAdvisor website for its service and teaching process improvement, and (16) offering scholarships to learn Thai cooking for students from institutions outside the country such as Bunzai University and Le Cordon Bleu. As for obstacles in teaching Thai cooking to tourists, political mobilizations dramatically decrease the number of Chinese tourists. The restaurant solve this problem by making smaller portion of food and sue seasonal food such as mangoes to publicize and attract tourists during the low-season from March-May 2014 (Picture 1-5 in the appendices).

3) Mr. Watpusit Ayasanon from Naj Thai Cooking School

Khum Watpusit graduated in hotel and hospitality with a MBA from London University. He has inherited food knowledge from his grandmother and learned how to cook for his family. He gave the following information regarding behavior and needs of foreign tourists taking Thai cooking classes. Thai food had tourism comes together. When visiting other countries, foreigners want to eat local food such as bread or soup in France and pizza or pasta in Italy, or observing local people way of life. Based on conversations with foreign students, they want to learn how to cook Thai food because they want to know what authentic Thai flavors are. Nowadays, Thai food has been exported all over the world and flavors, appearance, and ingredients are adapted. Most of the tourists who take Thai cooking classes are from Germany, England, Hong Kong, and Taiwan. Most of them know about Thai cooking classes from words of mouth of friends who took Thai cooking classes as well as from different media in which the school's cooking activities are publicized. Popular Thai dishes are Monday menus, comprising Som Tum, Tom Yum King, and shrimp Pad Thai, and Tuesday menus, comprising chicken wrapped in pandan leaves,

Tom Kha Gai, Kung Ma Kham (fried prawn with tamarind sauce), and Ka Prao Gai (stir-fried chicken with basil). Due to the economic regression in many countries and the political mobilizations in Bangkok, the number of tourists taking Thai cooking classes drastically dropped in the beginning of 2014 since the school is located in downtown center near the mobilization zones. Tourists were worried about the safety. Nonetheless, in February, there were more tourists, approximately 4-15 persons per class. The school uses the following marketing strategies to attract tourists; (1) offering 2 different courses and fees for tourists to choose from, comprising the group course, with the fee of 2,500 per person, and the private course, with the fee of 5,000 baht in which 4 menus are taught, (2) having Thai instructors who can communicate in English and Chinese, (3) organizing the team building by cooking activity similar to the Iron Chef television program. Eighty participants can join the activity and they will be divided into different teams and have to compete in a Thai food cooking competition. The winner will be judged and selected by the instructors, (4) having a Thai herb garden in the teaching area, (5) changing teaching menus annually, considering from the restaurant sales record and websites with food popularity rating, (6) organizing human resource development programs twice a year to ensure the quality that meets the executive's requirement, (7) establishing service standard for customers and authentic Thainess so that tourists can learn, (8) publicizing through different channels such as hotel business network, the Internet and airlines, and (9) providing different registration channels such as email, telephone, and walk-in. As for obstacles in teaching Thai cooking to tourists, political mobilizations dramatically decrease the number of tourists. This problem was solved by advertising via the Ploy Gam Petch magazine to reach the target groups of Thai and Thai housewives who has foreign friends (Picture 14-15 in the appendices).

4) Mrs. Veera Paspattanapanich from Dusit Thani College

Khun Veera gave the following information regarding behavior and needs of foreign tourists taking Thai cooking classes. Thai food and tourism support each other. When foreigners visit Thailand for the first time, they want to eat Thai food. When they return to their countries, they can still have Thai food when they want from Thai restaurants in their countries. Some foreigners have never had Thai food before and want to visit Thailand to try Thai food. Thai food attracts tourists by

its flavor, culture, service, and decoration. All these are good elements of Thai food that are related to tourism. As for gastronomic tourism, specific target groups should be set, such as college students from South Korea and Taiwan. Tourism, Thai food, and Thai cultures should then be publicized among these target groups. Entrepreneurs should use a smart approach with tourists, not just cutting cost to steal customers, and choose customers that suit the quality of their service as well as provide good service for customers. Regarding using Thai food to promote tourism, this should be done in Thai restaurants. Thai food attracts tourists better than teaching how to cook Thai food in foreign countries or attracting foreigners to learn Thai cooking classes in Thailand because there is only a specific group. On the other hand, a lot of manpower and budget are required. Tourists only take not more than 1 month to learn Thai cooking. Considering the issue of worthiness, it's not worth in terms of personnel, budget, and time. Nonetheless, a 4-year Thai cooking curriculum sounds like a better approach. The college uses the following marketing strategies to attract tourists; (1) providing the college's information to different schools, (2) managing classrooms, 1 class can accommodate 40 students, each classroom has 20 stations and each station has 2 instructors, (3) focusing on teaching quality, and (4) establishing Thai food standard. The school has made standard recipes and now has 22 patented recipes for 11 savory dishes and 11 desserts. These are being published for publication. As for obstacles in teaching Thai cooking, the college has constraints on place due to the limited space. Teaching Thai cooking for public has to be within the capacity of the college.

5) Miss Supajittra Dinakara Na Ayutthaya from M.L.Puang Dinakara the Royal Exquisite Thai Cooking School

Khun Supakittra has inherited Thai food knowledge from her mother, Ajarn Amintra Dinakara Na Ayutthaya who inherited the knowledge from her great grandmother M.L. Puang Dinakara. She also expands her knowledge by reading books, textbooks, annals, and archives. She gave the following information regarding behavior and needs of foreign tourists taking Thai cooking classes. Thai food can help promote tourism because Thai food is unique in the use of herbs and spices. Thai food is not only delicious but also healthy. Foreigners are becoming interested in Thai food in Europe and Asia, such as South Korea and Japan. Tourists constantly

learn Thai cooking at the school but the number does not increase much because the school does not aim to expand its business. Most tourists are from Australia. Due to the economic regression in Europe and America, there is less number of tourists from England coming to learn Thai cooking. Tourists are particularly interested in the special curricula for Thai Chef and the curricula for Thai food entrepreneur in foreign countries. The school uses the following marketing strategies to attract tourists; (1) offering various curricula to choose from such as basic Thai cooking course, foundation Thai cooking course, advanced Thai cooking course, special advanced Thai cooking course, special royal Thai cooking course, special Thai chef course, and course for Thai food entrepreneurs in foreign countries. The fee ranges from 12,000-62,000 baht, (3) offering private teaching, not exceeding 10 students per class to keep the teaching standard, (4) using the authentic Dinakara recipes in the teaching, (5) using E-Office system to manage class schedule. As for obstacles in teaching Thai cooking, the school has different problem before and after entering the Ministry of Education system. Formerly, the school operated as a company and had to pay tax, thus, the accounting process was quite tedious. Now, once the school is under the Ministry of Education, it has to organize social activities. The course for Thai chef can be offered with lower fee because the school has received supports from various sponsors. People with low income, therefore, can learn and this course has received a great attention by the public.

6) Assistant Professor Dr. Srisamorn Kongpun from Yingchaoroen Home Science School

Ajarn Srisamorn used to teach cooking at the Faculty of Home Economics, Technology Krungthep College (which is now Rajamangala University of Technology Krungthep). She gave the following information regarding behavior and Needs of foreign tourists taking Thai cooking classes. Thai food has its selling points. The charm of Thai food lies in the flavors. Different flavors combine nicely and create deliciousness. More importantly, Thai food is healthy food. All Thai dishes contain vegetables as cooking ingredients or must be eaten with vegetables. Some herbs have preventing and healing properties. People in the old times hardly had diabetes because they ate Thai food but many people nowadays do because the food they eat is too sweet. More foreigners from various nationalities are becoming

interested in learning how to cook Thai food such as Japanese, German, and Australian. They will learn according to their interests and learn Thai dishes that can be sold. Some want private classes, some want to study in groups. The school can cater to these needs but they must learn the basic dishes too, such as Kao Niew Moon (sweetened sticky rice), Sangkaya (Thai pastry cream), spicy salads (mixed spicy salad, pomelo spicy salad, glass noodle spicy salad, and spicy salad dressings), Thai omelet, stir fried morning glory, and Tom Yum Kung. When an Australian chef wanted to learn how to make Nam (fermented meat), the school taught him how to ferment, how to wrap, and how to properly eat it. Students' performances are evaluated so that they learn about Thai food cooking techniques and their own faults as well as learn how to solve problems arising from cooking, for example, how to correct the curry that is too salty. They also learn how to take care of cooking tools and equipment and how to plate Thai food to make it appealing and suitable for Thai food characteristics, which are, 1) impressive appearance, 2) proper use of container, 3) convenient to eat, and 4) authentic flavors. For example, Kang Chu Chee (traditional curry sauce for fish or seafood) must be sweet, Panang (mild curry) must be a little spicy, green curry must be spicier than red curry. The school uses the following marketing strategies to attract tourists; (1) 4 books have been written to publicize Thai food. These are "Aharn Liang Pra" (Food for Monks), "Aharn Thai Thurakij" (Thai Food for Business), "Ruang Lao Kub Kao Thai" (Tales of Thai Food), and "Jud Pen Kum Tum Pen Chin" (Finger Food). Beside, another book titled "Aharn Thai Peun Tin" (Local Thai Food) is being written. The objective of this book is to make local people in different parts of Thailand aware of the importance of their local food which has been inherited from ancestors. Asia Books Publisher translated 2 books into English which are "Classic Thai Food", which is very popular among tourists since they can buy the book and learn how to cook Thai food, and "Bite Sized Thai Food", (2) being a guest of various television programs and set up Thai menus for restaurants such as Blue Elephant to publicize authentic Thai food to foreigners, and (3) demonstrating how to cook Thai food in foreign countries such as England, Germany, Brunei, Hong Kong, Dubai, and Singapore (Picture 20 in the appendices)

In conclusion, regarding marketing strategies and activities used by Thai cooking schools to promote tourism, both similarities and differences were found. The

following table compares the 8Ps of marketing mix factors by Lovelock and Wirtz (2004), which are product, price, place, promotion, people, process, physical evidence, and productivity and quality of service (as shown in Table 4.94).

Table 4.94 Marketing Strategies and Activities Used by Thai Cooking Schools in Each Province

Marketing Strategies and Activities	Used Marketing Strategies and Activities			
	ChonBuri	ChiangMai	Phuket	Bangkok
1. Product strategies				
1) Teaching general Thai dishes	✓	✓	✓	✓
2) Teaching ancient Thai dishes				✓
3) Teaching local dishes such as Khao Soi		✓		
4) Teaching Thai vegetarian dishes		✓		
5) Teaching curriculum with a focus on team building activities				✓
6) Teaching curriculum that can be adjusted according to students' Needs				✓
7) Having various curricula to choose from	✓	✓	✓	✓
8) Standardizing Thai food/ Thai food recipes				✓
9) Changing teaching menus every 4 months/ once a year				✓
10) Having special menus in special occasions				✓
11) Teaching the history of Thai food				✓
12) Teaching Thai herbs and cultures	✓	✓	✓	✓
13) Teaching the New Theory and Sufficiency Economy		✓		
14) Taking students to local markets	✓	✓	✓	✓
15) Taking students to organic farms	✓	✓	✓	✓
16) Having house brand products			✓	✓
17) Writing and publishing books to publicize Thai food			✓	✓

Table 4.94 (Continued)

Marketing Strategies and Activities	Used Marketing Strategies and Activities			
	ChonBuri	ChiangMai	Phuket	Bangkok
2. Price strategies				
1) Having various prices to choose from	✓	✓	✓	✓
2) Having single price for both Thai and foreigners		✓		
3) Having special prices/discounts				✓
3. Promotion strategies				
1) Using websites and social media	✓	✓	✓	✓
2) Arranging the ancient Thai food exhibition				✓
3) Offering scholarships to lean Thai cooking for students in international institutions				✓
4) Demonstrating and teaching Thai cooking in tourism exhibitions	✓	✓	✓	✓
4. Place strategies				
1) Using websites and Facebook for class registration	✓	✓	✓	✓
2) Creating tourism alliance network	✓	✓	✓	✓
3) Expanding branches			✓	✓
5. People strategies				
1) Providing good service	✓	✓	✓	✓
2) Having instructors with good hospitality	✓	✓	✓	✓
3) Having foreign instructors with Thai food expertise			✓	
4) Having instructors with foreign language proficiency	✓	✓	✓	✓
5) Having Thai food experts who are widely accepted inside and outside the country as instructors				✓
6) Having internationally famous Master Chefs as instructors				✓
7) Having human resource development				✓

Table 4.94 (Continued)

Marketing Strategies and Activities	Used Marketing Strategies and Activities			
	ChonBuri	ChiangMai	Phuket	Bangkok
6. Physical evidence strategies				
1) Using international kitchen layout	✓	✓	✓	✓
2) Using more than 100 years old building that has a history			✓	✓
3) Decorating places to attract students		✓	✓	✓
4) Having the classrooms cleaned weekly	✓	✓	✓	✓
5) Having appropriate class size with the number of students	✓	✓	✓	✓
6) Having adequate tools and equipment with the number of students	✓	✓	✓	✓
7. Process strategies				
1) Offering both private and group classes	✓	✓	✓	✓
2) Offering private classes				✓
3) Offering group classes				✓
4) Teaching theories before hands-on classes	✓	✓	✓	✓
5) Using the “Su Ji Pu Li” learning process		✓		
6) Having students submit reports upon class completion	✓			
7) Operating 365 days a year, no day off			✓	
8) Classes are always offered upon request				✓
9) Using vegetable cutting machines			✓	
10) Using websites and social networks as communication channels among teachers and students in asking and answering questions	✓	✓	✓	✓
11) Providing extra services like herbal drinks/drinking water/shuttle bus service	✓	✓	✓	✓
8. Productivity and quality of service strategies				
1) Legally established and certified by the Ministry of Education	✓	✓		✓

Table 4.94 (Continued)

Marketing Strategies and Activities	Used Marketing Strategies and Activities			
	ChonBuri	ChiangMai	Phuket	Bangkok
2) Providing certificates of completion	✓	✓	✓	✓
3) Using restaurant standard to manage the school	✓	✓	✓	✓
4) Using home grown organic vegetables as cooking ingredients		✓	✓	
5) Making homemade curry pastes and sauces as cooking ingredients in class		✓		
6) Participating in the “Clean Food Good Taste” campaign	✓	✓	✓	✓
7) Using E-office in class schedule administration				✓
8) Evaluating students’ performances				✓
9) Evaluating students’ satisfaction				✓
10) Setting up service standard for students and tourists				✓
11) Using students comments on Facebook and TripAdvisor to improve service and teaching process			✓	✓
12) Using research and development for business development			✓	

4.2.2 Results from Focus Groups

Four focus groups were held among partakers in Thai gastronomic tourism from the government sector, private sector, citizen sector, and local administrative organizations in 4 major tourism provinces in Thailand, comprising Chon Buri, Chiang Mai, Phuket, and Bangkok. Followings are the conclusions drawn from the focus group in each province.

Chon Buri

There were 14 participants in the Chon Buri focus group, comprising 1) a representative from Chon Buri Provincial Office of Tourism and Sports, 2) a

representative from Chon Buri Provincial Culture Office, 3) a representative from Tourism Authority of Thailand (TAT), Pattaya Office, 4) a representative from Chon Buri Provincial Administration Organization, 5) a representative from Saensuk Municipal Office, 6) a representative from Pattaya Business and Tourism Association, 7) an entrepreneur from Pattaya Cookery School, 8) an entrepreneur from Reuan Thai Restaurant, 9) a consultant from Centara Hotel Pattaya, 10) 3 representatives from Ang Sila Old Market Community, 11) a representative from Baan Muang Community, and 12) a representative from Nong Mon Community. These participating organizations and groups have different roles in Thai gastronomic tourism, for example, 1) Chon Buri Provincial Office of Tourism and Sports is operating under the “Colors of the East” strategy which connects tourism in 4 provinces in the east, comprising Chon Buri, Rayong, Chantaburi, and Trad. Tourists are invited to visit Chon Buri and then distributed other provinces in the group. Besides tourism promotion and public relations tasks, the organization also involves in the development of tourism personnel such as promoting Russian language among tourist guides. Likewise, it is also responsible for tourists’ safety by establishing Tourist Safety Center in Pattaya and coordinating with related organizations such as Pattaya Municipal Office, Chon Buri Provincial Administration Organization, and Chon Buri Provincial Office in implementing the safety plan for tourists, 2) Chon Buri Provincial Culture Office is responsible for the well being of people in terms of agriculture, public health, as well as other matters concerning with local people and communities. Nonetheless, it will not involve in changing the communities’ way of life. Take Mr. Pook’s Lum Tad (a form of traditional entertainment consisting of two groups of singers singing impromptu songs) case for example, he does not have any successor but it will not get involved with that issue but will assist in promoting Lum Tad instead. As for Thai food, Chon Buri Provincial Culture Office has a strategic plan to promote Thai food culture and this has already been implemented for 5 years, 3) Chon Buri Provincial Administration Organization’s strategic plan for tourism development (2013-2017) comprises (1) developing Chon Buri’s tourism sites to meet international standard; (2) developing tourism services to meet international standard in order to be the tourism center in the country and in international level; (3) promoting local cultural tourism; (4) creating tourism network among regional organizations, local

administrative organizations, and the business sector to develop into international level. Chon buri Provincial Administration Organization provides financial support to government organizations or tourism associations, and 4) Pattaya Business and Tourism Association's roles in tourism include (1) coordinating with groups of entrepreneurs and related government organizations in creating marketing plan for tourism promotion; (2) publicizing news and other information among entrepreneurs; (3) coordinating with government organizations in providing utility system service to Thai and foreign tourists.

Most of the participants believed that Thai food plays an important role in Chon Buri tourism promotion. Since Thai food is a part of the culture and is healthy food, it is quite well known among tourists. The consultant from Centara Hotel said "...tourists can eat the food sold on the street. They even know how to eat sticky rice, the local food, by forming it into a ball before eating...". The representative from Chon Buri Provincial Office of Tourism and Sports mentioned that "...in The Colors of the East festival there were booths from famous Pattaya's restaurants and hotels and these received lots of attention from foreign tourists, especially seafood. Thai people, on the other hand, were more interested in the One Tambon One Product (OTOP) products...". The representative from TAT, Pattaya Office also said "... In tourism promotion and public relations, Thai food is the main attractor of foreign tourists. When going abroad on the PR mission, we have to go to Thai restaurants because most foreigners know Thai food...". Nonetheless, a small number of participants see that Thai food has a part in Chon Buri tourism promotion but not in a great level since Chon Buri has been visited by a large number of tourists, the diversity of food increases too. Food from other nations also helps promote tourism such as Japanese, Korean, and Chinese and so do fast food such as KFC and McDonald's.

Regarding integrating Thai food with tourism, most participants agreed that a successive and clear policy plan is essential if Thai food or local wisdoms in Thai food are to be used for tourism promotion purpose and this issue must be taken seriously. The representative from Chon Buri Provincial Office of Tourism and Sports (picture 36 in the appendix) said "... there should be a clear strategic plan to integrate Thai food and tourism and there should be plan to use Thai food in tourism promotion

with the cooperation from the private sector or entrepreneurs in the area...”. Also, the representative from Chon Buri Provincial Culture Office mentioned that “ if there is a good strategic plan for Thai food development, Thai food can be number one in the world and this will greatly help in Thailand tourism promotion...”. In addition, the entrepreneur from Reuan Thai Restaurant said

in order to integrate Thai food knowledge with tourism, the government should promote the language skills development among related people. For example, at Pattaya food festival, sellers at the food booths cannot speak English, making communication with foreign tourists very difficult. Thai cooking skills should also be promoted such as organizing a Thai cooking competition, a competition to find Thai food master chefs, and establishing Thai food vocational schools. Moreover, there should be supports and promotion for Thai cooking schools for foreign tourists such as publicizing the schools through various channels so that tourists can see, become interested, and come to learn Thai cooking eventually. The representative from Nong Mon Community said it’s possible but supports and promotion from related organizations are needed. On the product side, promotion is needed to make the product look good with international quality. On the customer side, supports from related organizations are needed to make customers understand and become interested in products made by local people.

(Nowarat Kakai, 2013)

Opinions regarding marketing strategies for Thai gastronomic tourism promotion from the focus groups are as follows.

- 1) The government should have a clear strategic plan in developing and integrating Thai food with tourism promotion. Related parties must integrate the plan in using Thai food for tourism promotion with the private sector, and entrepreneurs in the areas.

- 2) The government sector, private sector, citizen sector, local administrative organizations, party networks, and different organizations should cooperate. The government should provide supports in terms of policies, personnel, budget, and regulations and should consider opinions from the private sector, citizen sector, and local administrative organizations in the improvement and development of Thai gastronomic tourism.

3) The government should increase the potential of its personnel in order that they can do more than what they are assigned such as being capable of doing academic tasks; develop language skills among personnel in the government sector, private sector, citizen sector, and local administrative organizations; develop Thai food knowledge and skills among entrepreneurs and related parties such as holding a Thai cooking competitions, a competition to find Thai food master chefs; establish Thai food vocational schools; promote the pride of local wisdoms in Thai food among Thai youths and promoting the use of these wisdoms in their occupation, for example, holding an annual youth cooking competition; and create Thai food management curriculum in educational institutes , for example knowledge and skills in menu cost calculation and ingredient selection.

4) The government and related agencies should establish standards for restaurants and Thai cooking schools and these restaurants and schools must be monitored by the organizations concerning with these standards on a monthly basis.

5) The government and related agencies should publicize Thai gastronomic tourism through different channels successively, for example, using electronic media and other media and publicizing Thai food in other countries by using famous and internationally accepted experts to help publicize and demonstrate how to cook Thai food. Thai food and local wisdoms in Thai food to be used in tourism promotion in each province must be outstanding and well known by Thai people and foreign tourists. Discussion should be made on what kind of food and what selling points in each province are. A project could be created to select Thai dishes from each province to attract tourists or organizing Thai food festivals and offering free food tasting for tourists. The food exhibited in these festivals must be the province's or the country's highlights. The festivals could also include Thai cooking demonstrations and selling food. In addition, Thai herbs should be used as cooking ingredients in foreign food in order to promote both the tourism and Thai herbs export.

6) The government should have an up to date and practical database of Thai restaurants and Thai cooking schools for foreign tourist.

7) The government and related agencies should promote and support communities and localities with local wisdoms in Thai food to use Thai food in their tourism promotion.

Chiang Mai

There were 17 participants in the Chiang Mai focus group, comprising 1) a representative from Chiang Mai Governor's Office 2) a representative from Chiang Mai Provincial Office of Tourism and Sports, 3) a representative from TAT, Chiang Mai Office, 4) a representative from Chiang Mai Provincial Administration Organization, 5) a representative from Chiang Mai Municipal Office, 6) a representative from the Association of Northern Tourism Federation, Chiang Mai, 7) a representative from Just Khao Soy, 8) a representative from Smart Cook Thai Cookery School, 9) a representative from Chiang Mai Thai Farm Cooking School, 10) an entrepreneur from Baan Thai Cookery School, 11) an entrepreneur from Pun Pun Cooking School, 12) an entrepreneur from Asia Scenic Thai Cooking School Chiang Mai, 13) an entrepreneur from Khao Soy Lum Duan, 14) a representative from Buan Krok Tai Community, 15) 3 representatives from Taa Wang Tarn Community. These participating organizations and groups have different roles in Thai gastronomic tourism, for example, 1) TAT, Chiang Mai Office is a coordinating organization for entrepreneurs, such as hotel business entrepreneurs, restaurant entrepreneurs, and souvenirs entrepreneurs, with the main duties to (1) provide Chiang Mai tourism information for TAT offices abroad; (2) create image, welcome, and take care of tourists in Chiang Mai; (3) provide tourism information to tourists; (4) promote domestic and international marketing. To date, TAT, Chiang Mai Office does not have any specific project that focuses on using Thai food for tourism promotion. Thai food an elements under the Thainess or Thai culture such as Thai boxing, Thai massage, and Thai classical dance are not regarded as special issues to attract specific group of tourists to learn Thai cooking, 2) Chiang Mai Provincial Administration Organization uses the 3-year development plan (2012 – 2014) as guidelines for tourism development. Under the economic and tourism development strategies, guidelines for tourism development are (1) developing and standardizing tourism and creating shared learning and experiences; (2) creating tourism image and proactive public relations and marketing, and (3) improving and developing tourism sites and tourism services. Under the religion, art and culture strategies, the guideline for tourism development is developing and promoting cultural tourism, and 3) Chiang Mai Municipal Office has 4- year Chiang Mai development strategies (2014-2017).

Under the strategy to create sustainable wealth following the Sufficiency Economy, the guideline for tourism development is the integrated and complete promotion and development of tourism potentials.

Most participants agreed that Thai food and local wisdoms in Thai food play an important role in Chiang Mai tourism. Since Thai food is a part of the culture and has unique and pleasant flavors unlike food of any other countries, tourists want to experience this when visiting Thailand. The representative from TAT, Chiang Mai Office (picture 37 in the appendix) mentioned "... eating is important to human beings. Accordingly, eating, local goods and food are tourism factors that attract tourists. Nonetheless, this depends on these important issues; 1) food safety, 2) food taste, 3) food appearance, and 4) food being adapted to suit tourists' taste ...". The representative from Chiang Mai Municipal Office said "...resulting from the reputation Thai food has created outside the country, some tourists want to visit Thailand because, besides travelling, they can eat Thai food and local food that are truly authentic ...". On the other hand, the representative from Taa Wang Tarn Community said " ...tourism sites are the pull factors where as food is more like a supplementary factor. When tourists visit tourism sites, they have to eat local food and buy some as souvenirs such as Khao Soy, Sai Aua, Kab Moo, and Num Prik Noom...". The representative from Chiang Mai Provincial Administration Organization mentioned "...Thai food is unique and has all kinds of flavors; sour, sweet, oily, spicy, you name it. The way we eat is different from the others, for example, sitting on the floor and eat from Kan Toke and using hands to form sticky rice into a ball when eating Eastern food. Tourists find these very interesting and they want to try something new and unusual. Thai food, therefore, has a part in Thailand tourism promotion...". The representative from Chiang Mai Municipal Office had a similar opinion. He said "...Thai food plays an important role in Chiang Mai tourism because what tourists want to experience are the Lanna culture and traditions. Local food such as, Kan Toke, Sai Aua, and Kao Soy are part of the Lanna culture. When tourists see the way of life of the local, visit the temples and ancient remains, it is very likely that they want to try local Chiang Mai food...". The entrepreneur from Baan Thai Cookery School also said "...from the conversation with many foreign tourists who took Thai cooking classes, they found that the most

interesting thing they want to learn in Chiang Mai is anything about Thai culture. Most of them love to visit ancient remains around the moat such as temples, and then take Thai cooking classes. This shows that food is an element of culture in which tourists are interested and want to learn...”. The representative from the Association of Northern Tourism Federation also said “...Thai food is essential in tourism promotion. In the past, Thai food is only made for consumption in the household and for sale in the country. Nowadays, Thai food is exported to countries around the world such as canned fermented fish and canned logans. Even Thai restaurants in foreign countries help foreigners learn about the Thai food culture. These greatly help with Thailand tourism promotion...”.

Regarding integrating Thai food with tourism, most participants agreed that the issue of Thai cooking schools should be included in tourism development strategies if Thai food knowledge or local wisdoms in Thai food are to be used in tourism promotion. From the integration perspective, Thai food and tourism should be analyzed from the national perspective, all concerning parties should be fully involved and scope of work and responsibilities should be clearly designated. The representative from TAT, Chiang Mai Office said “...Thai cooking schools and restaurants are definitely a part of tourism. Coordination has been made among qualified Thai cooking schools, Thai restaurants, and TAT, Chiang Mai Office in integrating the use of Thai food knowledge with tourism promotion. TAT, Chiang Mai office helps both Thai and foreign tourists who have interest in Thai cooking and eating Thai food find the best schools and restaurants. To integrate Thai food with tourism, the issue of Thai cooking schools should be included in the strategy to attract tourists with Thai way of life. Likewise, the representative from Chiang Mai Provincial Office of Tourism and Sports said “...Thailand declared about being “the Kitchen of the World” but this issue remains unclear. Thailand is the source of rice, chicken, and fish farming or other instant food. It Needs to be analyzed whether Thailand is the kitchen of the world in terms of production source or products. Nowadays, Thailand’s major competitors are Japan and Korea. Japanese products like sushi and sashimi are sold in Thailand but Thai food like Kanom Jeen (rice pasta), grilled chicken and Som Tum, on the other hand, are not consumed by foreigners. We should look at the possibility of having Thai food packaged while

preserving the authentic flavors and quality and use this as food for tourism, for traveling. The integration of Thai food and tourism Needs to be looked at from the national perspective...”. Moreover, the representative from Chiang Mai Governor’s Office said “...there are many food clubs in Chiang Mai such as the network of OTOP food club with representatives from Tam bon, district, and provincial levels. In the private sector, there are tourist guide clubs, hotel clubs, and food related clubs. When the province want to develop a certain issue, representatives from these clubs are invited to exchange their opinions. The strategy for the development of the province will not focus on supporting an individual but on supporting and promoting the assembling of local people and communities. Accordingly, the guideline for Chiang Mai to integrate Thai food and tourism is to promote and support the assembly, such as local restaurants groups or local wisdom in food groups. The representative from Chiang Mai Provincial Administration Organization said “...it is possible to use Thai food in tourism promotion such as organizing a national Thai food festival. However, at present, there is no integration among related organization to hold a Thai food festival in the national level. Mostly, Thai food is just a part of the festivals being held, for example, Rajapruek Flora Festival had a Thai food zone. It is essential to create cooperation among related organizations in the government sector, private sector, citizen sector, and local administrative organizations...”. The representative from Chiang Mai Municipal Office said “...to integrate Thai food and tourism, related organizations should be fully involved and there should be a clear scope of works and responsibilities. This should begin with developing and educating personnel in the organization so that they can monitor the standard of entrepreneurs...”. The representative from the Association of Northern Tourism Federation, Chiang Mai shared a similar opinion. He said “...it’s possible to use Thai food in tourism since Thai food is well known among tourists, such as Green Curry, Tom Yum Kung, and Panang Chicken Curry. Also, there are a lot of tourists who want to learn Thai cooking and the government should provide more supports. As for Thai cooking schools, the government should monitor the standard of these cooking schools so that the flavors, ingredients, and cooking methods follow the same pattern. This is to prevent confusion among tourists on what Thai food should taste like. For restaurants, the government should be involved in finding and storing ingredients,

cooking process and production as well as personnel in the restaurant so that the same standard is applied...”. The representative from Just Khao Soy (picture 7 in the appendix) said “...Thai food is already famous but is not greatly supported or publicized. The government’s support must start with 1) educating personnel with Thai food knowledge, for example, knowing the food benefits, ingredients or elements in the cooking and the story of the food, 2) images of restaurants and Thai cooking schools, for example, cleanliness and food appearance, 3) publicizing through various media, and 4) standards of Thai restaurants and cooking schools. Moreover, the unique food in each region should be promoted. This can be done by presenting the history of the food to tourists, telling them why the food has that particular flavors and appearance. For example, people in the eastern region are fun and lively, the food is, therefore, hot and spicy. This will induce tourists to try the food. Just like what Korea does. Korea tells people why they have to visit Nami Island or other areas. This is a clear indication for tourists. Food in different areas may be the same but there are differences in the flavors and unique characteristics...”. The representative from Bann Thai Cookery School mentioned “...integrating Thai food with tourism is possible and Thai cooking school is one way to do so. Tourism activities can be included in the curriculum such as taking tourists to the local markets or organic vegetable farms. This also includes teaching tourists about Thai way of life and cultures, for example, Thai language, how to Wai (a traditional way Thai people greet and show respect), how to cook rice and sticky rice and how to eat them. Relevant organizations should assist in public relations as well as promoting and supporting the standard development for Thai cooking schools...”. The representative from Asia Scenic Thai Cooking School Chiang Mai had a similar perspective, “...Thai cooking school is a good way to integrate Thai food with tourism. Thai cooking schools in Chiang Mai help attract tourists and this is the largest Thai cooking school market in Thailand. Thai cooking school is a kind of cultural tourism that makes Thailand famous. Accordingly, the government should support Thai cooking school entrepreneurs in establishing clubs or associations to control the standard of Thai Cooking Schools...”. Likewise, the representative from Taa Wang Tarn Community said “...using Thai food in tourism promotion depends on how relevant organizations would allow the community to participate. For

example, when travel agencies or TAT bring tourists to visit the community, there should be local food eating activities like Khan Tok or organizing a cultural market in the community. Supports should be provided on publicizing community tourism, helping entrepreneurs in packaging development, promoting the establishment of housewife groups to run the communities' restaurants, and providing budget and knowledge to entrepreneurs and housewife groups ...”

Opinions regarding marketing strategies for Thai gastronomic tourism promotion are as follows.

- 1) The government should have a clear strategic plan for using Thai food in tourism promotion and the scope of work and responsibilities of related organizations should be clearly designated.

- 2) The government must provide successive supports in terms of policies, personnel, budget, regulations, marketing, packaging development, public relations, creating association in the community or among entrepreneurs, and coordinating different issues.

- 3) The government should develop language skills among personnel in the government sector, private sector, citizen sector, and local administrative organizations and educate personnel in the related organizations about food quality so that they are capable of monitoring the standard of entrepreneurs. Moreover, the government should develop skills and knowledge in administration and Thai cooking for entrepreneurs and partakers, such as, establishing the labor development center in order that labors in Thai cooking meet the standard and organizing cooking competitions in provincial, regional, and national levels.

- 4) The government and related agencies should support and promote the standardization of Thai restaurants and Thai cooking schools to create the same development standard.

- 5) The government and related agencies should use celebrities or Thai food experts in the public relations or demonstrating Thai dishes, such as Tom Yum Kun, Massaman Curry, Green Curry, Pad Thai and Som Tum, in order that foreigners know that Thailand has experts in this field just like when Thai Airways had Mr. Chalee Amatayakul as its presenter to publicize food from Thai Catering. Also, they should publicize gastronomic tourism via different channels successively and actively,

for example, having applications regarding food and tourism, providing food and tourism guidebooks, and using electronic media and other media as public relations channels for Thai food. Thai food events should be organized such as Thai food festivals, Thai food and entertainment expo, and Thai cooking competition, and promote signature dishes from each region by presenting their history to tourists, for example, people in the eastern region are fun and lively, therefore, the food is hot and spicy. In addition, eating local food can be included in the travel program for tourists, such as, eating Kan Tok.

6) The government and related agencies should conduct researches or surveys on tourists' Needs in learning Thai cooking from different groups such as housewives/househusbands, working women/working men. Moreover, a research should be conducted to find food strengths of each province and what appearance and flavors of Thai food that tourists like are. For example, there is different eating behavior in China, the southern Chinese may be able to eat Thai food while the northern Chinese may not be able to eat Thai food that is spicy.

7) Entrepreneurs should set up quality standard of personnel, curricula, and physical factors of the teaching places and this must be implemented regularly, actively and successively to create sustainability. Moreover, they should make Thai cooking schools well known among tourists by presenting each school's outstanding features, for example, instructors are very skillful, instructors are very funny, using adventure cooking style, taking students to local markets for organic vegetable farms so that they learn about Thai way of life and culture, teaching tourists how to cook rice and sticky rice, and teaching tourists how to eat rice and sticky rice. In addition, they should establish clubs or associations of Thai cooking school entrepreneurs for the marketing and public relations purposes in foreign countries as well as create tourism network with other business groups such as travel agencies, hotels, and airlines to link their own products with the network members. Also, they should organize a Thai cooking school competition to develop and upgrade Thai cooking schools

8) The government and related agencies should promote and support the establishment of housewife groups in the communities with local wisdoms in Thai food, especially in the communities with important tourism sites, to run communities'

restaurants and produce quality products sold as souvenirs as well as organize activities to promote food tourism in the communities, for example, establishing cultural markets in the communities and tourism routes in the localities. Moreover, they should also provide supports on budget and knowledge for housewife groups with local wisdoms in Thai food in different communities.

Phuket

There were 16 participants in the Chiang Mai focus group, comprising 1) a representative from Phuket Governor's Office 2) a representative from Phuket Provincial Office of Tourism and Sports, 3) a representative from TAT, Phuket Office, 4) a representative from Phuket Provincial Culture Office, 5) a representative from Phuket Provincial Administration Organization, 6) a representative from Phuket Municipal Office, 7) a representative from Phuket Tourist Association, 8) an entrepreneur from Pum Thai Restaurant & Cooking School, 9) an entrepreneur from Pat's Home Thai Cooking School, 10) a representative from Sri Panwa Phuket Hotel, 11) a representative from Blue Elephant Phuket, 12) a representative from Pornthip (Phuket) Co., Ltd., and 13) 4 representative from Old Phuket Town Community. These participating organizations and groups have different roles in Thai gastronomic tourism, for example, 1) Phuket Governor's Office drives, integrates, and coordinates in the making of Phuket Development Plan. Phuket's vision in the Phuket Development Plan (2013-2017) is "Phuket is an international tourism town which is based on the sustainable development". Accordingly, the province's development strategies contain 3 tourism strategies, which are being a sea tourism site with international standards, creating confidence among tourists and citizen, and making organizations ready for tourism development to meet international standard; 2) Phuket Provincial Office of Tourism and Sports has 2 major tasks regarding tourism which are tourism sites development and tourism personnel development. The main roles are (1) creating tourism plan of the province and the province cluster, (2) being responsible for preventing and finding solutions for tourism problems in the area, (3) coordinating, supporting, and promoting tourism industry development in the area, (4) studying, analyzing, researching, surveying, and collecting tourism statistics, (5) implementing the surveys and evaluation of tourism sites' potentials in the area, (6) controlling and monitoring to ensure that tourism in the area follows the designated

regulations, agreements, and standards, (7) promoting ,supporting, and giving advices to citizen, community organizations, local organizations, and related organizations, and (8) cooperating or supporting the work of other related organizations. In the 2013 fiscal year, there were many tourism development projects implemented under the cooperation with many organizations, for example, tourism site development project in Chino-Portuguese cultural area, market mechanism development project for Andaman coastal provinces to make it meet international standard, and Phuket tourism administration's efficiency enhancement project; 3) Phuket Provincial Administration Organization uses local food that represents the culture and is unique in tourism promotion as well as promotes Halal Muslim food; 4) Phuket Municipal Office has the following strategies to promote Thai and local food; (1) creative education strategy - supporting 7 educational institutions in Phuket to use local wisdoms in local food as teaching curricula for students, (2) creative economy strategy – promoting business of old restaurants by not establishing any food court to compete with the restaurant entrepreneurs but focusing on making them being self-sustainable, assisting entrepreneurs in public relations as well as cultural and historical promotion in the old town to attract Thai and tourists, and (3) creative identity strategy – pushing Phuket to become UNESCO's creative city on cultural food; and 5) Phuket Tourist Association does not have any strategic plan regarding food tourism but has published the Phuket restaurant guidebook for tourists.

Most participants saw that Thai food and local wisdoms in Thai food play an important role in Phuket tourism because Thai food is a part of the culture and has unique flavors, unbeatable by any other food. In addition, due to the change in tourist behavior, the trend of educational tourism, the tourism with the purpose to study the way of life, traditions, and arts and cultures, is becoming more popular. This attracts tourists to visit and learn Thai cooking in Thailand. The representative from Phuket Governor's Office said "...Thai food is one main attractor, apart from natural and historical tourism sites, that induces tourists to visit Thailand repeatedly because Thai food has unique flavors and the delicious taste of Thai food is second to none. Thai food, therefore, takes part in tourism promotion, that is, tourists do not only want to travel, they also want to eat famous food...". Likewise, the representative from Phuket Provincial Office of Tourism and Sports said "...nowadays tourists are

becoming more interested in educational tourism to study the way of life, traditions, and arts and cultures. Cooking is a form of arts that tourists are interested in. Food is one of the service factors for tourists and this includes restaurants and establishments. In conclusion, tourists have to travel, eat, and rest. The uniqueness of Thai food flavors attracts tourists to learn and experience Thai food...". The representative from Phuket Provincial Culture Office also mentioned "...Phuket local food is influenced by the local and Taiwanese Hokkien cultures, thus, the flavors are the combination of spicy southern food with a touch of Chinese. Famous local dishes are Hokkien noodles, Loba (stewed pig head and entrails), Mee Hun Kra Duk Moo (stir fried noodles served with pork broth), and Ow Tao (pan fried mussels pancake). These foods are available in local restaurants and Phuket's local food court. It can be said that Thai food and local dishes are very important to tourism and Phuket has been selected as the town of food...". The representative from Phuket Provincial Administration Organization had a similar opinion that "... Thai food plays an important role in tourism. What is considered as value added and cannot be specifically priced is the food issue. If we can provide good food for tourists, we can bring income to Thailand. Phuket food is unique, with the combination between local and Chinese food. The combination of herbs and side dishes has become Phuket's identity...". The representative from Phuket Municipal Office also mentioned "...food from each nation contains cultural elements of that nation. Phuket local dishes are food with the combination of the local people's food culture and the food culture of the immigrants such as the Taiwanese Hokkien and the Malay Penang people. This creates Phuket's food identity that attracts tourists. Besides tourism sites and hotels, Thai food and Phuket local dishes play a major role in Phuket tourism.

The entrepreneur from Pum Thai Restaurant & Cooking School (picture 9 in the appendix) shared a similar perspective that Thai food is essential for tourism. Thai food is the main factor that attracts tourists to visit Thailand by appearance, flavors, cooking process, and herbal ingredients that create unique flavors. These reflect Thai food culture and comply with current foreign tourist behavior. They want to learn about way of life, traditions, and arts and cultures of other countries. (Yardfon Buranapim, 2013)

The representative from Blue Elephant Phuket (picture 28 in the appendix) also said the food of each nation will reflect the culture of that nation. As for Thai food, nowadays there are many Thai restaurants in foreign countries. Foreigners who want to visit Thailand but do not know Thai food can try Thai food at these restaurants and when they really visit Thailand, they can eat Thai food. Consequently, Thai food really helps promote tourism. The representative from Pornthip (Phuket) Co., Ltd. Mentioned. (Steppe, 2013)

what makes Thai food important to tourism is that when tourists are having fun, they're getting hungry and they have to eat. The point is, how to make them eat Thai food. For example, our company sells Phuket local desserts which have been inherited from the local wisdoms of Taiwanese Hokkien ancestors such as Mor Lao (taro sesame puff), Tao Sor (Chinese biscuit with bean paste filling), and Kanom Prik (black pepper cookies). However, tourists do not buy these because they do not know these desserts. The owner, thus, had an idea to make the packaging that resembles Chino-Portuguese style building to attract tourists and create value added to these products.

Regarding integrating Thai food with tourism, most participants agreed that in order to use Thai food and local wisdoms in Thai food for tourism promotion, there should be clear strategic and policy plans for using Thai food in tourism promotion. The private sector, citizen sector, and local administrative organizations must be involved in integrating these strategic plans. From the strategic point of view, emphasis should be placed on the target market. Thai food can be adjusted or applied to suite the consumers and tourists. The following issues are also important, teaching Thai people to have expertise in Thai food, food safety, and standards for Thai restaurants and cooking schools for foreign tourists. The representative from TAT, Phuket Office said "...it should begin by teaching tourists to cook Thai food in order to give them opportunities to try the food, know cooking ingredients, and practice cooking by themselves. The organizations in charge of labor development should provide trainings on Thai food for housewife groups who will work abroad or open Thai restaurants in foreign countries. Also, Thai food should be publicized among different media to show that it is not only delicious but also beneficial to consumers since many herbal ingredients are used...". The representative from Phuket Provincial

Culture Office mentioned "...in the national level, the government should have clear strategic and policy plans for using Thai food for tourism promotion. The private sector, citizen sector, and local administrative organizations must be involved in integrating these strategic plans. In the provincial level, the issue of using Thai food knowledge for tourism promotion should be included in the provincial plan. Related agencies must mutually agree in appointing the main agency and the supporting units. This will make the implementation process more efficient. Moreover, each agency should publicize to drive these issues under the condition that the contents to be publicized must follow the same direction. There should also be supports on organizing Thai food and local food events such as Thai food and local food festivals, cultural routes festivals, and exhibitions. Entrepreneur should be encouraged to create value added to Thai food and local food products just like the way Porntip shop did with its product packaging, using Chino-Portuguese design...". The entrepreneur from Pum Thai Restaurant & Cooking School said "...the important thing in integrating Thai food with tourism is that the government must have a clear and successive strategic and policy plans as well as provide active and successive support for entrepreneurs especially in terms of capital because entrepreneurs' loan applications are often rejected by financial institutions due to the lack of security...". The representative from Phuket Provincial Administration Organization mentioned "...we already integrated Thai food with tourism, in terms of local food and Halal food. The most important thing is that the project must be implemented actively and successively...". The representative from Phuket Tourist Association had a similar opinion. He said "From a strategic point of view, the integration of Thai food and tourism should focus on the target market, not on the existing Thai food. If tourists want seafood, we should focus on seafood. We should have strategies for Halal food since the Muslim market is big, from China, Indonesia, Malaysia, Middle East, and Africa and for vegetarian Thai food. But the target group for vegetarian food would be available during Chinese vegetarian festival only. Nonetheless, we need a main operating unit to supervise this matter...". The representative from Pornthip (Phuket) Co., Ltd. mentioned "...Thai food can be integrated with tourism promotion. It Needs to be adapted and adjusted to suit both Thai and foreign consumers. To do so, adjustment could be made on the appearance but still conserving the Thainess and

Thai flavors. For example, Tom Yum Kung is widely known around the world but how we can make it more interesting, we have to think about that. As for Thai desserts, they might need to be improved to make them look more appealing and have a longer shelf life in the packaging that preserves the food quality as well as looks attractive to tourists...”. The representative from Phuket Municipal Office’s point of view was “...it is possible to integrate Thai food and local food with tourism economy. This can be done by 1) in terms of planning, the provincial strategic plan should clearly integrate Thai food with tourism, 2) in terms of product, the appearance of Thai food should be modified while conserving authentic flavors, 3) in terms of entrepreneur network, emphasis should be placed on entrepreneurs by creating awareness on the value of Thai food and local food among entrepreneurs in order to conserve Phuket local food, and 4) standards for local restaurants should be classified in the following aspects; appearance, administration, personnel, and cleanliness. The Ministry of Culture or communities with important tourism sites should help with this issue. A responsible organization could be appointed such as a foundation, a club, or a private organization, depending on the administration in each area...”. The representative from Blue Elephant Phuket said “...to integrate Thai food with tourism, the government should focus on 1) teaching Thai people to have expertise in Thai food, 2) food safety, and 3) standard of Thai restaurants and cooking schools...”. Moreover, the representative from Old Phuket Town Community said “...the integration of Thai food and tourism should focus on 1) the authenticity -ingredients, cooking methods, and flavors must be authentic 2) the price of the food recommended for tourists must be reasonable, and 3) the ingredients used must be clean and fresh, focusing on local ingredients to distribute income to local people. Related agencies and local organizations should provide supports on the development of equipment, production, distribution channels, and public relations...”.

Opinions regarding marketing strategies for Thai gastronomic tourism promotion from the focus groups are as follows.

- 1) The government should allow the private sector, citizen sector, and local administrative organizations to participate in the integration of strategic plan in using Thai food to promote tourism. The strategic plan, framework, and projects regarding using Thai food knowledge for tourism promotion must be clear,

successive, and follow the same direction. In addition, the issue of using Thai for tourism promotion should be integrated in the development plan or the provincial strategic plan, and clear scope of work and responsibilities of concerning agencies as well as appointing main and supporting units should be addressed.

2) The government should publicize the issue of using Thai food for tourism promotion among acting agencies by having the publicized contents of each agency follow the same direction. Nonetheless, in using Thai food to promote tourism, there should be innovative changes in many elements in terms of administration, combination with other elements or cultures but still conserving the originality of the food such as appearance and flavors. The government sector must provide successive and active supports in terms of policies, personnel, budget, regulations, marketing, packaging development, public relations, creating association in the community or among entrepreneurs, and coordination.

3) The government and related agencies should support the use of local wisdoms in Thai food among Thai youths and the public, for example, having food experts with local wisdoms in Thai food do the cooking demonstration in food festivals or exhibitions.

4) The government and related agencies should establish standards for local restaurants in the following aspects; appearance, administration, personnel, and cleanliness with the helps from related organizations and communities with important tourism sites and a central organization such as a foundation, a club, or a private organization and support standards of concerning agencies such as cleanliness and safety.

5) The government and related agencies should provide information on Thai cooking activities in major tourism provinces among tourists as well as publicize information on Thai food to tourists via different media such as televisions, magazines, applications, and social networks by emphasizing that Thai food is not only delicious but also beneficial to consumers since many herbal ingredients are used and it can be made in several forms such as curry, stir-fried or others, or can be decorated with carved fruits or vegetables to make it more appealing. Additionally, they should provide supports in organizing Thai food and local food events such as Thai food and local food festivals, cultural routes events, and exhibitions and create

food tourism routes. Thai cooking school entrepreneurs should act as public relations network to publicize Thai food, for example, Phuket province asked Blue Elephant to cooperate in publicizing Thai food since Blue Elephant has branches in foreign countries.

6) The government and related agencies should use researches as developing tools and formulate food tourism projects as well as develop administration and facilitation formats of related organizations for tourists.

7) The government and related agencies should develop database on tourism information regarding Thai restaurants and Thai cooking schools.

8) Entrepreneurs should adjust and develop on the entrepreneurs' marketing, selling, and service providing aspects and be aware of the value of Thai food and local food in order to conserve local food in each region of Thailand by creating value added to Thai food and local food products like the way Porntip shop did with its product packaging, using Chino-Portuguese design. In addition, there should be supports on cooperation with all parties in the exchange of entrepreneurs' knowledge and information.

9) The government and related agencies should create trends on Thai food and local food among people, the communities, and local areas by allowing these people to participate and act as key persons in using Thai food for tourism promotion as well as educate housewife groups and the unemployed in the areas on local food cooking and Thai Halal food as well as provide supports to communities and localities in all aspects.

Bangkok

Since there were political mobilizations in Bangkok during the time the focus group was held, some of the target sample cannot participate in the focus group. Accordingly, in-depth interviews were conducted instead. The 4 interviewees comprised 1) Mr. Vitoon Simachokdee, Permanent Secretary, Ministry of Industry; 2) Assistant Professor Dr. Srisamorn Kongpun, Thai food expert; 3) M.L. Sirichalerm Svastivadhana, Thai food expert; and 4)) Mr. Daniel Green, celebrity chef. As for the focus group in Bangkok, there were 8 participants, comprising 1) a representative from the Ministry of Tourism and Sports, 2) a representative from TAT, 3) a representative from Bangkok Metropolitan Administration, 4) a representative from

Bangkok Metropolitan Cultural Council, 5) a representative from School of The Oriental Hotel Apprenticeship Program (OHAP), 6) a representative from Blue Elephant Bangkok, 7) a representative from Naj Thai Cooking School, and 8) a representative from Dusit Thani College. These participating organizations and groups have different roles in Thai gastronomic tourism, for example 1) the Ministry of Tourism and Sports has included the promotion of creative tourism in the National Tourism Development Plan (2012 – 2016) and the Ministry of Tourism and Sports Strategic Plan (2012 – 2016) by using Thai food and local wisdoms in Thai food in tourism promotion and educating tourists on Thai food, mostly by teaching fruits and vegetables carving but not cooking, 2) Bangkok Metropolitan Administration's roles and responsibilities include manufacturing, storing, selling, and supervising market fairs and food sanitation. The Bangkok Metropolitan Administration has promoted Thai food in the form of books in all of its libraries such as Thai cookbooks, food sanitation textbooks, and books regarding Thai cooking. It also provides trainings on Thai cooking for youths and the public at Bangkok Youth Centers and Bangkok Vocational Schools as well as creates restaurant database system such as the book titled "Good Food in 50 Districts" and a television program called "Bangkok Smile" to recommend good restaurants to tourists, 3) Bangkok Metropolitan Cultural Council has the following duties; (1) proposing ideas for Thai traditions/culture conservation, promotion, and restoration to the National Culture Commission; (2) implementing the policies; (3) creating tasks regarding Thai traditions/cultures conservation, promotion, and restoration and creating value added to Thai culture by organizing events and exhibitions to bring in foreign income; and (4) keeping an eye on cultural issues, and 4) Dusit Thani College offers Thai cooking classes in its 3-month gastronomic arts and kitchen management program (1 month for theories and 2 months for internship in the establishments) and short Thai cooking courses for the public.

Most participants saw that Thai food plays an important role in Thailand tourism since Thai food is a part of the culture, has unique flavors that are second to none, and can be made in various forms. All these features make Thai food well known around the world. Tourists want to eat Thai food when visiting Thailand. The representative from TAT (picture 33 in the appendix) said "...nowadays people around the world love eating Thai food. In the past few years, street food in Bangkok

has been mentioned a lot. It is said that Bangkok is not only the true value of money but also has the most delicious food which is available around the clock and food can be found everywhere...”. The representative from OHAP (picture 26 in the appendix) mentioned “...Thai food is very important to Thai tourism because it is a part of Thai culture and now Thai food is well known by people around the world, for example, Tom Yum Kung, Pad Thai, and Green Curry. When tourists visit Thailand, they have to try these foods. This is the same thing Thai people do when visiting foreign countries, we have to eat famous food from that place...”. In addition, the representative from Blue Elephant Bangkok (picture 23 in the appendix) said “...Thai food is essential for tourism since it can be made into several forms such as ancient Thai food and modern Thai food. Nowadays, Thai food is well known among foreigners. When they visit Thailand, they want to have Thai food...”. The representative from Naj Thai Cooking School (picture 13 in the appendix) also said “...Thai food is essential for tourism. When tourists visit Thailand, they have to eat. Learning to cook Thai food is one of tourism activities that helps promote tourism. When tourists visit Thailand, they think about Thai food and tourism sites, for example, Bangkok has the temple of the Emerald Buddha and other places have seas. I can definitely say that Thai food is highly important to tourism...”. Likewise, the representative from Bangkok Metropolitan Cultural Council mentioned “...the National Economic and Social Development Plan mentions about Thai economy, Thai local wisdoms, and Thai food. The Thainess comprises traditions, cultures, and food because food is a part of the culture...”. Finally, the representative from Dusit Thani College (picture 34 in the appendix) said “...Thai food is outstanding and has its own value in terms of nutrition, appearance, Thainess, and unique flavors. To use Thai food in tourism promotion, we have to consider why Thai food is not as popular as Japanese and Korean food...”.

Regarding integrating Thai food knowledge with tourism, most participants agreed that Thai food or local wisdoms in Thai food should be used in tourism promotion. The representative from the Ministry of Tourism and Sports (picture 32 in the appendix) said “...each ministry should actively cooperates. Thailand has so many things we can sell. Everybody knows Thai food like Tom Yum Kung, Pad Thai and Massaman Curry. Each ministry has its own projects and policies. The Ministry

of Tourism and Sports has one, the Ministry of Industry has one, the Ministry of Commerce has one or Bangkok Metropolitan Administration has one. They all should integrate and cooperate. The results would be better than having each one doing its job individually. To use Thai food knowledge for tourism promotion, it should begin from the private sector informing its Needs to the government sector and both government and private sectors cooperate because the government sector does not know what the private sector wants so it has to follow the policy plan. Nonetheless, emerging projects can be put in the related policy plan. This is an indirect support that initiates tourism activities as proposed in the projects. Nonetheless, we have to see if other tourism entrepreneurs accept or resist the project to be implemented such as restaurants, travel agencies, hotels, and airlines since Thailand has various forms of tourism for tourists to choose according to their interests. In addition, the teaching of Thai food should be tied in with tourism so that tourists know that they must learn Thai cooking when visiting Thailand. We should support the private sector first and the government sector will handle the issues of laws, regulations, criteria, and standards. It should start with the high-end tourists. When teaching Thai cooking becomes popular among foreigners around the world, we can expand the target to tourists in other levels...”. The representative from TAT also mentioned “...in order to integrate Thai food with tourism, TAT is using both online and offline channels for public relations. TAT will tell you where you should eat if you visit that particular place or if you want to eat in this area, where you should go. This is the effort to combine Thai food with tourism. In addition, we also publicize among tourists with the needs to eat particular food, for example, publicizing Halal food in Thailand as good and delicious food with tourism historical background. Moreover, when there are more groups of tourist from China, India, and Russia visiting Thailand, TAT tries to arrange trainings for entrepreneurs. To make learning Thai cooking “A must”, TAT cannot force tourists but what TAT can do is to push tourists who want to learn Thai cooking. For example, TAT arranged Thai cooking competition for foreigners and the prize for the winner is coming to learn Thai cooking in Thailand...” The representative from Bangkok Metropolitan Administration shared a similar opinion. He said “...the strategy to create development requires marketing mechanism strategy. The marketing mechanism has

two forms, online and offline. The online media plays an important role therefore we must use these. Cooking websites Needs to have more than one languages not just Thai. To make the world understand Thai food in terms of appearance and flavors, we needs to be aware and give precedence to the authenticity of Thai food. For example, the ways we cook rice and make Thai omelet are unique. We should have these patented. Recipes should be made and a license must be required in opening a restaurant. Cooks should be trained from Thai food Institutions in Thailand. This is similar to KFC and McDonald's who can have branches all over the world because the same standard is applied...". The representative from Bangkok Metropolitan Cultural Council said "...to integrate Thai food with tourism, we should use Thai food, which is a Thai culture, to create value added to tourism by establishing Thai gastronomic tourism routes. Nonetheless, tourists must be educated about Thai culture and local wisdoms in Thai food before beginning the journey. The 5 steps are 1) educating, 2) cooking demonstration, 3) observing way of life, 4) cooking Thai food, and 5) taking Thai food home. In addition, the food packaging Needs development in order to be accepted worldwide. This way food will be allowed to be brought into the countries and tourists can bring Thai food back to their countries. Nonetheless, the government sector, private sector, citizen sector, and local administrative organizations must be involved in making local wisdoms or Thai food culture practical in tourism promotion...". On the other hand, the representative from OHAP said "...This is how the integration of Thai food and tourism should start. Entrepreneurs must publicize Thai food by emphasizing on the Thai culture and establishing teaching and service standards as well as developing personnel in kitchen management. Also, an evaluation should be conducted on foreign tourists' satisfaction with the cooking courses and the results must be used to improve and develop teaching methods and services. The government and related agencies should promote and support entrepreneurs focusing on the weaknesses, for example, publicizing in foreign countries and developing Thai food personnel in the inadequate field...". The representative from Blue Elephant Bangkok also mentioned "...Blue Elephant Cooking School is the integration of Thai food and tourism. Thai food, which represents Thai culture, and Blue Elephant's elements, such as the environment, decoration, teaching process, and personnel, help promote tourism. Nonetheless, in

integrating Thai food with tourism, focus should not be placed on the instructors but on regional or local food. For example, tourists who visit the southern part of Thailand should eat or learn how to cook southern food. If they visit the northern part of Thailand, they should eat or learn how to cook northern food. Wherever they go, they should eat and learn how to cook the food of that area. Instructors can supply general information...". Likewise, the representative from Naj Thai Cooking School said "...Thai food and tourism have to go together because nowadays more tourists are traveling and they are getting more interested in visiting Thailand, either in cultural tourism or health tourism. Accordingly, if Thai food is used in tourism promotion, more promotion from related agencies is needed. This depends on what kind of Thai food will be used in tourism promotion. It should begin with 1) making Thai food well known among foreigners, 2) educating – the government should provide basic knowledge in Thai food among children and youths. A better development can be created in the new generations as compared to people in this generation since they are educated by the Ministry of Education, 3) the government should promote and provide more supports in Thai cooking curricula. This will help standardize everything since the private sector will hire qualified people in their organizations, 4) people and communities should not forget Thai food in their mothers' or grandmothers' generations. They should cook the way their grandparents do and pass these knowledge to the next generations, and 5) Thai cooking schools are one publicizing channel, therefore, entrepreneurs must be aware of their roles as teachers. Good teachers must teach the right things. If wrong things are taught, tourists who learn from them will pass on that wrong things and that will not be good for Thai food and tourism...". The representative from Dusit Thani College, on the other hand, said "...The integration of Thai food and tourism can be done by teaching tourists the correct way to eat Thai food. They should be taught the concept of food pairing, what should be eaten with what, and what the authentic Thai food is. Also, there should be promotion for the use of authentic ingredients as used in the original recipes. This will not only conserve the Thainess of Thai food but is also a way to support agricultural products produced by Thai agriculturists. If the government and partakers can promote these 2 issues, Thai food can then be integrated with tourism..."

From additional interviews with 4 interviewees, the following suggestions and opinions regarding marketing strategies in using Thai food knowledge for tourism promotion were achieved.

Mr. Vitoon Simachokdee, Permanent Secretary, Ministry of Industry (picture 18 in the appendix) provided the following opinions and suggestions regarding marketing strategies in using Thai food knowledge for tourism promotion; "...the policy must be clear and extended. The implementation, too, must be active. The evaluation must be conducted repeatedly. This is the complete circuit. Organizations from various ministries can be involved such as the Ministry of Commerce since the Ministry of Industry has the Food Institute and other organizations that provide assistance for entrepreneurs. In addition, the Ministry of Industry has set up some food standards, for example, the ready meal, which has the Food Institute and SMEs Service Center as responsible agencies. Take ramen making in Japan for example, entrepreneurs are very clear in the standard issue, such as ramen recipes, and this enables them to inherit their business. Thai entrepreneurs, on the other hand, do not do this. This might be because the project implementation is not extended. Nonetheless, the project "Thai Kitchen to the World" must be continued in the future because it is Thailand's potential. The Food Institute is accepted among entrepreneurs because it is the organization that helps these entrepreneurs establish. The success of the project Thai Kitchen to the World is evaluated at about 75%, the missing 25% Needs the continuity of the project as well as having new innovations to be developed by executors in the organizations. However many organizations do not have this..."

Assistant Professor Dr. Srisamorn Kongpun , Thai food expert (picture 19 in the appendix) provided the following opinions and suggestions regarding marketing strategies for Thai gastronomic tourism promotion.

Thai food has selling points. The charm of Thai food lies in the flavors. Different flavors combine nicely and create deliciousness. More importantly, Thai food is healthy food. All Thai dishes contain vegetables as cooking ingredients or must be eaten with vegetables. Some herbs have preventing and healing properties. For example, Kang Kae (curry with assorted vegetables), which is a northern dish, comprises ivy gourd which contains insulin.

Moreover, Green Curry must be eaten with pea eggplants because they contain iron, fiber, and vitamin A, which can be absorbed by the body quickly with the existence of coconut milk. In terms of deliciousness, Green Curry is hot and creamy, when it is eaten with pea eggplants, the flavors mix beautifully. Turmeric helps calm the stomach and a recent research found that turmeric helps treat Alzheimer. Garlic reduces fat. Chili helps with blood circulation. These are the charm of Thai food, which is healthy food. Most foreigners who have eaten Thai food know its benefits but, sadly, many Thai people do not realize this. Thai restaurants and Thai cooking schools should give precedence to 1) having standardized or consistent Thai food recipes, 2) cleanliness, 3) history of Thai food, Thai people must learn the history of Thai food so as to have pride in Thai food, knowing that Thailand has had advancement in food for a long time. As for the integration of Thai food or local wisdoms in Thai food and tourism, this is the selling point. Thai food is the selling point that attracts tourists to visit Thailand. Besides the issues of good places and services, issues on safety and cleanliness of Thai food consumed by tourists are also essential. Besides making the food delicious, entrepreneurs must consider what would happen after tourists ate the food. Entrepreneurs should be aware of these issues. Moreover, Thai food must be cooked with authentic flavors because tourists want to eat authentic food. Do not think for tourists they want this and that flavors. For example, Tom Yum Kung must not be hot, if hot flavor is wanted, eat the chili.

(Srisamorn Kongpun, 2013)

M.L. Sirichalerm Svastivadhana, Thai food expert (picture 21 in the appendix), shared his opinions regarding marketing strategies in using Thai food knowledge for tourism promotion as follows.

For me, there are 2 perspectives; 1) when Thai people teach how to cook, there is no element. Thai people use memories. This is my grandma's recipe, this is my auntie's recipe, this is my dad's recipe, this is my mom's recipe. No study or research has been conducted or Thai cooking has never been regarded as science in cooking. If we really want to promote tourism and educate tourists, the first thing we need is to really know Thai food. We must know where

Thai food comes from, what the history of Thai food is, what elements of Thai food are, and what principles in Thai cooking are. For example, in France, they will teach by elements, by principles. But Thai people teach by memorizing because Thai's education system does not support researching on food to understand what our food is. Consequently, when foreigners take Thai cooking classes in Thailand, they will be taught differently. This instructor teaches one thing, that instructor teaches another thing and think, well, this is my recipe. It's not about recipes. It's about principles of cooking Thai food and understanding what Thai food is. The teaching system in foreign countries is more rationale. There are 2 types of foreigners; one is those who just want to experience a little cooking, such as taking a course at the Oriental or with anybody, the other is those who want to learn because they really want to know about Thai cooking. They want to know the root of Thai food and the history. Therefore, the principles of teaching Thai cooking should begin with the history of Thai food followed by cooking techniques. We have boiled, fried, stir- fried, steamed, spicy salad, and dip dishes, that's it. These can be used as examples for students. This is how I teach at Cordon Bleu School and 2) the problem we have is that Thai people do not coordinate. They do not accept each other. They do not know what the history of Thai food is. Thai people have never been educated this way. In foreign countries, theories come first and there must be supporting evidences and reasons. Home economics in Thailand does not teach this way. Instructors graduated from whatever institutions and teach without principles, without food science knowledge. We should start from principles, elements, appearance of Thai food, and the standing points of Thai food, that's it. If we want to promote Thailand, we have to distinguish. We should be able to tell what kind of people would want to learn Thai cooking. In fact, all Thai cooking schools should be trained in order that they understand the history of Thai food, where Thai food comes from, and what elements of Thai food are. This way, they will not give out wrong information and will be proud of the Thainess, proud of being Thai chefs. Without these, it's like building a house without a foundation, it will collapse. If you ask why we do not establish an institute, the government does

not support it. The government just wants money. Thai people just think about money, not about knowledge or principles, or reasons, or system. Anyway, they cannot be blamed. It's the Thai education system.

(Sirichalerm Svastivadhana, 2013)

Mr. Daniel Green, a celebrity chef, also said

whenever you look at anything regarding Thailand and tourism, food is a major part of that. Anything from carving fruits to inspiring people to try the cuisine and I also think Thai food is so unique. You can get so many flavors, and some of those flavors are really hard to create outside Thailand. Thailand is doing a very good job in bringing people in to take cooking classes in many hotels, Chiang Mai and other places in the region. I think they're doing the best job in the region. I think food is the key point in travelling. I think for anyone that travels, the first inspiration is "oh where do I go to eat?" or you have to learn about local food in that city. If you are going to Paris the first thing that you think about is food. If you go to Japan, you think of food. It's one of the first things that you think about. Travelling and food are really important to tourism. Thailand is doing a good job in this matter. What important is that Thailand has a very unique identity as compared to Malaysia and Singapore because Thailand has cooking classes. It's a part of traveling to Thailand. Thailand is doing very well in tourism and food. It has more things to offer as compared to other countries. What comes to my mind is in Europe you have Italy and France. I think people go to France and Italy to learn cooking and same for Thailand. I am pretty certain that the government can do more with exotic tourism sites by allowing the community to participate in creating tourism or creating database for food tourism and publicizing TV programs regarding Thai food in the media outside the country, especially in television media such as Asia Food Network, Food Network America and UK Food. Also, the government should have safety standard because the most important thing is the cleanliness of food or from where should we eat. Take India, for example, we all know if we eat something in India, we might get bad tummy. I think, here, there are certain places where westerners might get diarrhea. You probably have lots of it. So, if this is controlled by the

government, it will make people feel much safer. As for hotel entrepreneurs, I don't think we need to touch that because they are doing a good job already. The government can help support the infrastructure side such as transportation. Just one interesting thing, it might have something to do with tourism, I just did a project with General Mills, which is the biggest food company in America, and I did some in-house VDO for them to have on their website. What they say is that based on the statistics now, for those who are 10 years old or younger, the only way they will search on something is YouTube, it's all VDO. People don't read in that generation, so, that's an interesting way of how you can get them. You know, a campaign on VDOs, recording Thai cooking clips on VDOs rather than written information.

(Green, 2013)

Opinions regarding marketing strategies for Thai gastronomic tourism promotion are as follows.

- 1) The government should have clear and successive strategic plans and policies for Thai gastronomic tourism that follow the same direction by allowing the private sector, citizen sector, and local administrative organizations to participate in the integration of strategic plan for Thai gastronomic tourism and designate a clear scope of work and responsibilities of concerning agencies as well as appointing main and supporting units.

- 2) The government and related agencies should publicize the issue of using Thai food in tourism promotion among acting agencies by having the publicized contents of each agency following the same direction. Nonetheless, the government sector must provide successive supports in terms of policies, personnel, budget, regulations, marketing, packaging development, public relations, creating association in the community or among entrepreneurs, and coordinating. In addition, cooperation should be created among the government sector, private sector, citizen sector, local administrative organizations to revise regulations that create obstacles to Thai gastronomic tourism.

- 3) The government should develop language skills among personnel in the government sector, private sector, citizen sector, and local administrative organizations as well as develop personnel in Thai food field by educating on the

issue of kitchen management. In addition, the government should promote local wisdoms in Thai food among youths and the public, for example, having food experts with local wisdoms in Thai food do the cooking demonstration in food festivals or exhibitions, providing books regarding Thai food in libraries, and providing training on Thai cooking to youths and the public in the youth centers and vocational schools.

4) The government and related agencies should set up standards for Thai restaurants and Thai cooking schools by issuing certificates for Thai restaurants and Thai cooking schools that meet the standards and standardizing Thai food recipes by having them patented. Moreover, they should provide supports on standards of concerning agencies such as cleanliness and safety and offer awards to promote the quality of Thai restaurants and Thai cooking schools.

5) The government and related agencies publicize information on Thai cooking activities in major tourism provinces among tourists, emphasizing on the Thai culture Thai food and the image of good quality, safe, and nutritious by using online social media and foreign television media as well as provide supports in organizing Thai food and local food events such as Thai food festivals, cultural routes events, street food events, and exhibitions. Additionally, they should establish Thai gastronomic tourism routes and create “Thai food Safety” brand and communicate this to consumers inside and outside the country repeatedly.

6) The government and related agencies should standardize Thai cooking curricula or cooking textbooks as well as covering the issues of the history and the origin of Thai food, elements of Thai food, and principles of Thai cooking and conduct studies on consumers’ and tourists’ behavior in the target country for the market expansion purpose and develop food packaging so as to be accepted by foreign countries in order that food can be brought into the countries, allowing tourists to bring Thai food home.

7) The government and related agencies should develop both online and offline database on gastronomic tourism such as information regarding Thai restaurants and Thai cooking schools

8) Entrepreneurs should adjust and develop the issues of entrepreneurs’ marketing, selling, and service providing as well as create awareness on the value of Thai food in order to conserve Thai food by using Thai food to create value added to

tourism. Moreover, tourism activities should be included in the curricula such as team building activities, taking tourists to herb gardens. In addition, tourists should be taught about Thai cultures and way of life, including the use of authentic ingredients as used in the original recipes to conserve the Thainess of Thai food. This is a way to support agricultural products produced by Thai agriculturists. Also, there should be support and cooperation among all parties in exchanging knowledge and information.

9) The government and related agencies should create trends on Thai food among people in the communities and localities by allowing these people to participate and act as key persons in using Thai food to promote tourism and make people and communities realize that they should not forget the original way to cook Thai food which will affect people in the generations to follow.

4.3 Synthesis of the Study's Results

According to the synthesis of the quantitative and qualitative research results comprising 1) behavior of foreign tourists' behavior taking Thai cooking classes in Thailand, 2) needs of foreign tourists taking Thai cooking classes in Thailand, 3) results of hypotheses testing, 4) results of in-depth interviews with entrepreneurs in Thai cooking school business, and 5) results from focus groups, conclusions for the behavior and needs of foreign tourists taking Thai cooking classes and marketing strategies for Thai gastronomic tourism can be drawn as follows.

4.3.1 Behavior of Foreign Tourist Taking Thai Cooking Class

The majority of foreign tourists taking Thai cooking class were young couple or single who visited Thailand once. Most of them are underemployment, aged between 19-35 years old with bachelor's degrees. They worked in different occupation groups with the income not exceeding 100,000 baht, comprising 1) doctor/nurse/pharmacist/physiotherapist/X-ray technician group, 2) engineer/software engineer/explorer group, 3) financier/banker/marketer/sales group, 4) lawyer group, 5) teacher group, 6) airline staff group, and 7) forestry official group. More than half of the sample stayed in Thailand between 11-20 days. They were from European

countries such as England, Ireland, Switzerland, and Germany. The rest were from North America, South America, African, Asia and Australia in a similar ratio.

Foreign tourists had different learning objectives, for example, to find new experience, to cook Thai food for personal consumption, for educational purpose, and for occupation. Mostly, the learning object was to find new experience because most of the respondents had never taken Thai cooking classes before. Foreign tourists chose short courses or half-day courses due to the time constraint. The course lasted 3-4 hours; in the morning (09.00-12.00 hrs.), in the afternoon (13.00-16.00 hrs.), and in the evening (17.00-20.00 hrs.). Foreign tourists chose group classes with the step-by-step teaching method and the demonstration followed by practical classes because they wanted to have friends to talk to while cooking. They also thought that group classes were much more fun than private classes and the price was cheaper. The course length, course structure, and teaching method were appropriate. In learning Thai cooking, it was necessary to learn Thai food with authentic flavors and fruits and vegetable carving should definitely be included in the course. Most foreign were interested in learning how to make Thai desserts which included Kao Niew Ma Muang (sweetened sticky rice with mangoes), Woon Ma Prao (coconut jelly), and Glouy Tord (Thai-styled banana fritters) and Glouy Ping (grilled bananas). Thai dishes that foreign tourists wanted to learn were classic dishes well known among foreign tourists and were ranked by tourism websites such as Pad Thai, Massaman curry, green chicken curry, Tom Kha Gai, Tom Yum Kung, Panang, and stir-fried chicken with cashew nuts. Pad Thai, Panang and Massaman curry were the top 3 dishes foreign tourists wanted to learn how to cook. Distinctive attributes of Thai food were flavors, healthy food, menu variety, presentation, and appearance. Among these, flavors created the most impression among foreign tourists. As for information sources affecting decision to learn Thai cooking, there were closed friends, guidebooks, travel websites, family, travel brochures, travel agents, printing media, television media, websites, and online social media. Among these, friends were the most influential information sources affecting foreign tourists' decision to learn Thai cooking. Foreign tourists purchased cooking classes from the cooking schools, travel agents, or hotels in where they stayed. Among these, most of them purchased cooking classed directly with the schools. Reasons for choosing the school included

reasonable price, interesting courses, recommendations from friends or relatives, proximity to the accommodation, recommendations from hotels, and proximity to tourism sites.

When testing the hypotheses with t-test and F-test, it was found that foreign tourists with gender, age, nationality, education level, occupation, income, traveling time spent in Thailand, and number of time visiting Thailand factors had significantly different behavior with the significant level at 0.05.

4.3.2 Needs of Foreign Tourist Taking Thai Cooking Class

Foreign tourists who took Thai cooking classes had needs in marketing mix factors in a relatively high level ($\bar{X} = 4.28$), arranging in descending order as follows;

1) People attribute: needs of foreign tourists were in a high level ($\bar{X} = 4.85$), comprising;

- (1) Expertise, teaching, and communication skill of instructors
- (2) Good hospitality and friendliness of instructors and staff
- (3) Instructors' ability to answer students' questions
- (4) Service mind of instructors and staff
- (5) Instructors and staff are well groomed

2) Physical evidence attribute: needs of foreign tourists were in a high level ($\bar{X} = 4.84$), comprising;

- (1) Cleanliness in the institution
- (2) Having good environment that is free from pollution
- (3) Appropriate location and classroom facilities per student
- (4) Safety in students' life and belongings
- (5) Having the atmosphere that reflects Thai way of life and culture

3) Product attribute: needs of foreign tourists were in a relatively high level ($\bar{X} = 4.39$), comprising;

- (1) Having a course supplementary cookbook with simple to understand explanation
- (2) Having teaching methods that represent Thai way of life and culture

(3) Having special activities such as a visit to the fresh market or herbs garden

(4) Having various Thai menu to choose from

(5) Having various courses to choose from

4) Productivity and quality of service attribute: needs of foreign tourists were in a relatively high level ($\bar{X} = 4.33$), comprising;

(1) Knowledge from the class can be applied in daily life or business

(2) Teaching process creates balance and stability of food and energy such as fruit and vegetable trimmings are reused to make soup

(3) Worthiness of curriculum and teaching method

(4) Teaching knowledge creates knowledge economy and surrounding factors such as garbage recycling or concern for energy consumption

(5) Conducting surveys on students' opinions and satisfaction/ having the service quality evaluated/ having the standard certified by government or private sector

5) Process attribute: needs of foreign tourists were in a relatively high level ($\bar{X} = 4.15$), comprising;

(1) Allowing students to participate in class activities

(2) Allowing students to express opinions and ask questions

(3) Having shuttle bus service between the accommodation and the institution

(4) Having convenient payment method

(5) Using electronic media and E-learning in teaching and answering questions

6) Place attribute: needs of foreign tourists were in a relatively high level ($\bar{X} = 3.95$), comprising;

(1) Course can be directly purchased with the Thai cooking school

(2) Course can be reserved through the Internet

(3) Course can be purchased through travel agency or airline

(4) Course can be purchased through credit card

(5) Course is combined with other travel program

7) Price attribute: needs of foreign tourists were in a relatively high level ($\bar{X} = 3.86$), comprising;

- (1) Having reasonable and appropriate tuition fee
- (2) Having a special group fee
- (3) Having various course fees to choose from
- (4) Having a special fee for former students
- (5) Having various payment methods such as via credit card, PayPal, or by installments

8) Promotion attribute: needs of foreign tourists were in a relatively high level ($\bar{X} = 3.86$), comprising;

- (1) Having seasonal promotions such as offering free cooking tools
- (2) Having a special discount when enrolling several courses
- (3) Having a special discount and free items for student such as discount for travel activity, food, goods and souvenirs
- (4) Having special courses such as fruits and vegetables carving and special program
- (5) Having special promotions with credit card companies or mileage points with airlines

When testing the hypotheses with t-test and F-test, it was found that foreign tourists with the gender, age, nationality, education level, occupation, income, traveling time spent in Thailand factors had significantly different needs with the significant level at 0.05. On the other hand, foreign tourists with the different number of times visiting Thailand factor had no difference in their needs at the significant level at 0.05.

4.3.3 Marketing Strategies for Thai Gastronomic Tourism Promotion

Based on the synthesis of the study's results, 8 marketing strategies for Thai gastronomic tourism could be drawn as follows;

- 1) Personnel development strategy – Thai cooking schools must focus on developing Thai food skills, knowledge, and expertise among their instructors as well as develop foreign language communication skill and image of instructors and

school's staff, for example, providing good service and good hospitality and being well groomed.

2) Physical evidence strategy – Thai cooking schools must focus on the cleanliness and environment that is free from pollutants that might disturb students. Also, they must create learning environment that reflects Thai way of life and cultures. Adequacy of learning equipment and safety of life and belongings are also important issues.

3) Product strategy – Thai cooking schools should place an emphasis on developing teaching media, teaching methods and curricula that comply with students' behavior and needs. For example, providing cookbooks with easy to understand explanation, having teaching methods that represents Thai ways of life and cultures, organizing special activities, and offering various course and fees to choose from.

4) Productivity and quality of service strategy – Thai cooking schools should focus on developing curricula that allow students to apply the knowledge gained in their daily life and businesses. The teaching process should create balance and stability of food and energy, such as using fruits and vegetables trimmings from the carving lessons to make soup, and create knowledge economy and surrounding factors, such as garbage recycling or concerns on energy consumption. In addition, surveys on students' opinions and satisfaction, service quality evaluation, and standard quality certified by government or private agencies must be used as criteria for the schools' efficiency and quality development.

5) Process strategy – Thai cooking schools must place an emphasis on developing process that encourage students participation such as organizing class activities and allowing students to express their opinions and ask questions. Moreover, there should facilities development that comply with students' behavior and Needs such as shuttle bus service, convenient payment process, and using electronic media and E-learning system should be used in teaching and answering questions.

6) Place strategy – Thai cooking schools must focus on developing sale channels in order that foreign tourists can purchase Thai cooking program via different channels such as direct contact with Thai cooking schools, via travel agents,

hotels, and credit card companies. Tourists should be able to reserve classes via the Internet and Thai cooking classes could be tied in with other forms of tourism.

7) Price strategy – Thai cooking schools should focus on the price management issue that complies with student's behavior and Needs, such as offering reasonable price for cooking curricula, having a special price for group classes, having a special price for old customers, having various fees to choose from, and offering different payment methods.

8) Promotion strategy– Thai cooking schools must emphasize on developing various promotion strategies such as having sale promotions in different seasons or festivals as well as offering a special discount for tourists when enrolling several classes or a special discount and free items. Likewise, special classes or programs as well as sale promotion with credit card companies or mileage points with airlines should also be provided.

4.4 Discussions

Discussions drawn from the study of marketing strategies for Thai gastronomic tourism are as follows.

4.4.1 Behavior of Foreign Tourists Taking Thai Cooking Classes

From the study on the behavior of foreign tourists taking Thai cooking classes, further discussions are made on the following issues; objectives of taking Thai cooking classes, the chosen Thai cooking classes, appropriate learning period, influential information sources affecting decision to learn Thai cooking, purchasing sources, and reasons for choosing the school.

1) Objectives of taking Thai cooking classes – It was found that the objective of most of the respondents in taking Thai cooking classes was to find new experience. Others were for personal consumption and for educational purpose. Foreign tourists with different personal factors such as gender, age, nationality, educational level, occupation, income, traveling time spent in Thailand, and number of times visiting Thailand would have different behavior in their learning objectives. The result of the study complies with the tourism situation forecast made by the

Ministry of Tourism and Sports (2011), stating that the change in tourist behavior caused tourists to seek for new learning and experience in each travelling as well as to experience the pure nature and environmental friendly activities. This shows that tourists' behavior tends to look for new learning and experience which are different from ones gained from their previous traveling. Gastronomic tourism is, therefore, a kind of tourism that allows tourists to gain new learning and direct experience from food culture in a particular place.

2) Chosen Thai cooking classes – It was found that foreign tourists chose short courses or half-day courses due to the time constraint. The course lasted 3-4 hours; in the morning (09.00-12.00 hrs.), in the afternoon (13.00-16.00 hrs.), and in the evening (17.00-20.00 hrs.). Foreign tourists chose group classes with the step-by-step teaching method and the demonstration followed by practical classes because they wanted to have friends to talk to while cooking. They also thought that group classes were much more fun than private classes and the price was cheaper. The course length, course structure, and teaching method were appropriate. In learning Thai cooking, it was necessary to learn Thai food with authentic flavors and fruits and vegetable carving should definitely be included in the course. Most foreign were interested in learning how to make Thai desserts which included Kao Niew Ma Muang (sweetened sticky rice with mangoes), Woon Ma Prao (coconut jelly), Glouy Tord (Thai-styled banana fritters) and Glouy Ping (grilled bananas). Foreign tourists with different personal factors such as gender, age, nationality, educational level, occupation, income, traveling time spent in Thailand, and number of times visiting Thailand would have different behavior in the chosen cooking classes attribute. This complies with Schmoll's model of tourist behavior (1977, as cited in Cooper et al., 1993, 2008; Pizam & Mansfled, 2000) which explains that tourist behavior is a result of 4 influential factors which are motivation, desires, needs, and expectation. These factors consist of 2 components; (1) internal factors of an individual tourist such as personality, attitude, and value and (2) external factors such as advertising and touristic literature, tourism attributes such as distance, time spent to reach the destination, price, and trust in touristic intermediaries, which affect tourist acknowledgement on final decision making to buy or not to buy tourism products. This shows that tourist consumption behavior changes in accordance with the

economic condition. Due to the economic regression in many countries, tourists are more careful with their tourism expenses and place more consideration on the value of money. This leads to the “Last minute” behavior (Ministry of Tourism and Sport, 2013), in other words, making a decision to travel, reserve, or buy tourism products and services in a short notice of time, to seek for worthiness.

3) Appropriate leaning period - The most appropriate learning period for foreign tourists was during December – April. It was found that February was the most preferred period to take Thai cooking classes. Foreign tourists with different personal factors such as gender, age, nationality, educational level, income, traveling time spent in Thailand, and number of times visiting Thailand would have different behavior in the appropriate learning period attribute. This complies with the interview results with entrepreneurs who mostly said “... most foreign tourists come to take cooking classes during December-April...” and with Schmoll’s model of tourist behavior (1977, as cited in Cooper et al., 1993, 2008; Pizam & Mansfeld, 2000) which explains that tourist behavior is the result of relations between influential factors which are (1) internal factors of an individual tourist such as personality, attitude, and value and (2) external factors such as advertising and touristic literature, tourism attributes such as distance, time spent to reach the destination, price, and trust in touristic intermediaries, which affect tourist acknowledgement on final decision making to buy or not to buy tourism products. Besides these factors, if considering the issue of weather condition during December-April, it can be seen that in North America, Europe, Australia and North Asia, the weather is cold. This is one of the factors that make foreign tourists visit countries with warmer climate such as Thailand.

4) Influential information resources affecting decision to learn Thai cooking – It was found that influential information resources affecting decision to learn Thai cooking comprised closed friends, family, travel agents, printing media, television media, websites, and online social media. Among these, closed friends were the most influential information resources affecting foreign tourists’ decision to learn Thai cooking. Foreign tourists with different personal factors such as age, nationality, educational level, occupation, income, traveling time spent in Thailand, and number of times visiting Thailand had different behavior in the influential information

resources affecting decision to learn Thai cooking attribute. This complies with the interview results with entrepreneurs who mostly said "...tourists know from words of mouth from their friends who took Thai cooking classes before..." and with researched conducted by Sumran Pojad (2002) and Roongkarn Chaimongkol (2004), who found that respondents received cooking school information from their friends or relatives and guidebooks. This also complies with Solomon's tourist behavior model (1996: 25), which compares consumers' and marketer's perceptions which is one of the factors of decision making process. A buyer and a user may not be the same person but could influence decision making process while an organization such as family is also involved in decision making. This also conforms to Middleton's (1994, as cited in Swarbrooke & Horner, 1999: 46; Pizam & Mansfeld, 2000: 26-27) consumer behavior model which states that tourist behavior is the result of relationship between minor components and major components identified as buyer characteristics and decision process. Motivators and determinants in consumer purchasing behavior are separated and emphasis is placed on effects that an organization can have on the consumer buying process by the use of communication channels such as closed friends, family and reference groups. Nonetheless, new tourist generation of tourist tends to use tourism data via the Internet for retrieving data and making price comparison. It is estimated that there are 1.5 billion people surfing on the Internet world and almost 600 millions has become members in online societies (Ministry of Tourism and Sports, 2013). Consequently, the Internet has become a new channel in publicizing, giving information, and influencing tourists' decision making (from entrepreneurs interview).

5) Cooking class purchasing sources – It was found that foreign tourists purchased cooking classes from the cooking schools, travel agents, or hotels in where they stayed. Among these, most of them purchased cooking classed directly with the schools. Foreign tourists with different personal factors such as gender, age, nationality, educational level, occupation, income, traveling time spent in Thailand, and number of times visiting Thailand had different behavior in the cooking class purchasing sources attribute. This complies with Middleton's (1994, as cited in Swarbrooke & Horner, 1999: 46; Pizam & Mansfeld, 2000: 26-27) consumer behavior model which states that tourist behavior is the result of relationship between

minor components and major components identified as buyer characteristics and decision process. Motivators and determinants in consumer purchasing behavior are separated and emphasis is placed on effects that an organization can have on the consumer buying process by the use of communication channels such as closed friends, family and reference groups. This shows that, besides personal factors and influences from closed friends or family that influence foreign tourists' decision making to purchase cooking programs from different sources, other reference groups such as Thai cooking schools, travel agencies, or hotels in where tourists stay also influence their decision.

6) Reasons for choosing the school – It was found that foreign tourist had different reasons for choosing the cooking schools, such as reasonable price, interesting courses, recommendations from friends or relatives, proximity to the accommodation, recommendations from hotels, and proximity to tourism sites. Among these, reasonable price was the most important reason that affected tourist's cooking school choices. Foreign tourists with different personal factors such as gender, age, nationality, educational level, occupation, income, traveling time spent in Thailand, and number of times visiting Thailand had different reasons for choosing the school. This complies with Solomon's tourist behavior model (1996: 25), which states that consumer behavior relates to many factors. Buyer and user may not be the same person but could influence decision making process while an organization such as family is also involved in decision making. In addition, the finding conforms to Middleton's tourist behavior model (1994, as cited in Swarbrooke & Horner, 1999: 46) which explains that motivators and determinants in consumer purchasing behavior are separated and emphasis is placed on effects that an organization can have on the consumer buying process by the use of communication channels such as closed friends, family and reference group. It also complies with Schmoll's model of tourist behavior (1977, as cited in Cooper et al., 1993: 27) which states that internal factors of an individual tourist such as personality, attitude, and value and external factor such as advertising and touristic literature, tourism attributes such as distance, time spent to reach the destination, price, and trust in touristic intermediaries, which affect tourist acknowledgement on final decision making to buy or not to buy tourism products. This shows that tourist consumption behavior changes in accordance with

the economic condition. Due to the economic regression in many countries, tourists are more careful with their tourism expenses and place more consideration on the value of money. Likewise, problems of political mobilizations in Bangkok also affected tourists' decisions by considering the convenience of transportation such as choosing the schools that were close to their accommodation or tourism sites. Also, differences in personal factors affected tourists' decision in their cooking school choices.

4.4.2 Needs of Foreign Tourists Taking Thai Cooking Classes

It was found that the needs of foreign tourists in marketing mix factors of Thai cooking schools were in a relative high level. When taking each attribute into consideration, it was found that that tourists had a high need level in the people and physical evidence attributes and had a relatively high need level for the rest attributes, which were product, productivity and quality of service, process, place, price, and promotion. This complies with the results of researches conducted by Roongkarn Chaimongkol (2004) and Sumran Pojad (2002) which found that most students gave precedence to people and physical evidence factors. In terms of people, tourists wanted skillful instructors with lively personality and good foreign language proficiency. In terms of physical evidence, tourists chose Thai cooking schools due to proximity, cleanliness, and having adequate tools and equipment. This might be because 1) Thai cooking schools meet foreign tourists' Needs on these attributes in a low level. According to Maslow's hierarchy of Needs theory (1942), with a hypothesis on human needs that the fulfilled Needs will no longer motivate a behavior but the unfulfilled ones will continue to motivate that behavior, and E.R.G theory by Alderfer (1969), with a hypothesis that when the needs in a certain level is minimally responded, the needs in that level will be higher. Additionally, Pearce's (2005) TCL theory states that when tourists start their journey, they usually needs to travel just to relax or participate in activities that strengthen their body such as going to beaches. Later on, the decision to travel will consider the safety issue such as cleanliness of food and accommodation, travelling, and facilities, 2) differences in foreign tourists' personal factors. Based on the hypotheses testing, it was found that foreign tourists with different personal factors such as gender, age, nationality, educational level,

occupation, income, and traveling time spent in Thailand had significantly different needs at a significance level of 0.05, and 3) influences of internal and external stimulus such as needs and experience of tourists, different methods communication to tourists, situations of opportunities in which tourists use the service, and words of mouth (V. Kijlertparioj, 2005; entrepreneurs interview).

4.4.3 Marketing Strategies for Thai Gastronomic Tourism Promotion

Based on the study's results, 8 marketing strategies can be drawn for Thai gastronomic tourism promotion, comprising personnel development strategy, physical evidence development strategy, product development strategy, physical evidence and quality of service development strategy, process development strategy, place development strategy, price development strategy, and promotion development strategy. These strategies have reflected weaknesses of Thai gastronomic tourism. For example, in people attribute, the interview revealed that some instructors in some cooking schools were not graduated with Thai food degree and did not have dietetics knowledge. They also lacked skills and expertise in teaching Thai cooking and foreign language proficiency. Some instructors only had 5 month teaching experience. This complies with M.L. Sirichalerm Svastivadhana who mentioned “ principles of teaching Thai cooking should begin with the history of Thai food, Thai food ingredients, elements of Thai food, and principles of cooking Thai food then followed by cooking techniques...”. Regarding physical evidence aspect, the interview revealed that some Thai cooking schools did not pay attention to cleanliness of the school and safety in life and belongings of the students. This complies with the opinion from the representative from TAT, Chiang Mai Office who mentioned “...tourism factors that attract tourists are food, goods, and local food. Nonetheless, this depends on these important issues; 1) food safety, 2) food taste, 3) food appearance, and 4) food being adapted to suit tourists' taste ...”. Regarding the product attribute, the interview with entrepreneurs revealed that some Thai cooking schools did not provide cookbooks or teaching media for students. This complies with Assistant Professor Dr. Srisamorn Kongpun who said that “...Thai cooking schools should give precedence to 1) having standardized or consistent Thai food recipes, 2) cleanliness, 3) history of Thai food...”. As for productivity and quality of

service attribute, the entrepreneurs interview revealed that the issuing certificates to students who complete the courses did not meet international standard (Silpakorn University, 1994, Emergency Medical Institute of Thailand, 2014). This complies with the representative from the Association of Northern Tourism Federation, Chiang Mai and Just Khao Soy who saw that "...there should be a control to make Thai cooking school standard follows the same direction...from procuring, storing, cooking or producing as well as food personnel, all with the same standard...". Nonetheless, this also complies with the strategy to create knowledge economy and surrounding factors in the 11th National Economic and Social Development Plan, which focuses on developing the service sector to create value added to potential service sectors by upgrading the quality of tourist sites to meet market and communities Needs, enabling them to generate main source of income for the country as well as distribute it to the local community that is capable of distributing the benefits gained from the development thoroughly and fairly and developing creative economy products to create new products and services under the concept of creative economy (Office of the National Economic and Social Development Board, 2011). Likewise, this also conforms to tourism development strategies in the National Tourism Development Plan (2012-2016) in the issues of developing tourism infrastructure and facilities, establishing measures in rules and regulations alteration, developing tourism products and services that meet the standard with the concept of using creative economy to drive tourism industry, creating confidence and promoting tourism, and encouraging participation from the government sector, citizen sector and local administrative organizations strategy in tourism management by developing mechanism in tourism administration (Ministry of Tourism and Sports, 2011). In addition, when being compared with the TAT's 2014 Tourism Marketing Plan, some issues are compatible such as creating brand image of Thailand by publicizing through online and offline media and creating value products for international market and focusing on creative items and tourism services. Accordingly, Thai cooking school entrepreneurs can study these marketing strategies and adapt them with their own businesses.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The global awareness in healthy food diet and the government's "Thai Kitchen to the World" campaign make Thai food, which contains many herbal ingredients that boost immune system, popular among foreigners. Nowadays, a large number of foreign tourists visit Thailand to learn Thai cooking in many cooking institutions located in Bangkok and important tourism provinces such as Chiang Mai, Phuket, and Chon Buri. Accordingly, the study of marketing strategies for Thai gastronomic tourism promotion set the following research objectives; 1) to study foreign tourists' behavior in Thai gastronomic tourism, 2) to study foreign tourists' needs for Thai gastronomic tourism, and 3) to suggest marketing strategies for Thai gastronomic tourism promotion. The target population was 400 foreign tourists who took Thai cooking classes in Thailand and 77 partakers in Thai culinary tourism selected from the government sector, private sector, citizen sector, and local administrative organizations. This study was conducted with a mixed research method. The following statistics were used in the data analysis; 1) descriptive statistics, to explain general description of the sample and the level of needs such as percentage, mean, standard deviation, and 2) inferential statistics, to test they hypotheses, such as t-test, F-test, and differences comparison with LSD. Data were processed by SPSS program. Qualitative data were processed using logical analysis, grouping, classification, association and interpretation.

5.1 Conclusions

5.1.1 General Information

The majority of the sample was female (62%). The age range of the majority of the sample (79.5%) was between 19-35 years old. People from New Zealand accounted for 14.5%. The education level of more than half of the sample (51.5%)

was Bachelor's degree. More than half the sample (71.5%) worked in different occupation groups and 36% of the sample earned less than 100,000 baht. More than half of the sample (59%) stayed in Thailand between 11-20 days and three fourth of the respondents (76%) visited Thailand once.

5.1.2 Behavior of Foreign Tourists Taking Cooking Classes in Thailand

The majority of the sample (94.5%) wanted to gain new experiences. Most of the sample (95%) had never taken Thai cooking classes before. Among those who already learned Thai cooking, two third or 60% used Thai food cooking knowledge once a month. All (100%) of the sample chose half-day courses. The reason of more than half (60%) of the sample was because of the limitation on time and most of the sample (96.5%) chose group classes. Two third of the sample (63.5%) chose the step-by-step teaching method. In terms of course length, most of the sample (99%) thought that the courses were appropriate, 98.5% thought that the courses structure was appropriate. In terms of teaching methods, 98.5% thought that the courses were appropriate. More than half (53.5%) of the sample thought fruits and vegetable carving should definitely be included in the course and most of the sample (83%) were interested in learning how to make Thai desserts. Among these, 59.7% wanted to learn how to make sweetened sticky rice with mangoes. Most of the sample (99.5%) thought it was necessary to learn to cook Thai food with authentic Thai flavors. Likewise, it was found that February, totaling (99%), was the most preferred period to take Thai cooking classes. The first choice that foreign tourists wanted to learn, chosen by 26.5% of the sample was Pad Thai (stir fried Thai noodle). Panang curry was the 2nd choice, totaling 21% and Massaman curry was the 3rd choice, totaling 18%. Most of the sample (90%) found that flavors were the most distinctive point of Thai food that impressed them. The most influential resource affecting foreign tourists' decision to lean Thai cooking was closed friends (73%). More than half (54%) of the sample purchased the cooking classes directly with the schools. Two third of the sample (60.5%) chose the school based on the reasonable price. For 42.5% of the sample, the appropriate learning period was in the morning (9.00-12.00 hrs.). In terms of how different Thai food is as compared to other food, three fourth of the sample (79%) chose the most different and two third or 68% would take Thai cooking classes again.

5.1.3 Needs of Foreign Tourists Taking Thai Cooking Classes

It was found that needs of foreign tourists taking Thai cooking classes in the marketing mix factors were in a relatively high level, with the mean of 4.28 and standard deviation value of 0.46. When taking each attribute into consideration, it was found that foreign tourists had the highest need in the people attribute, with the mean 4.85, followed by physical evidence, product, productivity and quality of service, process, place, price, and promotion attributes with the mean 4.84, 4.39, 4.33, 4.15, 3.95, 3.86, and 3.86 respectively.

5.1.4 Hypotheses Testing

Hypothesis 1 Different gender factor affects different behavior

It was found that different gender factor affected different behavior. Hypothesis 1 was, therefore, accepted.

Hypothesis 2 Different age factor affects different behavior

It was found that different age factor affected different behavior. Hypothesis 2 was, therefore, accepted.

Hypothesis 3 Different nationality factor affects different behavior

It was found that different nationality factor affected different behavior. Hypothesis 3 was, therefore, accepted.

Hypothesis 4 Different education factor affects different behavior

It was found that different education factor affected different behavior. Hypothesis 4 was, therefore, accepted.

Hypothesis 5 Different occupation factor affects different behavior

It was found that different occupation factor affected different behavior. Hypothesis 5 was, therefore, accepted.

Hypothesis 6 Different income factor affects different behavior

It was found that different income factor affected different behavior. Hypothesis 6 was, therefore, accepted.

Hypothesis 7 Different traveling time spent in Thailand factor affects different behavior

It was found that different traveling time spent in Thailand factor affected different behavior. Hypothesis 7 was, therefore, accepted.

Hypothesis 8 Different number of time visiting Thailand factor affected different behavior

It was found that different number of time visiting Thailand factor affected different behavior. Hypothesis 8 was, therefore, accepted.

Hypothesis 9 Different gender factor affects different needs

It was found that different gender factor affected different needs. Hypothesis 9 was, therefore, accepted.

Hypothesis 10 Different age factor affects different needs

It was found that different age factor affected different needs. Hypothesis 10 was, therefore, accepted.

Hypothesis 11 Different nationality factor affects different needs

It was found that different nationality factor affected different needs. Hypothesis 11 was, therefore, accepted.

Hypothesis 12 Different education factor affects different needs

It was found that different education factor affected different needs. Hypothesis 12 was, therefore, accepted.

Hypothesis 13 Different occupation factor affects different needs

It was found that different occupation factor affected different needs. Hypothesis 13 was, therefore, accepted.

Hypothesis 14 Different income factor affects different needs

It was found that different income factor affected different needs. Hypothesis 14 was, therefore, accepted.

Hypothesis 15 Different traveling time spent in Thailand factor affects different needs

It was found that different traveling time spent in Thailand factor affected different needs. Hypothesis 15 was, therefore, accepted.

Hypothesis 16 Different number of time visiting Thailand factor affects different needs

It was found that different number of time visiting Thailand factor did not affect different needs. Hypothesis 16 was, therefore, rejected.

In conclusion, 15 of 16 hypotheses tested were accepted and 1 was rejected which was the number of times visiting Thailand factor that did not affect foreign tourists' needs.

5.1.5 Marketing Strategies for Thai Gastronomic Tourism Promotion

Based on the synthesis of the study's results, 8 marketing strategies for Thai gastronomic tourism could be drawn as follows;

1) Personnel development strategy – Thai cooking schools must focus on developing Thai food skills, knowledge, and expertise of instructors as well as develop foreign language communication skill and image of their instructors and staff.

2) Physical evidence development strategy – Thai cooking schools must focus on the cleanliness and environment that is free from pollutants that might disturb students. Also, they must create learning environment that reflects Thai way of life and cultures. Adequacy of learning equipment and safety of life and belongings are also important issues.

3) Product development strategy – Thai cooking schools should place an emphasis on developing teaching media, teaching methods and curricula that comply with students' behavior and needs.

4) Productivity and quality of service development strategy – Thai cooking schools should focus on developing curricula that allow students to apply the knowledge gained in their daily life and businesses. The teaching process should create balance and stability of food and energy and create knowledge economy and surrounding factors. In addition, surveys on students' opinions and satisfaction, service quality evaluation, and standard quality certified by government or private agencies must be used as criteria for the schools' efficiency and quality development.

5) Process development strategy – Thai cooking schools must place an emphasis on developing a process that encourages students' participation and allowing students to express their opinions and ask questions. Moreover, facilities development should comply with students' behavior and needs.

6) Place development strategy – Thai cooking schools must focus on developing sale channels in order that foreign tourists can purchase Thai cooking programs via different channels.

7) Price development strategy – Thai cooking schools should focus on the price management issue that complies with student's behavior and needs.

8) Promotion development strategy– Thai cooking schools must emphasize on developing various promotion strategies.

5.2 Recommendations

The following recommendations are drawn from the results of the study on marketing strategies for Thai gastronomic tourism promotion and these could be beneficial for related agencies and partakers.

5.2.1 The government should have clear and successive strategic plans and policies for Thai gastronomic tourism that follow the same direction by allowing the private sector, citizen sector, and local administrative organizations to participate in the integration of strategic plan for Thai gastronomic tourism and designate a clear scope of work and responsibilities of concerning agencies as well as appointing main and supporting units.

5.2.2 The government and related agencies should set up standards for Thai restaurants and Thai cooking schools by issuing certificates for Thai restaurants and Thai cooking schools that meet the standards and standardizing Thai food recipes by having them patented. Moreover, they should provide supports on standards of concerning agencies such as cleanliness and safety and criteria of issuing certificates to students.

5.2.3 The government and related agencies should publicize information on Thai cooking activities in major tourism provinces among tourists as well as publicizing and providing information on Thai food via different media.

5.2.4 Thai cooking schools should develop their skills, knowledge and expertise in Thai food among their instructors as well as develop foreign language communication skills and image among their instructors and personnel.

5.2.5 Thai cooking schools should manage their place and environment, focusing on the cleanliness and pollution-free environment.

5.2.6 The government and related agencies should develop both online and offline database of gastronomic tourism and make it practical and up-to-date.

5.3 Recommendations for Further Study

5.3.1 Researches on strategies for Thai gastronomic tourism should be conducted.

5.3.2 Researches on target markets of Thai and foreign tourists should be conducted by studying the needs, types of activities, and motivations in the target market analysis perspective and marketing positioning of Thai gastronomic tourism in general.

5.3.3 Researches on Thai gastronomic tourism and its tourist carrying capacity in different areas should be conducted.

5.3.4 Researches on tourism service innovation for Thai gastronomic tourism that is appropriate to characteristics Thai people should be conducted.

BIBLIOGRAPHY

- Aaker, D.A. (2004). *Strategic market management* (7th ed.). New Jersey: Wiley.
- Aas, C., Ladkin, A., & Fletcher, J. (2005). Stakeholder collaboration and heritage management. *Annals of Tourism Research*, 32(1), 28-48.
- Abdul-Karim, M.S., Chua, B.L., & Salleh, H. (2010). Malaysia as a culinary tourism destination: international tourist's perspective. *Journal of Tourism, Hospitality & Culinary Art*, 1(3), 63-78.
- Abraham, J. (2005). *How to think like a marketing genius*. Rolling Hills Estates, CA: The Abraham Group.
- Adcock, D. Halborg, A., & Ross, C. (2001). *Marketing: principles and practice* (4th ed.). United Kingdom: Financial Times Press.
- Adul Jaturongkajul, A. (2000). *Consumer behavior* (6th ed.). Bangkok: Thammasat University.
- Adul Wiriyavejchakul, A. (2005). *University development: a case study of Mahasarakham University*. Mahasarakham: Mahasarakham University.
- Alderfer, C. P. (1969). An empirical test of a new theory of human needs. *Organizational Behavior and Human Performance*, 4, 142-175.
- Alderfer, C. P. (1972). *Existence, relatedness and growth*. New York: Free Press.
- Aliaga, M., & Gunderson, B. (2002). *Interactive statistics* (2nd ed.). New Jersey: Pearson Prentice Hall.
- American Marketing Association. (2008). *About AMA: definition of marketing*. Retrieved October, 10, 2012 from <http://www.marketing power.com/ About AMA>.
- Armstrong, G., & Kotler, P. (2005). *Marketing: an introduction* (7th ed.). New Jersey: Pearson Prentice Hall.
- Armstrong, J. S. (1991). Prediction of consumer behavior by experts and novices. *Journal of Consumer Research*. 18, 251-256.
- Aruneer Onasawat (2008). *Research methodology* (3rd ed.). Pitsajulok: Narasuan University.

- Barrera, E., & Alvarado, O. B. (2008). Food trails: tourist architectures built on food identity. *Gastronomic sciences: Food for thought*, 3(8), 56-63.
- Benjaporn Damapong, Punnee Suanpleng, Jiranuch Sopha, Ladapa Puulpothong, Jarinee Sarntijunyaporn, Sudchaya Duangchan, & Waritta Kansansunti. (2013). *Gastronomic tourism strategic plan*. Bangkok: The Thailand Research Fund.
- Benoliel, J. Q. (1985). Advancing qualitative approaches. *Western Journal of Research*, 7(2) 1-8.
- Bernard, A., & Zaragoza, I. (1999). Art and gastronomy routes: an unexplored tourism proposal for Latin America. Paper presented at the first Pon-American conference.
- Bertella, G. (2011). Knowledge in food tourism: the case of lofoten and maremma Toscana. *Tourism*, 14(4), 355-371.
- Best, J. W. (1997). *Research in education* (3rd ed.). New Jersey: Prentice Hall.
- Bockmon, D. F., & Rieman, D. J. (1987). Qualitative versus quantitative research. *Holistic Practice*, 2(1), 71-75.
- Booms, B. H., & Bitner, M. J. (1981). Marketing strategies and organization structures for service firms. In J. H. Donnell, & W. R. George (Eds.), *Marketing of services*. (pp. 47-51) Chicago: American Marketing Association.
- Boone, L. E., & Kurtz, D. L. (1998). *Contemporary marketing*. Cincinnati, OH: Southwestern/Thomson Learning.
- Boonlert Jittangwattana. (2005). *Tourism industry*. Bangkok: Press and Design.
- Borden, N. H. (1964). The concept of the marketing mix. *Journal of Advertising Research*, 24(4), 7-12.
- Botha, C., Crompton, J., & Kim, S. (1999). Developing a revised competitive position for sun/lost city, South Africa. *Journal of Travel Research*, 37, 341-352.
- Brown, A. J., & Sommers, E. D. (1982). Developing a strategic marketing orientation in a large industrial firm. *Industrial Marketing Management*, 11(3), 167.
- Burkart, A. J., & Medilk, S. (1985). *The management of tourism*. London: Butterworth Heinemann.
- Campell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental design for research*. Chicago: Rand McNally.

- Campion, M., Pursell, E. & Brown, B. (1988). Structured interviewing: raising the psychometric properties of the employment interview. *Personnel Psychology*, 41, 25-42.
- Campion, M. A., Campion, J. E., & Hudson, J. P. (1994). Structured interviewing: a note on incremental validity and alternative question types. *Journal of Applied Psychology*, 79, 998-1002.
- Chai Positita. (2004). *Arts and science of qualitative research*. Bangkok: Ammarin Printing.
- Chaiyot Imsuwan, Vissanee Siltrakul, & Amara Patapinyobul. (2001). *Individual study: from life-long learning concept to practice*. Bangkok: Non-Formal Education Center, Department of Non-Formal Education.
- Chang, R. C., Kivela, J., & Mak, A. H. (2011). Attributes that influence the evaluation of travel dining experience: when East meets West. *Tourism Management*, 32, 307-316.
- Chatayaporn Samerjai. (2007). *Consumer behavior*. Bangkok: Se-Education.
- Chatchalai Thongsatit. (2005). *A feasibility study of investment in Thai food restaurant in Moscow, Russian federation*. (Independent Study). Chiang Mai; Faculty of Business Administration, Chiang Mai University.
- Chiquan, G., & Kumar, P. (2004). Customer satisfaction and profitability: is there a lagged effect. *Journal of Strategic Marketing*, 12(3), 129.
- Cochran, W.G. (1977). *Sampling techniques* (3rded.). New York: Wiley.
- Cohen, E., & Avieli, N. (2004). Food in tourism: attraction and impediment. *Annals of Tourism Research*, 31(4), 755-778.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5thed.). London: Routledge Falmer.
- Colardyn, D., & Bjonavold, J. (2004). Validation of formal, non-formal and informal learning: policy and practices in EU Member States. *European Journal of Education*, 39(1), 70-81.
- Cook, I., & Crang, P. (1996). The world on a plate: culinary culture, displacement and geographical knowledge. *Journal of Material Culture*, 1(2), 131-153.
- Coombs, P. H., & Ahmed, M. (1974). *Attacking rural poverty: how nonformal education can help*. Baltimore: John Hopkins University Press.

- Cooper, C., Fletcher, J., Gilbert, D., & Wanhill, S. (1993). *Tourism principles and practice*. England: Addison Wesley Longman.
- Cooper, C., Fletcher, J., Wanhill, S., Fyall, A., & Gilbert, D. (2008). *Tourism principles and practice* (4th ed.). United Kingdom: Financial Times Press.
- Corner, J. (1991). In search of more complete answers to research questions: Quantitative versus qualitative research methods is there a way forward?. *Journal of Research*, 16(3), 718-727.
- Crabtree, B. F., & Miller, W. L. (1992). *Doing qualitative research*. Newbury Park, CA: Sage.
- Cravens, D. W. (2000). *Strategic marketing* (6th ed.). Boston: Irwin McGraw-Hill.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2012). *Educational research: planning, conducting and evaluating quantitative and qualitative research* (4th ed.). Englewood, NJ.: Pearson Education.
- Crompton, J. (1979). Motivations of pleasure vacations. *Annals of Tourism Research*, 6(4), 408-424.
- Cronbach, L. J. 1970. *Essentials of psychological testing* (3rd ed.). New York: Harper & Row.
- Cropley, A. J., & Dave, R. H. (1978). *Lifelong education and the training of teachers: developing a curriculum for teacher education on the basis of the principles of lifelong education*. Oxford: Pergamon Press.
- Czaja, R., & Blair, I. (1996). *Designing surveys: a guide to decisions and procedures*. Thousand Oaks, CA: Pine Forge.
- Daltas, A., & McDonald, P. (1987). Barricades to strategic marketing thinking. *Planning Review*, 15(1), 8.
- Dann, G. (1977). Anomie, ego-enhancement and tourism. *Annals of Tourism Research*, 6(4), 184-194.
- Dann, G. (1981). Tourist motivation an appraisal. *Annals of Tourism Research*, 8(2), 187-219.
- Davidson, R. (1995). *Tourism*. Singapore: Longman.
- Debus, M. (1990). *Handbook for excellence in focus group research*. Washington, D.C.: Academy for Educational Development.

- Department of Education and Science. (2000). *Learning for life: white paper on adult education*. Dublin: Stationery Office.
- Department of Non-Formal Education. (2000). *Non-formal education revolution: paradigm and strategy*. Bangkok: Rangsi.
- Department of Tourism. (2013). *Strategic plan and tourism development strategies 2013-2016*. Bangkok: Ministry of Tourism and Sports
- Drucker, P. (1973). *Management: tasks, responsibilities, practices*. New York: Harper & Row.
- Duffy, M. E. (1985). Designing research the qualitative-quantitative debate. *Journal of Advanced Nursing*, 11(3), 225-232.
- Edmonds, W. A., & Kennedy, T. D. (2012). *An applied reference guide to research designs: quantitative, qualitative, and mixed methods*. Thousand Oaks, CA: Sage.
- Engel, J. F., Blackwell, R. D., & Miniard, P. W. (1993). *Consumer behavior*. Chicago: The Dryden Press.
- Etzel, M. J., Walker, B. J. and Stanton, W. J. (2004). *Marketing* (13th ed.). New Delhi: Tata McGraw Hill.
- Everett, S. and Aitchison, C. (2008). The role of food tourism in sustaining regional identity: a case study of Cornwall, South West England. *Journal of Sustainable Tourism*, 16(2), 150-167.
- Falk, J. H. (2001). *Science education: how we learn science outside of school*. New York: Teachers College.
- Flanagan, J. C. (1954). The critical incident technique. *Psychological Bulletin*, 51, 327-35
- Flick, U. (2002). *An introduction to qualitative research*. London: Sage.
- Finkelstein, J. (1989). *Dining out: a sociology of modern manners*. Cambridge, UK: Polity.
- Fisher, B. J. (1987). Guinness, gosset, fisher, and small samples. *Statistical Scienc*, 2(1), 45-52.
- Fischer, G., Nakakoji, K., Ostwald, J., Stahl, G., & Sumner, T. (1993). Embedding critics in design environments. *The Knowledge Engineering Review Journal*, 8(4), 285-307.

- Fodness, D. (1994). Measuring tourist motivation. *Annals of Tourism Research*, 21(3), 555-581.
- Fox, R. (2007). Reinventing the gastronomic identity of croatian tourist destinations. *Hospitality Management*, 26, 546-559.
- Fraenkel, J. R. (1993). *How to design and evaluate research in education*. Singapore: McGraw-Hill.
- Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education* (7thed.). Boston: McGraw-Hill.
- Freedman, D. A., Pisani, R. & Purves, R. A. (1998). *Statistics* (3rd ed.). New York: W.W. Norton.
- Frey, L. R., Botan, C. H., & Kreps, G. L. (2000). *Investigating communication: an introduction to research methods* (2nded.). Boston: Allyn and Bacon.
- Friesen, B. (2010). *Designing and conducting your first interview project*. San Francisco: Jossey-Bass.
- Forte, J. (1995). Teaching statistics without sadistic. *Journal of Social Work Education*, 31(2), 204-308.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational research: an introduction* (7thed.). Boston: Allyn & Bacon.
- Gaskins, S. (2000). Children's daily activities in a Mayan village: a culturally grounded description. *Cross-Cultural Research*, 34, 375-389.
- Getz, D. (2000). *Explore wine tourism, management, development and destinations*. New York: Cognizant Communication.
- Gilligan, C., & Wilson, S. (2003). *Strategic marketing planning*. Oxford: Butterworth Heinemann.
- Gilmore, A. (2003). *Services marketing and management*. London: Sage.
- Given, L.M. (2008). *The Sage encyclopedia of qualitative research methods*. Los Angeles, CA: Sage.
- Goldsmith, R.E. (1999). The personalised marketplace: beyond the 4Ps. *Marketing Intelligence and Planning*, 17(4), 178-185.
- Goossens, C. (2000). Tourism information and pleasure motivation. *Annals of Tourism Research*, 27(2), 301-321.
- Green, A. (2002). The many faces of lifelong learning: recent education policy trends in Europe. *Journal of Education Policy*, 17(6), 611-626.

- Greenbaum, T. L. (1998). *The handbook for focus group research*. Thousand Oaks, CA: Sage Publications.
- Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, 11(3), 255-274.
- Guiltinan, J. (1989). *A classification of switching costs with implications for relationship marketing*. Chicago: American Marketing Association.
- Hall, B., & Howard, K. (2008). A synergistic approach: conducting mixed methods research with typological and systemic design considerations. *Journal of Mixed Methods Research*, 2(3), 248-269.
- Hall, C. M., & Mitchell, R. (2001). Wine and food tourism. In D. Norman, D. Nqaire, & D. Ros (Eds.), *Special interest tourism: context and cases*. Australia: Wiley. (Pp. 307-329).
- Hall, C. M., & Sharples, L. (2003). The consumption of experiences or the experiences of consumption? an introduction to the tourism of taste. In C. M. Hall, L. Shapkles, R. Mitchell, N. Macionis, B. Cambourne (Eds), *Food Tourism Around the World: Development, Management and Markets* (pp. 1-14). Oxford: Butterworth Heinemann.
- Hansen, M. H., Hurwitz, W. N., & Madow, W. G. (1953). *Sample survey methods and theory*. New York: Wiley.
- Harrington, R. J. (2005). Part I: The culinary innovation process, a barrier to imitation. *Journal of Foodservice Business Research*, 7(3), 35-57.
- Hashimoto, A., & Telfer, D. J. (2006). Selling Canadian tourism: branding the global and the regional product. *Tourism Geographies*, 8(1), 31-54.
- Haukeland, J. V., & Jacobson, J. K. S. (2001). Gastronomy in the periphery: food and cuisine as tourism attractions on the top of Europe. In *The 10th Nordic Tourism Research Conference*. Paper presented at the Vasa Finland to the Nordic Tourism Research, 18-20 October 2001.
- Haven-Tang, C. (2005). Using local food and drink to differentiate tourism destinations through a sense of place: a story from Wales-dining at monmouthshire's Great Table. *Journal of Culinary Science & Technology*, 4(4), 69-86.

- Hayter, A. J. (1986). The maximum family wise error rate of Fisher's least significant difference test. *Journal of the American Statistical Association*, 81, 1001-1004.
- Henderson, J. C. (2009). Food tourism reviewed. *British Food Journal*, 11(4), 317-326.
- Higginbottom, G. M. A. (2004). Sampling issues in qualitative research. *Nurse Researcher*, 12(1), 7-19.
- Hjalager, A., & Corigliano, M. A. (2000). Food for tourists- determinants of an image. *International Journal of Tourism Research*, 2, 281-293.
- Hjalager, A., & Richards, G. (2002). *Gastronomy and tourism*. New York: Rutledge.
- Hoffman, E. (1988). *The right to be human: a biography of Abraham Maslow*. Los Angeles: Jeremy B. Tarcher.
- Hojat, M., Veloski, J. J., Nasca, T. J., Erdmann, J. B., & Gonnella, J. S. (2006). Assessing physicians orientation toward lifelong learning. *Journal of General Internal Medicine*, 21(9), 931-936.
- Homburg, C., Kuester, S. M & Krohmer, H. (2008). *Marketing management: a contemporary perspective*. London: McGraw-Hill.
- Hudson, S. (1999). Consumer Behaviour Related to Tourism. In Pizam, A., & Mansfelf, Y. (Eds). *Consumer behavior in travel and tourism* (Pp.7-32). New York: Haworth Hospitality Press.
- Hughes, G. (1995). Authenticity in tourism. *Annals of Tourism Research*, 22(4), 781-803.
- Ignatov, E., & Smith, S. (2006). Segmenting Canadian culinary tourists. *Tourism*, 9(3), 235-255.
- Immigration Bureau. (2011). *Immigration Bureau's 2011 statistics*. Retrieved October 10, 2012 from <http://www.immigration.go.th/nov2004/base.php?page=stat>
- Imsuwan, C., Siltrakul, V., & Patapinyobul, A. (2001). *Individual study: from life-long learning concept to practice*. Bangkok: Non- Formal Education Center, Department of Non-Formal Education.
- Iso-Ahola, S. E. (1980). *The social psychology of leisure and recreation*. Dubuque, IA: W.E. Brown
- Iso-Ahola, S. E. (1982). Toward a social psychological theory of tourism motivation: a rejoinder. *Annals Tourism Research*. 9(2), 256-262.

- Iso-Ahola, S. E. (1983). Towards a social psychology of recreational travel. *Leisure Studies*, 2(1): 45-56.
- Jang, S., & Cai, L. (2002). Travel motivations and destination choice: a study of British outbound market. *Journal of Travel & Tourism Marketing*, 13(3), 111-131.
- Jaruayporn Toranin. (2008). *New era of non- formal education 2008: non-formal and informal education reform*. Bangkok: Rangsi.
- Johns, N., & Clarke, V. (2001). Mythology analysis of boating tourism. *Annals of Tourism Research*, 28(2), 334-359.
- Johns, N. & Kivela, J. (2001). Perceptions of the first time restaurant customer. *Food Service Technology*, 1(1), 5-11.
- Judd, V. C. (1987). Differentiate with the 5th P: people. *Industrial Marketing Management*, 16(4), 241-247.
- Kamket, W. (2008). *Behavioral science research method* (2nd ed.). Bangkok: Chulalongkorn University
- Kanokarn Veerakul, Benjaporn Damapong, Junjana Siripanwattana, Ladapa Poolpothong, & Samita Mortero. (2013). *Route of gastronomic tourism*. Bangkok: National Research Council of Thailand.
- Kasikorn Research Center. (2000). *Thai cooking schools...various factors support the growth in 2011*. Retrieved March 20, 2014 from <http://library.dip.go.th/multim6/edoc/2553/19361.pdf>
- Kaspar, C. (1986). The impact of catering and cuisine upon tourism. In 36th AIEST congress: *the impact of catering and cuisine upon tourism*. Montreux, Switzerland: AIEST.
- Kawsaiha, T. (2011). *Education system. philosophy and principals of non-formal education unit 1-5*. Nonthaburi: Sukhothai Thammathirat Open University.
- Kijlertpairoj, V. (2005). *Service industry marketing*. Bangkok: Se-Education.
- Kim, S., & Lee, C. (2002). Push and pull relationships. *Annals of Tourism Research*, 29(1), 257-260.
- Kish, L. (1987). *Statistical design for research*. New York: Wiley.
- Klenosky, D. (2002). The pull of tourism destinations: a means-end investigation. *Journal of Travel Research*, 40, 385-395.

- Kohn, L. S., & Dipboye, R. L. (1998). The effects of interview structure on recruiting outcomes. *Journal of Applied Social Psychology*, 28, 821-843.
- Korkiat Viriyakitpattana, & Venus Usswasittithavorn. (2007). *Tourism behavior*. Bangkok: Wangaksorn.
- Kotler, P. (1986). *Principles of marketing* (3rd ed.). New York: Prentice Hall.
- Kotler, P. (1997). *Analysis planning implementation and control marketing* (9thed.). Upper Saddle River, NJ: Prentice Hall.
- Kotler, P. (2003). *Marketing management* (11th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Kotler, P., Armstrong, G., Saunders, J., & Wong, V. (1999). *Principles of marketing* (2nd ed.). New Jersey: Prentice Hall.
- Krueger, R. A. (1998). *Developing questions for focus groups*. Thousand Oaks, CA: Sage.
- Krueger, R. A., & King, J. A. (1998). *Involving community members in focus groups*. Thousand Oaks, CA: Sage.
- Krueger, R. A., & Casey, M. A. (2000). *Focus groups: a practical guide for applied research* (3rd ed.). Thousand Oaks, CA: Sage.
- Kvale, S. (1996). *Interviews: an introduction to qualitative research interviewing*. London: Sage.
- Kvale, S., & Brinkman, S. (2009).. *Interviews: learning the craft of qualitative research interviewing* (2nd ed.). Thousand Oaks, CA: Sage.
- Lambin, Jean-Jacques. (1993). *Strategic marketing: a European approach*. New York : McGraw-Hill.
- Larsen, G. R., & Guiver, J. W. (2013). Understanding tourists' perceptions of distance: a key to reducing the environmental impacts of tourism mobility. *Journal of Sustainable Tourism*, 21(7), 968-981.
- Lavrakas, P. I. (1993). *Telephone survey methods: sampling, selection, and supervision* (2nd ed.). Newbury Park, CA: Sage.
- Leach, M. (1990). Philosophical choice. *Journal of Education*, 3(3), 16-18.
- Lekkitjaroenchai, T. (2002). *Thai cooking school for foreign tourists business in Chiang Mai*. (Research Report). Chiang Mai University.

- Lew, A. A. (2008). Long tail tourism: new geographies for marketing niche tourism products. *Journal of Travel & Tourism Marketing*, 25(3/4), 409-419.
- Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 140, 1-55.
- Likorish, L. J., & Jenkins, C. L. (1997). *An introduction to tourism*. Oxford: Butterworth Heinemann.
- Limsuwan, T. (2005). *The development of Thai food potentials for tourism promotion*. Bangkok: Ramkhamhaeng University.
- Lohitviset, S. (2001). *Philosophy of adult education and non-formal education*. Bangkok: Department of Adult Education, Faculty of Education, Srinakarinwirot University
- Long, L. M. (2004). *Culinary tourism*. Lexington: The University of Kentucky Press.
- Longworth, N., & Davies, W. K. (1996). *Lifelong learning*. London: Kogan Page.
- Lovelock, C. H., & Wirtz, J. (2004). *Services marketing* (5th ed.). Upper Saddle River, NJ.: Pearson Prentice Hall.
- MacNealy, M. S. (1999). *Strategies for empirical research in writing*. New York: Addison Wesley Longman.
- Maddux, R. B. (1994). *Quality interviewing: a step-by-step action plan for success*. Menlo Park, CA: Crisp Publications.
- Mannell, R. E., & Iso-Ahola, S. E. (1987). Psychological nature of leisure and tourism experience. *Annals of Tourism Research*, 14(3), 314-331.
- Manus Suwan. (2001). *Establishing key performance indicator for tourism sites standard*. Chiang Mai: Chiang Mai University.
- Marketing Staff of The Ohio State University. (1965). A statement of marketing philosophy. *Journal of Marketing*. 29(January), 43-44.
- Maslow, A. H. (1942). The dynamics of psychological security-insecurity. *Character and Personality*, 10, 331-344.
- Maslow, A. H. (1943a). A preface to motivation theory. *Psychosomatic Medicine*, 5, 85-92.
- Maslow, A. H. (1943b). A theory of human motivation. *Psychological Review*, 50 (July), 370-396.
- Maslow, A. H. (1954). *Motivation and personality*. New York: Harper & Row.

- Maslow, A. H. (1965). *Eupsychian management*. Homewood, Illinois: Irwin-Dorsey.
- Maslow, A. H. (1970). *Motivation and personality* (2nd ed.). New York: Harper & Row.
- Maslow, A. H. (1976). Self-actualization psychology: *personality and personal growth*. New York: Harper Collins.
- Maslow, A. H. (1996). *Future visions: the unpublished papers of Abraham Maslow*. Thousand Oaks, CA: Sage.
- Mathieson, A., & Wall, G. (1982). *Tourism: economic, physical and social impacts*. New York: Longman House.
- McCarthy, J. E. (1960). *Basic marketing: a managerial approach*. Homewood, IL: Richard D. Irwin.
- McIntosh, R. W., & Goeldner, C. R. (1984). *Tourism: principles, practices, philosophies*. New York: Wiley.
- McKercher, B. (2005). Destinations as products? A reflection on butler's life cycle. *Tourism Recreation Research*, 30(4), 97-102.
- McKercher, B., Okumus, F., & Okumus, B. (2008). Food Tourism as a Viable Market Segment: It's All How You Cook the Numbers!. *Journal of Travel & Tourism Marketing*, 25(2), 137-148.
- McKinney, K. (2011). *Quantitative analysis and reporting: telling a story with numbers*. Chicago: Assessment Institute.
- Meila, K.M. (1982). Qualitative methodology. *Journal of Advanced Nursing*, 7(4): 327-335.
- Mennel, S., Murcott, A., & van Otterloo, A. H. (1992). *The sociology of food: eating, diet and culture*. London: Sage.
- Merkel, A. (1997). Sustainable tourism development. *Naturopa*, 84, 3.
- Merton, R. K., Fiske, M. and Kendall, P. L. (1990). *The focused interview* (2nd ed.). New York: The Free Press.
- Middleton, V. T. C. (1988). *Marketing and travel and tourism*. Oxford: Butterworth Heinemann.
- Middleton, V. T. C. (2001). *Marketing in travel and tourism* (3rd ed.). Oxford: Butterworth Heinemann.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*. Thousand Oaks, CA: Sage.

- Mill, R. C. (1990). *Tourism the international business*. Upper Saddle River, NJ: Prentice Hall.
- Ministry of Tourism and Sports. Department of Tourism. (2011). *National tourism development plan 2012-2016*. Bangkok: Author.
- Ministry of Tourism and Sports. Department of Tourism. (2014). *Summary of international tourism statistics in 2013*. Retrieved October 10, 2012, from <http://www.tourism.go.th/2010/th/statistic/tourism.php?cid=30>
- Mitchell, R., & Hall, C. M. (2006). Wine tourism research: the state of play. *Tourism Review International*, 9(4), 307-332.
- Moorthi, Y. L. R. (2002). An approach to branding services. *Journal of Services Marketing*, 16(2/3), 259-275.
- Morgan, D. L. (1997). *Focus groups as qualitative research*. Newbury Park, CA: Sage.
- Morse, J. M., & Niehaus, L. (2009). *Mixed methods design: principles and procedures*. Walnut Creek, CA: Left Coast Press.
- Moutinho, L. (2000). *Strategic management in tourism*. London: CABI.
- Mowforth, M., & Munt, I. (1998). *Tourism and sustainability: new tourism in the third world*. London: Routledge.
- Munhall, P.L. (1988). Ethical considerations in qualitative research. *Western Journal of Research*, 12(2), 150-162.
- Naipat, O. (2011). *Research design: quantitative, qualitative, and mixed methods* (2nd ed.). Bangkok: Chulalongkorn University.
- Napawan Noparatanapapron. (2000). *Guidelines for Thai food to the world in the next ten years*. Bankok: Aksorn Siam.
- National Statistical Office of Thailand. (2000). *Statistics data*. Retrieved October 10, 2012, from <http://service.nso.go.th/nso/nsopublish/pubs/yearBook51/yearBook51.pdf>
- Nation Tourism Development Authority. (2010). *National Food Tourism Implementation Framework 2011-2013*. Ireland: Author.
- Needham, D.(1996). *Business for higher awards*. Oxford: Butterworth Heinemann.
- Nickmanon, P. (1989). *Philosophy and principles of non-formal education*. Supplementary Sheets for Life Long Learning and Non-Formal Education Series (Vol.6). Nonthaburi: Sukhothai Thammathirat Open University.

- Nirandorn Tupchai. (2007). *Marketing strategies in tourism industry* (6th ed.). Nonthaburi: Sukhothai Thammathirat Open University.
- Niyommangkul, S. (2003). *Random sampling techniques*. Bangkok: Kasetsart University
- Office of SMEs Promotion, (2008). *Warning for trends in hotel and restaurant service industry* (Vol.35). Bangkok: Author.
- Office of the Educational Council. (2000). *Summary of the seminar on the promotion of lifelong education in Thailand, 26 May 2000*. Bangkok: National Institute of Technology for Education.
- Office of the National Economic and Social Development Board. (2011). *The 11th national economic and social development plan (2012-2016)*. Bangkok: Author.
- Office of the Non-Formal and Informal Education. (2008). *Principles and concepts of the office of the NFE's operation: NFE scripture*. Bangkok: N. K. Rattana Trading.
- Okumus, B., Okumus, F. ,& McKercher, B. (2007). Incorporating local and international cuisines in the marketing of tourism destinations: the cases of Hong Kong and Turkey. *Tourism Management*, 28, 253-261.
- Organization for Economic Co-operation and Development. (1988). *New technologies in the 1990s: a socio-economic perspective*. Paris: Author.
- Organization for Economic Co-operation and Development. (1996). *Lifelong learning for all*. Paris: Author.
- Organization for Economic Co-operation and Development. (1999). Resources for lifelong learning: what might be needed and how might it be found?. *Education Policy Analysis*. Paris: Author.
- Organization for Economic Co-operation and Development. (2001). Lifelong learning for all: Policy directions. *Education Policy Analysis*. Paris: Author.
- Patom Nickmanon. (1989). *Philosophy and principles of non-formal education* (Vol.6) Supplementary Sheets for Life Long Learning and Non-Formal Education Series] Nonthaburi: Sukhothai Thammathirat Open University.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

- Payne, A. (1993). *The essence of services marketing*. Hertfordshire, UK: Prentice Hall International.
- Pearce, P. L. (1988). *The ulysses factor: evaluating visitors in tourist settings*. New York: Springer-Verlag.
- Pearce, P. L. (1991). Analyzing tourist attractions. *Journal of Tourism Studies*, 2(1), 46-52.
- Pearce, P. L. (1993). Fundamentals of tourist motivation. In D. G. Pearce, & R. W. Butler (Eds.), *Tourism Research: Critiques and Challenges*. (pp. 113-134). London: Rutledge.
- Pearce, P. L. (2005). *Tourist behavior: themes and conceptual schemes*. United Kingdom: Channel View Publications.
- Peeters, P., & Dubois, G. (2010). Tourism travel under climate change mitigation constraints. *Journal of Transport Geography*, 18(3), 447-457.
- Perrault, W., & McCarthy, E. J. (2004). *Basic marketing: A global managerial approach* (15thed.). New York: McGraw-Hill Irwin.
- Peterson, R. E. (1979). *Lifelong learning in America*. San Francisco: Jossey-Bass.
- Piercy, N. (2003). *Market-led strategic change: a guide to transforming the process of going to market* (3rded.). Oxford: Butterworth Heinemann.
- Pimrawee Rojrungsat. (2011). *Communicative learning process through food tourism for international women market tourists of Thailand*. Bangkok: The Thailand Research Fund.
- Pizam, A., & Mansfeld, Y. (2000). *Consumer behavior in travel and tourism*. Binghamton, NY: Haworth Hospitality Press.
- Plummer, R., Telfer, D., Hashimoto, A., & Summers, R. (2005). Beer tourism in Canada along the Waterloo-Wellington ale trail. *Tourism Management*, 26, 447-458.
- Pongrapee Srisawad, Prachumporn Rangsiwong, & Jetsadaporn Yahuprom. (2007). *The study of mechanism and potentials for sustainable nature-based tourism activities arrangement in ko change area, ko chang sub-district, trat province*. Bangkok: The Thailand Research Fund.
- Poon, A. (1993). *Tourism, technology and competitive strategies*. Wallingford, Oxfordshire: CABI.

- Prahalad, C., & Ramaswamy, V. (2004). *The future of competition: Co-creating unique value with customers*. Boston, MA: Harvard Business School Press.
- Pratt, J. (2007). Food values: the local and the authentic. *Critique of Anthropology*, 27(3), 285-300.
- Prayad Saiwichien. (2004). *Food, culture, and health*. Chiang Mai University. Faculty of Education. Chiang Mai: Nopburi.
- Quan, S., & Wang, N. (2004). Towards a structural model of the tourist experience: an illustration from food experiences in tourism. *Tourism Management*, 25, 297-305.
- Ramos, M.C. (1989). Some ethical implications of qualitative research. *Qualitative Research*, 12(1), 57-63.
- Rattana Buason. (2008). *Educational qualitative research*. Bangkok: Kumsamai.
- Ritchie, J. R. B., & Crouch, G. I. (2000). The competitive destination: a sustainability perspective. *Tourism Management*, 21, 1-7.
- Robbins, S. P., & Judge, T. A. (2008). *Organizational behavior*. Upper Saddle River, NJ: Prentice Hall.
- The Royal Institute. (2012). *Dictionary of education*. Bangkok: Author. Page 282.
- Rubin, H. J., & Rubin, I. S. (2004). *Qualitative interviewing: The art of hearing data* (2nd ed.). Thousand Oaks, CA: Sage.
- Rung Kaewdang. (2000). *Thai education revolution* (8th ed.). Bangkok: Mathichon.
- Rungkarn Chaimongkol. (2004). *The marketing mix factors affecting tourists' choice of Thai cooking schools in Mueang sistrict, Chiang Mai province*. (Independent Study). Chiang Mai: Chiang Mai University.
- Ryan, C. (1998). The travel career ladder: an appraisal. *Annals of Tourism Research*, 25(4), 936-957.
- Samran Phojad. (2002). *The study of teaching and learning Thai cooking for foreign tourists*. (Independent Study). Chiang Mai: Chiang Mai University.
- Sandelowski, M. (1986). The problem of rigor in qualitative research. *Journal of science*, 8(3), 27-37.
- Sanong Lohitviset. (2001). *Philosophy of adult education and non-formal education*. Bangkok: Dapartment of Adult Education, Faculty of Education, Srinakarinwirot University.

- Sawilowsky, S. (1990). Nonparametric tests of interaction in experimental design. *Review of Educational Research*, 25, 20-59.
- Scarpato, R. (2002). Sustainable gastronomy as a tourist products. In H. Anne-Mette, & Richards, G. (Eds.), *Tourism and gastronomy* (pp. 132-134). London-New York: Routledge.
- Schiffman, L. G., & Kanuk, L. L. (2007). *Consumer behavior* (9thed.). Upper Saddle River, NJ: Prentice Hall.
- Schmoll, G. A. (1977). *Tourism promotion*. London: Tourism International Press.
- Schneider, B., & Alderfer, C. P. (1973). Three studies of measures of need satisfaction in organizations. *Administrative Science Quarterly*, 18(4), 489-505.
- Semenik, R. J., & Bamossy, G. J. (1995). *Principles of marketing: a global perspective* (2nd ed.). Cincinnati, OH.: South-Western College Publishing.
- Seree Wangpaijit, & Laiad Silanoi. (2004). *The structure of tourism industry in Thailand*. Bangkok: Office of the National Economic and Social Advisory Council.
- Sims, R. (2009). Food, place and authenticity: local food and the sustainable tourism experience. *Journal of Sustainable Tourism*, 17(3), 321-336.
- Sin Punpinij. (2006). *Social science research techniques* (2nd ed.). Bangkok: Vittayapat.
- Sirilak Suwanwong. (1995). *Random sampling theories and techniques*. Bangkok: Odient Store.
- Sirinart Sirisoontorn. (2012). *Thai food culture...from past to present*. Bangkok: Office of Printing Mill. The War Veterans Organization of Thailand.
- Siriwan Sereerat. (1995). *Consumer behavior*. Bangkok: Visitpattana.
- Skolverket. (2000). *Lifelong learning and lifewide learning*. Stockholm: The National Agency for Education.
- Smalley, L. R. (1997). *Interviewing and selecting high performers*. San Francisco, CA: Jossey-Bass Pfeiffer.
- Smith, J., & Spurling, A. (1999). *Lifelong learning riding the tiger*. London: Cassell.
- Smith, S. and Xiao, H. (2008). Culinary tourism supply chains: a preliminary examination. *Journal of Travel Research*, 46, 289-299.

- Snepenger, D., King, J., Marshall, E., & Uysal, M. (2006). Modeling Iso-Ahola's motivation theory in the tourism. *Journal of Travel Research*, 45(2), 140-149.
- Solomon, M. R. (1996). *Consumer behavior* (3rd ed.). New Jersey: Prentice Hall.
- Solomon, M. R. (2012). *Consumer behavior* (10th ed.) New Jersey: Prentice Hall.
- Solomon, M. R., Zaichkowsky, J. L., & Polegato, R. (2002). *Consumer behaviour: Buying, having and seeing* (2nd ed). Toronto: Prentice Hall.
- Solomon, M. R., Bamossy, G., Askegaard, S., & Hogg, M. K. (2006). *Consumer behaviour: A European perspective* (3rd ed). Harlow: Prentice Hall.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: Sage.
- Sukhothai Thammathirat Open University. (2001). *Philosophy and principles of non-formal education* (Vol. 6). Supplementary Sheets for Life Long Learning and Non-Formal Education Series] Nonthaburi: Sukhothai Thammathirat Open University.
- Sui Kamlangngam, Sutthisak Kaewkamchun & Nannapas Yuprayong. (2007). *The study of tourists' consumption behavior in cultural tourism in the lower northeastern region*. Bangkok: The Thailand Research Fund.
- Sumalee Sungsi. (2005). *The study of knowledge management in lifelong learning center*. Bangkok: Office of the Education Council.
- Supaporn Polnikorn. (2005). *Consumer behavior*. Bangkok: Holistic Publishing.
- Suppornrat Sookpum. (2004). Kitchen of the World, a food path to international level. *Social News Journal*, 2(4), 1-17.
- Surachai Jewcharoensakul. (2013). Thai tourism promotion through image of northern culinary. In *UNESCO Creative City Forum 2013* (pp.92-94). Jeonju: Korea. Pp. 92-104.
- Surapong Sotanasathien. (2006). *Social science research principals and theories*. Bangkok: Prasitpun and Printing.
- Surin Niyommangkul. (2003). *Random sampling techniques*. Bangkok: Kasetsart University.
- Suwat Jutakorn., & Jarinya Jaroensuksai. (2007). *Tourism concepts* (Vol.6) (7th ed.). Nonthaburi: Sukhothai Thammathirat Open University.
- Swarbrooke, J. (1999). *Sustainable tourism management*. Wallingford: CABI.

- Swarbrooke, J., & Horner, S. (1999). *Consumer behavior in tourism*. Oxford: Butterworth Heinemann.
- Tairit Lekkitjaroenchai. (2002). *Thai cooking school for foreign tourists business in Chiang Mai*. (Research Report). Chiang Mai: Chiang Mai University.
- Tanawan Sangsuwan, Yongyuth Fupongsiripun, Yutthana Thumjaroen, Uraiwan Yamniyom, & Adilla Pongyeela. (2004). *Marketing management* (3rd ed.). Bangkok: Pearson Education Indochina.
- Tassanee Limsuwan. (2005). *The development of Thai food potentials for tourism promotion*. Bangkok: Ramkhamhaeng University.
- Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research*. Thousand Oaks, CA: Sage.
- Termsak Singsomboon. (2013a). Strategies for Thai culinary tourism. In *The 10th International Postgraduate Research Colloquium*. (pp. 48-58). Thailand: Behavioral Science Research Institute, Srinakharinwirot University. Pp. 48-58.
- Termsak Singsomboon. (2013b). Tourism promotion and the use of local wisdom through creative tourism process. In *Proceeding of the International Conference on Business Tourism and Applied Sciences ICBTS 2014* (pp. 102-108). Paris: Espaces Vocation de Paris Haussmann Saint Lazare.
- Termsak Singsomboon and Sutsan Suttiipisan. (2013). Marketing strategies for educational Thai culinary tourism and ASEAN Economic Community. In *Proceedings of ICADA 2013 Green Society, Governance, and Competitiveness* (pp. 295-312). Thailand: National Institute of Development Administration.
- Thai Junior Encyclopedia. (2013). By royal command of His Majesty the King. Vol. 13. Chapter 8. *Thai food*. Retrieved October 10, 2012 from <http://kanchanapisek.or.th/kp6/New/sub/book/book.php?book=13&chap=8&page=t13-8-infodetail01.html>
- Theobald, W. F. (1998). *Global tourism* (2nd ed.). Oxford: Butterworth Heinemann.
- Thongchai Santiwong. (1997). *Consumer behavior in marketing* (9th ed.). Bangkok: Thai Wattanapanit.
- Tiku, M. L. (1971). Power function of the F-test under non-normal situations. *Journal of the American Statistical Association*, 66(336), 913-916.

- Tissot, P. (2004). *Terminology of vocational training policy: a multilingual glossary for an enlarged Europe*. Luxembourg: Office for Official Publications of the European Communities.
- Tolman, E. C. (1959). Principles of purposive behavior. *Psychology: a study of a science*. New York: McGraw-Hill.
- Tongyu Kawsaiha. (2011). *Education system. philosophy and principals of non-formal education*. unit 1-5. Nonthaburi: Sukhothai Thammathirat Open University.
- Tourism Authority of Thailand. (2013a). *Tourism promotion in 2014*. Retrieved November 10, 2013 from <http://marketingdatabase.tat.or.th/>
- Tourism Authority of Thailand. (2013b). *Tourist statistics (by province)*, Retrieved June 6, 2013 from http://marketingdatabase.tat.or.th/ewt_w3c/ewt_news.php?nid=1621
- Tunsiri, W. (1996). How to manage life-long learning. *Kasetsart Educational Review*, 11 (January-April), 9-15.
- Urry, J. (2002). *The tourist gaze* (2nd ed.). United Kingdom: Sage.
- Usawadee Polpitat. (2002). Sustainable tourism: a case study of ecotourism in community in Thailand. *Tourism Journal*, 21(4), 38-48.
- Uysal, M., & Hagan, L. (1993). An exploratory study of factors of Japanese tourism demand for the UK. *International Journal of Contemporary Hospitality Management*, 13(2), 70-78.
- Uysal, M., & Jurovski, C. (1994). Testing the push and pull factors. *Annals of Tourism Research*, 21, 844-846.
- Veerachat Supanyo. 2005. Self development and individual leaning. *Journal of Education*, 5(1), 73-74.
- Vignali, C., & Davies, B. J. (1994). The marketing mix redefined and mapped-introducing the MIXMAP model. *Management Decision*, 32(8), 11-16.
- Wanee Kamket. (2008). *Behaviorial science research method* (2nd ed.). Bangkok: Chulalongkorn University
- Walker, O. C., Boyd, H. W., & Larreche, J. C. (1992). *Marketing strategy; planning and implementation*. Homewood, Illinois: Richard D. Irwin.

- Wertz, F., Charmaz, K., McMullen, L., Josselson, R., Anderson, R., & McSpadden, E. (2011). *Five ways of doing qualitative research*. New York: Guilford Press.
- Wiersma, W. W., & Jurs, S. G. (2005). *Research methods in education: an introduction* (8th ed.). Boston: Pearson Education.
- Wilson, S., & Gilligan, C. (1997). *Strategic marketing management: planning, implementation and control* (2nd ed.). Oxford: Butterworth Heinemann.
- World Tourism Organization. (1998). *Guide for local authorities on developing sustainable tourism*. Madrid: World Tourism Organization.
- World Tourism Organization. (2011). *UNWTO Annual Report 2011*. Retrieved October, 10, 2013 from http://dtxtq4w60xqpw.cloudfront.net/sites/all/files/pdf/annual_report_2011.pdf
- Yiakoumaki, V. (2006). Local, ethnic, and rural food: on the emergence of cultural diversity in Post-EU-Accession Greece. *Journal of Modern Greek Studies*, 24, 415-445.
- Yoon, Y. and Uysal, M. (2005). An examination of the effects of motivation and satisfaction on destination loyalty: a structural model. *Tourism Management*, 26, 45-56.
- Yurtseven, H. R. (2007). *Slow food ve gokceada: yonetsel bir yaklasim*. Ankara: Detay Yayıncılık.
- Zimmerman, D. W. (1997). A note on interpretation of the paired-samples t Test. *Journal of Educational and Behavioral Statistics*, 22(3), 349-360

APPENDICES

APPENDIX A
Questionnaire for Foreign Tourists Taking
Thai Cooking Courses in Thailand

Institution..... Province Number

Introduction

The objective of this questionnaire is to collect data for a dissertation titled “Marketing Strategies for Thai Gastronomic Tourism Promotion” by Mr. Termsak Singsomboon, PhD candidate, Doctor of Philosophy Program in Integrated Tourism Management, the National Institute of Development Administration. The objectives of the study are; 1) to study foreign tourists’ behavior in Thai gastronomic tourism, 2) to study foreign tourists’ needs for Thai gastronomic tourism, and 3) to suggest marketing strategies for Thai gastronomic tourism promotion. Please answer the questions by marking √ in the ☐ or fill in the blanks with the data that best describe your opinions. If there is any question you do not want to answer, please leave it blank. Thank you very much for answering this questionnaire.

Part 1 General information

1. Gender ☐ Male ☐ Female ☐ Others
2. Age years
3. Nationality
4. Education level
 - ☐ Lower than Bachelor’s Degree ☐ Bachelor’s Degree
 - ☐ Master’s Degree ☐ Doctoral Degree
 - ☐ Others (Please specify)
5. Occupation
6. Monthly income
7. Traveling time spent in Thailand Day(s)
8. Number of times visiting Thailand Time(s)

Part 2 Behavior of foreign tourists taking Thai cooking courses in Thailand

1. What is your purpose for taking Thai cooking courses? (More than 1 answer can be chosen)

- ☐ For personal consumption ☐ To find new experiences
☐ For education ☐ For professional career / business
☐ Others (Please specify)

2. Have you taken any Thai cooking course before?

- ☐ Never ☐ 1 time ☐ 2 times ☐ 3 times
☐ 4 times and above

If you have taken Thai cooking course, how often you get to use your cooking knowledge?

- ☐ Never ☐ Seldom (1-2 Times a week)
☐ Very often (every day) ☐ Others (Please specify)

3. What is your Thai cooking course like?

3.1 Course length

- ☐ Half-day course, reason.....
☐ All-day course, reason
☐ Others (Please specify), reason

3.2 Course structure

- ☐ Private course, reason
☐ Group course, reason

3.3 Teaching methods

- ☐ Demonstration followed by practical class ☐ Step-by-step instruction
☐ Others (Please specify)

3.4 What is your opinion on the appropriateness of the course (from 3.1-3.3)

	Appropriate	Not appropriate	Suggestion
1) Course length			
2) Course structure			
3) Teaching method			

3.5 Should fruits and vegetables carving be included in the course?

- ☐ Definitely ☐ Does not matter
☐ Not necessary/Not interested, only interested in cooking

3.6 Are you interested in learning Thai desserts?

- ☐ Yes (Please specify the name)
☐ Not interested

4. Do you think that it is necessary to learn how to cook Thai food with authentic Thai flavors?

- ☐ Yes
☐ Not sure
☐ No, reason

5. Please specify which month you would like to take Thai cooking class? (More than 1 answer can be chosen)

- ☐ January ☐ February ☐ March ☐ April ☐ May ☐ June
☐ July ☐ August ☐ September ☐ October ☐ November ☐ December

6. If the following menus are offered, what are the first 3 menus you will choose?
(Please put number 1,2 and 3 in front of the chosen menus)

- Som Tam (Papaya salad)
- Satay (Grilled skewered pork/chicken/beef/fish)
- Pad Thai (Thai-styled stir fried noodle)
- Pad Krapao (Stir-fried meat with basil)
- Panang curry (Mild flavored chicken/pork/ beef curry)
- Tom Yum Goong (Hot and sour prawn soup)
- Tom Kha Kai (Chicken coconut and galangal soup)
- Massaman curry (Mild flavor curry with cumin and potatoes)
- Kieow Wan (Green curry)
- Kang Phed Ped Yang (Roasted duck curry)
- Others (Please specify)

7. What is the distinctive point of Thai food that impresses you? (More than 1 answer can be chosen)

- ☐ Healthy Foods, reason
- ☐ Taste, reason
- ☐ Appearance, reason
- ☐ Presentation, reason
- ☐ Variety of menu, reason
- ☐ Others (Please specify), reason

8. What information sources influence your decision to learn Thai cooking? (More than 1 answer can be chosen)

- ☐ Family ☐ Closed friends ☐ Travel Agent
- ☐ Guidebook ☐ Travel brochures ☐ Travel Show/Exhibition
- ☐ Magazine ☐ Newspaper ☐ Movie
- ☐ Television ☐ Radio ☐ Travel Website
- ☐ YouTube ☐ Blogs
- ☐ Online social network (e.g., Facebook) ☐ Mobile phone applications
- ☐ Others (please specify)

9. Where did you buy your Thai cooking course?

- ☐ From this institution (personal contact) ☐ Travel Agency
- ☐ Travel Show/Exhibition ☐ Travel Website
- ☐ Others (Please specify)

10. What is the major reason for choosing this institution? (More than 1 answer can be chosen)

- ☐ Interesting courses ☐ Reasonable price
- ☐ Close to accommodation ☐ Close to tourist attractions
- ☐ Recommended by friends or cousins ☐ Others (Please specify)

11. What is the appropriate learning period in your opinion?

- ☐ Morning (09.00-12.00) ☐ Afternoon (13.00-16.00)
- ☐ Evening (17.00-20.00) ☐ Others (Please specify)

12. How different is Thai food compared to the food in your country?

- ☐ The least ☐ Very little ☐ No difference ☐ Very much ☐ The most

13. If you have a chance to revisit Thailand, will you take Thai cooking courses?

- ☐ Yes ☐ No, reason
- ☐ Not sure

Part 3 Needs of Foreign Tourists Taking Thai Cooking Classes

How much do you need these marketing mix factors?

Marketing mix factors	Level of expectation				
	The most	Very much	Average	Very little	The least
1. Product					
1.1 Having various courses to choose from					
1.2 Having various Thai menus to choose from					
1.3 Having special activities such as a visit to the fresh market or herbs garden					
1.4 Having teaching methods that represent Thai way of life and culture					
1.5 Having course supplementary cookbooks with simple explanation that is easy to understand					
2. Price					
2.1 Having various course fees to choose from					
2.2 Having reasonable and appropriate tuition fee					
2.3 Having special fee for former students					
2.4 Having special group fee					
2.5 Having various payment methods such as via credit card, PayPal, or by installments					
3. Place					
3.1 Thai cooking course can be purchased directly with the Thai cooking school or institution					
3.2 Thai cooking course can be purchased through travel agency or airlines					
3.3 Thai cooking course can be purchased through credit card					
3.4 Thai cooking course can be reserved through the Internet					
3.5 Thai cooking course is being combined with other travel program					
4. Promotion					
4.1 Having seasonal promotions such as offering free cooking tools					
4.2 Having a special discount and free items for student such as discount for travel activity, food, goods and souvenirs					

Marketing mix factors	Level of expectation				
	The most	Very much	Average	Very little	The least
4.3 Having a special discount when enrolling several courses					
4.4 Having special courses such as fruits and vegetables carving and special program					
4.5 Having special promotions with credit card companies or mileage points with airlines					
5. People					
5.1 Service mind of instructors and staff					
5.2 Good hospitality and friendliness of instructors and staff					
5.3 Instructors and staff are well groomed					
5.4 Expertise, teaching and communication skill of instructors					
5.5 Instructors' ability to answer students' questions					
6. Process					
6.1 Allowing students to participate in class activities					
6.2 Allowing students to express opinions and ask questions					
6.3 Having convenient payment method					
6.4 Using electronic media and E-learning in teaching and answering questions					
6.5 Having shuttle bus service between the accommodation and the institution					
7. Physical Evidence					
7.1 Having the atmosphere that reflects Thai way of life and culture					
7.2 Having good environment that is free from pollution					
7.3 Cleanliness in the institution					
7.4 Appropriate location and classroom facilities per student					
7.5 Safety in students' life and belongings					
8. Productivity and Quality of Service					
8.1 Worthiness of curriculum and teaching method					
8.2 Knowledge from the class can be applied in daily life or business					
8.3 Teaching process creates balance and stability of food and energy (ex. fruit and vegetable trimmings are reused to make soup)					

Marketing mix factors	Level of expectation				
	The most	Very much	Average	Very little	The least
8.4 Teaching process creates knowledge economy and surrounding factors (ex. garbage recycling or concern for energy consumption)					
8.5 Conducting surveys on students' opinions and satisfaction/Having the service quality evaluated/Having the standard certified by the government or private sector					

Part 4 Additional opinions and suggestions

.....

.....

.....

.....

.....

.....

.....

.....

APPENDIX B
In-depth Interview Questions for
Thai Cooking School Entrepreneurs

1. General information of interviewee (e.g. position, work experience, and experience regarding tourism or local wisdoms in Thai food)

.....

.....

.....

.....

2. Other general information (e.g. concept of the institution/Thai cooking school/local wisdoms in Thai food specialty, and inherited local wisdoms in Thai food)

.....

.....

.....

.....

3. Current issues (e.g. product, price, promotion, place, market strategies used, teaching method, teaching location, food that tourists like to eat and learn, number of tourists taking cooking classes or eating in the restaurant, support from the government and the community e.g. budget, knowledge sharing, marketing, and public relations)

.....

.....

.....

.....

4. Past experience (e.g. product, price, promotion, place, market strategies used, teaching method, teaching location, food that tourists like to eat and learn, number of tourists taking cooking classes or eating in the restaurant, support from the government and community such as budget, knowledge sharing, marketing, and public relations)

.....

.....

.....

.....

5. Future trends (e.g. product, price, promotion, place, market strategies used, teaching method, teaching location, and potential of the institute/school's growth)

.....

.....

.....

.....

6. Problems and obstacles (e.g. personnel, budget, regulations, utility system, and security)

.....

.....

.....

.....

7. Suggested guidelines (e.g. strategic plan, policy, plan, project, and cooperation and support from related parties)

.....

.....

.....

8. Marketing strategies for Thai gastronomic tourism promotion (e.g. product, price, promotion, place, people, process, physical evidence, and productivity and quality of service).

.....

.....

.....

.....

9. Supports for marketing strategies (e.g. product, price, promotion, place, people, process, physical evidence, and productivity and quality of service).

.....

.....

.....

.....

10. Opinions on the integration of Thai food and tourism (e.g. product, price, promotion, place, people, process, physical evidence, and productivity and quality of service)

.....

.....

.....

.....

11. Additional perspectives and other suggestions.

.....

.....

.....

.....

Sample of Letter Requesting for Cooperation in the Dissertation Data Collection



คณะกรรมการจัดการการท่องเที่ยว
สำนักงานบัณฑิตวิทยาลัยบริหารศาสตร์
๑๓๓๗ ถนนเสรีไทย, คลองจั่น
บางกะปิ กรุงเทพมหานคร ๑๐๖๔๐

๗ สิงหาคม ๒๕๕๖

เรื่อง ขอความเห็นชอบการขอซื้อที่ดินทำประโยชน์
บริเวณ นายกองดีการบริการส่วนจังหวัดภูเก็ต

ด้วย นายเดิมศักดิ์ สิงห์สมบุญ รหัสนักศึกษฯ ๕๔๑๐๓๗๘๒๖๙ นักศึกษาปริญญาเอก หลักสูตร
บริหารธุรกิจบัณฑิต สาขาวิชาการจัดการการท่องเที่ยวแบบบูรณาการ คณะการจัดการท่องเที่ยว สถาบัน
บัณฑิตพัฒนบริหารศาสตร์ ได้รับอนุมัติให้ทำวิทยานิพนธ์เรื่อง “กลยุทธ์ทางการตลาดในการใช้อาหารไทยเพื่อส่งเสริม
การท่องเที่ยว” โดยมี อาจารย์ ดร.สุชนันต์ สุทธิพิศาล เป็นอาจารย์ที่ปรึกษา

เพื่อให้ข้อมูลแก่นักเรียนของภาคีภาษาบรรลือฤทธิประสงค์ดังกล่าว คณะฯ ได้ร่วมวางแผนและเตรียมการจากท่านในการให้ข้อมูลและสัมภาษณ์ ในวันพฤหัสบดีที่ ๒๙ สิงหาคม ๒๕๕๖ ระหว่างเวลา ๐๙.๐๐ – ๑๖.๐๐ น.

จึงเรียนมาเพื่อโปรดให้โอนเคราะห์ ให้แก่นักศึกษาผู้มีรายชื่อข้างต้น จักขอบพระคุณยิ่ง

ขอแสดงความนับถือ

ข้อวิจารณ์

(ເອົາຂາຍ ໑໒ ໂຍນ້ຳຮຸ່ງ)

วิจัย"ราชภัฏวไลยอลงกรณ์"ตีพิมพ์การวิจัยด้านการท่องเที่ยว

สำนักงานเลขาธิการคณะกรรมาธิการ
โทรศัทพ์ ๐-๒๖๔๓๓-๓๖๖๘
โทรสาร ๐-๒๖๔๕๕-๔๖๖๕
นักกีฬา ๐-๒๖๔๓๓-๓๔๐๕ , ๐๒๖๔๓๖-๔๓๓๐

Translation of the Letter's Contents

Subject: Request for cooperation in dissertation data collection

To:

As Mr. Termsak Singsomboon, Student ID 5511791037, a Ph.D. candidate in the Doctor of Philosophy Program in Integrated Tourism Management, the Graduate School of Tourism Management, the National Institute of Development Administration, has been approved to conduct the dissertation titled “Marketing Strategies in Using Thai Food Knowledge for Thailand Tourism Promotion” with Dr. Sutsan Suttipisan as the advisor.

In order to complete the dissertation, the Graduate School of Tourism Management would like to request for your cooperation in providing information and joining the interview to be held on Thursday 29 August 2013 from 8.00-16.00 hrs.

Your cooperation in this regard is highly appreciated.

APPENDIX D

List of Interviewees

1. Bangkok

- | | |
|--|--|
| 1) Mr. Vitoon Simachokdee | Permanent Secretary,
Ministry of Industry |
| 2) Assistant Professor Dr. Srisamorn Kongpun | Director, Yingchaoroen Home
Science School/Thai food expert |
| 3) M.L. Sirichalerm Svastivadhana | Thai food expert |
| 4) Mr. Daniel Green | Celebrity Chef |
| 5) Mr. Naren Kiatyodcharoen | The Oriental Thai Cooking
School |
| 6) Mrs. Nooror Somany Steppe | Blue Elephant Bangkok |
| 7) Mr. Watpusit Ayasanon | Naj Thai Cooking School |
| 8) Mrs. Veera Paspattanapanich | President of Dusit Thani College |
| 9) Miss Supajittra Dinakara Na Ayutthaya | Director, M.L.Puang Dinakara
The Royal Exquisite Thai
Cooking School |

2. Chon Buri

- | | |
|----------------------------|-----------------------------------|
| 1) Miss Kallaya Samorthong | Pattaya Cookery School |
| 2) Mr. Yupparaj Wongdaokul | Consultant, Centara Pattaya Hotel |
| 3) Mrs. Naowarat Khakai | Reun Thai Restaurant |

3. Chiang Mai

- | | |
|------------------------------|-----------------------------------|
| 1) Miss Kansiri Indib | Just Khao Soy |
| 2) Mr. Yurawat Tuppanun | Pun Pun Cooking School |
| 3) Mr. Pichet Unkong | Smart Cook Thai Cooking
School |
| 4) Mrs. Renu Sanguannamsakul | Chiang Mai Thai Farm Cooking |

5) Mrs. Jariya Feuangfu

6) Mrs. Viriya Srivichien

School

Baan Thai Cookery School

Asia Scenic Thai Cooking School

Chiang Mai

4. Phuket

1) Miss Yardfon Buranapim

2) Miss Kloyjai Bokthong

3) Miss Patcharin Tiengthong

4) Mr. Kim Steppe

Pum Thai Restaurant & Cooking
School

Sripanwa Hotel

Pat's Home Thai Cooking School

Blue Elephant Phuket

APPENDIX E

List of Focus Group Participants

1. Bangkok

- | | |
|-----------------------------------|--|
| 1) Miss Nopparat Satarat | Director of ASEAN Division,
Ministry of Tourism and Sports |
| 2) Mrs. Thapanee Kiatpaiboon | Director, Marketing Information
Technology Office, Tourism
Authority of Thailand |
| 3) Miss Pranee Sattayaparakorn | Director, Culture, Sports and
Tourism Department, Bangkok |
| 4) Mr. Channarong Laksaneeyanawin | President, Council of Cultural
Affair, Bangkok |
| 5) Mrs. Thanika Peerakum | Deputy Director, School of The
Oriental Hotel Apprenticeship
Program (OHAP) |
| 6) Miss Jiranuch Rattanathum | Blue Elephant Restaurant,
Bangkok Branch |
| 7) Mr. Ekkapol Boonchuaychoo | Dusit Thani College |
| 8) Mr. Somdej Krinchoom | Naj Thai Cooking School |

2. Chon Buri

- | | |
|------------------------------------|--|
| 1) Mrs. Prongtip Viwattanasinesuan | Policy and Planning Analyst,
Chon Buri Provincial Office of
Tourism and Sports |
| 2) Mrs. Pussalin Sawetrat | Assistant Director Tourism
Authority of Thailand (TAT),
Pattaya Office. |

- | | |
|----------------------------------|--|
| 3) Mrs. Sureerat Apinnapong | Director of Religion, Arts, and
Culture Promotion Division,
Chon Buri Provincial Culture
Office |
| 4) Miss Darat Surakkaga | Director of Tourism and Sports,
Chon Buri Provincial
Administration Organization |
| 5) Mr. Krisada Palakong | Chief of General Service
Subdivision, Saensuk Municipality
Office |
| 6) Mr. Suwat Pairpiromrat | Vice President, Pattaya Business
and Tourism Association |
| 7) Mr. Yupparaj Wongdaokul | Consultant, Centara Pattaya Hotel |
| 8) Miss Kallaya Samorthong | Pattaya Cookery School |
| 9) Mrs. Naowarat Kakai | Reuan Thai Restaurant |
| 10) Mrs. Ruta Leuangorn | Ang Sila Old Market Community |
| 11) Mrs. Chaweewan Pongwuttitham | Ang Sila Old Market Community |
| 12) Mrs. Sopa Mahasanpiya | Ang Sila Old Market Community |
| 13) Mr. Somwang Salabsee | Baan Muang Community |
| 14) Mrs. Rassamee Parnsiri | Nong Mon Community |

3. Chiang Mai

- | | |
|-------------------------|--|
| 1) Mr. Sangha Buaradok | Director of Strategy
Development Group, Chiang Mai
Governor's Office |
| 2) Mr. Montree Piyakul | Director of Chiang Mai
Provincial Office of Tourism and
Sports |
| 3) Mrs. Jirarat Meengam | Assistant Director, Tourism
Authority of Thailand, |

- | | |
|-----------------------------------|---|
| 4) Mr. Sitthichai Inboon | Chiang Mai Office.
General Administration Officer,
Chiang Mai Provincial
Administration Organization |
| 5) Mr. Natchudech Viriyadilokthum | Deputy Mayor, Chiang Mai
Municipal Office |
| 6) Mr. Sawan Kwantaisong | President, the Association of
Northern Tourism Federation,
Chiang Mai |
| 7) Miss Kansiri Indib | Just Khao Soy |
| 8) Mr. Yurwat Tappanan | Pun Pun Cooking School |
| 9) Mr. Pichet Unkong | Smart Cook Thai Cookery
School |
| 10) Mrs. Reenu Sanguannamsakul | Chiang Mai Thai Farm Cooking
School |
| 11) Mrs. Jariya Feuangfu | Baan Thai Cookery School |
| 12) Mrs. Viriya Srivichien | Asia Scenic Thai Cooking School
Chiang Mai |
| 13) Mrs. Kunlayakorn Mahadilok | Khao Soy Lum Duan |
| 14) Mrs. Buariew Kaewduang | Taa Wang Tarn Community |
| 15) Mrs. Kaewpa Choomjai | Taa Wang Tarn Community |
| 16) Mrs. Buakaew Kuntamoon | Taa Wang Tarn Community |
| 17) Mrs. Umnuay Kumpanya | Buan Krok Tai Community |

4. Phuket

- | | |
|------------------------------|--|
| 1) Miss Piyawan Tuntimaporn | Chief of Information Technology
and Communication Group,
Phuket Governor's Office |
| 2) Miss Ratchadaporn Pattana | Policy and Planning Analyst,
Professional Level, Phuket
Provincial Office of Tourism and
Sports |

- | | |
|--------------------------------|--|
| 3) Miss Wanprapa Suksomboon | Assistant Director, Tourism
Authority of Thailand, Phuket
Office |
| 4) Mrs. Urai Lersakanusorn | Director , Religion, Arts , and
Culture Promotion Division,
Phuket Provincial Culture Office |
| 5) Mr. Teera Jiasakul | Member of the Phuket Provincial
Administrative Organization |
| 6) Mr. Patkosol Tanguthai | Phuket Deputy Mayor, Phuket
Municipal Office |
| 7) Mr. Krisada Tunsakul | Vice President, Phuket Tourist
Association |
| 8) Miss Yardfon Buranapim | Pum Thai Restaurant & Cooking
School |
| 9) Miss Kloyjai Bokthong | Sri Panwa Phuket Hotel |
| 10) Miss Patcharin Tiengthong | Pat's Home Thai Cooking School |
| 11) Mr. Kim Steppe | Blue Elephant Phuket |
| 12) Mr. Wichai Saiwaree | Pornthip (Phuket) Co., Ltd. |
| 13) Mr. Watcharapun Pitakpirom | Old Phuket Town Community |
| 14) Mrs. Piengpor Somsakserm | Old Phuket Town Community |
| 15) Mrs. Krueasri Tuntai | Old Phuket Town Community |
| 16) Mrs. Punnnee Mankanya | Old Phuket Town Community |

APPENDIX F

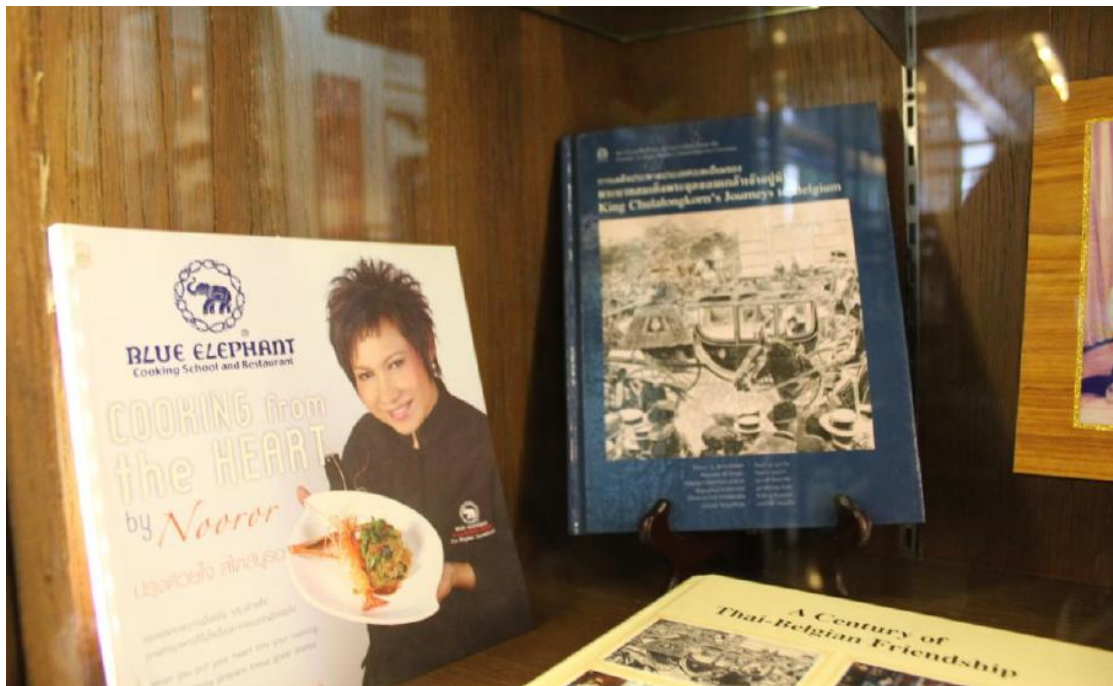
Pictures of Marketing Strategies Used by Thai Cooking Schools



Picture 1 Blue Elephant Bangkok's Product Strategy, Private Teaching



Picture 2 Blue Elephant Bangkok's Product Strategy, Producing House Brand Products



Picture 3 Blue Elephant Bangkok's Product Strategy, Books for Publicizing Thai Food



Picture 4 Blue Elephant Bangkok's People Strategy, Teaching by an Internationally Famous Master Chef



Picture 5 Blue Elephant Bangkok's Physical Evidence Strategy, a 100-year-old Thai-Chinese Building



Picture 6 Asia Scenic Thai Cooking School Chiang Mai's Product Strategy, Group Teaching



Picture 7 Miss Kansiri Indib, Thai Food Instructor from Just Khao Soy



Picture 8 Just Khao Soy's Product Strategy, Telling the History of Khao Soy



Picture 9 Miss Yardfon Buranapim, Entrepreneur from Pum Thai Restaurant & Cooking School



Picture 10 Pum Thai Restaurant & Cooking School's Product Strategy, Writing Books to publicize Thai food



Picture 11 Pum Thai Restaurant & Cooking School's Product Strategy, Producing its Own Brand



Picture 12 Pum Thai Restaurant & Cooking School's Process Strategy, Teaching Thai Cooking 365 days



Picture 13 Mr. Watpusit Ayasanon, Manager and Instructor from Naj Thai Cooking School



Picture 14 Naj Thai Cooking School's Product Strategy, Demonstration Classes Followed by Practical Classes



Picture 15 Naj Thai Cooking School's Product Strategy, Providing Real Herbs for Tourists



Picture 16 Miss Kallaya Samorthong, Entrepreneur from Pattaya Cookery School



Picture 17 Pattaya Cookery School's Product Strategy, Teaching Fruits and Vegetables Carving

APPENDIX G

Pictures from the Researcher's Fieldwork



Picture 18 Interviewing Mr. Vitoon Simachokdee, Permanent Secretary, Ministry of Industry



Picture 19 Interviewing Assistant Professor Dr. Srisamorn Kongpun, Thai Food Expert



Picture 20 Assistant Professor Dr. Srisamorn Kongpun's Product Strategy, Writing Books to Publicize Thai Food



Picture 21 Interviewing M.L. Sirichalerm Svastivadhana or McDang, Thai Food Expert



Picture 22 M.L. Sirichalerm Svastivadhana's Product Strategy, Writing Books to Publicize Thai Food



Picture 23 Interviewing Mrs. Nooror Somany Steppe, Executive from Blue Elephant Bangkok



Picture 24 Observing Foreign Tourists Cooking Thai Food at Blue Elephant Bangkok



Picture 25 Interviewing Mr. Naren Kiatyodcharoen, Thai Food Instructor from The Oriental Thai Cooking School



Picture 26 Mrs. Thanika Peerakum, Deputy Director, School of the Oriental Hotel Apprenticeship Program (OHAP)



Picture 27 Interviewing Mrs. Veera Paspattanapanich, President of Dusit Thani College



Picture 28 Interviewing Mr. Kim Steppe, Executive from Blue Elephant Phuket



Picture 29 Visiting Blue Elephant Phuket's classroom



Picture 30 Interviewing Miss Kloyjai Bokthong, Thai Food Instructor from Sri Panwa Phuket Hotel



Picture 31 Discussing with a Focus Group Participant, Miss Pranee Sattayaprakorb, Director of Culture, Sports and Tourism Department, Bangkok



Picture 32 Discussing with a Focus Group Participant, Miss Nopparat Satarat,
Director of ASEAN Division, Ministry of Tourism and Sports



Picture 33 Discussing with a Focus Group Participant, Mrs. Thapanee Kiatpaiboon,
Director of Marketing Information Technology Office, Tourism Authority
of Thailand (TAT)



Picture 34 Discussing with a Focus Group Participant, Mr. Ekkapol Boonchuaychoo, Thai Food Instructor from Dusit Thani College



Picture 35 Participating Chon Buri Focus Group



Picture 36 The Researcher with Mrs. Prongtip Viwattanasinesuan, Policy and Planning Analyst, Chon Buri Provincial Office of Tourism and Sports



Picture 37 The Researcher with Mrs. Jirarat Meengam, Assistant Director Tourism Authority of Thailand (TAT), Chiang Mai Office

BIOGRAPHY

NAME	Mr. Termsak Singsomboon
ACADEMIC BACKGROUND	Master of Political Science (Political Science) Ramkhamhaeng University Year of Graduation 2009
PRESENT POSTION	2002 – Present Vice President of Operations Thought Stream Education Co., Ltd. 2007- Present Public Relations Committee Association of Swiss Alumni
EXPERIENCES	Performing supervising roles in overseeing day-to-day administrative operations and developing fiscal and marketing plans for study abroad programs specializing in English. Liaising between students, schools, embassies and immigration offices and airport staff to coordinate student arrival, departure and ensure student's wellbeing while being abroad. Managing curriculum and coordinating extracurricular activities.