



งานวิจัย

การวิเคราะห์องค์ประกอบคุณลักษณะบัณฑิตที่เหมาะสม

ต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน

**A FACTOR ANALYSIS OF GRADUATES' EMPLOYABILITY ATTRIBUTES
OF AIRLINES GROUND PASSENGER SERVICE PROFESSIONALS**

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาองค์ประกอบคุณลักษณะบัณฑิตที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน (2) พัฒนาแบบวัดคุณลักษณะบัณฑิตที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบินและตรวจสอบคุณภาพของแบบวัด และ (3) ศึกษาและเปรียบเทียบระดับคุณลักษณะบัณฑิตที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน แบ่งการวิจัยออกเป็น 2 ระยะ ได้แก่ ระยะที่ 1 การศึกษาเชิงปริมาณ เพื่อศึกษาองค์ประกอบคุณลักษณะบัณฑิตที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน กลุ่มตัวอย่างประกอบด้วยเจ้าหน้าที่บริการผู้โดยสารภาคพื้นสายการบินจำนวน 209 คน เครื่องมือวิจัยได้แก่ แบบสอบถามคุณลักษณะทางวิชาชีพที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน วิเคราะห์ข้อมูลโดยใช้ค่าเฉลี่ยและการวิเคราะห์องค์ประกอบเชิงสำรวจ (Exploratory Factor Analysis: EFA) การศึกษาระยะที่ 2 การศึกษาเชิงสำรวจ เพื่อพัฒนาแบบวัดคุณลักษณะบัณฑิตที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบินและตรวจสอบคุณภาพของแบบวัด ศึกษาและเปรียบเทียบระดับคุณลักษณะบัณฑิตที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน กลุ่มตัวอย่างประกอบด้วยนักศึกษาระดับชั้นปริญญาตรีในสาขาภาษาอังกฤษธุรกิจและสาขาการจัดการการท่องเที่ยวจำนวน 33 คน เครื่องมือวิจัยได้แก่ แบบวัดคุณลักษณะบัณฑิตที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน วิเคราะห์ข้อมูลโดยใช้ค่าเฉลี่ยและสถิติทดสอบ t-test for independent sample ผลการศึกษาพบว่า

องค์ประกอบคุณลักษณะบัณฑิตที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบินประกอบด้วย 7 องค์ประกอบได้แก่ บุคลิกภาพ ทักษะการบริการผู้โดยสาร การปฏิบัติงาน ทักษะระหว่างบุคคล การรักษภาพลักษณ์ของสายการบิน ทักษะการรับรู้ความสามารถของตนเองและการปรับตัว และทักษะด้านความรู้ด้านงานบริการผู้โดยสารภาคพื้นสายการบิน โดยแต่ละองค์ประกอบสามารถอธิบายความแปรปรวนของคุณลักษณะบัณฑิตที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน ได้ร้อยละ 14.257 11.530 10.949 8.034 7.984 6.626 และ 3.954 ตามลำดับ โดยองค์ประกอบคุณลักษณะทั้ง 7 สามารถอธิบายความแปรปรวนรวมของคุณลักษณะบัณฑิตที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบินได้ร้อยละ 65.062

แบบวัดคุณลักษณะบัณฑิตที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบินมีความตรงเชิงเนื้อหาและความตรงเชิงโครงสร้าง และมีค่าความเที่ยงของแบบวัดทั้งฉบับเท่ากับ 0.927

ระดับคุณลักษณะบัณฑิตที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบินของนักศึกษาในกลุ่มตัวอย่างจำนวน 33 คนเมื่อจำแนกตามเพศ สาขาวิชาเอกและจำนวนชั้นปีที่ศึกษา พบว่านักศึกษาทุกเพศ ทุกสาขาวิชา และทุกชั้นปีต่างกันระดับคุณลักษณะบัณฑิตที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบินอยู่ในระดับมาก ซึ่งหมายถึงนักศึกษาที่ได้ศึกษารายวิชาภาษาอังกฤษในงานบริการภาคพื้นสายการบินมาแล้วมีความมั่นใจและความพร้อมในการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน เมื่อเปรียบเทียบระดับคุณลักษณะบัณฑิตที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบินของนักศึกษาจำแนกตามเพศ สาขาวิชาเอกและชั้นปีของนักศึกษา ไม่พบความแตกต่างของระดับคุณลักษณะบัณฑิตที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบินของนักศึกษาอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

คำสำคัญ: ภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ งานบริการผู้โดยสารภาคพื้นสายการบิน
คุณลักษณะบัณฑิตที่เหมาะสม การวิเคราะห์องค์ประกอบเชิงสำรวจ การพัฒนาแบบวัด

Abstract

The aims of this study were to (1) study factors of graduates' employability attributes of airlines ground passenger service professionals, (2) develop The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test, and (3) study and compare levels of having graduates' employability attributes of airlines ground passenger service professionals. There were two phases in this study. The 1st phase, the quantitative study, aiming to study factors of graduates' employability attributes of airlines ground passenger service professionals. It was comprised of 209 airlines ground passenger service professionals. The research instruments was The Desired Employability Attributes of Airlines Ground Passenger Service Professionals Questionnaire. Mean and An Exploratory Factor Analysis (EFA) were used to analyzed the data. The 2nd phase, a survey study, aiming to develop The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test, study and compare levels of having graduates' employability attributes of airlines ground passenger service professionals. 33 undergraduate students majoring in Business English and Tourism Management were the sample group. The research instruments was The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test. Mean and t-test for independent sample were used to analyze the quantitative data. The results revealed that,

There were 7 factors of graduates' employability attributes of airlines ground passenger service professionals which were Personality, Customer Service Skill, Performance, Interpersonal Skill, Airline Image, The Self- Knowing and Adaptable Skill, and Knowledge Skill respectively. Their variances were able to explain graduates' employability attributes of airlines ground passenger service professionals which were Personality at 14.257%, 11.530%, 10.949%, 8.034%, 7.984%, 6.626% and 3.954% respectively. Moreover, the total variance explained of all 7 factors towards graduates' employability attributes of airlines ground passenger service professionals which were Personality was 65.062%

The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test was constructed and had both a content validity and a construct validity. The reliability of the test was 0.927.

33 Students' levels of having graduates' employability attributes of airlines ground passenger service professionals divided by gender, major, and years of study were found as a higher level. When statistically compare their levels based on their different background, it was found that there was no significant difference of Students' levels of having graduates' employability attributes of airlines ground passenger service professionals at 0.05 level. It can be implied that after completing the ESP course, English for Airline Ground Service, all students were confidently be ready to work in an airline industry.

| | | |
|-----------------|-------------------------------------|-----------------------------------|
| Keyword: | English for Specific Purposes (ESP) | Airline Ground Service |
| | Graduates' employability attributes | Exploratory Factor Analysis (EFA) |
| | Test Construction | |

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Chapter 1

Introduction

English is spoken by a numbers of people worldwide and it is an important language used for communication around the world (Saville-Troike. 2012: 4; Wiriyachittra et all, 2012) Also, it is a significant language used for all members in The Association of Southeast Asian Nations (ASEAN), it is used as a communication language for their three main cooperation: political and security community, economic community, and socio cultural community (The Association of Southeast Asian Nations, 2015) As it plays a significant role in all society and people daily activities, English is, therefore, inevitable for all learners to study in order to survive themselves in the globalization period.

In terms of teaching English, teaching English for Specific Purposes (ESP), originally derived from the teaching English to the speakers of other languages or nonnative speakers, is one of the teaching approach focusing on the learners' needs to use the language for their particular context or specific careers (Hutchinson & Walters, 1994) The principles of teaching ESP is to serve the adult learners' needs who want to use their medium-to-advanced English in a specialized contents or context (Dudley-Evan & St. John, 2000). Based on Thailand ESP context, a number of English for Specific courses have been opened for all Thai college students in many programs by The Office of

Higher Education Commission (OHEC) that allow college students to choose their own of interest in ESP courses; for instance, English for Hospitality, English for Hotel, English for Tourism, English for Tourist Guide, English for Cabin Crew, English for Airlines and so on (The Office of Higher Education Commission, 2015).

Cutting (2012) mentioned that teaching English in airline industries was originally from the rules and regulation of International Civil Aviation Organization (ICAO) since 1962 that requires all aviation professionals to learn English for their work in order to promote their collaboration and teamwork, and also to enhance their understanding while on duty, so Aviation English was first initiated since 1970 and became the courses in the aviation curriculum: English for airport ground service, English for airline passenger service, English for Cabin Crew, and English for Airline Professionals etc.

The Office for National Education Standards and Quality Assessment (2016) reported that a number of demand of Thai students to study in the aviation industry has been increasing in the last three years- approximately 5,000, 9,000, and 15,000 students in the 2013, 2014, and 2015 academic year, respectively, and there are more than 26 higher education institutes, both aviation institute and the faculty of aviation, offer those kinds of curriculum. According to the high demand of studying the aviation industry mentioned earlier, it is obviously seen that all Thai universities are preparing

themselves to produce the qualified graduates to work in the field of aviation; as a result, English for Specific Purposes (ESP) in an area of airlines and aviation industry is vital for all Thai learners.

The bachelor of Art program in Business English and the bachelor of Business Administration in Tourism Management of Rajapark Institute are those two curriculums aiming the graduates applied their relevant knowledge as well as English proficiency to work in the airlines industry effectively. English for Specific Purposes (ESP) are those of elective courses available for students to study according to their own interests. English for Airline Ground Passenger Service is one of an elective course offered in the curriculum of the bachelor of Art program in Business English, and the bachelor of Business Administration in Tourism Management of Rajapark Institute. This course has been instructing for four semesters- in both 2014 and 2015 academic year, and the teaching materials have been gradually developing in terms of ESP textbook designed by the researcher as the lecturer of this course, too.

Even the designed textbook of English for Airline Ground Passenger Service have been developing more than two years according to the feedbacks and comments from the stakeholders in the aspects of the contents and the language use, the researcher as an author found that the employability attributes of airlines ground passenger service professionals should be integrated and implemented into the designed ESP textbook in order to fulfill the fruitful contents and the enrichment of information the students needed

for their future aviation careers. Hence, the designed textbook of English for Airline Ground Passenger Service is purposively tended to develop and revised in order to meet the completion of the aviation contents, the language uses, and the employability attributes of airlines ground passenger service professionals blended together. Furthermore, the result of the employability attributes of airlines ground passenger service professionals in this study can be brought to develop The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test that assess the graduates' levels of employability attributes of airlines ground passenger service professionals, or levels of readiness to work in the airlines industry.

According to an ambiguity and unclear description of Employability Attributes of Airlines Ground Passenger Service Professionals, it is difficult to define and categorize them. In conclusion, this study mainly aims to study attributes, or factors, of airlines ground passenger service professionals with its research objectives as follow.

Research Objectives

1. To analyze components of graduates' employability attributes of airlines ground passenger service professionals.
2. To develop The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test.

3. To study and compare levels of having graduates' employability attributes of airlines ground passenger service professionals.

The Scope of the Study

This quantitative study aimed to study the employability attributes of airlines ground passenger service professionals that deals with three context: the airline professional, students, and English lecturers in the higher education institute.

The Operational Definition

Employability attributes of airlines ground passenger service professionals refers to the desired quality of service in airline work of officers that include the language ability, airline knowledge, interpersonal skill, personality and appearance.

English for Airline Ground Passenger Service refers to one of an English for specific purposes (ESP) offered for undergraduate students in Rajapark Institute that focus on the language use in aviation industry especially in terms of airport passenger service.

The Significance of the Study

The results of this study could benefit (1) all learners who enrolled an ESP course, *English for Airline Ground Passenger Service*: that ESP lecturer can bring graduates' employability attributes of airlines ground passenger service professionals from the result of this study to promote and prepare their own college students in advance for their future aviation careers, and (2) The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test that developed from this study can be brought to assess the college students in terms of their readiness to work in an airline industry and this test is also beneficial for airline recruitment in screening and assessing their applicants.

Chapter 2

Literature Review

This chapter presents a literature review designed to lay the foundations of the following topics: English for Specific Purposes (ESP), ESP material development, airline ground passenger service, theories of student development, employability attributes of airlines ground passenger service professionals, related studies, and the research conceptual framework respectively.

English for Specific Purposes (ESP)

After the 2nd world war, the world had rapidly developed in terms of science, technology, and economy all around the world, so English became to be used as a communicative tool especially for the global commerce and this significantly marked the beginning of the English for Specific Purposes (ESP) afterwards (Hutchinson and Walters, 1994). In 1970, the western countries had a business power over all country- it is also the period indicating that English was only no longer used in an educational system, but people needed to study English for their own specific purposes; for instance, international trade, travel and tourism, and the other business affairs (Hutchinson and Walters, 1994). Therefore, teaching English for Specific Purposes (ESP) had been originated since that time.

In terms of the ESP objectives, Robinson (1991) cited four aspects which are (1) ESP is to meet the learners' needs for their career goals, (2) ESP is to meet the time of study, (3) ESP is to provide a course for learners who share the same or similar expectation, and (4) ESP is to meet the adults learners who wish to use English for their particular job and context. ESP objectives proposed by Robinson was consisted to Mackay and Mountford (1978) who mentioned that ESP is designed for occupational requirements and vocational training programs, its objectives are also involved the needs to study for their career expertise.

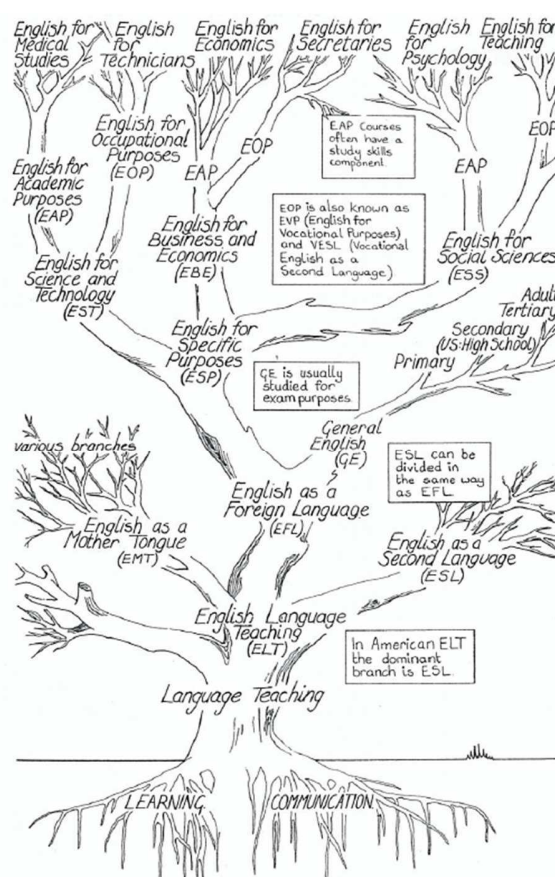


Diagram 2.1 the ESP tree and its branches

An English for Specific Purposes (ESP) has been categorized according to its objectives into three types: (1) English for Science and Technology: EST, English for Business and Economics: EBE, and English for Social Science: ESS, there are also sub-categories, English for Academic Purposes: EAP and English for Occupational Purposes: EAP, in each three main types which branching into many specific courses for all learners in each discipline as shown in the diagram 2.1

For all ESP courses provided in the curriculum of Rajapark Institute, They are founded in two curriculum which are the curriculum of the bachelor's degree of Arts in Business English, The Faculty of Liberal Arts and the bachelor's degree of Business Administration in Tourism Management, The Faculty of Business Administration. The table 2.1 and 2.2 shows ESP courses provided for undergraduate students in Rajapark Institute.

Table 2.1 ESP courses provided in the curriculum of B.B.A. (Tourism Management), Rajapark Institute

| ESP courses | Credits |
|-------------------------------------|---------|
| 1. English for Tourism Business | 3 |
| 2. English for Tour Conducting | 3 |
| 3. English for Tourism Personnel | 3 |
| 4. English for Hospitality Industry | 3 |

Table 2.2 ESP courses provided in the curriculum of B.A. (Business English)

| ESP courses | Credits |
|--|---------|
| 1. Business English | 3 |
| 2. English for Business Negotiation | |
| 3. English for International Trade | |
| 4. English for Public Speaking | |
| 5. English for Presentation | |
| 6. English for Tourism 1 | |
| 7. English for Tourism 2 | |
| 8. English for Hotel 1 | |
| 9. English for Hotel 2 | |
| 10. English for Tourism in relation to Thai Arts and Culture | |
| 11. English for Airline Business 1 | |
| 12. English for Airline Business 2 | |
| 13. English for Airline Ground Passenger Service | |
| 14. English for Cabin Crew | |
| 15. English for Airline Human Resource and Organization Management | |

According to the above two tables showing ESP courses provided, it is obviously seen that a number of ESP course have been offered to all learners to meet their own interests and future career goal. They are also simultaneously designed to meet the market needs in order to prepare graduate students to effectively work in the real world of airline industry. For ESP material development, it is presented in the next section.

ESP Material Development

Changkhwanyun (2009) mentioned that a textbook is a material that support students' learning process. The standard of textbook covers 4 aspects which are

1. The quantity and contents of a textbook

The contents in a textbook are so crucial and it is also involved of the quantity of pages if a textbook as the authors may need to describe and depict more information to let the readers understand what the author trying to detail in each topic. This includes the number of chapters and topics to be presented in a textbook.

2. The quality of a textbook

All aspect of a textbook is viewed as a quality of a textbook, but an academic content is mainly viewed as the majority of textbook quality. It includes the coverage of the appropriateness of the contents in the curriculum, the completeness of academic contents, the correctness of contents- relevant objectives and coherence, an update contents, and the position of an author in terms of any interpretation and application etc.

3. The layout of a textbook

It is viewed in an overall aspect of a textbook: its cover, table of content, references, glossary, index, the ratio of contents to be presented in each chapters and section, the sequence of the topics, and paging.

4. The language use of a textbook

There are four aspects to be considered in terms of the language use in a textbook which are (1) the written language, it must be grammatical correct, completed. The word choices are appropriate, (2) academic language, it includes the use of correct words, no exaggeration, the use of the terms, the translation of words and choices, (3) the use of the correct Thai words, (4) the writing style, and (5) the appropriateness of language used to be presented.

In terms of material development, Jolly and Bolitho (1998) presented 7 stages in developing a textbook or a teaching material which are (1) *Identification of need for materials* is the needs analysis process, (2) *Exploration of need* is the way to consider the language, meaning, functions and skills prior to creating materials, (3) *Contextual realization of materials* is the process of considering the contexts and texts prior to creating materials, (4) *Pedagogical realization of materials* is the process of preparing the exercises, activities and the teaching technique before creating materials, (5) *Production of materials* is the process of creating the materials, (6) *Student use of material* is the process that teachers pilot the produced materials in class, and (7) *Evaluation of materials against agreed objectives* is the process of getting feedback from the students via peer-reviews or self-reflection.

The stages in developing a textbook or a teaching material presented by Jolly and Bolitho (1998) is shown in the diagram 2.2

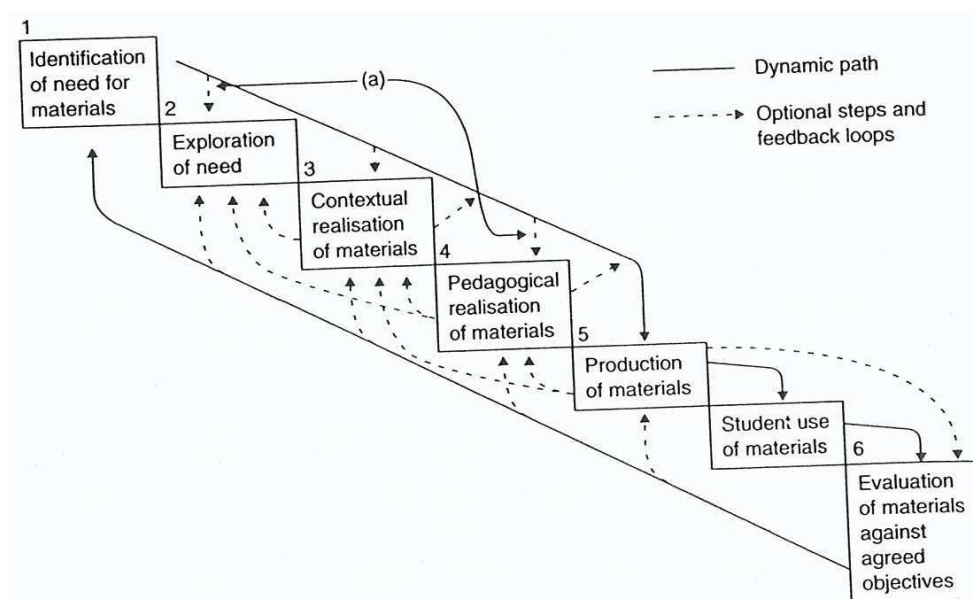


Diagram 2.2 Stages in developing a textbook (Jolly and Bolitho, 1998)

For the textbook named “*English for Airlie Ground Passenger Service*” written and developed by the researcher, it had been developed according to 7 stages proposed by Jolly and Bolitho starting from (1) Identify needs, the needs analysis was from the employer, airlines recruitment, from the job description, (2) Explore of need, it involved the way to find the language use and expression in a textbook, (3) contextualize a textbook, it includes the review of contents and knowledge of airline industry to be integrated into a textbook, (4) Pedagogical realization of a textbook, it relates to bring the communicative language activities into the exercises, tasks, and tests into a textbook, (5) produce a textbook, it was about starting writing and developing a textbook including illustration, (6) Use a textbook, it means the author used

the written ESP textbook with undergraduate students for a semester, and (7) Evaluate a textbook, the author assessed the efficiency of the written textbook and revised it according to the stakeholders' comments and feedbacks. The author, as a researcher in this study, tried to circle these 7 stages for a few semesters by piloting, evaluating, and revising the written textbook in order to ensure the effectiveness and efficiency of the ESP written textbook.

After using all supplementary and materials for teaching English for airlines for three semesters, the ESP textbook, *English for Airlie Ground Passenger Service*, had been written. It comprised of 6 units that sequentially presents the contents starting from the first-stage duty until the last-stage duty of passenger service officers. The contents of the ESP written textbook, *English for Airlie Ground Passenger Service* are presented as follow.

Unit 1: The World of Airlines. This chapter aims to lay on a fundamental background in the aviation industry for students: careers in airlines, airline designator code, airline alliance members, airline alphabet code, and language use- present simple tense.

Unit 2: Check-in Procedure. Aircraft types and seat maps, passengers with extra needs, frequent flyer cards, and ways to upgrade and downgrade passengers are introduced to learners in this unit. Also, modal verbs and making suggestion are the language use in this unit.

Unit 3: Baggage and Document Check. This chapter deals with baggage allowance, baggage tags, passport and visa of passengers. In terms of the language use, making requests and if- clause is presented in this unit.

Unit 4: Ticketing and Reservation. Types of air tickets, reservation system, and airport three letter codes are introduced to learners in this unit. The transit words, explaining flight situation, and giving booking information to passengers are also presented in this unit.

Unit 5: Boarding and Flight Irregularities. This unit copes with the contents of gate procedures, making airline announcement, and flight irregularities. The passive voice and how to explain flight irregularities to passengers are introduced.

Unit 6: Interview for Airlines Ground Passenger Service Recruitment. This unit aims to prepare college students to the world of aviation careers. Its contents are types of interview questions and techniques as well as gesture and personality for airline recruitment.

Table 2.3 the contents of the ESP textbook, *English for Airlie Ground Passenger Service*, written by the researcher

| Chapter | Contents |
|---------|---|
| 1 | The World of Airlines |
| 2 | Check-in Procedures |
| 3 | Baggage and Travel Document Check |
| 4 | Ticketing and Reservation |
| 5 | Boarding and Flight Irregularities |
| 6 | Interview for Airlines Ground Passenger Service Recruitment |

Once the ESP textbook named *“English for Airline Ground Passenger Service”* has been written by the researcher and used for teaching and learning for 3 semesters, it is found that there are only language use and the contents of airline passenger services included in this developed textbook, but it lacks of employability attributes of airlines ground passenger service professionals to be integrated into this textbook in order to enhance and fulfill the fruitful details and information of the desired airline professionals characteristics to the learners who use this textbook in the classroom, and prepare them to be ready in an aviation career path. Hence, the airline passenger ground service and their desired employability attributes are presented in the section.

Airline Ground Passenger Service

There are more than 26 higher education institutes in Thailand offer a number of curriculum in aviation industry to serve learners’ needs and also to serve the high demand of personnel in the field of aviation service (The Office for National Education Standards and Quality Assessment, 2016). Hence, it can be conclude that all Thai learners need to study more English for Specific purposes (ESP) courses especially English for Airlines. In order to be master in airline service, the general job description of airline ground passenger service should be acknowledged which is presented in the next paragraph.

Suthanyarat (2014) cited that ground handling services concern about all ground operation of airlines at the airport, and involve ground services of many units which are

1. Cabin Service, it is related the cleanliness of the passenger cabin and all facilities preparation: tissue papers, magazine, blanket and pillow case etc.

2. Airline Catering, it is about preparing food and beverage on board as well as unloading all food and drink junks out of an airplane.

3. Ramp Service, this unit deals with all aircraft service at the parking lots: aircraft marshalling, towing, lavatory drainage, water cartage, air conditioning, luggage handling, gate checked luggage, air cargo handling, catering truck service, refueling, ground power service, aerobridge service, wheelchair lift service, hydraulic mule service, and deicing service.

4. Field Operation Service, this unit is responsible for air travel information for pilots (notification to Airmen): weather condition, rerouting, flight plan, and coordinating with all flight operation units and air traffic controller of the airport.

5. Passenger Service, it includes both arrival and departure service of passengers: check-in service, airline lounge service, and baggage claim service.

In terms of passenger service, Wattanakamolchai (2014) and Suthanyarat (2014) divided the job duties of airline passenger service officer into two main categories which are (1) departure service comprising of check-

in service, lounge service, and boarding gate service, and (2) arrival service comprising of arrival, transit and transferred operation that staff need to look after passengers who disembark, and those who want to check-in and change an airplane for their connect flight(s), and lost-and-found service for passengers who lose their belonging and to compensate any damaged or lost luggage. In order to clearly understand the job duties of airline passenger service officer at airport that divided into two main aspects, the diagram 2.3 depicts the flowchart of their duties.

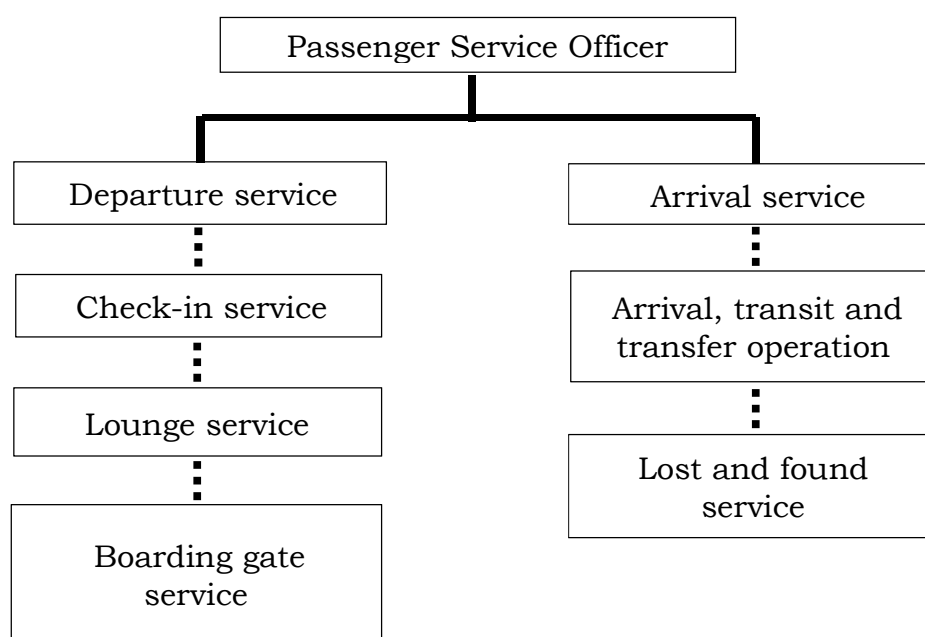


Diagram 2.3 Flowchart of job duties of airline passenger service officer

In order to prepare college students to be ready for their aviation careers, it is crucial to promote and facilitate their own identity development while they are on the campus which describing in the next section

Theories of Student Development

A number of student development theories have been proposed by many scholars. Evans et al (2010) presented student development theories into three main theories: (1) *Foundation Theories* comprising of Psychosocial Identity Development, Chickering's Theory of Identity Development, Perry's Theory of intellectual and Ethical Development, Moral development Theory, Later Cognitive Structural Theories, and Kolb's Theory of Experiential Learning. (2) Integrative Theories comprising of Ecological Approaches to College Students Development, Development of Self- Authorship, Development of faith and Spirituality, and Schlossberg's Transition Theory. (3) Social Identity Development consisting of Social Identity, racial Identity Development, Ethnic identity and acculturation, Multiracial identity Development, Sexual identity Development, and Gender and Gender Identity Development. As a number of student development theories have been mentioned above, the popular ones are described and presented below (Evans et al, 2010)

Chickering's Theory of Identity Development

Chickering proposed the seven vectors describing the formation of student identity in terms of the psychological aspect according to his research in 1969. Chickering called this as "vectors of development" as students can

move through these seven steps in both linear and nonlinear line. They can form and develop their identity as a spiral or steps.

1. Developing Competence

Students develop three competences which are (1) intellectual competence that means students need to study both the knowledge and skills in their selected disciplines while they are on the campus, (2) physical and manual skills refers to student wellness and their physical movement. Students need to look after themselves and stay away from all illnesses. This also includes their athletic and recreational activities, and (3) interpersonal competence means study needs to adapt themselves to the university society, how to communicate with the others, leadership and working effectively.

2. Managing Emotions

In this vector, students develop their ability to recognize and accept the others' emotion. This also includes how to express and control their own emotion in a variety of situations. Students learn how to act on many feeling they encounter while they are on the campus. Students should be developed this kind of vector as it is as important as the vector of intellectual competence before they graduate and work on their own career path.

3. Moving through Autonomy toward Interdependence

While on the campus, students are familiar with depending on the others in both studying and living, but they should develop their own interdependence when they become gradually growing up. This interdependence could promote them once they graduate and live in the society: they need to be self- dependent, having a self- decision making, and an awareness of money spending. Hence, students acknowledge that they should be both dependent and interdependent in order that they could be able to understand and help the others as well as to live in the society happily.

4. Developing Mature Interpersonal Relationship

Students freely develop their relationship with the others. Students have their own rights and reasons to make friends and know the others. While developing this kind of vector, students also develop their sense of accepting the others' differences, the tolerance of the others' multicultural, openness, and friendliness.

5. Establish Identity

In this vector, students accept or be comfortable with their appearance, gender and sexual orientation, lifestyles, social interaction and the others' feedbacks. They also accept their self- esteem and personal stability.

Spending 4 years within the campus, therefore, could form their own uniqueness and identity.

6. Developing Purpose

While study within a campus, students gradually develop their own goals especially their own future careers, marriage, and social living. Some may develop and set their goals and objectives while they are students and prepare themselves before the graduation. This vector is also a commitment that students need to achieve it for their own and family appreciation.

7. Developing Integrity

Four years of studying within a campus, students have a chance to develop all kinds of aspects in order to promote them to be a good citizenship. Student are able to recognize the morality and values with its integration. They are able to cope with all things and live in the society happily.

Chickering's Theory of Identity Development in all seven vectors can be depicted in the diagram 2.4

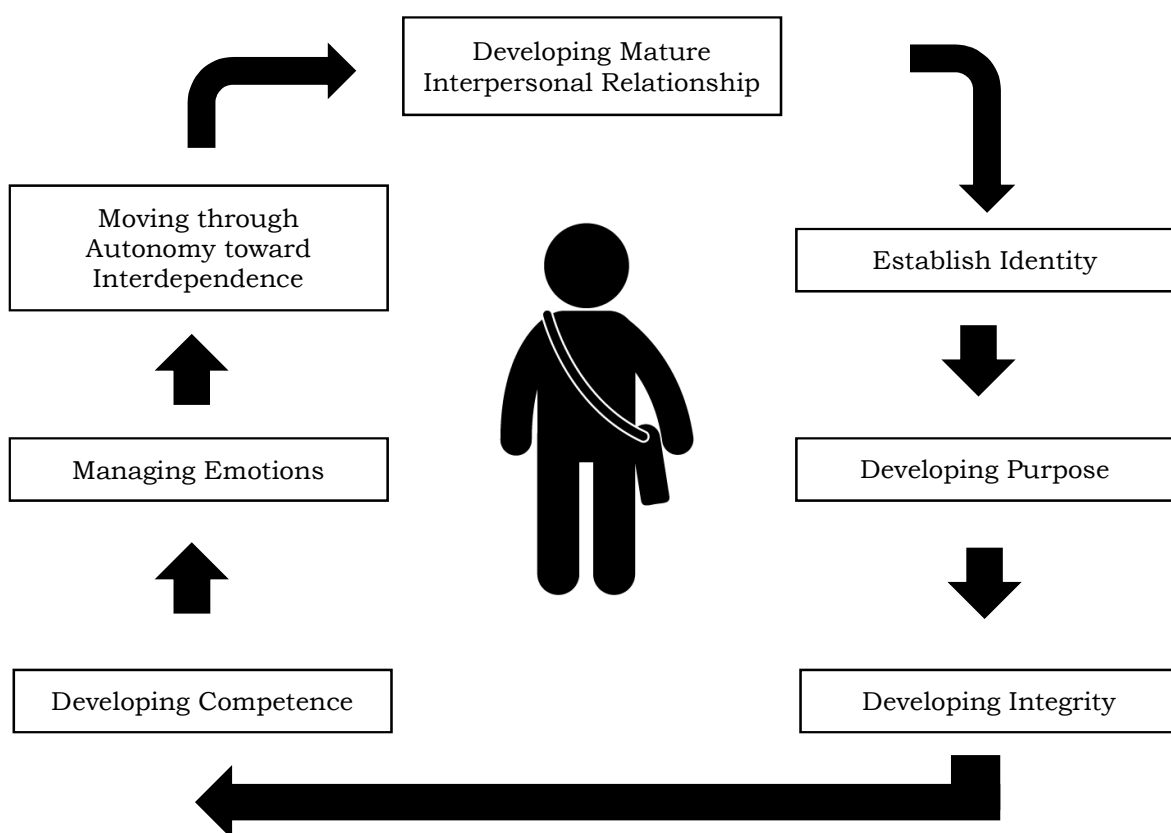


Diagram 2.4 Chickering's Theory of Student Identity Development

Erikson's Identity Development Theory

Erik Erikson was the clinical psychologist who proposed the identity development pertinent to the psychological aspect of persons. It is believed that a person has developmental stages throughout one's lifespan. There are 8 stages in this identity development which were distinguished by one's psychological aspect, psychological crisis or a turning point, as Erikson claimed that a person's identity development is varying according to his/her

own psychological perception, or changing from birth to death. Eight psychological stages are presented below.

1st stage: Basic Trust versus Mistrust

This stage starts from one was born to two years old. The person in this stage really needs to be paid close attention. One can be build the trust or mistrust in this stage depending on his/her own feeling and perception. A basic trust can be found when one is treated in positive ways whereas a mistrust can be found in those who is treated in negative ways by their parents and others.

2nd stage: Autonomy versus Shame and Doubt

The person in this stage is really curious and willing to learn new things. To build an autonomy is occurred when one receives a support and a facilitation from others; in a contrary, a shame and doubt is to be instated in case of his/her lack of support from others.

3rd stage: Initiative versus Guilt

A person in this stage wants to participate in all activities by interacting and sharing things with others, so this could build his/her own initiatives. A guilt occurs when a person has no chance to participate in the particular events, or feels like being unimportant or ignored by others.

4th stage: Industry versus Inferiority

This developmental point is for a person whose age is between 6-12 years old when a person in this stage has a high endeavor in doing all kinds of things. A satisfactory is reached when one can complete or achieve a mission. Also, an inferiority can be occurred when one could not be able to achieve his/her goals.

5th stage: Identity versus Identity Diffusion (Confusion)

The beginning up to late of his/her teenager is fallen into in this developmental stage. One wants to isolate from his/her parents and find the one's own identity. One is increasingly self- confident and sociable. One loves travelling, exploring oneself in terms of his/her own interests, attitudes, needs, and personal goals.

6th stage: intimacy Versus Isolation

When one is in the beginning stage of being adult, one is gradually getting to understand a life and the others; therefore, an interpersonal and interaction skill is involved in this stage. One already found his/her own identity in this stage, but those who has this kind of trouble may not be able to build his/her identity that consequently causes the problems in interacting with others and finally tries to be isolated.

7th stage: Generativity versus Stagnation

This middle stage of being adult to being elderly is marked to be in this developmental point. A person in this stage is happy and successful in his/her life, so one is willing to dedicate oneself to help a society; in the other hand, those who fails to achieve these at this turning point is hopeless and depressed. One may probably tries to withdraw oneself from all life activities.

8th stage: Integrity versus Despair

This developmental stage is on the late period of one's life. All kinds of one's life activities have been gradually reducing. One seems to be stable and successful in one's life while those who fails to completely achieve the earlier stages may find oneself inappropriate, hopeless and unhappy finally.

According to Erikson's Identity Development Theory, it can be applied to the college students in terms of their psychological aspects while they are in the campus especially the developmental stages involving a period of being a teenager up to the late adult, in case of being an adult learners.

When the description of an airline passenger service officer and the student development theories have been presented above, employability attributes of airlines ground passenger service professionals should be explored and promoted to college students in order to prepare them to aviation careers in the near future once they graduate.

The Employability Attributes of Airlines Ground Passenger Service Professionals

Nantapiboon (2008) and Haywood- Farmer (1987) differentiated the nature of services and the general goods which are

1. Intangibility, it means that it is untouchable and abstract (Nantapiboon, 2008 & Haywood- Farmer, 1987)

2. Heterogeneity, it is related to the attributes that can change rapidly which is totally different from the other goods the customers can describe and evaluate easily. The examples of heterogeneity in airline service are schedules, schedule reliability, booking arrangement, seat assignment, behavioral of nearby passengers, on board meals and entertainment etc. passengers can evaluate these kind of heterogeneity in airline service according to their own circumstance differently (Haywood- Farmer, 1987).

3. Customer Involvement in Service production, all customers are unseparated to the service and directly related to that service. Without customers, the service could be invisible (Nantapiboon, 2008 & Haywood- Farmer, 1987).

4. Production Worker and Facilities as Marketing Tools, it means goods in terms of the service generally occurs when the service provider interact with customers. This may include location, layout, and the decoration of the facilities that promote the service offered. The well-trained staff can frequently

interact with customer in order to maintain the quality of service (Nantapiboon, 2008 & Haywood- Farmer, 1987).

5. Instable quality, it depends on the service provider, time of delivery, methods of delivery, and location of service (Nantapiboon, 2008).

6. Unpreserved things, a service cannot be preserved in the form of the general goods as it is also unseparated from customers. It occurs when interact with customers at a particular time (Nantapiboon, 2008).

According to the nature of service mentioned above, it is sometime difficult to define the terms and know what customers really need from the service provided. However, the service quality could be one factor that all service provider should pay close attention in order to provide their service to customers and maintain their quality of service at their customers' satisfactory. The quality of attributes is discussed in the next paragraph.

Haywood- Farmer (1987) presented three types of quality attributes: (1) *Physical Facilities, Processes and Procedures*, this attribute includes location, layout, size, décor, facility reliability, process flow, capacity balance, control of flow, process flexibility, timeliness, speed, range of services offered, communication (written, other), (2) *People's Behavior and Conviviality*, this attribute includes timeliness, speed, communications (verbal, non-verbal), warmth, friendliness, tact, attitude, tone of voice, dress, neatness, politeness, attentiveness, anticipation, handling complaints, solving problems, and (3) *Professional Judgment*, this attribute includes diagnosis, advice, guidance,

innovation, honesty, confidentiality, flexibility, discretion, Knowledge, and skill respectively. Table 2.4 shows three types of quality attributes.

Table 2.4 Three types of quality attributes

| Quality attributes | Characteristics (observed behavioral) |
|---|---|
| 1. Physical Facilities, Processes and Procedures | location, layout, size, décor, facility reliability, process flow, capacity balance, control of flow, process flexibility, timeliness, speed, range of services offered, and communication (written, other) |
| 2. People's Behavior and Conviviality | timeliness, speed, communications (verbal, non- verbal), warmth, friendliness, tact, attitude, tone of voice, dress, neatness, politeness, attentiveness, anticipation, handling complaints, and solving problems |
| 3. Professional Judgment | diagnosis, advice, guidance, innovation, honesty, confidentiality, flexibility, discretion, Knowledge, and skill |

According to the three general of quality attributes presented in the table 2.4 above, to find the employability attributes of airlines ground passenger service professionals is crucial which discussed in the next section.

Due to the lacks of documents review and theories related to the employability attributes of airlines ground passenger service professionals, it is, therefore, difficult and unclear to define as well as categorized these attributes. Hence, the information from the literature review was from the two main sources: from the job description and recruitment and from the related studies.

Employability attributes of airlines ground passenger service professionals from the job description and recruitment

Analyzed and synthesized the job description of the airline recruitment from the website of Bangkok Airways and Thaibincrew, those desired attributes can be categorized as follow (Bangkok Airways, 2015 & Thaibincrew, 2015)

1.1 Foreign Language Ability

All airlines need candidates who are able use the foreign language fluently. English is mandatory and the other foreign languages will be an advantage. For some national airlines, they sometime require those who are able to use their national language of each carrier in order to communicate with their local passengers.

1.2 Airline Background and Experience

Some airlines prefer candidates who have a previous airline experience and background, but it is not necessary for all airlines. Sometime, candidates with no relevant background or even new graduates are also welcome.

1.3 Team Work Orientation

Working as a team is one of a priority requirement of airlines as one cannot work independently or alone in one flight. As a result, candidates should be able to work collaboratively, have an interpersonal communicative skills, be friendly, be helpful, and be a good listener as working as a team.

1.4 Problem Solving Skills

Working in an airline passenger service, candidates should be able to have the problem-solving skills when encounter with all problems at the workplace and airport. Candidates must be able to solve any troubles right away at that particular or rush-hour time: unsatisfactory customers, bullying passengers, and passengers with strong complaints etc.

1.5 Sense of Psychological Service

Airline ground passenger services aim to facilitate and help all passengers. The airline service is intangible, so the airline staff should have a strong sense of psychological service aiming all passengers to get helped and satisfactory in all service starting from the check-in counters to the boarding process.

1.6 Personality

Personality is the expression in terms of verbal and non-verbal way, it is divided into (1) outer personality means all appearance that physically observed: body, facial expression, movement, conversation, and (2) inner personality means something that one has mentally been perceiving and maintaining throughout one's life span: ability, knowledge, values, beliefs, feeling and emotion, and habits (Cheumuangkaew, 2013) Hence, all candidates should have a great personality in order to service passengers professionally as airline ground passenger service officers are the representatives or the ambassadors of the airlines.

For employability attributes of airlines ground passenger service professionals from the related studies, the related studies of employability attributes of airlines ground passenger service professionals will be chronologically presented in the next section.

Related Studies

The relevant researches and studies on employability attributes of airlines ground passenger service professionals are chronologically presented below in order to study components or attributes of airlines ground passenger service professionals.

Woo park (2007) studied passenger perceptions towards the quality services of airlines. The questionnaire was constructed and distributed to 592

Korean and Australian passengers. The questionnaire asked the respondents in 11 aspects: in-flight service, reservation-related service, airport service, reliability, employee service, flight availability, perceived price, passenger satisfaction, perceived value, airline image, and overall service quality. In terms of passenger service, the questionnaire assessed the customer perceptions in areas of check-in service, the baggage service, seat arrangement, service punctuality, willingness to help and solve passengers' problems and inquiries, security, neat appearance of staff, staff courtesy, knowledge to be answered passengers' inquiries, and their attention to passengers respectively. The result found that passenger perceptions are significantly different across airlines, seat classes, and usage frequency.

Babbar and Koufteros (2008) studied the aspect of the personal touch and its elements of individual attention, helpfulness, courtesy, and promptness of airline officers. A survey of 437 respondents were calculated and analyzed. The result revealed that the personal touch statistically affect passenger satisfaction while an individual attention, helpfulness, courtesy, and promptness were also found to have a significant effect on passenger satisfaction.

Cheng, Chen and Chang (2008) quantitatively developed a model to investigate the antecedents of airline relationship quality from passenger perception. The samples were 252 Taiwanese passengers who traveled as the domestic flights. The result found that the model fit with the empirical data

($\chi^2 = 230.3$, d.f. = 174, $p = 0.032$, $\chi^2 / \text{d.f.} = 1.32$, GFI = 0.915, AGF = 0.892, CFI = 0.905, NFI = 0.901, SRMR = 0.045 and RMSEA = 0.024 respectively). In terms of professional attributes affected the service quality were (1) passenger service comprising of how to know passenger needs, passenger problem solving, and the passenger attention, (2) knowledge and expertise comprising of the knowledge of work, the knowledge of service, and training participation, (3) interpersonal skill, (4) a sense of psychological service, and (5) computer and IT skills respectively.

Saha and Theingi (2009) examined the relationships among the service quality, satisfaction, and behavioral intentions in passengers of three low-cost airlines in Thailand. 1,212 passengers who travelled with three low-cost airlines in the preceding 12 months in Thailand were samples in this study. The quantitative data from the questionnaire were analyzed by using the structural equation modelling (SEM). The findings revealed that passenger satisfaction with flight schedules, flight attendants, tangibles, and ground staff is found to be very important to behavioral intention of passengers. Passengers were satisfied with flight schedules while dissatisfied passengers preferred to change the airlines rather than provide the feedback to the low-cost airlines.

Chara-um (2014) analyzed graduates' employability attributes of tourism professionals. 20 entrepreneurs of authorized travel agencies were interviewed. 413 tourism professionals were also asked to complete the

questionnaires. The results found that there were 4 components of graduates' employability attributes of tourism professionals which were (1) *Working Characteristics* comprising of punctuality, honesty and reliability, accountability, morality and ethics, relationship with others, self-management, detail orientation, willingness for the over-time work, service mind, and sense of humor, (2) *Individual Quality* comprising of flexibility, service lover, organization loyalty, self- knowing, self- perception of one's ability, politeness and courtesy, being disciplined, and generousness, (3) *Skills for Working* comprising of the decision making, changing a crisis into an opportunity, creativity, face-to-face problem solving, learning new things, boss respectfulness, promptness to work, negotiation skill, conflict management, sale management, emotional management, information, The use of technology, explanation and presentation, time management, systematic and reasonable thinking, backward thinking, work place environment building, and (4) educated personality. The component means were 4.28, 4.18, 4.10, and 4.05 respectively.

In conclusion, the employability attributes of airlines ground passenger service professionals could be laid the foundations of information pertinent to the characteristics of quality service of professionals according to the results of Chara-um (2014), the literature review and the related studied presented above. The research framework of this study, therefore, is presented in the next page.

The Research Conceptual Framework

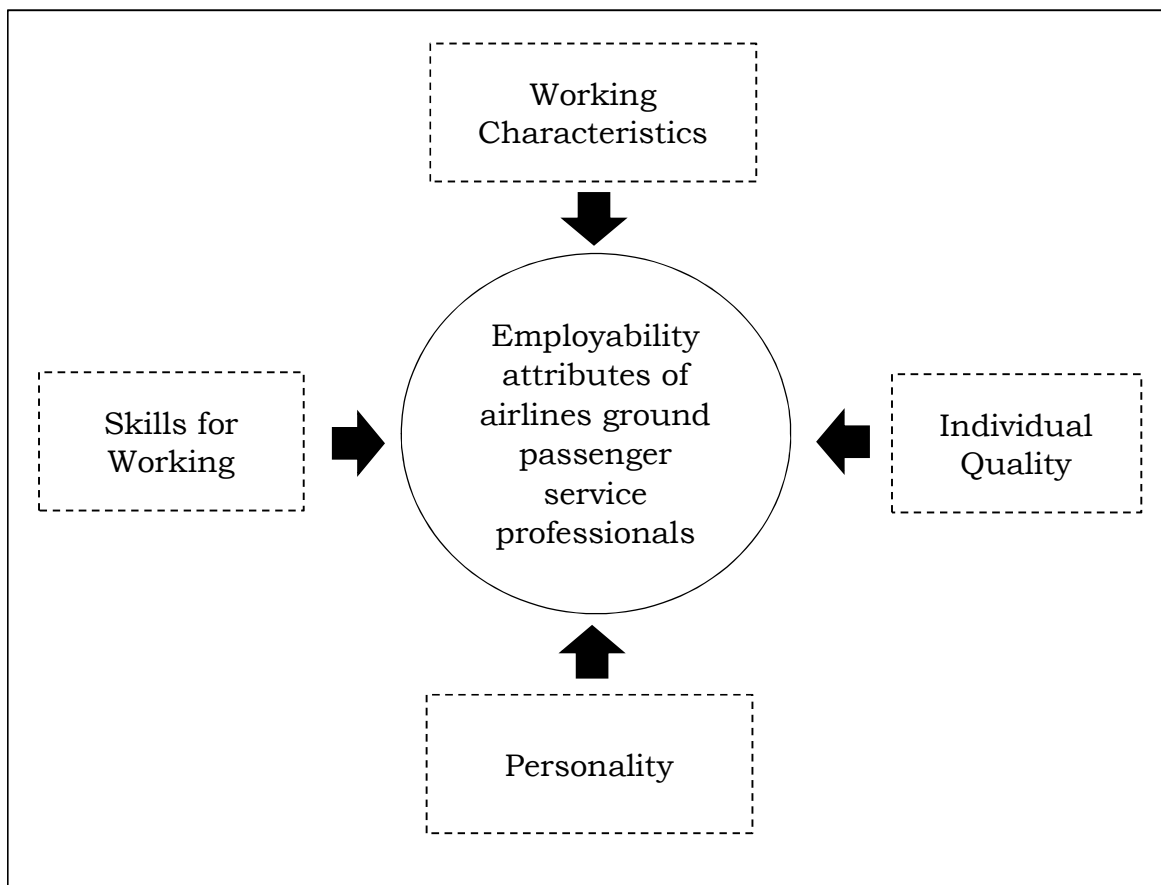


Diagram 2.5 The Research Conceptual Framework in this study

According to the research conceptual framework, all four employability attributes of service professionals will be considered and developed as items in the questionnaires in order to statistically explore components of graduates' employability attributes of airlines ground passenger service professionals, and then to construct The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test respectively.

Chapter 3

Research Methodology

This quantitative study aimed to (1) study factors of graduates' employability attributes of airlines ground passenger service professionals, (2) develop The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test, and (3) study and compare levels of graduates' employability attributes of airlines ground passenger service professionals. This study was divided into two phases: the 1st phase was statically to explore components of graduates' employability attributes of airlines ground passenger service professionals, and the 2nd phase was to construct The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test and compare undergraduate students' levels of readiness to work in an airline industry. The diagram 3.1 depicts the research processes with its aim in each phase of the study.

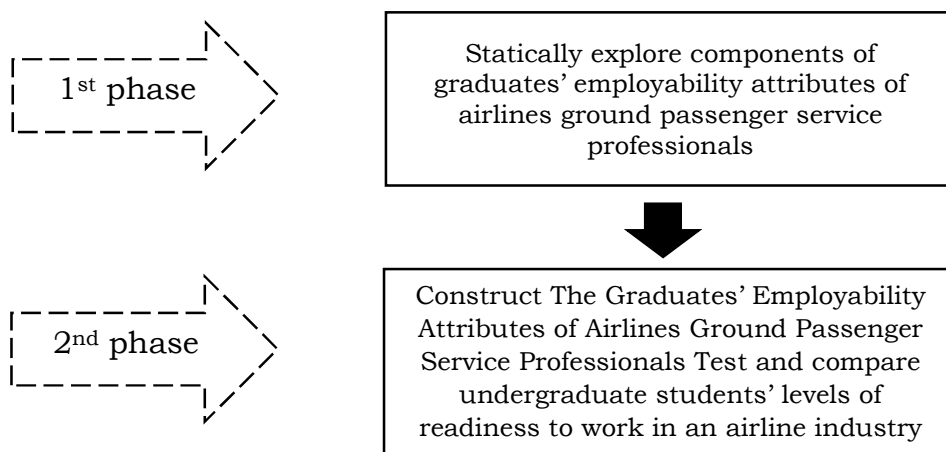


Diagram 3.1 The research phase of this study

Population and Samples

The population in this study was undergraduate students at Rajapark Institute and airline ground passenger officers at Suvarnabhumi International Airport. The samples were 30 undergraduate students majoring in Business English and Tourism Management and 200 airline ground passenger officers. The samples were purposively selected to complete the questionnaires and The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test.

By calculating the sample size, 200 respondents to be used for an exploratory factor analysis (EFA) was fair (Comry and Lee, 1992) as the numbers of airline ground passenger service officers were quite limited. Also, the respondent availability of participating in this study was relatively difficult: work shifts, workload, and flight situation at the time of data collection. For student sample size, 10 Business English and 20 Tourism management major students were all selected for two whole classes.

Research Instrument

The research instrument in this study were the questionnaire asking the desired components of graduates' employability attributes of airlines ground passenger service professionals and The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test. The steps in developing these two research instrument were as follow.

1. The questionnaire asking the desired components of graduates' employability attributes of airlines ground passenger service professionals

This questionnaire aimed to ask airline ground service officers the desired components of graduates' employability attributes of airlines ground passenger service professionals. The steps in developing the questionnaire were as follow,

1.1 Study the employability attributes of airlines ground passenger service professionals from the literature review and related studies.

1.2 Bring the employability attributes of airlines ground passenger service professionals from the research conceptual framework to define an operational definition.

1.3 Outline the questionnaire specification. There are 3 items in the 1st part and there are 37 items in the 2nd part of the instrument. The table 3.1 shows the questionnaire specification as one of the research instrument that ask airline ground service officers the desired components of graduates' employability attributes of airlines ground passenger service professionals.

Table 3.1 The questionnaire specification

| | Items | Measurement |
|--------|-----------|----------------------------------|
| Part 1 | Item 1 | Gender |
| | Item 2 | Positions |
| | Item 3 | Years of work |
| Part 2 | Item 1-37 | Desired Employability attributes |

1.4 Construct the items in each part of the questionnaire as indicated in the table 3.1. The questionnaire was a five-point rating scale rating from 1 to 5 indicating how well the statement fits the way each participant typically does or believes.

Table 3.2 the meaning of the five- pointed Likert scale item

| Rating scale | Meaning |
|--------------|--------------------------------------|
| 5 | I totally agree to that statement |
| 4 | I agree to that statement |
| 3 | I am not sure about that statement |
| 2 | I disagree to that statement |
| 1 | I totally disagree to that statement |

1.5 Qualify all written items in terms of the content validity by asking three experts to view all items to ensure the congruence and appropriateness of each item with what it measures and correctness of the use of language. Three experts are those who are in the field of airline ground passenger service, and English teaching respectively. Index of Item Objective Congruence (IOC) will be used to qualify the content validity of the developed questionnaire. If an expert thinks the item is appropriate, 1 point will be given to that item. If an expert thinks the item is not appropriate, -1 point will be given to that item whereas if an expert is not sure about the appropriateness of the item, 0 point will be given to that item. Thus, three experts will consider each item collaboratively and the mean score of each item will be calculate to

justify the appropriateness in using that item. The IOC mean score is between 0.00 – 1.00 whereas the mean score on each item equally to 0.5 is the minimal acceptance. Table 3.3 and 3.4 describes the item appropriateness in the Burnout Inventory.

Table 3.3 The item appropriateness of the questionnaire (IOC)

| Item | 1 st expert | | | 2 nd expert | | | 3 rd expert | | | Total | Divided by 3 | Meaning |
|------|------------------------|---|----|------------------------|---|----|------------------------|---|----|-------|--------------|---------|
| | 1 | 0 | -1 | 1 | 0 | -1 | 1 | 0 | -1 | | | |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |

Table 3.4 IOC mean score and its interpretation

| IOC mean score (item) | Meaning |
|-----------------------|-----------------------------|
| 1.0- 0.50 | The item is appropriate |
| 0.49 – 0.00 | The item is not appropriate |

1.6 Revise the written items according to the experts' comments and suggestions.

1.7 Try out the questionnaires with 4-5 respondents to ensure the correctness and appropriateness of the language used in all items.

1.8 Try out the questionnaires with 30 respondents to ensure the reliability of the research instrument.

1.9 Revise and adjust the items in case of needed.

2. The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test

This test aimed to study and compare undergraduate students' levels of readiness to work in an airline industry. The steps in developing the test followed the classical test theory proposed by Kanchanawasri (2009).

2.1 bring the results of the desired components of graduates' from the exploratory factor analysis (EFA), the previous stage done with airline ground passenger services, to group and arrange items into The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test. It was a five- point rating scale asking participants to assess their own ability based on their own perception.

Table 3.5 Mean interpretation of test

| Mean | Interpretation |
|-----------|---|
| 5.00-4.51 | The highest level of airline employability attributes |
| 4.50-3.51 | High level of airline employability attributes |
| 3.50-2.51 | Moderate level of airline employability attributes |
| 2.50-1.51 | Low level of airline employability attributes |
| 1.50-1.00 | The lowest level of airline employability attributes |

2.2 Try out the test with 30 respondents to ensure the reliability.

2.3 Revise and adjust the items in case of needed.

Data Collection

The data collection were divided into two phases according to the two research instruments: the questionnaire asking the desired components of graduates' employability attributes of airlines ground passenger service professionals, and The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test.

For the questionnaire asking the desired components of graduates' employability attributes of airlines ground passenger service professionals, they were distributed to the airline ground passenger service officers who work at Suvarnabhumi International Airport, Thailand during 15-17 May 2016. The return rate of questionnaire was 100% as the questionnaires were distributed by the two research assistants, and they waited for respondents to complete the questionnaires one by one.

For The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test, there were 15 Business English major students in this batch, and also 20 tourism management major students in this batch of Rajapark Institute as the sample group. As the course named "*English for Airlines*" is always opened for these two major students per an academic year, they consequently could be assessed their employability attributes in airline business. They were all selected to take The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test in the second semester of 2015 academic years.

Data Analysis

The data analysis of this study were divided into two analysis according to types of data collected. First, An exploratory factor analysis (EFA) was used to statically explore desired employability attributes of airlines ground passenger service professionals which were data from 200 airline ground service officers completed the questionnaires. Lastly, the descriptive statistics: means and standard deviation (S.D) were used to describe the number of respondents, their mean levels of having graduates' employability attributes of airlines ground passenger service professionals, or their readiness to work in an airline industry. In addition, T-test for independent sample was used to compare these mean levels of undergraduate students.

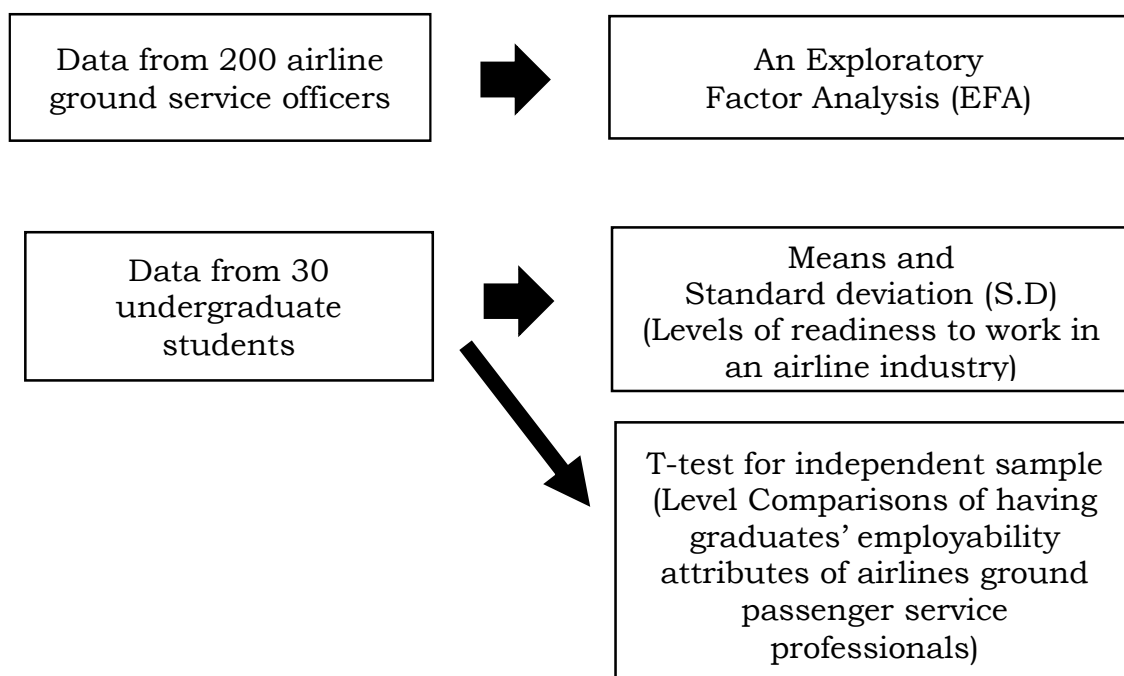


Diagram 3.2 The statistical treatment in this study

Chapter 4

Results

The results of the study were presented according to the research objectives which are (1) factors of graduates' employability attributes of airlines ground passenger service professionals, (2) the development of The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test, and (3) levels of having graduates' employability attributes of airlines ground passenger service professionals respectively.

1. Factors of graduates' employability attributes of airlines ground passenger service professionals.

Data of 209 airline ground passenger service officer were analyzed. The data here were presented into two main parts: the general information of collected data and the result of factors of graduates' employability attributes of airlines ground passenger service professionals.

1.1 The general information of collected data

There were 111 female respondents and 98 male respondents with shared a variety of airline ground passenger service careers: 70 check-in agents, 11 ticketing and reservation officers, 74 customer service officers, 9 lost and found officers and 45 for others. The table 4.1 shows the demographic data of 209 respondents.

Table 4.1 The demographic data of 209 respondents

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------------------|-----------|---------|---------------|--------------------|
| Gender | | | | |
| Male | 98 | 46.9 | 46.9 | 46.9 |
| Female | 111 | 53.1 | 53.1 | 100.0 |
| Positions | | | | |
| Check-in agent | 70 | 33.5 | 33.5 | 33.5 |
| Ticketing and Reservation officer | 11 | 5.3 | 5.3 | 38.8 |
| Customer Service Officer | 74 | 35.4 | 35.4 | 74.2 |
| Lost and Found Officer | 9 | 4.3 | 4.3 | 78.5 |
| Others | 45 | 21.5 | 21.5 | 100.0 |
| Years of work | | | | |
| 1-3 years | 126 | 60.3 | 60.3 | 60.3 |
| 4-6 years | 42 | 20.1 | 20.1 | 80.4 |
| 7-9 years | 19 | 9.1 | 9.1 | 89.5 |
| more than 10 years | 22 | 10.5 | 10.5 | 100.0 |
| Total | 209 | 100.0 | 100.0 | 100.0 |

1.2 The result of factors of graduates' employability attributes of airlines ground passenger service professionals

There were 44 items of the questionnaire asking the desired components of graduates' employability attributes of airlines ground passenger service professionals. 209 airline ground passenger service officer were asked to rate the desired employability attributes of airlines ground passenger service professionals. The mean results of desired graduates' employability attributes of airlines ground passenger service professionals were shown in the table 4.2.

Table 4.2 mean results of desired graduates' employability attributes of airlines ground passenger service professionals

| Item | Desired graduates' employability attributes | Mean | S.D. | Interpretation |
|------|---|------|------|-----------------|
| 1 | An airline officer must have the professional knowledge. | 4.48 | .556 | High desired |
| 2 | An airline officer must communicate with passengers by using a foreign language. | 4.45 | .699 | High desired |
| 3 | An airline officer must be able to explain in detail to all passengers. | 4.41 | .638 | High desired |
| 4 | An airline officer must be able to provide all service to passengers. | 4.33 | .652 | High desired |
| 5 | An airline officer must be able to solve problems in prompt. | 4.46 | .612 | High desired |
| 6 | An airline officer must have a sense of promptness in work. | 4.49 | .605 | High desired |
| 7 | An airline officer must have a decision making process while on duty. | 4.26 | .736 | High desired |
| 8 | An airline officer must be responsible for any mistakes done by oneself. | 4.39 | .686 | High desired |
| 9 | An airline officer must be able to assess passengers' demand | 4.13 | .807 | High desired |
| 10 | An airline officer must consider the great benefit of passengers as a priority. | 4.32 | .764 | High desired |
| 11 | Self- emotional control is necessary while on duty. | 4.53 | .538 | Highest desired |
| 12 | A smiling and joyful airline officer is necessary. | 4.44 | .578 | High desired |
| 13 | An airline officer must be reliable in the views of passengers. | 4.21 | .673 | High desired |
| 14 | An airline officer must be detail- oriented. | 4.43 | .601 | High desired |
| 15 | An airline officer must respect his/her own supervisor. | 4.37 | .689 | High desired |
| 16 | An airline officer must enhance a cooperative working environment. | 4.44 | .610 | High desired |
| 17 | An airline officer must listen to others. | 4.44 | .677 | High desired |
| 18 | An airline officer must be honest to passengers. | 4.57 | .609 | |
| 19 | An airline officer must have a good relationship with others. | 4.45 | .612 | High desired |
| 20 | Interpersonal skill with colleagues is crucial. | 4.33 | .665 | High desired |
| 21 | An airline officer must be willing to work overtime in case of flight irregularities. | 4.18 | .810 | High desired |
| 22 | An airline officer must be willing to learn new things. | 4.53 | .628 | Highest desired |
| 23 | An airline officer must know oneself very well. | 4.42 | .689 | High desired |
| 24 | An airline officer must know his/her own potentials. | 4.37 | .645 | High desired |

Table 4.2 mean results of desired graduates' employability attributes of airlines ground passenger service professionals (continued)

| Item | Desired graduates' employability attributes | Mean | S.D. | Interpretation |
|----------------|--|------|------|-----------------|
| 25 | An airline officer must be adaptable to all kinds of work. | 4.48 | .605 | High desired |
| 26 | An airline officer must have a sense of airline service mind. | 4.33 | .749 | High desired |
| 27 | An airline officer must have a loyalty to an airline he/she works for. | 4.25 | .800 | High desired |
| 28 | An airline officer must be mentally able to discriminate his/her personal and work business. | 4.51 | .605 | Highest desired |
| 29 | An airline officer must be polite. | 4.53 | .605 | Highest desired |
| 30. | An airline officer must have a pleasant speech. | 4.46 | .650 | High desired |
| 31 | An airline officer must have a good personality. | 4.34 | .757 | High desired |
| 32 | An airline officer must be polite. | 4.48 | .666 | High desired |
| 33 | An airline officer must dress an airline uniform properly. | 4.40 | .687 | High desired |
| 34 | An airline officer must have a self- disciplined manner in working. | 4.58 | .583 | Highest desired |
| 35 | An airline officer must be strict to the airline code of conduct. | 4.56 | .603 | Highest desired |
| 36 | An airline officer must be generous. | 4.47 | .636 | High desired |
| 37 | An airline officer must have a good airline image to passengers. | 4.37 | .696 | High desired |
| 38 | An airline officer must able to service passengers quickly. | 4.30 | .772 | High desired |
| 39 | An airline officer must not give passengers the wrong airline information. | 4.39 | .739 | High desired |
| 40 | An airline officer must offer choices to passengers in case of needed. | 4.35 | .650 | High desired |
| 41 | An airline officer must have a negotiation skill. | 4.37 | .724 | High desired |
| 42 | An airline officer must know how to use all IT facilities. | 4.42 | .661 | High desired |
| 43 | An airline officer must be punctual. | 4.45 | .650 | High desired |
| 44 | An airline officer must be confident while on duty. | 4.57 | .609 | Highest desired |
| Total 44 items | | | | |

Overall, all 44 desired graduates' employability attributes of the questionnaire is mostly high desired. The next section will present the results of an exploratory factor analysis of 44 desired employability attributes.

44 desired graduates' employability attributes of airlines ground passenger service professionals were analyzed by using an exploratory factor analysis in order to statically group all components, or all items, into each desired employability attributes. The Principal Component Analysis and varimax methods were used in EFA analysis with Eigenvalues over 1.

According to KMO and Bartlett's Test, KMO was equal to 0.920, and there was a significant of Chi- square (0.00) which means that all data were appropriate for an exploratory factor analysis.

Table 4.3 KMO and Bartlett's Test

| KMO and Bartlett's Test | |
|--|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | .920 |
| Approx. Chi-Square | 7370.020 |
| Bartlett's Test of Sphericity | df |
| | 946 |
| | Sig. |
| | .000 |

According to EFA analysis by using the Principal Component Analysis method, there were 7 components, or 7 desired graduates' employability attributes of airlines ground passenger service professionals. The total variance of all 7 components was 65.062%. The table 4.4 and 4.5 shows the total variance explained, and the rotated components matrix of 7 desired graduates' employability attributes of airlines ground passenger service professionals

According to table 3.4, it was found that there were 8 components that could explain all variance of desired graduates' employability attributes of

airlines ground passenger service professionals. However, 7 components were considered in this study as there was only one item in the last component, 8th component. Thus, all 7 components could be explained to desired graduates' employability attributes of airlines ground passenger service professionals at about 65.062%.

Table 4.4 The total variance explained of desired graduates' employability attributes of airlines ground passenger service professionals

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|-----------|---------------------|---------------|---------------|-------------------------------------|---------------|---------------|-----------------------------------|---------------|---------------|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 19.82 | 45.059 | 45.059 | 19.826 | 45.059 | 45.059 | 6.273 | 14.257 | 14.257 |
| 2 | 2.519 | 5.725 | 50.784 | 2.519 | 5.725 | 50.784 | 5.073 | 11.530 | 25.788 |
| 3 | 1.692 | 3.845 | 54.629 | 1.692 | 3.845 | 54.629 | 4.818 | 10.949 | 36.737 |
| 4 | 1.517 | 3.447 | 58.077 | 1.517 | 3.447 | 58.077 | 3.535 | 8.034 | 44.771 |
| 5 | 1.434 | 3.259 | 61.335 | 1.434 | 3.259 | 61.335 | 3.513 | 7.984 | 52.755 |
| 6 | 1.223 | 2.779 | 64.114 | 1.223 | 2.779 | 64.114 | 2.915 | 6.626 | 59.380 |
| 7 | 1.144 | 2.601 | 66.715 | 1.144 | 2.601 | 66.715 | 2.500 | 5.681 | 65.062 |
| 8 | 1.012 | 2.300 | 69.015 | 1.012 | 2.300 | 69.015 | 1.740 | 3.954 | 69.015 |
| 9 | .932 | 2.118 | 71.134 | | | | | | |
| 10 | .923 | 2.098 | 73.232 | | | | | | |

By the use of varimax method, it revealed 7 components with their factor loading in each components that indicated in the table 3.5. There were 44 items in the questionnaire; however, there was one item, 11th item, deleting from an exploratory factor analysis as there was only 11th item in the last component, 8th component.

Table 4.5 The rotated components matrix of 7 desired graduates' employability attributes of airlines ground passenger service professionals

| Item | Factor | Factor loading | Factor name |
|----------------------|---|----------------|------------------------|
| Item 32 | An officer must be polite. | .715 | Personality |
| Item 30 | An officer must have a pleasant speech. | .703 | |
| Item 36 | An officer must be generous. | .643 | |
| Item 26 | An officer must have a sense of airline service mind. | .613 | |
| | | .596 | |
| Item 28 | An officer must be mentally able to discriminate his/her personal and work business | .560 | |
| Item 27 | An officer must have a loyalty to an airline he/she works for. | .541 | |
| | | .537 | |
| Item 29 | An officer must be polite. | .515 | |
| Item 37 | An officer must have a good airline image to passengers. | .514 | |
| | | .479 | |
| Item 34 | An officer must have a self- disciplined manner in working. | | |
| Item 31 | An officer must have a good personality. | | |
| Item 44 | An officer must be confident while on duty. | | |
| 14.257 % of Variance | | | |
| Item 7 | An officer must have a decision making process while on duty. | .749 | Customer Service Skill |
| Item 4 | An officer must be able to provide all service to passengers. | .718 | |
| | | .709 | |
| Item 6 | An officer must have a sense of promptness in work. | .701 | |
| | | .622 | |
| Item 5 | An officer must be able to solve problems in prompt. | .607 | |
| Item 8 | An officer must be responsible for any mistakes done by oneself. | .545 | |
| Item 10 | An officer must consider the great benefit of passengers as a priority. | | |
| Item 9 | An officer must be able to assess passengers' demand | | |
| 11.530 % of Variance | | | |

Table 4.5 The rotated components matrix of 7 desired graduates' employability attributes of airlines ground passenger service professionals (continued)

| Item | Factor | Factor loading | Factor name |
|----------------------|---|----------------|---------------------|
| Item 39 | An officer must not give passengers the wrong airline information. | .802 | Performance |
| Item 40 | An officer must offer choices to passengers in case of needed. | .690 | |
| Item 41 | An officer must have a negotiation skill. | .679 | |
| Item 38 | An officer must able to service passengers quickly. | .512 | |
| Item 42 | An officer must know how to use all IT facilities. | .495 | |
| Item 43 | An officer must be punctual. | .479 | |
| Item 21 | An officer must be willing to work overtime in case of flight irregularities. | .416 | |
| 10.949 % of Variance | | | |
| Item 19 | An officer must have a good relationship with others. | .725 | Interpersonal skill |
| Item 18 | An officer must be honest to passengers. | .688 | |
| Item 15 | An officer must respect his/her own supervisor. | .617 | |
| Item 17 | An officer must listen to others. | .580 | |
| Item 16 | An officer must enhance a cooperative working environment. | .487 | |
| Item 20 | Interpersonal skill with colleagues is crucial. | .358 | |
| 8.034 % of Variance | | | |
| Item 33 | An officer must dress an airline uniform properly. | .693 | Airline Image |
| Item 12 | A smiling and joyful officer is necessary. | .658 | |
| Item 13 | An officer must be reliable in the views of passengers. | .592 | |
| Item 14 | An airline officer must be detail- oriented. | .565 | |
| Item 35 | An officer must be strict to the airline code of conduct. | .487 | |
| 7.984 % of Variance | | | |

Table 4.5 The rotated components matrix of 7 desired graduates' employability attributes of airlines ground passenger service professionals (continued)

| Item | Factor | Factor loading | Factor name |
|---------------------|--|----------------|--------------------------------------|
| Item 23 | An officer must know oneself very well. | .645 | The self-knowing-and adaptable skill |
| Item 24 | An officer must know his/her own potentials. | .630 | |
| Item 22 | An officer must be willing to learn new things. | .510 | |
| Item 25 | An officer must be adaptable to all kinds of work. | .448 | |
| 6.626 % of Variance | | | |
| Item 2 | An officer must communicate with passengers by using a foreign language. | .720 | Knowledge Skill |
| Item 1 | An officer must have the professional knowledge. | .625 | |
| Item 3 | An officer must be able to explain in detail to all passengers. | .545 | |
| 5.681 % of Variance | | | |
| Item 11 | Self- emotional control is necessary while on duty. | .527 | deleted |
| 3.954 % of Variance | | | |

According to the table above, the 8th component was deleted as there was only one item, item no. 11, in this component that having only 3.954 % of Variance, and the total variance explained to desired graduates' employability attributes of airlines ground passenger service professionals by this component did not increase much, 69.015% when includes this 8th component whereas 65.062% when exclude this mentioned component. In conclusion, there were 7 desired graduates' employability attributes of

airlines ground passenger service professionals: personality, customer service skill, performance, interpersonal skill, airline image, the self-knowing-and adaptable skill, and knowledge skill respectively.

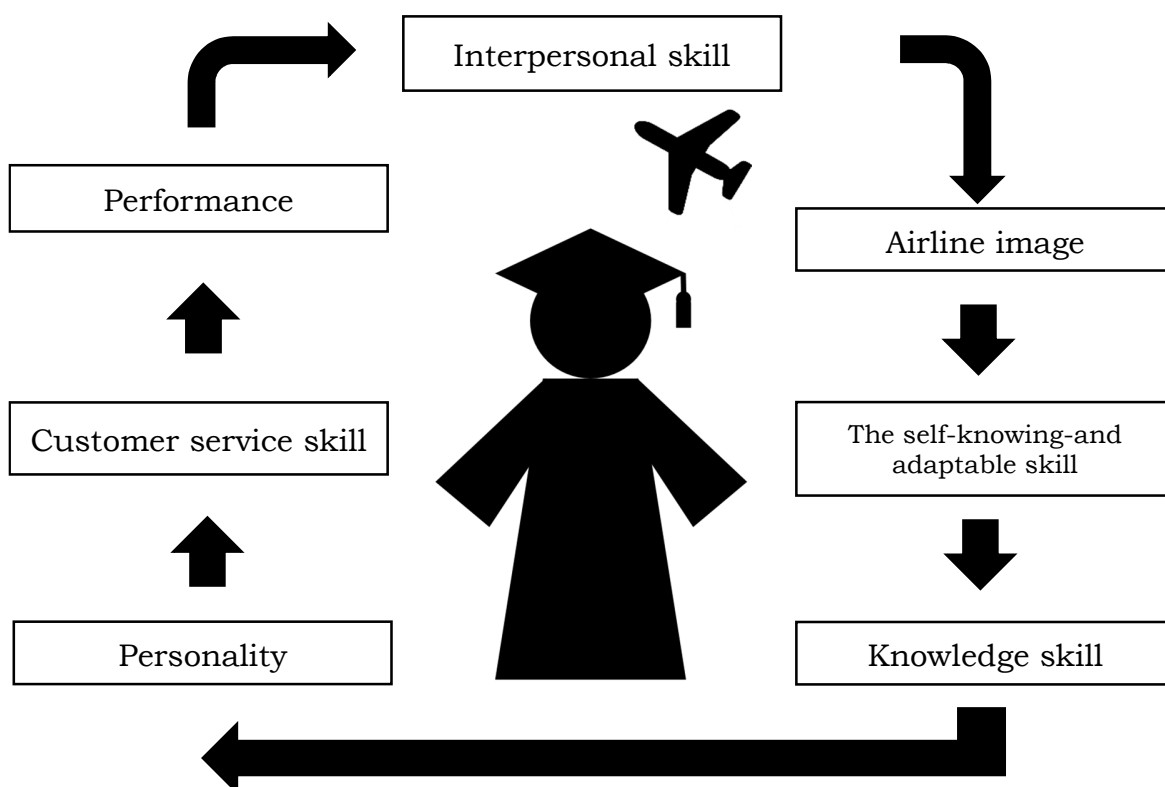


Diagram 4. 1 Seven desired graduates' employability attributes of airlines ground passenger service professionals

The results of 7 desired graduates' employability attributes of airlines ground passenger service professionals were brought to develop The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test which is presented in the next section.

2. The Development of Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test

The results of 7 desired graduates' employability attributes of airlines ground passenger service professionals gained from an exploratory factor analysis: personality, customer service skill, performance, relationship skill, airline image, the self-knowing-and adaptable skill, and knowledge skill were brought to develop as the items in The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test. The specification of the developed test was shown on table 4.6

By piloting the test with 30 relevant participants, it was found that the reliability of each employability attributes ranking from 0.696, 0.746, 0.789, 0.825, 0.832, 0.837, and 0.872 respectively.

Table 4.6 The specification of The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test

| | Measurement | Item (s) |
|---|--------------------------------------|----------------------------------|
| Part 1 General information | Gender | 1 |
| | Major | 2 |
| | Years of study | 3 |
| Part 2 Employability attributes of airlines ground passenger service professionals | Personality | 26,27,28,29,30,31,32,34,36,37,44 |
| | Customer Service Skill | 4,5,6,7,8,9,10 |
| | Performance | 21,38,39,40,41,42,43 |
| | Interpersonal Skill | 15,16,17,18,19,20 |
| | Airline Image | 12,13,14,33,35 |
| | The Self-Knowing-and Adaptable Skill | 22,23,24,25 |
| | Knowledge | 1,2,3 |

Table 4.7 The reliability of the test divided by employability attributes

| | Measurement | Item (s) | Numbers of item | Reliability |
|---|--------------------------------------|----------------------------------|-----------------|-------------|
| Part 1 General information | Gender | 1 | 1 | - |
| | Major | 2 | 1 | - |
| | Years of study | 3 | 1 | - |
| Part 2 employability attributes of airlines ground passenger service professionals | Personality | 26,27,28,29,30,31,32,34,36,37,44 | 11 | 0.832 |
| | Customer Service Skill | 4,5,6,7,8,9,10 | 7 | 0.789 |
| | Performance | 21,38,39,40,41,42,43 | 7 | 0.746 |
| | Interpersonal Skill | 15,16,17,18,19,20 | 6 | 0.872 |
| | Airline Image | 12,13,14,33,35 | 5 | 0.696 |
| | The Self-Knowing-and Adaptable Skill | 22,23,24,25 | 4 | 0.825 |
| | Knowledge | 1,2,3 | 3 | 0.837 |
| An overall reliability of the test: 0.927 | | | | |

3. Levels of having graduates' employability attributes of airlines ground passenger service professionals.

15 Business English major and 20 Tourism Management major undergraduate students were asked to complete The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test as they already took the course named "*English for Airlines*". 33 questionnaires were successfully completed and returned. In terms of the year of study of respondents, both Business English and Tourism Management major students were the first weekend program batch of

Rajapark Institute. They were all selected as sample group, and there were only 1st year students who applied for a bachelor's degree using their degrees from a secondary school, and 3rd year students who applied a bachelor's degree using their diploma degrees. There were 10 male students and 23 female students. 18 respondents were Tourism Management major students and 15 Business English major students. 23 of them were 1st year students and 10 of them were 3rd year students respectively.

In terms of graduates' employability attributes levels of having airlines ground passenger service professionals, it was found that all undergraduate students have a high level of having airline employability attributes, their means were between 4.50-3.51, when divided by gender, major, and year of study respectively.

Table 4.8 Levels of graduates' employability attributes of having airlines ground passenger service professionals divided by different background

| | Numbers of students | Mean | Level/ Interpretation |
|----------------------|---------------------|--------|--|
| Gender | | | |
| Male | 10 | 4.1674 | High level of airline employability attributes |
| Female | 23 | 4.1486 | High level of airline employability attributes |
| Major | | | |
| Tourism Management | 18 | 4.2300 | High level of airline employability attributes |
| Business English | 15 | 4.0636 | High level of airline employability attributes |
| Year of study | | | |
| 1 st year | 23 | 4.1274 | High level of airline employability attributes |
| 3 rd year | 10 | 4.2163 | High level of airline employability attributes |
| Total 33 respondents | | | |

When statistically compare their levels of graduates' employability attributes of airlines ground passenger service professionals divided by different background, it was found that there was no significant difference between levels of having graduates' employability attributes of airlines ground passenger service professionals divided by gender, major, and year of study at 0.05 level.

In terms of gender, there was no significant difference of their levels of having graduates' employability attributes of airlines ground passenger service professionals (sig = 0.881) as indicated in table 4.9

Table 4.9 The Comparison of levels of having graduates' employability attributes divided by genders

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances assumed | .731 | .399 | .151 | 31 | .881 | .01881 | .12415 | -.23439 | .27200 |
| Equal variances not assumed | | | .165 | 21.125 | .871 | .01881 | .11402 | -.21823 | .25585 |

In terms of majors of study, there was no significant difference of their levels of having graduates' employability attributes of airlines ground passenger service professionals (sig = 0.143) as indicated in table 4.10

Table 4.10 The Comparison of levels of graduates' employability attributes divided by Majors

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-----------------------------|---|------|------------------------------|-------|-----------------|-----------------|-----------------------|---|--------|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances assumed | .029 | .866 | 1.504 | 31 | .143 | .16641 | .11066 | -.05928 | .39210 |
| Equal variances not assumed | | | 1.490 | 28.61 | .147 | .16641 | .11172 | -.06221 | .39503 |

In terms of years of study, there was no significant difference of their levels of having graduates' employability attributes of airlines ground passenger service professionals (sig = 0.476) as indicated in table 4.11

Table 4.11 The Comparison of levels of having graduates' employability attributes divided by years of study

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-----------------------------|---|------|------------------------------|-------|-----------------|-----------------|-----------------------|---|--------|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances assumed | .621 | .437 | -.722 | 31 | .476 | -.08888 | .12316 | -.34007 | .16231 |
| Equal variances not assumed | | | -.763 | 19.60 | .455 | -.08888 | .11654 | -.33229 | .15453 |

In conclusion, the result revealed that students both majoring in Tourism Management and Business English were have a high level of having graduates' employability attributes of airlines ground passenger service professionals. When compare their levels divided by genders, majors, and years of study, it was revealed that there was no difference of their level of having graduates' employability attributes of airlines ground passenger service professionals. Finally, the conclusion, discussion, and recommendation are presented in the next chapter.

Chapter 5

Conclusion, Discussion and Recommendation

This quantitative study aimed to (1) study factors of graduates' employability attributes of airlines ground passenger service professionals, (2) develop The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test, and (3) study and compare levels of having graduates' employability attributes of airlines ground passenger service professionals.

This study was divided into two phases: the 1st phase was statically to explore components of graduates' employability attributes of airlines ground passenger service professionals, and the 2nd phase was to construct The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test and compare undergraduate students' levels of readiness to work in an airline industry.

Conclusion

The conclusion of this study can sequentially be presented according to the research objectives.

1. Factors of graduates' employability attributes of airlines ground passenger service professionals

According to the statistical analysis of 44 items of the questionnaire asking the desired components of graduates' employability attributes of airlines ground passenger service professionals, 209 airline ground passenger service officer were asked to rate the desired employability attributes of airlines ground passenger service professionals. The result was statistically found that there are 8 factors of graduates' employability attributes of airlines ground passenger service professionals which are

- (1) *Personality*, this factor could be able to explain graduates' employability attributes of airlines ground passenger service professionals of about 14.257 % of the total variance.
- (2) *Customer Service Skill*, 11.530 % of its total variance in this factor could be able to explain graduates' employability attributes of airlines ground passenger service professionals.
- (3) *Performance*, about 10.949 % of this factor that could explain graduates' employability attributes of airlines ground passenger service professionals.
- (4) *Interpersonal Skill*, it is another factor with 8.034 % of variance that could be able to explain graduates' employability attributes of airlines ground passenger service professionals.
- (5) *Airline Image*, this factor could be able to explain graduates' employability attributes of airlines ground passenger service professionals of about 7.984 % of the total variance.

- (6) *The Self-Knowing-and Adaptable Skill*, 6.626% of its total variance in this factor could be able to explain graduates' employability attributes of airlines ground passenger service professionals.
- (7) *Knowledge Skill*, this factor could be able to explain graduates' employability attributes of airlines ground passenger service professionals of about 5.681 % of the total variance.

Overall, these 7 factors are able to statistically explain graduates' employability attributes of airlines ground passenger service professionals of about 65.062 % of their variance.

2. The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test Development

The test development started from reviewing the related literatures and studies, then ask three experts to view all 44 items to ensure the content validity of the test items. An exploratory factor analysis (EFA) was used to explore its construct and also to ensure the construct validity of the test.

In terms of the reliability of the test according to each employability attributes, it was found that there are Personality, Customer Service, Performance, Interpersonal Skill, Airline Image, The Self-Knowing-and Adaptable Skill, and Knowledge Skill traits with their reliability equal to 0.696, 0.746, 0.789, 0.825, 0.832, 0.837, and 0.872 respectively. Indeed, an

overall reliability of The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test Development was 0.927.

3. Levels of having graduates' employability attributes of airlines ground passenger service professionals

To study levels of graduates' employability attributes of airlines ground passenger service professionals of college students divided by their different background: gender, major, and years of study, it was found that all students have a high level of having airline employability attributes. It means all students perceive themselves that they are able to work in an aviation industry as they are all have a high level of employability attributes of airlines ground passenger service professionals.

According to the statistical comparisons of college students in terms of their levels of graduates' employability attributes of airlines ground passenger service professionals divided by their different background: gender, major, and years of study, it revealed that all students have a significant indifference of levels of having graduates' employability attributes of airlines ground passenger service professionals at 0.05 level (gender, sig = 0.881 & major, sig = 0.143 and years of study, sig = 0.476). It can be concluded that female and male college students, those majoring in Business English and Tourism Management, and 1st and 3rd year students were indifferently have the same

levels of graduates' employability attributes of airlines ground passenger service professionals.

Discussion

The discussion of the results can also be presented according to the research objectives which are to (1) study factors of graduates' employability attributes of airlines ground passenger service professionals, (2) develop The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test, and (3) study and compare levels of having graduates' employability attributes of airlines ground passenger service professionals.

1. Factors of graduates' employability attributes of airlines ground passenger service professionals

The statistical results indicated that there were 7 factors of graduates' employability attributes of airlines ground passenger service professionals which are personality, customer service skill, performance, relationship skill, airline image, the self-knowing-and adaptable skill, and knowledge skill respectively. The result of these factors were consistent with the finding of Chara-um (2014) who found four characteristics of working in the field of tourism: working characteristics, individual quality, skills for working, and educated personality. These factors found in this study were consistent to the

qualification requirements of the airlines as employers (Bangkok Airways, 2015 & Thaicabincrew, 2015).

2. The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test Development

The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test Development was constructed according to the classical test theory proposed by Kanchanawasri (2009) that firstly started with writing the test items, asking experts to ensure the content validity, piloting the test to ensure the construct validity as well as the reliability of the test.

3. Levels of graduates' employability attributes of airlines ground passenger service professionals

The results indicated that all college student have a high level of having graduates' employability attributes of airlines ground passenger service professionals. When compare their mentioned levels, it revealed that all college students- both male and female, Business English and Tourism Management, 1st and 3rd year students, have the same level of airlines ground passenger service professionals as a high level. This result can be implied that those who studied an ESP course on *“English for Tourism, or English for*

Airline Ground Service” have both knowledge in airline industries and airline service skills provided in the designed textbook, so that is why they confidently perceived and rated themselves as a high level of having employability attributes of airlines ground passenger service professionals and being ready for the aviation careers.

The level of having employability attributes of airlines ground passenger service professionals can reflect student’s readiness, or confidence to work in an airline industries. As the result shown that after they completed this ESP course, *English for Airline Ground Service*, they confidently were all ready to apply and work for airlines, this result is consistent to the student development theories proposed by Chickering who introduced seven vectors that build student identity development: (Evan, 2010)

Developing competence: an airline knowledge and the language use in the textbook.

Managing emotions: all activities and role plays in the textbook promote students to emotionally act and response to a variety of situation.

Moving through autonomy toward interdependence: before taking this ESP course, students at first were dependent on a lecturer and friends in doing all things pertinent to airlines, but students were also interdependent at the end of the course as they might be confident and strong in airline context. They needed to be ready for career path in an aviation industry.

Developing mature interpersonal relationships: in this course, students had a chance to interact with others in the classroom, and also to do a role play as check-in agents and a customer. This kind of activity in the textbook can promote their interpersonal skill.

Establish identity: students who took this course also had an opportunity to explore themselves while working as check-in agents, or customer service officers. By doing role play and pair works, students could significantly develop their own ways of thinking, speaking, interaction, personality, dressing, gesture and so on.

Developing purpose: students who enrolled this ESP course had a chance to explore their own interests in airline industries. For those who were appreciate this course, they might find ways and goals to work in an airline industry when they obtain the degree.

Developing integrity: it is a further step beyond that new graduates will be expected from an airline employer when they officially become an airline officer. They will be expected to work professionally, morally, loyally and faithfully.

In sum, All ESP lecturer can promote student development through the use of student development theory. In this context, a lecturer can also promote their levels of their readiness to work in an airline industry by applying student development theory in the course.

Recommendation

The recommendation can be presented into three area which are the recommendation for an academic implication, and the recommendation for further studies.

Recommendation for an academic implication

1. Factors of graduates' employability attributes of airlines ground passenger service professionals are beneficial for ESP lecturer who teach the course "*English for Airline Ground Service*", or the other relevant ESP courses. All factors can be brought into the course content and also in each unit as this can fulfill their lacks and promote their completeness in aviation context.
2. ESP lecturers who offer an ESP course "*English for Airline Ground Service*", or the other relevant ESP courses can use The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test to assess their college student readiness and confidence of working in an airlines. This test can possibly be both pre and posttest of an ESP relevant course to assess their progress and development.

Recommendation for further studies

1. A need analysis of both passengers and airline employers should be done to fulfill an ESP course content and especially employability attributes of airlines ground passenger service professionals.
2. An experimental study is recommended to study an improved development of college students after completing an ESP course.
3. Sample groups can be diversified to cover all related student majors whose students tend to work in an airline industry.
4. To study graduates' employability attributes of other careers is suggested for all interested ESP lecturers.

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Appendices

Appendix A

List of experts

List of experts

| No. | Name of experts | Field of expertise | University/ company |
|-----|-----------------------------|------------------------------|---|
| 1 | Mr. Pattanachat Muangsuk | Airlines business | Lufthansa German Airlines |
| 2 | Mr. Apirat Akarapattanawong | English language teaching | Mahidol University |
| 3 | Miss. Laddaporn Sraklang | English language teaching | Rajamangala University of Technology Phra Nakhon |

Appendix B

1. The questionnaire asking the desired components of graduates' employability attributes of airlines ground passenger service professionals (English & Thai version)
2. The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test (English & Thai version)

The Questionnaire Asking the Desired Components of Employability Attributes of Airlines Ground Passenger Service Professionals

Direction:

The aim of this questionnaire was to collect data pertinent to desired components of employability attributes of airlines ground passenger service professionals that could benefit the research in teaching English for Airline Business courses. Please rate your opinions according to each item based on your truth. Honestly, your data will always be kept confidentially and there will no harm to all respondents.

Thank you for dedicated time

Mr. ARTHTI INTAKAEW
(Researcher)

Part 1: General Information (3 items)

Direction: Please mark ✓ in the box that suits your current information.

1. Gender

☐ 1) Male

☐ 2) Female

2. Your airline ground passenger service position

☐ 1) Check-in Service

☐ 2) Ticketing and Reservation

☐ 3) Customer Service

☐ 4) Lost and Found

☐ 5) Others. Please specify

3. Years of work

☐ 1) 1-3 years

☐ 2) 4-6 years

☐ 3) 7-9 years

☐ 4) more than 10 years

Part 2: The Desired Components of Employability Attributes of Airlines Ground Passenger Service Professionals

| The Desired Components of Employability Attributes of Airlines Ground Passenger Service Professionals | Totally agreed | Agreed | Not sure | Disagreed | Totally disagreed |
|---|----------------|--------|----------|-----------|-------------------|
| | 5 | 4 | 3 | 2 | 1 |
| 1. An airline officer must have the professional knowledge. | | | | | |
| 2. An airline officer must communicate with passengers by using a foreign language. | | | | | |
| 3. An airline officer must be able to explain in detail to all passengers. | | | | | |
| 4. An airline officer must be able to provide all service to passengers. | | | | | |
| 5. An airline officer must be able to solve problems in prompt. | | | | | |
| 6. An airline officer must have a sense of promptness in work. | | | | | |
| 7. An airline officer must have a decision making process while on duty. | | | | | |
| 8. An airline officer must be responsible for any mistakes done by oneself. | | | | | |
| 9. An airline officer must be able to assess passengers' demand | | | | | |
| 10. An airline officer must consider the great benefit of passengers as a priority. | | | | | |
| 11. Self- emotional control is necessary while on duty. | | | | | |
| 12. A smiling and joyful airline officer is necessary. | | | | | |
| 13. An airline officer must be reliable in the views of passengers. | | | | | |
| 14. An airline officer must be detail- oriented. | | | | | |
| 15. An airline officer must respect his/her own supervisor. | | | | | |
| 16. An airline officer must enhance a cooperative working environment. | | | | | |
| 17. An airline officer must listen to others. | | | | | |
| 18. An airline officer must be honest to passengers. | | | | | |
| 19. An airline officer must have a good relationship with others. | | | | | |
| 20. Interpersonal skill with colleagues is crucial. | | | | | |
| 21. An airline officer must be willing to work overtime in case of flight irregularities. | | | | | |
| 22. An airline officer must be willing to learn new things. | | | | | |

Part 2: The Desired Components of Employability Attributes of Airlines Ground Passenger Service Professionals

| The Desired Components of Employability Attributes of Airlines Ground Passenger Service Professionals | Totally agreed | Agreed | Not sure | Disagreed | Totally disagreed |
|---|----------------|--------|----------|-----------|-------------------|
| | 5 | 4 | 3 | 2 | 1 |
| 23. An airline officer must know oneself very well. | | | | | |
| 24. An airline officer must know his/her own potentials. | | | | | |
| 25. An airline officer must be adaptable to all kinds of work. | | | | | |
| 26. An airline officer must have a sense of airline service mind. | | | | | |
| 27. An airline officer must have a loyalty to an airline he/she works for. | | | | | |
| 28. An airline officer must be mentally able to discriminate his/her personal and work business. | | | | | |
| 29. An airline officer must be polite. | | | | | |
| 30. An airline officer must have a pleasant speech. | | | | | |
| 31. An airline officer must have a good personality. | | | | | |
| 32. An airline officer must be courteous. | | | | | |
| 33. An airline officer must dress an airline uniform properly. | | | | | |
| 34. An airline officer must have a self- disciplined manner in working. | | | | | |
| 35. An airline officer must be strict to the airline code of conduct. | | | | | |
| 36. An airline officer must be generous. | | | | | |
| 37. An airline officer must have a good airline image to passengers. | | | | | |
| 38. An airline officer must able to service passengers quickly. | | | | | |
| 39. An airline officer must not give passengers the wrong airline information. | | | | | |
| 40. An airline officer must offer choices to passengers in case of needed. | | | | | |
| 41. An airline officer must have a negotiation skill. | | | | | |
| 42. An airline officer must know how to use all IT facilities. | | | | | |
| 43. An airline officer must be punctual. | | | | | |
| 44. An airline officer must be confident while on duty. | | | | | |

Thank you for your dedicated time

แบบสอบถามคุณลักษณะทางวิชาชีพที่เหมาะสม ต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน

คำชี้แจง

แบบสอบถามคุณลักษณะทางวิชาชีพที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบินฉบับนี้จัดทำขึ้นเพื่อเก็บรวบรวมข้อมูลเกี่ยวกับคุณลักษณะทางวิชาชีพที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นซึ่งจะเป็นประโยชน์อย่างยิ่งสำหรับงานวิจัยที่เกี่ยวข้องกับการจัดการเรียนการสอนภาษาอังกฤษในธุรกิจการบิน จึงใคร่ขอความกรุณาเจ้าหน้าที่สายการบินทุกท่านได้โปรดตอบแบบสอบถามทุกข้อตามความเป็นจริง โดยผู้วิจัยขอรับรองว่าคำตอบของท่านจะไม่มีผลกระทบใดๆกับท่านทั้งสิ้น และนำเสนอผลการวิเคราะห์ข้อมูลจะถือเป็นความลับโดยไม่มีการเปิดเผยชื่อจริงใดๆทั้งสิ้นอันเป็นการกระทบต่อตัวของท่าน

ขอขอบคุณที่กรุณาเสียสละเวลาของท่านในการตอบแบบสอบถาม

อาจารย์อาทิตย์ อินตะแก้ว

อาจารย์ประจำสาขาวิชาภาษาอังกฤษธุรกิจ คณะศิลปศาสตร์ สถาบันรัชต์ภาคย์

ตอนที่ 1 ข้อมูลพื้นฐานของผู้ตอบแบบสอบถาม (3 ข้อ)

คำชี้แจง ให้นักศึกษาทำเครื่องหมาย ✓ ตรงช่องความคิดเห็นที่ตรงกับความเป็นจริง

1. เพศ ☐ 1) ชาย ☐ 2) หญิง
2. ตำแหน่งงานบริการภาคพื้นสายการบินของท่าน
 - ☐ 1) ฝ่ายเช็คอิน (Check-in Service)
 - ☐ 2) ฝ่ายบัตรโดยสารและสำรองที่นั่ง (Ticketing and Reservation)
 - ☐ 3) ฝ่ายบริการผู้โดยสาร (Customer Service)
 - ☐ 4) ฝ่ายติดตามสัมภาระ (Lost and Found)
 - ☐ 5) ตำแหน่งงานอื่นๆที่เกี่ยวข้องกับการบริการผู้โดยสารภาคพื้น โปรดระบุ
3. จำนวนปีที่ท่านปฏิบัติงานในตำแหน่งนี้มาแล้ว
 - ☐ 1) 1-3 ปี ☐ 2) 4-6 ปี ☐ 3) 7-9 ปี
 - ☐ 4) 10 ปี ขึ้นไป

ตอนที่ 2 ข้อมูลคุณลักษณะทางวิชาชีพที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน

| คุณลักษณะทางวิชาชีพที่เหมาะสม ต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน | เห็นด้วยอย่างยิ่ง | เห็นด้วย | ไม่แน่ใจ | ไม่เห็นด้วย | ไม่เห็นด้วยอย่างยิ่ง |
|--|-------------------|----------|----------|-------------|----------------------|
| | 5 | 4 | 3 | 2 | 1 |
| 1. ผู้ปฏิบัติงานต้องมีความรู้ในงานที่ตนเองปฏิบัติ | | | | | |
| 2. ผู้ปฏิบัติงานต้องสามารถสื่อสารภาษาต่างประเทศกับผู้โดยสารได้ | | | | | |

ตอนที่ 2 ข้อมูลคุณลักษณะทางวิชาชีพที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน

| คุณลักษณะทางวิชาชีพที่เหมาะสม ต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน | เห็นด้วยอย่างยิ่ง | เห็นด้วย | ไม่แน่ใจ | ไม่เห็นด้วย | ไม่เห็นด้วยอย่างยิ่ง |
|--|-------------------|----------|----------|-------------|----------------------|
| | 5 | 4 | 3 | 2 | 1 |
| 3. ผู้ปฏิบัติงานต้องสามารถอธิบายรายละเอียดต่างๆให้ผู้โดยสารเข้าใจได้ | | | | | |
| 4. ผู้ปฏิบัติงานต้องนำเสนอบริการต่างๆให้ผู้โดยสารได้ | | | | | |
| 5. ผู้ปฏิบัติงานต้องสามารถแก้ไขสถานการณ์ล่วงหน้าได้อย่างท่วงที | | | | | |
| 6. ผู้ปฏิบัติงานต้องมีปฏิภาณไหวพริบในการปฏิบัติงาน | | | | | |
| 7. ผู้ปฏิบัติงานต้องกล้าตัดสินใจในการทำงานในทุกสถานการณ์ | | | | | |
| 8. ผู้ปฏิบัติงานต้องรับผิดชอบต่อความผิดพลาดของงาน | | | | | |
| 9. ผู้ปฏิบัติงานต้องสามารถประเมินความต้องการของผู้โดยสารได้ | | | | | |
| 10. ผู้ปฏิบัติงานต้องมีทักษะในการเจรจาต่อรองกับผู้โดยสาร | | | | | |
| 11. ผู้ปฏิบัติงานต้องรู้จักควบคุมอารมณ์ของตนเองให้เหมาะสมขณะปฏิบัติงาน | | | | | |
| 12. ผู้ปฏิบัติงานต้องรู้จักใฝ่หาความรู้และเรียนรู้สิ่งใหม่ๆในการทำงาน | | | | | |
| 13. ผู้ปฏิบัติงานต้องรู้จักการใช้เทคโนโลยีต่างๆในการทำงาน | | | | | |
| 14. ผู้ปฏิบัติงานต้องมีทักษะในการสื่อสารที่ดีระหว่างเพื่อนร่วมงาน | | | | | |
| 15. ผู้ปฏิบัติงานต้องเคารพหัวหน้างาน | | | | | |
| 16. ผู้ปฏิบัติงานต้องรู้จักการสร้างเสริมบรรยากาศในการทำงานที่ดีร่วมกัน | | | | | |
| 17. ผู้ปฏิบัติงานต้องตรงต่อเวลาในการทำงาน | | | | | |
| 18. ผู้ปฏิบัติงานต้องมีความซื่อสัตย์ต่อผู้โดยสาร | | | | | |
| 19. ผู้ปฏิบัติงานต้องมีมนุษยสัมพันธ์ที่ดีกับทุกคน | | | | | |
| 20. ผู้ปฏิบัติงานต้องรู้จักใส่ใจในรายละเอียดต่างๆ | | | | | |
| 21. ผู้ปฏิบัติงานต้องเต็มใจทำงานล่วงเวลากรณีเที่ยวบินเกิดความผิดปกติได้ | | | | | |
| 22. ผู้ปฏิบัติงานต้องยิ้มแย้ม แจ่มใส | | | | | |
| 23. ผู้ปฏิบัติงานต้องรู้จักตัวเองเป็นอย่างดี | | | | | |
| 24. ผู้ปฏิบัติงานต้องรับรู้ในศักยภาพของตนเอง | | | | | |
| 25. ผู้ปฏิบัติงานรู้จักปรับตัวให้เข้ากับการทำงานได้ | | | | | |
| 26. ผู้ปฏิบัติงานต้องมีจิตใจรักงานบริการด้านสายการบิน | | | | | |
| 27. ผู้ปฏิบัติงานต้องมีความจงรักภักดีต่อสายการบินที่ปฏิบัติงาน | | | | | |
| 28. ผู้ปฏิบัติงานต้องรู้จักแยกแยะเรื่องการทำงานกับเรื่องส่วนตัว | | | | | |
| 29. ผู้ปฏิบัติงานต้องมีความสุภาพเรียบร้อย | | | | | |

ตอนที่ 2 ข้อมูลคุณลักษณะทางวิชาชีพที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน

| คุณลักษณะทางวิชาชีพที่เหมาะสม ต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน | เห็นด้วยอย่างยิ่ง | เห็นด้วย | ไม่แน่ใจ | ไม่เห็นด้วย | ไม่เห็นด้วยอย่างยิ่ง |
|---|-------------------|----------|----------|-------------|----------------------|
| | 5 | 4 | 3 | 2 | 1 |
| 30. ผู้ปฏิบัติงานต้องใช้วาจาไพเราะ อ่อนหวาน | | | | | |
| 31. ผู้ปฏิบัติงานต้องมีบุคลิกภาพที่เหมาะสมต่อการทำงานสายการบิน | | | | | |
| 32. ผู้ปฏิบัติงานต้องมีความอ่อนน้อมถ่อมตน | | | | | |
| 33. ผู้ปฏิบัติงานต้องรู้จักเอื้อเฟื้อเผื่อแผ่ | | | | | |
| 34. ผู้ปฏิบัติงานต้องมีระเบียบวินัยในการทำงาน | | | | | |
| 35. ผู้ปฏิบัติงานต้องรักษากฎระเบียบของสายการบิน | | | | | |
| 36. ผู้ปฏิบัติงานต้องแต่งกายในชุดของสายการบินให้ถูกต้องและเหมาะสม | | | | | |
| 37. ผู้ปฏิบัติงานต้องมีภาพลักษณ์ที่ดีในสายตาของผู้โดยสาร | | | | | |
| 38. ผู้ปฏิบัติงานต้องสามารถให้บริการผู้โดยสารได้อย่างรวดเร็ว ไม่ให้ผู้โดยสารต้องรอนาน | | | | | |
| 39. ผู้ปฏิบัติงานไม่นินทาหรือให้ข้อมูลที่ไม่เหมาะสมของสายการบินให้กับผู้โดยสารทราบ | | | | | |
| 40. ผู้ปฏิบัติงานต้องหาทางเลือกอื่นๆที่เหมาะสมให้กับผู้โดยสารในกรณีที่จำเป็น | | | | | |
| 41. ผู้ปฏิบัติงานต้องคำนึงถึงผลประโยชน์สูงสุดของผู้โดยสารเป็นสำคัญ | | | | | |
| 42. ผู้ปฏิบัติงานต้องปฏิบัติให้เป็นที่น่าเชื่อถือในสายตาของผู้โดยสาร | | | | | |
| 43. ผู้ปฏิบัติงานต้องรู้จักรับฟังความคิดเห็นของเพื่อนร่วมงาน | | | | | |
| 44. ผู้ปฏิบัติงานต้องมีความมั่นใจในการให้บริการผู้โดยสาร | | | | | |

ขอขอบพระคุณทุกท่านที่กรุณาเสียสละเวลาของท่านในการตอบแบบสอบถาม

The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test

Direction:

The aim of this test was to assess you employability attributes of airlines ground passenger service professionals that could benefit the research in teaching English for Airline Business courses as well as your aviation career path. Please rate your opinions according to each item based on your truth. Honestly, your data will always be kept confidentially and there will no harm to all respondents.

Thank you for your dedicated time

Mr. ARTHTI INTAKAEW

(Researcher)

Part 1: General Information (3 items)

Direction Please mark ✓ in the box that suits your current information.

1. Gender

☐ 1) Male

☐ 2) Female

2. Your major

☐ 1) Tourism Management

☐ 2) Business English

☐ 3) Other major (please specify,)

3. Years of study

☐ 1) Freshman

☐ 2) Sophomore

☐ 3) Junior

☐ 4) Senior

☐ 5) 5th year

Part 2: The Employability Attributes of Airlines Ground Passenger Service Professionals

| The Employability Attributes of Airlines Ground Passenger Service Professionals | Totally agreed | Agreed | Not sure | Disagreed | Totally disagreed |
|---|----------------|--------|----------|-----------|-------------------|
| | 5 | 4 | 3 | 2 | 1 |
| 1. I have the airline knowledge. | | | | | |
| 2. I can communicate with passengers by using a foreign language. | | | | | |
| 3. I can explain in detail to all passengers. | | | | | |
| 4. I can provide all service to passengers. | | | | | |
| 5. I can solve problems in prompt. | | | | | |
| 6. I have a sense of promptness in work. | | | | | |
| 7. I have a decision making process while on duty. | | | | | |
| 8. I am responsible for any mistakes done by oneself. | | | | | |
| 9. I can assess passengers' demand | | | | | |
| 10. I always consider the great benefit of passengers as a priority. | | | | | |
| 11. I can control my mood while on duty. | | | | | |
| 12. I am a smiling and joyful person. | | | | | |
| 13. I can work to be reliable in the views of passengers. | | | | | |
| 14. I am detail- oriented. | | | | | |
| 15. I respect my own supervisor. | | | | | |
| 16. I can enhance a cooperative working environment. | | | | | |
| 17. I always listen to others. | | | | | |
| 18. I am always honest to passengers. | | | | | |
| 19. I have a good relationship with others. | | | | | |
| 20. I have a Interpersonal skill with colleagues. | | | | | |
| 21. I can work overtime in case of flight irregularities. | | | | | |
| 22. I like to learn new things. | | | | | |
| 23. I know myself very well. | | | | | |
| 24. I know my potentials. | | | | | |
| 25. I can adapt myself to all kinds of work. | | | | | |
| 26. I have a sense of airline service mind. | | | | | |

Part 2: The Employability Attributes of Airlines Ground Passenger Service Professionals

| The Employability Attributes of Airlines Ground Passenger Service Professionals | Totally agreed | Agreed | Not sure | Disagreed | Totally disagreed |
|---|----------------|--------|----------|-----------|-------------------|
| | 5 | 4 | 3 | 2 | 1 |
| 27. I have a loyalty to an airline he/she works for. | | | | | |
| 28. I can mentally discriminate my personal and work business. | | | | | |
| 29. I am a polite person. | | | | | |
| 30. I have a pleasant speech. | | | | | |
| 31. I have a good personality. | | | | | |
| 32. I have a courteous person. | | | | | |
| 33. I can dress an airline uniform properly. | | | | | |
| 34. I have a self- disciplined manner in working. | | | | | |
| 35. I am strict to the airline code of conduct. | | | | | |
| 36. I am a generous person. | | | | | |
| 37. I have a good airline image to all passengers. | | | | | |
| 38. I can service all passengers quickly. | | | | | |
| 39. I will not give passengers the wrong airline information. | | | | | |
| 40. I can offer choices to passengers in case of needed. | | | | | |
| 41. I have a negotiation skill. | | | | | |
| 42. I know how to use all IT facilities. | | | | | |
| 43. I am a punctual person. | | | | | |
| 44. I am confident while on duty. | | | | | |

แบบวัดคุณลักษณะบัณฑิตที่เหมาะสมต่อการปฏิบัติงาน บริการผู้โดยสารภาคพื้นสายการบิน

คำชี้แจง

แบบวัดคุณลักษณะบัณฑิตที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบินฉบับนี้จัดทำขึ้นเพื่อเก็บรวบรวมข้อมูลเกี่ยวกับระดับคุณลักษณะทางวิชาชีพที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นของนักศึกษาซึ่งจะเป็นประโยชน์อย่างยิ่งสำหรับงานวิจัยที่เกี่ยวข้องกับการจัดการเรียนการสอนภาษาอังกฤษในธุรกิจการบิน จึงใคร่ขอความกรุณานักศึกษาได้โปรดตอบแบบวัดทุกข้อตามความเป็นจริง โดยผู้วิจัยขอรับรองว่าคำตอบของท่านจะไม่มีผลกระทบใดๆกับท่านทั้งสิ้น และนำเสนอผลการวิเคราะห์ข้อมูลจะถือเป็นความลับโดยไม่มีการเปิดเผยชื่อจริงใดๆทั้งสิ้นอันเป็นการกระทบต่อตัวของท่าน

ขอขอบคุณที่กรุณาเสียสละเวลาของท่านในการตอบแบบสอบถาม
อาจารย์อาทิตย์ อินตะแก้ว คณะศิลปศาสตร์ สถาบันรัชต์ภาคย์

ตอนที่ 1 ข้อมูลพื้นฐานของผู้ตอบแบบสอบถาม (3 ข้อ)

คำชี้แจง ให้นักศึกษาทำเครื่องหมาย ✓ ตรงช่องความคิดเห็นที่ตรงกับความเป็นจริง

1. เพศ ☐ 1) ชาย ☐ 2) หญิง
2. วิชาเอกของนักศึกษา
 - ☐ 1) วิชาเอกการจัดการการท่องเที่ยว
 - ☐ 2) วิชาเอกภาษาอังกฤษธุรกิจ
 - ☐ 3) วิชาเอกอื่นๆ (โปรดระบุ)
3. ศึกษาชั้นปีที่
 - ☐ 1) 1 ☐ 2) 2 ☐ 3) 3
 - ☐ 4) 4 ☐ 5) 5



ตอนที่ 2 ข้อมูลคุณลักษณะทางวิชาชีพที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน

| คุณลักษณะทางวิชาชีพที่เหมาะสม ต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน | เห็นด้วยอย่างยิ่ง | เห็นด้วย | ไม่แน่ใจ | ไม่เห็นด้วย | ไม่เห็นด้วยอย่างยิ่ง |
|--|-------------------|----------|----------|-------------|----------------------|
| | 5 | 4 | 3 | 2 | 1 |
| 1. ฉันมีความรู้ในงานสายการบินที่ตนเองอยากปฏิบัติ | | | | | |
| 2. ฉันสามารถสื่อสารภาษาต่างประเทศกับผู้โดยสารได้ | | | | | |
| 3. ฉันสามารถอธิบายรายละเอียดต่างๆให้ผู้โดยสารเข้าใจได้ | | | | | |
| 4. ฉันนำเสนอบริการต่างๆให้ผู้โดยสารได้ | | | | | |

ตอนที่ 2 ข้อมูลคุณลักษณะทางวิชาชีพที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน

| คุณลักษณะทางวิชาชีพที่เหมาะสม ต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน | เห็นด้วยอย่างยิ่ง | เห็นด้วย | ไม่แน่ใจ | ไม่เห็นด้วย | ไม่เห็นด้วยอย่างยิ่ง |
|--|-------------------|----------|----------|-------------|----------------------|
| | 5 | 4 | 3 | 2 | 1 |
| 5. ฉันสามารถแก้ไขสถานการณ์ล่วงหน้าได้อย่างท่วงที | | | | | |
| 6. ฉันมีปฏิภาณไหวพริบในการปฏิบัติงาน | | | | | |
| 7. ฉันกล้าตัดสินใจในการทำงานในทุกสถานการณ์ | | | | | |
| 8. ฉันรับผิดชอบต่อความผิดพลาดของงาน | | | | | |
| 9. ฉันสามารถประเมินความต้องการของผู้โดยสารได้ | | | | | |
| 10. ฉันคำนึงถึงผลประโยชน์สูงสุดของผู้โดยสารเป็นสำคัญ | | | | | |
| 11. ฉันควบคุมอารมณ์ของตนเองให้เหมาะสมขณะปฏิบัติงาน | | | | | |
| 12. ฉันเป็นคนยิ้มแย้ม แจ่มใส | | | | | |
| 13. ฉันสามารถปฏิบัติงานให้เป็นที่น่าเชื่อถือในสายตาของผู้โดยสาร | | | | | |
| 14. ฉันรู้จักใส่ใจในรายละเอียดต่างๆ | | | | | |
| 15. ฉันเคารพหัวหน้างาน | | | | | |
| 16. ฉันรู้จักการสร้างเสริมบรรยากาศในการทำงานที่ดีร่วมกัน | | | | | |
| 17. ฉันรับฟังความคิดเห็นของเพื่อนร่วมงาน | | | | | |
| 18. ฉันมีความซื่อสัตย์ต่อผู้โดยสาร | | | | | |
| 19. ฉันมีมนุษยสัมพันธ์ที่ดีกับทุกคน | | | | | |
| 20. ฉันมีทักษะในการสื่อสารที่ดีระหว่างเพื่อนร่วมงาน | | | | | |
| 21. ฉันเต็มใจทำงานล่วงเวลากรณีเที่ยวบินเกิดความผิดปกติได้ | | | | | |
| 22. ฉันใฝ่หาความรู้และเรียนรู้สิ่งใหม่ๆ ในการทำงาน | | | | | |
| 23. ฉันรู้จักตัวเองเป็นอย่างดี | | | | | |
| 24. ฉันรับรู้ในศักยภาพของตนเอง | | | | | |
| 25. ฉันสามารถปรับตัวให้เข้ากับการทำงานได้ | | | | | |
| 26. ฉันรักงานบริการด้านสายการบิน | | | | | |
| 27. ฉันมีความจงรักภักดีต่อสายการบินที่ปฏิบัติงาน | | | | | |
| 28. ฉันสามารถแยกแยะเรื่องการทำงานกับเรื่องส่วนตัว | | | | | |
| 29. ฉันมีความสุขภาพเรียบร้อย | | | | | |
| 30. ฉันใช้วาจาได้ไพเราะ อ่อนหวาน | | | | | |
| 31. ฉันมีบุคลิกภาพที่เหมาะสมต่อการทำงานสายการบิน | | | | | |

ตอนที่ 2 ข้อมูลคุณลักษณะทางวิชาชีพที่เหมาะสมต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน

| คุณลักษณะทางวิชาชีพที่เหมาะสม ต่อการปฏิบัติงานบริการผู้โดยสารภาคพื้นสายการบิน | เห็นด้วยอย่างยิ่ง | เห็นด้วย | ไม่แน่ใจ | ไม่เห็นด้วย | ไม่เห็นด้วยอย่างยิ่ง |
|--|-------------------|----------|----------|-------------|----------------------|
| | 5 | 4 | 3 | 2 | 1 |
| 32. ฉันมีความอ่อนน้อมถ่อมตน | | | | | |
| 33. ฉันสามารถแต่งกายในชุดของสายการบินให้ถูกต้องและเหมาะสม | | | | | |
| 34. ฉันมีระเบียบวินัยในการทำงาน | | | | | |
| 35. ฉันสามารถรักษากฎระเบียบของสายการบิน | | | | | |
| 36. ฉันรู้จักเอื้อเฟื้อเผื่อแผ่ | | | | | |
| 37. ฉันต้องมีภาพลักษณ์ที่ดีในสายตาของผู้โดยสารเสมอ | | | | | |
| 38. ฉันสามารถให้บริการผู้โดยสารได้อย่างรวดเร็ว ไม่ให้ผู้โดยสารต้องรอนาน | | | | | |
| 39. ผู้ฉันไม่นินทาหรือให้ข้อมูลที่ไม่เหมาะสมของสายการบินให้กับผู้โดยสารทราบ | | | | | |
| 40. ฉันสามารถหาทางเลือกอื่นๆที่เหมาะสมให้กับผู้โดยสารในกรณีที่จำเป็น | | | | | |
| 41. ฉันมีทักษะในการเจรจาต่อรองกับผู้โดยสาร | | | | | |
| 42. ฉันรู้จักการใช้เทคโนโลยีต่างๆในการทำงาน | | | | | |
| 43. ฉันตรงต่อเวลาในการทำงาน | | | | | |
| 44. ฉันมีความมั่นใจในการให้บริการผู้โดยสาร | | | | | |

ขอขอบพระคุณทุกท่านที่กรุณาเสียสละเวลาของท่านในการตอบแบบสอบถาม



Appendix C

The result of Item Objective
Congruence (IOC)

The Result of Item Objective Congruence (IOC)

1. The questionnaire asking the desired components of graduates' employability attributes of airlines ground passenger service professionals

Part 1: General information of the respondents

| Items | Ok | Not ok | Comment |
|---|----|--------|---------|
| 1. Gender <input type="checkbox"/> 1) Male <input type="checkbox"/> 2) Female | ✓ | | |
| 2. Your career <input type="checkbox"/> 1) Check-in Service <input type="checkbox"/> 2) Ticketing and Reservation <input type="checkbox"/> 3) Customer Service <input type="checkbox"/> 4) Lost and Found <input type="checkbox"/> 5) Others | ✓ | | |
| 3. Years of work <input type="checkbox"/> 1) 1-3 years <input type="checkbox"/> 2) 4-6 years <input type="checkbox"/> 3) 7-9 years <input type="checkbox"/> 4) more than 10 years | ✓ | | |

Part 2: The desired components of graduates' employability attributes of airlines ground passenger service professionals

| No. | Item | IOC | OK | Comment |
|-----|---|-----|----|---------|
| 1 | ผู้ปฏิบัติงานต้องมีความรู้ในงานที่ตนเองปฏิบัติ | 1 | ✓ | |
| 2 | ผู้ปฏิบัติงานต้องสามารถสื่อสารภาษาต่างประเทศกับผู้โดยสารได้ | 1 | ✓ | |
| 3 | ผู้ปฏิบัติงานต้องสามารถอธิบายรายละเอียดต่างๆให้ผู้โดยสารเข้าใจได้ | 1 | ✓ | |
| 4 | ผู้ปฏิบัติงานต้องนำเสนอบริการต่างๆให้ผู้โดยสารได้ | 1 | ✓ | |
| 5 | ผู้ปฏิบัติงานต้องสามารถแก้ไขสถานการณ์ล่วงหน้าได้อย่างท่วงที | 1 | ✓ | |

| No. | Item | IOC | OK | Comment |
|-----|---|------|----|---------|
| 6 | ผู้ปฏิบัติงานต้องมีปฏิภาณไหวพริบในการปฏิบัติงาน | 1 | ✓ | |
| 7 | ผู้ปฏิบัติงานต้องกล้าตัดสินใจในการทำงานในทุกสถานการณ์ | 1 | ✓ | |
| 8 | ผู้ปฏิบัติงานต้องรับผิดชอบต่อความผิดพลาดของงาน | 0.67 | ✓ | |
| 9 | ผู้ปฏิบัติงานต้องสามารถประเมินความต้องการของผู้โดยสารได้ | 0.67 | ✓ | |
| 10 | ผู้ปฏิบัติงานต้องมีทักษะในการเจรจาต่อรองกับผู้โดยสาร | 1 | ✓ | |
| 11 | ผู้ปฏิบัติงานต้องรู้จักควบคุมอารมณ์ของตนเองให้เหมาะสมขณะปฏิบัติงาน | 1 | ✓ | |
| 12 | ผู้ปฏิบัติงานต้องรู้จักเฝ้าหาความรู้และเรียนรู้สิ่งใหม่ๆในการทำงาน | 1 | ✓ | |
| 13 | ผู้ปฏิบัติงานต้องรู้จักการใช้เทคโนโลยีต่างๆในการทำงาน | 1 | ✓ | |
| 14 | ผู้ปฏิบัติงานต้องมีทักษะในการสื่อสารที่ดีระหว่างเพื่อนร่วมงาน | 1 | ✓ | |
| 15 | ผู้ปฏิบัติงานต้องเคารพหัวหน้างาน | 1 | ✓ | |
| 16 | ผู้ปฏิบัติงานต้องรู้จักการสร้างเสริมบรรยากาศในการทำงานที่ดีร่วมกัน | 1 | ✓ | |
| 17 | ผู้ปฏิบัติงานต้องตรงต่อเวลาในการทำงาน | 1 | ✓ | |
| 18 | ผู้ปฏิบัติงานต้องมีความซื่อสัตย์ต่อผู้โดยสาร | 1 | ✓ | |
| 19 | ผู้ปฏิบัติงานต้องมีมนุษยสัมพันธ์ที่ดีกับทุกคน | 1 | ✓ | |
| 20 | ผู้ปฏิบัติงานต้องรู้จักใส่ใจในรายละเอียดต่างๆ | 1 | ✓ | |
| 21 | ผู้ปฏิบัติงานต้องเต็มใจทำงานล่วงเวลากรณีเที่ยวบินเกิดความผิดปกติได้ | 0.67 | ✓ | |
| 22 | ผู้ปฏิบัติงานต้องยิ้มแย้ม แจ่มใส | 1 | ✓ | |
| 23 | ผู้ปฏิบัติงานต้องรู้จักตัวเองเป็นอย่างดี | 1 | ✓ | |
| 24 | ผู้ปฏิบัติงานต้องรับรู้ในศักยภาพของตนเอง | 1 | ✓ | |
| 25 | ผู้ปฏิบัติงานรู้จักปรับตัวให้เข้ากับการทำงานได้ | 1 | ✓ | |
| 26 | ผู้ปฏิบัติงานต้องมีจิตใจรักงานบริการด้านสายการบิน | 1 | ✓ | |

| No. | Item | IOC | OK | Comment |
|-----|---|------|----|---------|
| 27 | ผู้ปฏิบัติงานต้องมีความจงรักภักดีต่อสายการบินที่ปฏิบัติงาน | 0.67 | ✓ | |
| 28 | ผู้ปฏิบัติงานต้องรู้จักแยกแยะเรื่องการทำงานกับเรื่องส่วนตัว | 0.67 | ✓ | |
| 29 | ผู้ปฏิบัติงานต้องมีความสุภาพเรียบร้อย | 1 | ✓ | |
| 30 | ผู้ปฏิบัติงานต้องใช้วาจาไพเราะ อ่อนหวาน | 1 | ✓ | |
| 31 | ผู้ปฏิบัติงานต้องมีบุคลิกภาพที่เหมาะสมต่อการทำงานสายการบิน | 1 | ✓ | |
| 32 | ผู้ปฏิบัติงานต้องมีความอ่อนน้อมถ่อมตน | 1 | ✓ | |
| 33 | ผู้ปฏิบัติงานต้องรู้จักเอื้อเฟื้อเผื่อแผ่ | 1 | ✓ | |
| 34 | ผู้ปฏิบัติงานต้องมีระเบียบวินัยในการทำงาน | 1 | ✓ | |
| 35 | ผู้ปฏิบัติงานต้องรักษากฎระเบียบของสายการบิน | 1 | ✓ | |
| 36 | ผู้ปฏิบัติงานต้องแต่งกายในชุดของสายการบินให้ถูกต้องและเหมาะสม | 1 | ✓ | |
| 37 | ผู้ปฏิบัติงานต้องมีภาพลักษณ์ที่ดีในสายตาของผู้โดยสาร | 1 | ✓ | |
| 38 | ผู้ปฏิบัติงานต้องสามารถให้บริการผู้โดยสารได้อย่างรวดเร็ว ไม่ให้ผู้โดยสารต้องรอนาน | 1 | ✓ | |
| 39 | ผู้ปฏิบัติงานไม่นินทาหรือให้ข้อมูลที่ไม่เหมาะสมของสายการบินให้กับผู้โดยสารทราบ | 1 | ✓ | |
| 40 | ผู้ปฏิบัติงานต้องหาทางเลือกอื่นๆที่เหมาะสมให้กับผู้โดยสารในกรณีที่จำเป็น | 1 | ✓ | |
| 41 | ผู้ปฏิบัติงานต้องคำนึงถึงผลประโยชน์สูงสุดของผู้โดยสารเป็นสำคัญ | 1 | ✓ | |
| 42 | ผู้ปฏิบัติงานต้องปฏิบัติให้เป็นที่น่าเชื่อถือในสายตาของผู้โดยสาร | 1 | ✓ | |
| 43 | ผู้ปฏิบัติงานต้องรู้จักรับฟังความคิดเห็นของเพื่อนร่วมงาน | 1 | ✓ | |
| 44 | ผู้ปฏิบัติงานต้องมีความมั่นใจในการให้บริการผู้โดยสาร | 1 | ✓ | |

2. The Graduates' Employability Attributes of Airlines Ground Passenger Service Professionals Test

Part 1: General information of the respondents

| Items | Ok | Not ok | Comment |
|---|----|--------|---------|
| 1. Gender <input type="checkbox"/> 1) Male <input type="checkbox"/> 2) Female | ✓ | | |
| 2. Your major of study <input type="checkbox"/> 1) Tourism Management <input type="checkbox"/> 2) Business English <input type="checkbox"/> 3) Others | ✓ | | |
| 3. Year of study <input type="checkbox"/> 1) Freshman <input type="checkbox"/> 2) Sophomore <input type="checkbox"/> 3) Junior <input type="checkbox"/> 4) Senior <input type="checkbox"/> 5) 5 th year | ✓ | | |

Part 2: The graduates' employability attributes of airlines ground passenger service professionals

| No. | Item | IOC | OK | Comment |
|-----|---|------|----|---------|
| 1 | ฉันมีความรู้ในงานสายการบินที่ตนเองอยากปฏิบัติ | 1 | ✓ | |
| 2 | ฉันสามารถสื่อสารภาษาต่างประเทศกับผู้โดยสารได้ | 1 | ✓ | |
| 3 | ฉันสามารถอธิบายรายละเอียดต่างๆให้ผู้โดยสารเข้าใจได้ | 1 | ✓ | |
| 4 | ฉันนำเสนอบริการต่างๆให้ผู้โดยสารได้ | 1 | ✓ | |
| 5 | ฉันสามารถแก้ไขสถานการณ์ล่วงหน้าได้อย่างท่วงที่ | 1 | ✓ | |
| 6 | ฉันมีปฏิภาณไหวพริบในการปฏิบัติงาน | 1 | ✓ | |
| 7 | ฉันกล้าตัดสินใจในการทำงานในทุกสถานการณ์ | 1 | ✓ | |
| 8 | ฉันรับผิดชอบต่อความผิดพลาดของงาน | 0.67 | ✓ | |
| 9 | ฉันสามารถประเมินความต้องการของผู้โดยสารได้ | 1 | ✓ | |
| 10 | ฉันคำนึงถึงผลประโยชน์สูงสุดของผู้โดยสารเป็นสำคัญ | 1 | ✓ | |

| No. | Item | IOC | OK | Comment |
|-----|---|-----|----|---------|
| 11 | ฉันควบคุมอารมณ์ของตนเองให้เหมาะสมขณะปฏิบัติงาน | 1 | ✓ | |
| 12 | ฉันเป็นคนยิ้มแย้ม แจ่มใส | 1 | ✓ | |
| 13 | ฉันสามารถปฏิบัติงานให้เป็นที่น่าเชื่อถือในสายตาของผู้โดยสาร | 1 | ✓ | |
| 14 | ฉันรู้จักใส่ใจในรายละเอียดต่างๆ | 1 | ✓ | |
| 15 | ฉันเคารพหัวหน้างาน | 1 | ✓ | |
| 16 | ฉันรู้จักการสร้างเสริมบรรยากาศในการทำงานที่ดีร่วมกัน | 1 | ✓ | |
| 17 | ฉันรับฟังความคิดเห็นของเพื่อนร่วมงาน | 1 | ✓ | |
| 18 | ฉันมีความซื่อสัตย์ต่อผู้โดยสาร | 1 | ✓ | |
| 19 | ฉันมีมนุษยสัมพันธ์ที่ดีกับทุกคน | 1 | ✓ | |
| 20 | ฉันมีทักษะในการสื่อสารที่ดีระหว่างเพื่อนร่วมงาน | 1 | ✓ | |
| 21 | ฉันเต็มใจทำงานล่วงเวลากรณีที่ยาวเกินเกิดความผิดปกติได้ | 1 | ✓ | |
| 22 | ฉันใฝ่หาความรู้และเรียนรู้สิ่งใหม่ๆในการทำงาน | 1 | ✓ | |
| 23 | ฉันรู้จักตัวเองเป็นอย่างดี | 1 | ✓ | |
| 24 | ฉันรับรู้ในศักยภาพของตนเอง | 1 | ✓ | |
| 25 | ฉันสามารถปรับตัวให้เข้ากับการทำงานได้ | 1 | ✓ | |
| 26 | ฉันรักงานบริการด้านสายการบิน | 1 | ✓ | |
| 27 | ฉันมีความจงรักภักดีต่อสายการบินที่ปฏิบัติงาน | 1 | ✓ | |
| 28 | ฉันสามารถแยกแยะเรื่องการทำงานกับเรื่องส่วนตัว | 1 | ✓ | |

Appendix D

The reliability of the Graduates'
Employability Attributes of Airlines
Ground Passenger Service
Professionals Test

The reliability of the test divided by employability attributes

Personality

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|--------------------|-------------------------------|-----------------------------------|--|------------------------------------|--|
| item26 | 42.64 | 16.239 | .420 | .611 | .830 |
| item27 | 42.27 | 15.142 | .618 | .553 | .807 |
| item28 | 42.12 | 15.922 | .654 | .645 | .805 |
| item29 | 42.21 | 15.922 | .689 | .736 | .803 |
| item30 | 42.21 | 15.672 | .745 | .765 | .798 |
| item31 | 42.45 | 16.943 | .417 | .546 | .826 |
| item32 | 42.09 | 17.023 | .529 | .589 | .817 |
| item34 | 42.18 | 16.778 | .494 | .597 | .819 |
| item36 | 42.06 | 17.059 | .515 | .563 | .818 |
| item37 | 42.24 | 18.689 | .155 | .479 | .844 |
| item44 | 42.36 | 17.239 | .389 | .393 | .828 |
| Reliability: 0.832 | | | | | |

Customer Service Skill

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|--------------------|-------------------------------|-----------------------------------|--|------------------------------------|--|
| item4 | 23.88 | 10.172 | .644 | .501 | .736 |
| item5 | 23.91 | 9.585 | .661 | .642 | .731 |
| item6 | 23.61 | 10.434 | .556 | .706 | .755 |
| item7 | 23.45 | 10.568 | .681 | .576 | .731 |
| item8 | 23.12 | 12.110 | .437 | .461 | .777 |
| item9 | 23.64 | 12.614 | .333 | .277 | .792 |
| item10 | 23.12 | 12.735 | .299 | .320 | .797 |
| Reliability: 0.789 | | | | | |

Performance

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|--------------------|-------------------------------|-----------------------------------|--|------------------------------------|--|
| item21 | 25.15 | 6.695 | .446 | .459 | .719 |
| item38 | 25.15 | 6.570 | .488 | .333 | .709 |
| item39 | 25.03 | 6.468 | .552 | .470 | .696 |
| item40 | 25.09 | 6.523 | .546 | .359 | .698 |
| item41 | 25.48 | 6.633 | .467 | .291 | .714 |
| item42 | 25.61 | 6.496 | .324 | .345 | .757 |
| item43 | 25.21 | 6.547 | .466 | .356 | .714 |
| Reliability: 0.746 | | | | | |

Interpersonal Skill

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|--------------------|-------------------------------|-----------------------------------|--|------------------------------------|--|
| item15 | 21.42 | 6.814 | .703 | .641 | .847 |
| item16 | 21.73 | 6.330 | .703 | .652 | .845 |
| item17 | 21.64 | 6.989 | .623 | .428 | .859 |
| item18 | 21.45 | 6.068 | .753 | .699 | .836 |
| item19 | 21.64 | 6.301 | .725 | .693 | .841 |
| item20 | 21.67 | 6.854 | .552 | .353 | .871 |
| Reliability: 0.872 | | | | | |

Airline Image

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|--------------------|-------------------------------|-----------------------------------|--|------------------------------------|--|
| item12 | 17.00 | 2.938 | .544 | .313 | .606 |
| item13 | 17.18 | 3.216 | .383 | .424 | .676 |
| item14 | 17.12 | 3.047 | .487 | .437 | .631 |
| item33 | 16.91 | 3.148 | .468 | .447 | .640 |
| item35 | 17.00 | 3.250 | .381 | .482 | .676 |
| Reliability: 0.696 | | | | | |

The Self-Knowing-and Adaptable Skill

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|--------------------|-------------------------------|-----------------------------------|--|------------------------------------|--|
| item22 | 12.61 | 2.684 | .732 | .582 | .739 |
| item23 | 12.79 | 2.797 | .720 | .630 | .745 |
| item24 | 12.70 | 2.718 | .766 | .603 | .723 |
| item25 | 12.64 | 3.614 | .401 | .210 | .877 |
| Reliability: 0.825 | | | | | |

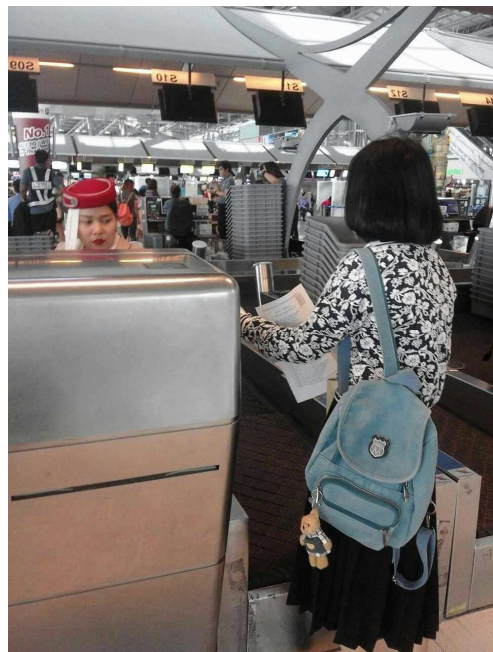
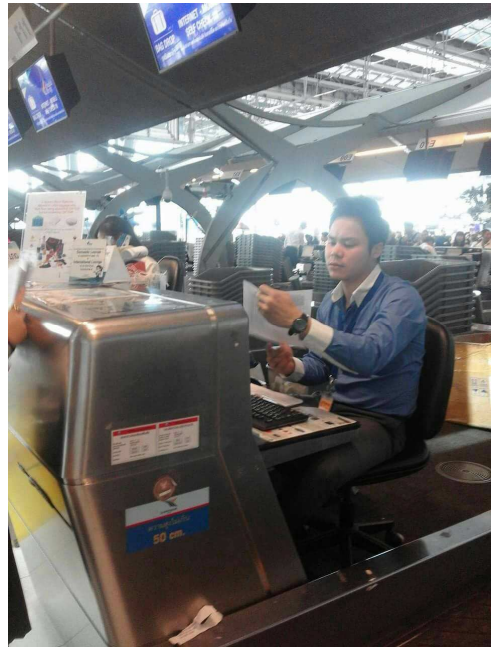
Knowledge

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|--------------------|-------------------------------|-----------------------------------|--|------------------------------------|--|
| item1 | 7.45 | 3.131 | .654 | .487 | .825 |
| item2 | 7.33 | 3.854 | .656 | .514 | .822 |
| item3 | 7.45 | 2.818 | .815 | .670 | .651 |
| Reliability: 0.837 | | | | | |

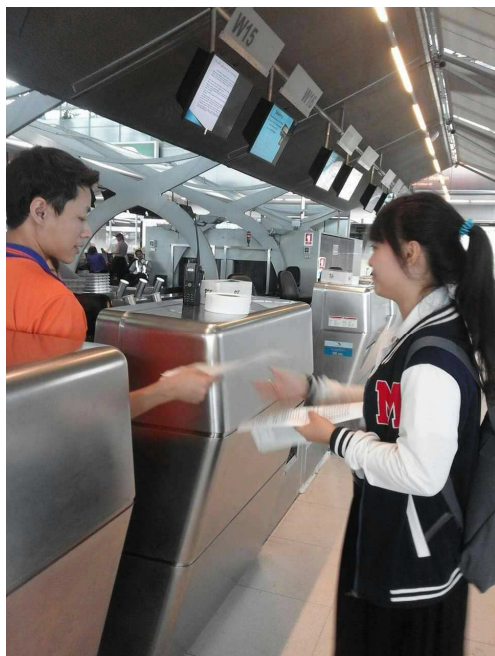
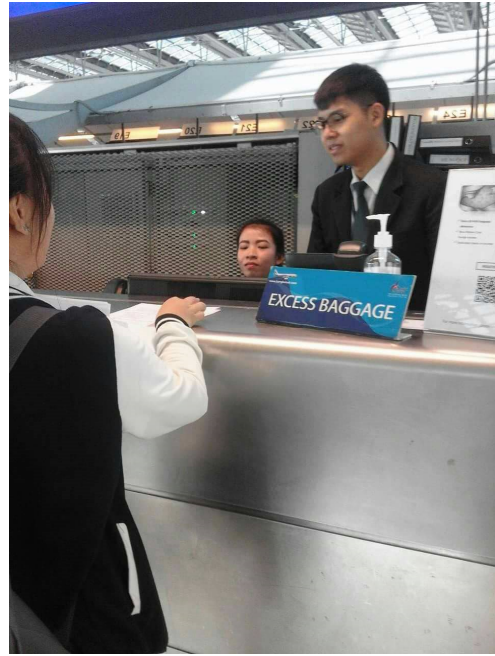
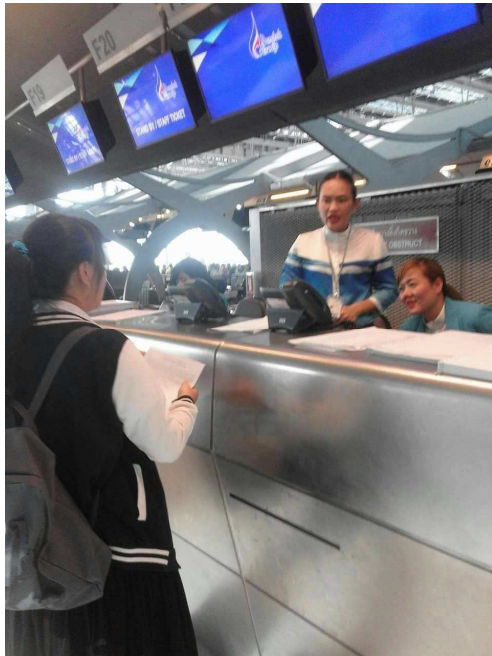
Appendix E

Pictures of Data Collection
at the Airport

Data Collection at the Departure Hall, Suvarnabhumi International Airport



Data Collection at the Departure Hall, Suvarnabhumi International Airport



Biography

Biography

Name: Mr. ARTHIT INTAKAEW

Position: English lecturer

Institute: Business English program, Faculty of Liberal Arts
Rajapark Institute, Bangkok Thailand.

Educational Background:

- Doctor of Philosophy (Continuing)
(Research and Development on Human Potentials -
Educational Research and Statistics). Srinakharinwirot University.
- Master of Education (Educational Research Methodology),
Chulalongkorn University.
- Master of Arts (Teaching English as a Foreign Language),
Srinakharinwirot University.
- Bachelor of Arts (French), Ramkhamhaeng University.
- Bachelor of Arts (English), Ramkhamhaeng University.
- Bachelor of Arts (Mass Communication), Ramkhamhaeng University.
- Diploma (Tourism Management and Tour Guide), 2nd class honors,
Hotel and Tourism Training Institute (Tourism Authority of Thailand)
- Certificate in English for Careers (Teacher)