Research in Tourism is an optional course that is taught during the second semester of the fourth year of the Undergraduate Degree in Sociology. It is directly linked to Sociology of Tourism. It is held in English.

This subject prepares the student to conduct a **research project** on the social and cultural impacts of **tourism**. We will be thinking about the importance of **scientific knowledge for tourism** and studying some contributions to the scientific understanding of tourism, especially in the aspects of **social change** and social, cultural and economic **impacts** of tourism.

A range of **methodological tools** for scientific analysis of tourism from a social perspective will be reviewed.
- **Computer** and information skills.

- Understand and have the ability to **propose and develop applied research** and select the appropriate research techniques for each case.

- Understand and have the ability to produce and analyse quantitative and qualitative **data** and gather secondary information.

- Have the ability to plan, design and carry out social intervention projects and public policies designed to deal with **social problems**.

- Be able to work in **interdisciplinary** teams.
The student will be able to write a research project based on tourism with scientific rigour. Therefore, it is expected to be useful for those wishing to reinforce their skills for facing the Final Degree Project.
Contents

1. Introduction to research: what, why and who? Approaches to leisure and tourism research

2. Starting out: research plans and proposals. The range of research methods. A review.

3. Reviewing the literature

4. Data collection

5. Data analysis

6. Communicating results

These materials are mainly based on:
<table>
<thead>
<tr>
<th>Types of activities</th>
<th>Teaching activity</th>
<th>Methodology</th>
<th>In-class teaching hours</th>
<th>Distance learning hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEORY CLASS</td>
<td>Cooperative presentation of the theoretical contents in the classroom. Autonomous learning by the student, supervised on the campus virtual.</td>
<td>30</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>WORKSHOP</td>
<td>Project presentations.</td>
<td>10</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>COMPUTER PRACTICAL SECTIONS</td>
<td>Personal work oriented to the production of a research project on tourism.</td>
<td>20</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>60</td>
<td>90</td>
</tr>
</tbody>
</table>
Those who do not pass the subject by means of continuous assessment may do the exam. Also students who obtain 9 points or more in the continuous assessment shall be eligible for *Matrícula de Honor* by doing the exam. The exam will consist of writing a research project on a proposed topic.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance and participation</td>
<td>Participation in the lectures</td>
<td>10</td>
</tr>
<tr>
<td>2. Individual or group work</td>
<td>Literature review and secondary data</td>
<td>20</td>
</tr>
<tr>
<td>3. Individual or group work</td>
<td>The research proposal</td>
<td>20</td>
</tr>
<tr>
<td>4. Presentation of the project</td>
<td>Communicating the project</td>
<td>50</td>
</tr>
</tbody>
</table>
UNIT 1.
INTRODUCTION TO RESEARCH
What, Why and Who?
Approaches to leisure and tourism research

• Leisure & Tourism
• What is research?
• Why study research?
• Who researches?
• Who pays?
• Disciplines
Leisure includes:

– Recreation
– Games
– Involvement in sport and the arts, as a spectator or participant
– Use of electronic and printed media
– Live entertainment
– Hobbies
– Socialising
– Drinking
– Gambling
– Sightseeing - visiting parks, the coast and countryside
– Do-it-yourself + Arts and crafts
– Home-based and non-home-based activity
– Commercially and non-commercially based activity
– Doing nothing in particular, and
– **Tourism**...
Tourism is:

Mainly a **leisure** activity involving travel away from a person’s regular place of residence, but **includes**:

- Business travel
- Attending: meetings, incentives, conventions & events (MICE)
- Visiting friends and relatives (VFR)
- Day-trips

*World Tourism Organization UNWTO*
9% GDP

1/11 JOBS

US$1.4 trillion in exports

6% of world's exports

29% of services exports

Source: UNWTO Tourism Highlights, 2014 Edition
What is research?

• Scientific research
• Social science research
• Types of research
Scientific research

• Research conducted within the rules of science
• Based on:
  – Logic
  – Systematic examination of evidence
• Ideally it can be replicated
• Knowledge is cumulative
Social science research

• Deals with people (individually and in groups)
• Uses methods and traditions of social science
• People are less predictable than non-human phenomena
• The social world is constantly changing
• People can be aware of research being conducted on them (Hawthorne effect)
Three types of research

- **Descriptive** – finding out, describing what is
- **Explanatory** – explaining *how* or *why* things are as they are (and using this to make predictions)
- **Evaluative** – evaluation of policies and programmes
Research can play a role in all stages

1. Set terms of reference
2. Discuss values/mission/vision/goals
3. Decide planning approach
4. Carry out an environmental appraisal
5. Consult with stakeholders
6. Develop options
7. Evaluate options
8. Decide strategy/goals/objectives
9. Implement/manage solutions
10. Monitor/evaluate/feedback

The rational-comprehensive planning/management process (Veal, 2011:10)
Who researches?

- Academics
- Students
- Government
- Managers and commercial organisations
- NGO’s
- Consultants

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Managers conduct research on:

- Current customers
- Potential customers
- Environmental appraisal
- Organisational performance
  - Sales
  - Efficiency
  - Staff performance/motivation
- Competitors
- Products
  - Existing
  - New
Who pays?

- Unfunded
- University internal funds
- Government-funded research councils
- Private trusts
- Industry – public, commercial or non-profit
Main disciplines involved in tourism research:

– Sociology
– Cultural studies/anthropology
– Economics
– Geography/environmental studies
– Psychology/social psychology
– History
– Political science

Any more?
UNIT 2. RESEARCH PLANS AND PROPOSALS

1. Select topic

2. Review literature

3. Devise conceptual framework

4. Decide research question(s)

5. List information needs

6. Decide research strategy

7. Obtain ethical clearance (if applicable)

8. Conduct research

9. Report findings

10. Store data

Stages 1–4 may occur in any order and will probably involve iteration

Stages in planning research projects (Veal, 2011:52)
Choosing a topic: sources of ideas

1. Personal interests
2. The literature
3. Policy/management problems/issues
4. Social concerns
5. Media-based issues
6. Published research agendas
7. Brainstorming

http://www.scoop.it/t/turismo-y-sociedad
<table>
<thead>
<tr>
<th>Reason researching</th>
<th>Theories/propositions/observations from literature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographical</td>
<td>May have been tested only in one country or region</td>
</tr>
<tr>
<td>Social</td>
<td>May have been established on the basis of the experience of only one social group</td>
</tr>
<tr>
<td>Temporal</td>
<td>May be out of date. <em>Is it still valid?</em></td>
</tr>
<tr>
<td>Contextual</td>
<td>May have been established in fields other than tourism</td>
</tr>
<tr>
<td>Methodological</td>
<td>May have been tested using only one methodology</td>
</tr>
</tbody>
</table>

Topic selection: from the literature (Veal, 2011: 55)
The conceptual framework

- A conceptual framework explains the main things to be studied
- It can either be in graphical or narrative form
- Uses the key factors, constructs or variables – and the presumed relationships between them
- Theory-driven or rational
- Descriptive or causal
1. Explore/explain relationships between concepts
2. Identify/list concepts
3. Define concepts
4. Operationalise concepts

Development of a conceptual framework, (Veal, 2011:64)
Decide research question(s)

• Questions or hypotheses?
• A question requires an answer
• A problem requires a solution
• A hypothesis is expressed as a statement which must be proved:
  – ‘true’ (consistent with data), or
  – ‘false’ (not consistent with data)
<table>
<thead>
<tr>
<th>Research question</th>
<th>Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.  <em>Pose research question:</em> Why have visitor levels declined in the last two years at site X?</td>
<td>1.  <em>State hypothesis:</em> Visitor levels declined in the last two years at site X because of the attraction of newer, better valued sites</td>
</tr>
<tr>
<td>2.  Conduct research</td>
<td>2.  Conduct research</td>
</tr>
<tr>
<td>3.  <em>Answer:</em> Because of the attraction of newer, better valued sites</td>
<td>3.  <em>Result:</em> Consistent with the evidence</td>
</tr>
</tbody>
</table>
Decide research strategy

a. Identify project stages
b. Decide which information gathering techniques are going to be used
c. Decide which data analysis techniques are going to be used
d. Decide budget
e. Draw up a schedule
Week

1/2

3

4/5

6/8

Review brief
- Define concepts etc.
- Collect inventory data
- Design questionnaire
- Survey analysis

Steering committee meeting

Collect inventory data
- Focus groups
- Draft report
- Steering committee meeting
- Finalise report

Research programme diagram example (Veal, 2011:69)
### UNIT 2. RESEARCH PLANS AND PROPOSALS

#### Research project timetable, example

<table>
<thead>
<tr>
<th>Week:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review literature</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary data analysis</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Conduct survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Analyse survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Focus groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Meetings with clients</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Write report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

*X* indicates that the activity is scheduled for that week.
UNIT 2. RESEARCH PLANS AND PROPOSALS

1. Select topic

2. Literature

3. Conceptual framework

4. Research question(s)

5. List information needs

6. Research strategy

7. Ethical clearance

8. Conduct Research

9. Report findings

10. Store data

Cost/time factors cause modifications to research questions

New literature causes modifications to lit, review, etc.

Writing up process leads to re-wording research questions

Consideration of info, needs causes refining of concept definitions

Some re-design is required

Pilot survey results cause re-thinking of research questions

Disagreements with stakeholders
Research proposals

• Self-generated:
  – Academics seeking funding
  – Student projects/theses

• Responsive
  – Consultants responding to research briefs prepared by potential clients (government, commercial, non-profit)
<table>
<thead>
<tr>
<th>Method</th>
<th>Brief description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship</td>
<td>Well-read, thinking deeply and creatively about a topic</td>
</tr>
<tr>
<td>Just thinking</td>
<td>‘Thinking’ part of scholarship</td>
</tr>
<tr>
<td>Existing sources – using the literature</td>
<td>Identifying, summarising, evaluating the researched literature</td>
</tr>
<tr>
<td>Existing sources – secondary data</td>
<td>Re-use of data originally collected by others for other purposes</td>
</tr>
<tr>
<td>Observation</td>
<td>Direct study of behaviour or cameras</td>
</tr>
<tr>
<td>Qualitative methods</td>
<td>Data in the form of words, images, sounds</td>
</tr>
<tr>
<td>Questionnaire-based surveys</td>
<td>Use of formal, printed list of questions: main quantitative method in leisure/tourism research</td>
</tr>
<tr>
<td>Experimental method</td>
<td>The researcher controls the environment</td>
</tr>
<tr>
<td>Case study</td>
<td>Focus is on one or a small number of cases</td>
</tr>
</tbody>
</table>
Qualitative techniques

• In-depth interviews
• Focus groups
• Observation
• Participant observation
• Biographical methods
• Analysis of texts
• Ethnography
<table>
<thead>
<tr>
<th>Data collection method</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In-depth interviews</td>
<td>One-on-one, lengthy interview, checklist rather than questionnaire</td>
</tr>
<tr>
<td>Focus groups</td>
<td>Discussions with groups of people (typically 6-12) led by a facilitator</td>
</tr>
<tr>
<td>Observation</td>
<td>Examined by the naked eye or use of camera</td>
</tr>
<tr>
<td>Participant observation</td>
<td>Researcher as participant</td>
</tr>
<tr>
<td>Biographical methods</td>
<td>Subjects are invited to provide their own accounts</td>
</tr>
<tr>
<td>Analysis of texts</td>
<td>Analysis of published or unpublished ‘texts’ (incl. images, TV, film, music, radio)</td>
</tr>
<tr>
<td>Ethnography</td>
<td>Studying groups of people using a combination of methods</td>
</tr>
</tbody>
</table>
Questionnaire-based surveys

• Two forms:
  – Interview format: interviewer reads out questions from questionnaire
  – Respondent-completion format – respondent reads and completes the questionnaire

• ‘Interviews’ can be:
  – Questionnaire-based or
  – In-depth/informal, checklist-based (qualitative)
<table>
<thead>
<tr>
<th>Type</th>
<th>Alternative name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Household survey</td>
<td>Community survey or social survey</td>
</tr>
<tr>
<td>Street survey</td>
<td>Quota survey or intercept survey</td>
</tr>
<tr>
<td>Telephone survey</td>
<td>—</td>
</tr>
<tr>
<td>On-line survey</td>
<td>Web-based survey</td>
</tr>
<tr>
<td>Mail survey</td>
<td>Postal survey</td>
</tr>
<tr>
<td>Site or user survey</td>
<td>Visitor survey, customer survey, intercept survey</td>
</tr>
<tr>
<td>Captive group survey</td>
<td>—</td>
</tr>
</tbody>
</table>
# Subsidiary/cross-cutting techniques

<table>
<thead>
<tr>
<th>Technique</th>
<th>Brief description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coupon surveys/ conversion studies</td>
<td>Analysis of returns from ‘special offer’, ‘two for the price of one’, etc. vouchers/advertisements</td>
</tr>
<tr>
<td>En route/intercept/cordon surveys</td>
<td>Survey conducted with visitors entering, leaving or travelling to or from a site/destination</td>
</tr>
<tr>
<td>Time-use surveys</td>
<td>Survey in which respondents complete a detailed 1-2-day diary of activities</td>
</tr>
<tr>
<td>Experience sampling method (ESM)</td>
<td>Subjects are ‘beeped’ or contacted electronically several times a day to record activities/feelings etc. as they go about their day-to-day activities</td>
</tr>
<tr>
<td>Panel studies</td>
<td>A sample of individuals recruited to a ‘panel’ who may take part in several surveys over a period of time</td>
</tr>
</tbody>
</table>
### Subsidiary/cross-cutting (Continued)

<table>
<thead>
<tr>
<th>Technique</th>
<th>Brief description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Longitudinal studies</td>
<td>The same sample of subjects are repeatedly surveyed typically over a number of years</td>
</tr>
<tr>
<td>Media reader/viewer/listener surveys</td>
<td>Media report on surveys in which readers/listeners take part, typically on-line</td>
</tr>
<tr>
<td>Action research</td>
<td>Research committed to social outcomes, typically involving collaboration with a client organisation</td>
</tr>
<tr>
<td>Historical research</td>
<td>Research on past events</td>
</tr>
<tr>
<td>Technique</td>
<td>Brief description</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Content analysis</td>
<td>Quantitative study of printed/written documents or static/moving images (see also qualitative methods)</td>
</tr>
<tr>
<td>Delphi technique</td>
<td>Sample of experts responds to questions on future events in repeated rounds; to achieve consensus</td>
</tr>
<tr>
<td>Projective techniques</td>
<td>Subjects respond to hypothetical scenarios</td>
</tr>
<tr>
<td>Perceptual mapping</td>
<td>Subjects provide graphic representation of components of a problem/issue, typically collaborative</td>
</tr>
</tbody>
</table>
| Repertory grid             | Pairs of contrasting descriptors elicited from respondents to form constructs; scores on constructs are analysed to form a perceptual picture
### Subsidiary/cross-cutting (Continued)

<table>
<thead>
<tr>
<th>Technique</th>
<th>Brief description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of scales</td>
<td>Batteries of ‘stimulus items’ responded to via Likert-type scales</td>
</tr>
<tr>
<td>Psychographic/lifestyle studies</td>
<td>Data on a wide range of attitudes, values and socio-demographics analysed to determine distinctive psychographic/lifestyle groups/market segments</td>
</tr>
<tr>
<td>Q methodology</td>
<td>Process in which subjects rank scale items (as above) depicted on cards</td>
</tr>
<tr>
<td>Conjoint analysis</td>
<td>Studies people’s choice processes via expressed preferences for hypothetical products with different combinations of attributes</td>
</tr>
<tr>
<td>Quantitative modelling</td>
<td>Quantitative method in which relationships between two or more variables are assessed statistically</td>
</tr>
<tr>
<td>Technique</td>
<td>Brief description</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Network analysis</td>
<td>Study of links between individuals and/or organisations involved in an activity</td>
</tr>
<tr>
<td>Meta-analysis</td>
<td>Examination/summary of many studies on one topic, typically with a key outcome measure such as a correlation coefficient</td>
</tr>
<tr>
<td>Multiple methods</td>
<td></td>
</tr>
<tr>
<td>Triangulation</td>
<td>Two or more methods focus on the same phenomenon, providing confirmation or differing insights</td>
</tr>
<tr>
<td>Community studies</td>
<td>Comprehensive study geographical or other type of community... using a variety of data sources</td>
</tr>
<tr>
<td>Counting heads</td>
<td>Management task: various research approaches, needed in situations where usage/visitor numbers are not available from ticket sales</td>
</tr>
</tbody>
</table>
Choosing methods

Considerations

1. The research question or hypothesis
2. Previous research
3. Data availability/access
4. Resources
5. Time
6. Validity, reliability, trustworthiness
7. Generalisability
8. Ethics
9. Uses/users of the findings
UNIT 3.
REVIEWING THE LITERATURE

Roles of the literature review

- It can be...
- the entire basis of the research
- Source of ideas on topics for research
- Source of information on research already done by others
- Source of methodological or theoretical ideas
- Basis of comparison
- Source of information that is an integral/supportive part of the research
Sources of information

- Library catalogues
- Specialist indexes and electronic databases
- The Internet
- Google Scholar
- Published bibliographies
- General leisure/tourism books
- Reference lists
- Beyond leisure and tourism sources
Compiling a bibliography

• It is good practice to develop and maintain a personal bibliographic database
• Record full details of any element.
• Use of software, such as Refworks is suitable.


Types of review

- Inclusive – everything written on the topic
- Inclusive/evaluative
- Exploratory – finding out what is known/not known – focus on a question/issue
- Instrumental – finding convenient, up-to-date sources for a theory/framework/summary
- Content analysis/hermeneutics – technical, analysis of texts
UNIT 3. REVIEWING THE LITERATURE

Literature review

Teseo
http://www.educacion.es/teseo
Tesis doctorales en red / Tesis Doctorals en Xarxa (TDX)
http://www.tdr.cesca.es/
Databases
http://www.scopus.com/home.url
UA Library
http://aplicacionesua.cpd.ua.es/catalogaxxi/C10078PPESII1/S129353/P129352N
N1/CAT/INDEX.HTML
CI2 advanced course
UNIT 4.
DATA COLLECTION

Primary vs secondary data

• Primary data
  – New data specifically collected in the current project
  – Researcher is primary user

• Secondary data
  – Data already exists, collected for some other purpose
  – Researcher is secondary user
Using secondary data

**Advantages**

- **Timing** – data may be instantly available
- **Cost** – cost of collecting new data avoided
- **Experience** – the 'trial and error' experience of those who collected the original data can be exploited
- **Scale** – possibly larger samples than would otherwise be possible
- **Serendipity** – inductive process of data analysis may yield serendipitous findings, which may not have arisen otherwise

**Disadvantages**

- **Design** – secondary data has been designed for another purpose: it may not be ideal
- **Analysis limitations** – opportunities for analysis/manipulation of the data for the current project may be limited
Types of secondary data

- Administrative/management data
- National leisure participation surveys
- Tourism surveys
- Economic surveys
- The census of population
- Documentary sources
Administrative/management data

- Tourism: tourist arrivals and departure data
- Data collected by customs and immigration departments as part of the administration/control of national borders
- Management data
- Visitor numbers
- Visitor expenditure/income
- Bookings and facility utilisation
- Customer enquiries
- Membership numbers and details
- Customer complaints
- Results of visitor/customer surveys
Tourism surveys: typical data collected

- International destination: country
- Domestic destination: region
- Length of stay, nights
- Purpose of trip (holiday, business, VFR, etc.)
- Expenditure
- Transport mode used
- Accommodation type used
- Information sources used
- Leisure activities
- Demographics (age, gender, etc.)
Documentary sources

- Minutes of committee/council/board meetings
- Correspondence of an organisation or an individual
- Archives (may include both of the above + other papers)
- Popular literature, such as novels, magazines
- Newspapers, particularly coverage of specific topics and/or specific aspects, such as editorials, advertising or correspondence columns
- Brochures and advertising material
- Diaries, biographies...
Observation

• Types of observational research
• Possibilities
• Main elements of observational research
• Use of technology
• Just looking
Types of observational research

- Systematic observation
- Unstructured/naturalistic/qualitative observation
- Quasi-experimental observation
- Participant observation
Possibilities

- **Children's play**
  - Better to observe than ask children questions about play patterns/preferences

- **Usage of informal leisure/tourism areas**
  - e.g. counting heads

- **Spatial use of informal sites**

- **Visitor/user profile**
  - some user characteristics/activities can be observed (gender, age)
Possibilities (cont.)

- **Mystery shopping**
  - Researcher uses/tests/evaluates a product/service in guise of a customer

- **Complementary research**
  - e.g. counting user numbers during on-site questionnaire survey

- **Social behaviour**
  - use of beaches
  - deviant behaviour, e.g. littering, crowd behaviour
Steps

1. Choice of site(s)
2. Choice of observation point(s)
3. Choice of observation time period(s)
4. Continuous observation or sampling?
5. Number and length of sampling periods
6. Deciding what to observe
7. Division of site into zones
8. Determining information recording method
9. Conducting the observation
10. Analysing/interpreting data
Use of technology

• Automatic counters
• Global Positioning System (GPS)
• Aerial photography
• Still photography
• Video
• Time-lapse photography
Just looking

- Observation is important in all forms of empirical research
- Observing people’s behaviour at a site, in a destination, can reveal information not obtainable by any other means
- Time invested in simply observing the research site is often well rewarded
Qualitative Methods

• The qualitative research process: typically data collection and analysis are intermingled

• Qualitative methods deal with:
  – Words (and sometimes images, sounds)
  – Generally a great deal of information about relatively few cases/subjects, sometimes called ‘rich’ or ‘thick’ data

• Reason for use:
  – Pragmatic: e.g. nature of the data, small number of available subjects
  – Theoretical: subjects ‘speak for themselves’
In the past:
  – In social science and leisure and tourism studies, quantitative methods were dominant
• This is no longer the case
• From the mid-1990s: qualitative methods widely accepted
• No longer necessary to ‘defend’ the use of qualitative methods in leisure and tourism studies
  – But all choices of methodology should be explained/justified
Merits

• Correspond to the qualitative nature of leisure/tourism experiences
• Brings people into leisure and tourism research
• Results understandable to people who are not statistically trained
• Able to encompass personal change over time
• Suited for investigating face-to-face interaction between people (symbols, gestures, etc.)
• Suited for providing an understanding of people's needs and aspirations
Qualitative methods’ difficulties

- Labour-intensive
- Time-extensiveness
- Frequent data overload
- Possibility of researcher bias
- Time demands of processing/coding data
- Adequacy of sampling
- Generalisability
- Credibility, quality and utility of conclusions
The range of techniques of qualitative data collection

- In-depth interviews
- Focus groups
- Participant observation
- Analysing texts
- Biographical methods
- Ethnography
## Questions, responses and interview types

<table>
<thead>
<tr>
<th>Interview type</th>
<th>Question format</th>
<th>Responses</th>
<th>Interviewer/interviewee interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structured A</strong></td>
<td>Prescribed by questionnaire</td>
<td>Pre-coded</td>
<td>Formal, consistent</td>
</tr>
<tr>
<td><strong>Structured B</strong></td>
<td>Prescribed by questionnaire</td>
<td>Open-ended</td>
<td>Formal, consistent</td>
</tr>
<tr>
<td><strong>Structured + semi-structured elements</strong></td>
<td>Prescribed by questionnaire + supplementary</td>
<td>Open-ended</td>
<td>Mostly formal, consistent</td>
</tr>
<tr>
<td><strong>Semi-structured</strong></td>
<td>Checklist: question format not prescribed</td>
<td>Open-ended</td>
<td>Conversational, variable</td>
</tr>
<tr>
<td><strong>Unstructured</strong></td>
<td>Only the broad topic area is prescribed</td>
<td>Open-ended</td>
<td>Free-flowing conversational, variable</td>
</tr>
</tbody>
</table>
In-depth interviews

• **Nature:**
  - Length – 30 minutes to several hours
  - Depth – more in-depth than a typical questionnaire-based interview
  - Structure – fluid, informal structure

• **Purposes/situations:**
  - Small number of subjects
  - Information complex/variable
  - Exploratory/preliminary

• **Checklist of topics**
  - Rather than formal list of questions
In-depth interview: interviewing process

• Standardised approach:
  – Question format same for all subjects
  – Minimal unscripted interaction

• Informal/unstructured approach
  – Free-form, conversational
  – Substantial interaction
In-depth interview: recording

• When should one take notes, during or after the interview?
• Sound/video recording?
  – Create written version: Transcription
  – Manual or use of transcription software?
Focus groups

Nature:

• Similar to in-depth interviews but:
• Conducted with a group (typically 6–12 members)
• Facilitator (rather than interviewer) guides discussion
• Interaction between subjects takes place
Focus groups

Purposes/situations:

• Researching a small group which would not be adequately represented in a general community survey
• Used when the interaction/discussion process itself is of interest – e.g. testing reactions to a new product
• It may not be practical to arrange in-depth interviews for individuals, but people are willing to be interviewed as a group
Focus groups

Methods:

• Facilitator has similar role to interviewer
• Significant difference: there is a need to ensure all group members have their say
• Recording: in the same way as we do it for in-depth interview
Participant observation

• **Nature:** The researcher becomes a participant in the social process being studied

• **Examples:**
  – Studying a whole community by living there – Famous *Street Corner Society* (Whyte)
  – Studying pub culture as a ‘regular’
  – Studying a leisure facility or tourist resort as a user/visitor
  – Studying a drug subculture by joining a drug-using group (NB. related ethical issues)
Participant observation: issues

- Gaining admission to/acceptance into a group
- What role to play:
  - Full identification as researcher?
  - Partial identification?
  - No identification or fake identity?
  - Related ethical issues
- Identification of informants/confidants – related to the idea of sampling
- Practicalities of recording information
Analysing texts

• Research tradition derived from the humanities
• ‘Text’ includes:
  – Books, newspapers, magazines
  – Posters
  – Film
  – Brochures
• Examples:
  – Novels and other literature
  – Mass media coverage of events/issues
  – Film
  – Material culture, e.g. theme parks, postcards, musicals, rock music
Biographical research

• The study of people’s lives
• Biography/autobiography
• Oral history
  – Eye-witnesses’ accounts of events, lifestyles
• Memory work
  – Using shared written accounts of experiences in the same style as the one suggested for focus groups—e.g. holidays
• Personal domain histories
  – Accounts of individual lifetime experience of a life domain, e.g. sports, leisure, holidays
Ethnography

- From the Greek *ethnos*, people
- Not one technique but an approach drawing on a variety of generally qualitative techniques
- In cultural studies, associated with the study of sub-cultures – e.g. youth sub-cultures, ethnic sub-cultures
Validity, reliability and trustworthiness

- Validity: extent to which the research represents what is intended
- Reliability: extent to which the research is replicable

• Internal validity: data gathering process:
  - The qualitative research validity is likely to be high

• External validity: applicability beyond the research subjects:
  - Typically no general applicability is claimed, but *some* wider applicability can be expected...
Validity, reliability and trustworthiness (cont.)

• Replication
  – Often not possible in qualitative research, but as with meta-analysis, cumulative evidence from similar studies may be used

• Trustworthiness
  – Term used for qualitative research to cover validity and reliability
• Samples and populations
• Representativeness
• Sample size
• Weighting
• Sampling for qualitative research
• **Population:**
  – Total category of subjects that is the focus of attention in a particular research project (can be non-human)

• **Sample:**
  – A number of subjects drawn from the population

• **Two key issues:**
  1. What procedures must be followed to ensure that the sample represents the population?
  2. How large should the sample be?
Representativeness

- Achieved by random sampling
- A systematic selection process which ensures that all members of the population have an equal chance of inclusion in the sample
- Designed to ensure representativeness
- An unrepresentative sample is: biased
- How is random sampling achieved in practice?
Sampling for household surveys

• **Ideally**
  – E.g. For a population of 40 million – sample of 1000: all 40 million names are put in a drum and 1000 of them are drawn

• **In practice:**
  – For national/regional surveys – **multi-stage sampling** is used
    1. Select states/regions
    2. Within state/region select local area
    3. Within areas for face-to-face interviews select streets (or telephone surveys select numbers )
    4. Select ‘clusters’ of 10–15 houses
Sampling for telephone surveys

- Telephone numbers are selected at random from telephone directory
- For large-scale surveys: automated Computer-Aided telephone Interviewing (CATI)
- Requires access to electronic directory with identified residential/business numbers
- For household and telephone surveys: select person in household randomly: e.g. the person whose birthday is closest
Sampling for site/user/visitor surveys

• **Alternative 1: Stationary interviewer - mobile user:**
  - E.g. interviewing at entrance/exit
  - Sample by selecting: ‘next person to pass entrance/exit point’

• **Alternative 2: Stationary user - mobile interviewer**
  - E.g. interviewing people on a beach
  - Interviewers should have a set route/rules to follow – e.g. ‘interview every third person/group’

• **Alternative 3: Handouts**
  - Handing out questionnaires to (all) visitors for self-completion
  - Not generally recommended unless closely supervised – generally poor response rates
Sampling for street/quota surveys

- Can be used when data are available on key characteristics of the population:
  - Age/sex structure of a community – from Census
- Target number of interviews determined by population characteristics
  - E.g. If the Population Census indicates that 12% of the population is retired and the overall sample size is 100, then you should interview 12 retired people
Sampling for mail surveys

- Sample from mail-out list
- 100% sample often used
Sample size

• Required sample size is **not** related to population size (except for small populations – see later)

• Criteria:
  – The required level of precision in the results
  – The level of detail in the proposed analysis
  – The available budget
Level of precision – confidence intervals

• A statistic (finding) from a sample survey is an estimate of the population statistic
• In a randomly drawn sample, the sample value has a certain probability of being in a certain range either side of the population value
  – E.g. 95% probability of being within 2 ‘standard errors’
• See ‘Normal distribution’
  – Theoretical: imagine drawing lots of samples: some would be accurate, some not
### Sample size and population size

<table>
<thead>
<tr>
<th>Population size</th>
<th>Minimum sample size to achieve CI of ±5% or ±1% on a sample finding of 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infinite</td>
<td>±5%: 384, ±1%: 9602</td>
</tr>
<tr>
<td>5 million</td>
<td>±5%: 384, ±1%: 9584</td>
</tr>
<tr>
<td>1 million</td>
<td>±5%: 384, ±1%: 9511</td>
</tr>
<tr>
<td>500,000</td>
<td>±5%: 384, ±1%: 9422</td>
</tr>
<tr>
<td>100,000</td>
<td>±5%: 383, ±1%: 8761</td>
</tr>
<tr>
<td>50,000</td>
<td>±5%: 381, ±1%: 8056</td>
</tr>
<tr>
<td>10,000</td>
<td>±5%: 370, ±1%: 4899</td>
</tr>
<tr>
<td>5000</td>
<td>±5%: 357, ±1%: 3288</td>
</tr>
<tr>
<td>1000</td>
<td>±5%: 278, ±1%: 906</td>
</tr>
<tr>
<td>100</td>
<td>±5%: 80, ±1%: 99</td>
</tr>
</tbody>
</table>

Sample size and population size
Sampling for qualitative research

• The number of subjects generally be small, but:
  – The sampling process is still important
  – It should be fully described in the research report

• A range of approaches is possible
## Sampling for qualitative research

<table>
<thead>
<tr>
<th>Method</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convenience</td>
<td>Conveniently located persons or organisations -</td>
</tr>
<tr>
<td>Criterion</td>
<td>Selected key criterion – e.g. age-group.</td>
</tr>
<tr>
<td>Homogeneous</td>
<td>Deliberately homogeneous group: e.g. university-educated male cyclists aged between 20–30.</td>
</tr>
<tr>
<td>Opportunistic</td>
<td>Taking advantages of opportunities as they arise – e.g. a major sporting event taking place locally.</td>
</tr>
<tr>
<td>Maximum variation</td>
<td>Deliberately studying contrasting cases. Opposite of ‘homogeneous’.</td>
</tr>
<tr>
<td>Purposeful</td>
<td>Similar to ‘criterion’ but may involve other considerations, such as ‘maximum variation’, typicality.</td>
</tr>
<tr>
<td>Snowball</td>
<td>Interviewees source of suggestions for contacts.</td>
</tr>
<tr>
<td>Stratified purposefully</td>
<td>A range of cases based on set criteria, e.g. representatives of a range of age-groups or nationalities.</td>
</tr>
</tbody>
</table>
UNIT 5.
DATA ANALYSIS

Contents

• Qualitative data analysis
• Quantitative: The statistics approach
• Statistical tests
Qualitative data analysis

• Importance of reading/re-reading transcripts
• Identification of emergent themes
• Themes may
  – arise from the conceptual framework/research questions - therefore searched deductively, or
  – emerge unprompted, inductively
• Themes ‘flagged’ by researcher (labels)
• Can result in a more developed conceptual framework
Qualitative data analysis

• Numbers are not important
• Emphasis on differences rather than similarities
• Some analysis is parallel to quantitative analysis
The statistics approach

- Probabilistic statements
- The normal distribution
- Probabilistic statement formats
- Significance
- The null hypothesis
- Dependent and independent variables
Probabilistic statements

• Descriptive: e.g. 10% of adults play tennis
• Comparative: e.g. 10% play tennis, but 12% play golf
• Relational: e.g. 15% of people with high incomes play tennis but only 7% of people with low incomes do so: there is a positive relationship between tennis-playing and income

However: when based on samples, the above must be made using a probabilistic format.
Significance

• Statistically significant: unlikely to have happened by chance (highly probable)
• Level of significance is affected by sample size (not by population size)
• But NB: small differences or weak relationships may not be socially or managerially significant – even when they are statistically significant
Null hypothesis

- $H_0$ — Null hypothesis: there is no significant difference or relationship
- $H_1$ — Alternative hypothesis: there is a significant difference or relationship
- E.g.
  - $H_0$ tennis and golf participation levels are the same
  - $H_1$ tennis and golf participation levels are significantly different
<table>
<thead>
<tr>
<th>Task</th>
<th>Format of data</th>
<th>No. of variables</th>
<th>Types of variable</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship between two variables</td>
<td>Cross tabulation of frequencies</td>
<td>2</td>
<td>Nominal</td>
<td>Chi-square</td>
</tr>
<tr>
<td>Difference between two means - paired</td>
<td>Means: for a whole sample</td>
<td>2</td>
<td>Two scale/ordinal</td>
<td>t-test - paired</td>
</tr>
<tr>
<td>Difference between two means – independent samples</td>
<td>Means: for 2 sub-groups</td>
<td>2</td>
<td>1. scale/ordinal (means)</td>
<td>t-test – independent samples</td>
</tr>
</tbody>
</table>

Statistical tests
<table>
<thead>
<tr>
<th>Task</th>
<th>Format of data</th>
<th>No. of variables</th>
<th>Types of variable</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship between two variables</td>
<td>Means - for 3+sub-groups</td>
<td>2</td>
<td>1. scale/ordinal (means) 2. nominal (3+ groups)</td>
<td>One-way analysis of variance</td>
</tr>
<tr>
<td>Relationship between three or more variables</td>
<td>Means: cross tabulated</td>
<td>3+</td>
<td>1. scale/ordinal (means) 2. Two or more nominal</td>
<td>Factorial analysis of variance</td>
</tr>
<tr>
<td>Task</td>
<td>Format of data</td>
<td>No. of variables</td>
<td>Types of variable</td>
<td>Test</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-------------------------</td>
<td>-----------------</td>
<td>----------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Relationship between two variables</td>
<td>Individual measures</td>
<td>2</td>
<td>Two scale/ordinal</td>
<td>Correlation</td>
</tr>
<tr>
<td>Linear relationship between two variables</td>
<td>Individual measures</td>
<td>2</td>
<td>Two scale/ordinal</td>
<td>Linear regression</td>
</tr>
<tr>
<td>Linear relationship between 3 or more variables</td>
<td>Individual measures</td>
<td>3+</td>
<td>Three or more scale/ordinal</td>
<td>Multiple regression</td>
</tr>
<tr>
<td>Relationships between large numbers of variables</td>
<td>Individual measures</td>
<td>Many</td>
<td>Large numbers of scale/ordinal</td>
<td>Factor analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cluster analysis</td>
</tr>
</tbody>
</table>
UNIT 6.
COMMUNICATING RESULTS

Contents

• Written research reports
  – Getting started
  – Report components
  – Main body of the report – technical aspects
  – Main body of the report – structure and content

• Oral presentations
  – Use of PowerPoint-type software
Written research reports: types

- Types
  - Management/planning project report
  - Academic article
  - Thesis

- Distinguished by:
  - Authors
  - Content
  - Brief
  - Quality assurance
  - Readership
  - Published status
  - Length
  - Emphasis
Getting started

• It is never too early to start writing!
• Many parts of a report can be written early in the research process
• Good writing does not come naturally. It requires hard work.
Report components

• Cover
• Title page
• Contents page(s)
• Summary
• Acknowledgements
• Main body of report
• Appendices

Interuniversity Style Guide ....English Texts
Main body of the report: technical aspects

- Section numbering
- Page numbering
- Headers/footers
- Heading hierarchy
- Typing layout/spacing
- Tables and graphics
- Referencing
- Which person?
  - Personal: ‘I/we conducted a survey’ or
  - Impersonal ‘A survey has been conducted’

Pay attention to specific rules!
Tables/graphics

• All should have:
  – Numbers, titles
  – Date of data
  – Geographical area
  – Nature of sample (e.g. age-range)
  – Sample size
  – Units of measurement
  – Source, unless related to the main study empirical work

• Role of tables/graphics: presenting facts
• Role of text: comment, highlight key features, summarise
Structure of academic articles

- Introduction/justification for the research/nature of the problem/issue
- Review of the literature
- Specific outline of the problem/issue/hypotheses
- Methods
- Results
- Conclusions
- References
Methods

• In empirical research: ‘methods’ indicate:
  – Size of the sample achieved
  – Response rates and consequences
  – Sample characteristics and its representativeness of the population
  – Measures taken to correct any sample bias
Audiences and style

- Popular
- Decision-makers
- Experts: professional or academic
Report functions

- Report as a record
  - Information for current and future reference
  - Use appendices if necessary
- Report as a narrative
  - Telling a story, developing an argument
Oral presentation

• An audio-visual presentation is not the same as a written report
• It must be designed in its own right – taking into account how much time is available. It typically involves being selective
• Practice to get the timing right
Presentation software (power point, prezi...)

- Do not stand in front of the screen!
- Do not overcrowd individual slides
- Check readability on a full-size screen
- Use graphics where possible
- Be careful about using coloured text/ backgrounds
- Use ‘animation’ in an appropriate way

Some useful links

- European Commission and Tourism
- European Travel Commission
- INE. Hotel Industry and Tourism
- Internet for travel and tourism (tutorial)
- My blog on tourism & society
- United Nations World Tourism Organisation
- World Travel and Tourism Council


**THIS MATERIAL IS MAINLY BASED ON:**
