

## **A Study on Information Served by Sport Tourism Staff (Caddies) to the Golfers for Developing Instruction Package**

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### **ABSTRACT**

The present study is part of the research “Japanese instruction package for developing sport tourism staff (caddies)” and is aimed at studying the information that Sport Tourism Staff (Caddies) need to serve golfers. At Dongpookerd Golf Course, Phitsanulok, the working population includes 200 caddies and 11 executives of the golf course. The sample for this study was 132 caddies chosen by systematic random sampling. The sample size was calculated based on Yamane Taro’s (1960) work. The tools of this research were two checklist questionnaires for studying the needs and expectations of executives to caddies and for studying the information that sport tourism staff (caddies) need to provide assistance to golfers. The results showed that the first three levels of qualification and situation expected by the executives were 1) service mind ( $\bar{x} = 4.73$ ), 2) golf course rules ( $\bar{x} = 4.64$ ), and 3) knowledge and perception of responsibility and duty (4.64). In addition, the results also showed that the information that caddies needed most to provide assistance to golfers was about the golf course: field condition, out of bounds, relief area without penalty, water hazard, bunker and tree (3.90). Next was information about course fee and service fee ( $\bar{x} = 3.71$ ) and the third was information about golf rules, etiquette and directions in which the golfers hit the balls ( $\bar{x} = 3.67$ ).

*Keywords:* Information, sport tourism staff, caddies

### **INTRODUCTION**

The needs analysis process is the first step in constructing instructional media that can

be used to solve learning problems. The most famous instructional medium is the instructional package. A lot of instructional package research and development in Thailand lacks needs analysis aimed at target groups. Only behavioural objectives are set up and become the core of content. Naksawat (2012), who pointed out this

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lack, constructed an instructional package on “Communicative French for Tourism by Video” for hotel receptionists in Phitsanulok Province, Thailand. The results of efficiency were 92.53/84.83 and there were significant differences between the pre-test and post-test at a significant level of 01. The package developing process is shown as follows:

- 1) Study previous research about construction of the instructional package.
- 2) Study the French language syllabus of Rajabhat Pibulsongkram University and other French language textbooks.
- 3) Put down the structure of the instructional package.
- 4) Design the concept and behavioural objective of the instructional package.
- 5) Develop the instructional package.
- 6) Submit the draft of the instructional packages to a French native speaker and
- 7) Improve the draft and try it out based on the 80/80 standard.

Although this research targetted hotel receptionists who are post-experiencers of Language for Specific Purposes (LSP), a needs analysis of the receptionists was not carried out. According to Robinson (1991), post-experiencers are defined as learners who have a career in their field of choice. In this case, the Language for Specific Purposes (LSP) course focussed on the specific language needs that would help them to cope with the communicative demands they faced in their work.

Basturkman and Elder (2004, p. 672) defined “Language for Specific Purposes (LSP)” as language learning and teaching

that is based on the communicative needs of the speaker in the work place and in his or her career. LSP covers three basic demands in language learning:

1. Matching language with learners’ specific purposes
2. Applying formal language in the classroom to real-life situations such as at the work place
3. Understanding that the needs of learners affect learning outcomes

There are two main processes in LSP. One is needs analysis and the other is description of language use. LSP divides courses into the pre-experience course and the post-experience course (Robinson, 1991). The pre-experience course is for the learner who would like to work in an expectative career while the post-experience course is for the learner who already has a career in his or her chosen field.

Golf has become a fast growing tourism business in Thailand that attracts a lot of golfers from overseas. One of the major group of people who visit Thailand for golfing are the Japanese; therefore, preparing sport tourism staff to serve this specific group of golfers efficiently is necessary. There have been attempts to develop staff training courses focussing on this area. As mentioned above, the LSP process requires needs analysis of post-experiencers as a key process in the construction of the instructional package for developing sport tourism staff (caddies). In order to do so, it is important to find out what executives hoped their staff would be

able to do or tell golfers. Furthermore, it was necessary to find out what information caddies needed to convey to golfers. This research implemented a needs analysis of caddies as well as expectations of the golf course executives in terms of staff qualifications and information served by caddies to develop the content of the instructional package. The objective of this study was to study the information served by sport tourism staff (caddies) to golfers as well as the qualifications expected of caddies.

## MATERIALS AND METHODS

The instruments of the study were two questionnaires: a questionnaire used to investigate executives' needs and expectation of caddies and a questionnaire used to study the information that sport tourism staff (caddies) need to provide

to golfers. The research used a sample of caddies from Dongpookerd golf course in Phitsanulok province, which has 200 caddies and 11 golf course executives. The research sample involved 132 caddies; the figure was calculated based on Yamane Taro's (1967) work and the caddies were chosen by systematic random sampling. After the questionnaires were administered anonymously, the structure and content for a Japanese instructional package were designed based on data collected from the questionnaires.

## RESULTS AND DISCUSSION

The information that sport tourism staff need to provide to golfers and needs and expectations of executives to caddies were the focus of this study. The results of the study are shown in Table 1 and Table 2.

TABLE 1  
Mean of Needs and Expectations of Caddies Perceived by Executives

Qualification and situation	$\bar{x}$	SD
1. a service mind	4.73	0.47
2. golf course rules	4.64	0.50
3. knowledge and perception of responsibility and duty	4.64	0.50
4. understanding rules and protocol concerning golf as a sport	4.55	0.52
5. accuracy of counting and writing down scores	4.55	0.52
6. knowledge of golf equipment and how to use it	4.45	0.52
7. ability to tell the dangers related to golf as a sport	4.18	0.40
8. knowledge of nature of body and kinesiology	3.27	0.65
9. skills of golfing	3.27	0.65

Table 1 shows that executives had high expectations of caddies in the area of possessing a service mind ( $\bar{x} = 4.73$ ) and golf course rules and knowledge and perception of responsibility and duty ( $\bar{x} = 4.64$ ).

TABLE 2  
Mean of Information that Caddies need to give to the Golfer

Information	$\bar{x}$	SD
1. golf course; ground condition, out of bounds, relief area without penalty, water hazard, bunker, trees	3.90	0.92
2. course fee and service fee	3.71	0.98
3. rules and etiquette surrounding golf as a sport	3.67	0.70
4. direction of a golf ball	3.67	0.97
5. course and caddy reservation	3.64	0.87
6. introducing golf equipment; golf club number	3.58	0.94
7. offering food and beverage	3.47	1.22

Table 2 shows the perceptions of caddies of the information they need to give to golfers. The highest score was for golf course; ground condition, out of bounds, relief area without penalty, water hazard, bunker, trees.

The two tables above present the differences between what executives and caddies see as being important regarding how they can provide good service to Japanese golfers. The differences are probably based on their prior experience, duties and responsibilities. The executives, as personnel who took care of the business, would tend to pay more attention on the calibre of the caddies as staff who provide service to golfers and who are representatives of the golf courses. The caddies, on the other hand, pay more attention on the information at hand that they would need to provide to golfers on the golf courses. The information mentioned came with the need of language for specific

purposes. In this case, it would have to be the Japanese language in order to provide specific information about golf and golf courses to Japanese golfers. This would lead to the need for a Japanese course for tourism sport staff (caddies).

In order to develop a Japanese instructional package, this information from the results presented was taken into account and was used to plan the content of a Japanese instructional package as presented in Table 3.

TABLE 3  
Contents of Japanese Instructional Package

Contents
1. Greeting and introducing oneself
2. Giving golf course information
3. Rules and protocol
4. Direction of a golf ball and wind
5. Par, distance and green-line
6. Golf equipment
7. Telling score and service fee

Table 3 shows the possible seven lessons of the instructional package. The content of the instructional package should be written based on items in both questionnaires and with respect to the results shown in Table 1 and Table 2.

The content included in the instructional package should be taken from the analysis of the needs of caddies and executives as shown in Tables 1 and 2. Each dialogue and vocabulary item in each lesson of the instructional package should be related to the situation collected by the process of needs analysis on LSP.

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