

## CHAPTER 5

### CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

##### **The Current Status of Hospitality/Tourism Education in Thailand in 2003-2006**

The total number of universities (including Public Universities, Private Universities and Rajabhat Universities) offering hospitality/tourism program in 2003 is 65 or 84.41 per cent and will increase to 69 within the year 2006. The total number of Rajamangala Institute of Technology offering hospitality/tourism in 2003 is 11 or 14.29 per cent and will increase to 14 within the year 2006. The total number of Private Educational Institute/College offering hospitality/tourism in 2003 is only one or 1.30 per cent and will increase to 5 within the year 2006. Therefore total numbers of universities/institutes/colleges offering hospitality/tourism in 2003 were 77 and will increase to 88 within the year 2006.

The 77 universities/institutes/colleges offering hospitality/tourism program in 2003, 11 universities/institutes/colleges located in the North, 2 universities/institutes/colleges located in the East, 10 universities/institutes/colleges located in the Northeast, 2 universities/institutes/colleges located in the Northwest, 46 universities/institutes/colleges located in the Central, and 6 universities / institutes / colleges located in the South.

In 2003, there were 97 hospitality/tourism programs offered in Thailand. Fields of studies were classified into six main majors, which are Hospitality, Tourism, Hospitality and Tourism, Hospitality/Tourism Management, Service Industries and Tourism Industries, and four main degrees offering, which are Bachelor of Art, Bachelor of Business Administration, Master of Art and Master of Business Administration.

The degree offered by those institutes were:  
Bachelor of Art (B.A.) in Hospitality (3) or 3.09 per cent, Tourism (12) or 12.37 per cent, Hospitality and Tourism (3) or 3.09 per cent, Hospitality/Tourism Management

(12) or 12.37 per cent, Service Industries (1) or 1.03 per cent, Tourism Industries (34) or 35.05 per cent, Tourism Development (1) or 1.03 per cent, and Food Business (1) or 1.03 per cent. Therefore, total B.A. in hospitality/tourism programs are 67 or 69.07 per cent.

- Bachelor of Business Administration (B.B.A.) in Tourism (3) or 3.09 per cent, Hospitality and Tourism (2) or 2.06 per cent, Hospitality/Tourism Management (14) or 14.43 per cent, and Service Industries (2) or 2.06 per cent. Therefore, total B.B.A. in hospitality/tourism programs are 21 or 21.65 per cent.
- Master of Art (M.A.) in Hospitality/Tourism Management (3) or 3.09 per cent, and Planning of Tourism Environmental Reservation (1) or 1.03 per cent. Therefore, total M.A. in hospitality/tourism programs are 4 or 4.12 per cent.
- Master of Business Administration (M.B.A.) in Hospitality/Tourism Management (2) or 2.06 per cent.
- Others degree in hospitality/tourism are Bachelor of Art and Bachelor of Science (B.A. & B.Sc.) in Hospitality & Tourism (1), Ph.D. in Cultural Heritage Management (1), and Ph.D. in Cultural Tourism Management (1). Therefore, total others degrees in hospitality/tourism programs are 3 or 3.09 per cent.

There were 77 bachelor degrees programs in hospitality/tourism offered by universities/institutes/colleges in 2003 and will increase to 88 programs within 2006. There were 6 master degree programs in hospitality/tourism offered by universities/institutes/colleges in 2003 and will increase to 8 programs within 2006. There are two public universities offered Ph.D. in Hospitality and Tourism field of study; Sipakorn University, offered Ph.D. in Cultural Heritage Management and Chulalongkorn University offered Ph.D. in Cultural Tourism Management. Most of International and English programs are offered by private university (7), public university (4), Rajabhat University (1) (Thai-English program offered by Phuket Rajabhat University), and Rajamangala Institute of Technology (2) (Pranakorn Si Ayutthaya Wasukri Campus, and Borpitpimuk Chukrawad Campus).

The numbers of student inputs and outputs, the yearly inputs students in 2003 were 6,279; the yearly outputs students were 4,155. Therefore graduation percentage

is 66.17 per cent. Proportion of male to female student is 0.24 to 0.76. Total number of student in hospitality/tourism graduation until the year 2003 was up to 23,117.

The number of teaching staffs in hospitality/tourism without hospitality/tourism qualification was 171, which include number of teaching staffs in universities (84), Rajabhat University (49) and institutes/college (38). The total number of male teaching staffs is 60, which include number of teaching staffs in universities (33), Rajabhat University (16) and institutes/college (11). The total number of female teaching staffs is 111, which include number of teaching staffs in universities (51), Rajabhat University (33) and institutes/college (27). Proportion of male to female teaching staff is 0.35 to 0.65.

The number of teaching staffs with hospitality/tourism qualifications was 225, which include number of teaching staffs in universities (109), Rajabhat University (88) and institutes/college (28). The total number of male teaching staffs is 68, which include number of teaching staffs in universities (41), Rajabhat University (18) and institutes/college (9). The total number of female teaching staffs is 157, which include number of teaching staffs in universities (68), Rajabhat University (70) and institutes/college (19). Proportion of male to female teaching staff is 0.30 to 0.70.

Therefore, total number of teaching staffs was 396 (number of teaching staffs both with and without hospitality/tourism qualifications).

The number of teaching staff qualifications in terms of academic backgrounds in 2003, 72 with bachelor degrees, 289 with master, and 35 with doctorate degrees. The academic ranks of teaching staffs for hospitality/tourism programs, lecturer (340), assistant professor (36), associate professor (17), and professor (3).

There were 204 research projects completed in 2003, universities (56) and institutes/college (148).

The problems and constraints running in that were suggested by the hospitality/tourism instructors of each institute: insufficiency of financial support from the government (35.76%), shortage of qualified and experienced teaching staffs (22.52%), low quality of students (15.23%), improper curriculums (9.93%), high investment for this program (8.61%), gab between training/education institution's training capacity and industry's actual needs (5.30%), and shortage of oversea staffs (2.65%).

## 5.2 Discussions

### 5.2.1 Comparison between 1999 Study and 2003 Study

From the finding in 2003 and Chaisawat's study in 1999 Baccalaureate and Graduate Degrees in Tourism and Hospitality Studies in Thailand: The Comparative Studies Between 1996 and 1999, we can found some implications as follows:

Table 5.2.1.1 shows that the last 4 years the number of universities/institutes those offered hospitality and tourism programs increased from 51 in 1999 to 77 (+50.98%) in 2003. 11 universities/institutes are being planned to offer the program during 2004 to 2006. Number of public university increased from 11 in 1999 to 15 in 2003 (+36.36%), private university increased from 15 to 17 (+13.33%), institute/college increased from 25 to 45 (+80.00%) (Including Rajabhat University).

**Table 5.2.1.1 Number of Universities/Institutes Offering Hospitality/Tourism Programs in 1999 and 2003**

Types of University/Institute	1999	2003	Percent Change
Public University	11	15	+36.36
Private University	15	17	+13.33
Institutes/College*	25	45	+80.00
<b>Total</b>	<b>51</b>	<b>77</b>	<b>+50.98</b>

*\*Including Rajabhat University*

Table 5.2.1.2 shows degrees offered by those universities/institutes were in Bachelor of Art (B.A.) increased to 67 in 2003 from 39 in 1999 (+71.79%). B.A. in Hospitality increased to 3 in 2003 from 1 in 1999, B.A. in Tourism increased to 12 in 2003 from 1 in 1999, B.A. in Hospitality and Tourism increased to 3 in 2003 from 2 in 1999, B.A. in Hospitality/Tourism Management decreased to 12 in 2003 from 16 in 1999, B.A. in Tourism Industries increased to 34 in 2003 from 19 in 1999. There

were new majors being offered in this period. There are B.A. in Service Industries, B.A. Tourism Development and B.A. in Food Business.

**Table 5.2.1.2 Hospitality/Tourism Degree Offering by Universities/Institutes in 1999 and 2003**

Majors of Studies/Degrees	1999		2003				
	B.A.	B.B.A.	B.A.	B.B.A.	M.A.	M.B.A.	Others
Hospitality	1	0	3	1	0	0	0
Tourism	1	0	12	3	0	0	0
Hospitality & Tourism	2	0	3	2	0	0	1
Hospitality/Tourism Management	16	13	12	13	3	2	0
Service Industries	0	0	1	2	0	0	0
Tourism Industries	19	0	34	0	0	0	0
Others	0	0	2	0	1	0	2
<b>Total</b>	<b>39</b>	<b>13</b>	<b>67</b>	<b>21</b>	<b>4</b>	<b>2</b>	<b>3</b>
<b>Percent Change</b>			<b>+71.79</b>	<b>+61.54</b>	-	-	-

As well as Bachelor degree of Business Administration were increased to 21 in 2003 from 13 in 1999 (+61.54%). There were new majors being offered in this period. There are 1 B.B.A. in Hospitality, 3 B.B.A. in Tourism, 2 B.B.A. in Hospitality and Tourism, and 2 B.B.A. in Service Industries. Hospitality/Tourism Management remained to same level at 13.

There were 4 new majors offered Master of Art (M.A.), 2 new majors offered Master of Business Administration (M.B.A.), and others two new majors were 1 Ph.D. in Cultural Heritage Management, 1 Ph.D. in Cultural Tourism Management and 1 B.A. & B.Sc. in Hospitality & Tourism.

Table 5.2.1.3 shows characteristics of hospitality and tourism degrees offered by universities/institutes, Advance Certificate increased to 14 in 2003, Graduate degree increased to 1, Bachelor degree increase from 50 in 1999 to 89 in 2003

(+78.00%), Master degree increased from 1 to 6 (+500.00% over 4 years), and two new Doctorate degree. International and English programs were increased from 6 to 14 over last 4 years (+133.33%), as well as Thai program were increased from 47 to 65 (+34.04%).

**Table 5.2.1.3 Other Characteristics of Hospitality/Tourism Degrees Offering by Universities/Institutes in 1999 and 2003**

<b>Certificate</b>	<b>1999</b>	<b>2003</b>	<b>Percent Change</b>
Advance Certificate	0	14	-
Graduate Certificate	0	1	-
Bachelor Degree Certificate	50	89	+78.00
Master Degree Certificate	1	6	+500.00
Doctorate Degree Certificate	0	2	-
Thai Program	47	65	+38.30
International/English Program	6	14	+133.33

In terms of students input and outputs, as shown in Table 5.2.1.4, the yearly inputs increased from 5,136 students in 1999 to 6,279 students in 2003 (+22.25%) over last 4 years. The yearly outputs from program increased from 2,485 students in 1999 to 4,155 students in 2003 (+67.20%) over last 4 years. The total numbers of graduated students from hospitality and tourism programs up to 2003 were 23,117 students (+46.98%) over last 4 years. The proportion of male to female students was 0.24 to 0.76 in 2003, changed from 0.28 to 0.72 in 1999. It means that number of female students increased more than male students.

**Table 5.2.1.4 Student figures of Hospitality/Tourism Degrees Offering by Universities/Institutes in 1999 and 2003**

<b>Characteristics</b>	<b>1999</b>	<b>2003</b>	<b>Percent Change</b>
Number of yearly entrants	5,136	6,279	+22.25
Proportion of male to female student	0.28/0.72	0.24/0.76	-
Number of yearly graduation	2,485	4,155	+67.20
Total number of graduation up to	15,728	23,117	+46.98

In terms of teaching staff for the hospitality and tourism programs, as shown in Table 5.2.1.5, the total staff increased from 429 in 1999 to 440 in 2003 (+2.56%). The number of staffs who were educated in hospitality and tourism disciplines increased from 204 in 1999 to 250 in 2003 (+22.55%). The proportion of male to female staff was 0.32 to 0.68 in overall staffs and 0.30 to 0.70 in hospitality and tourism staff.

Table 5.2.1.5 (Con't) shows teaching staff qualification in terms of proportion of academic backgrounds and academic ranks as well as monthly remuneration and academic work in these two periods. The overall figures showed that more qualified teaching staff with master and doctorate degrees increased significantly in 2003 when compared to 1999. In overall, teaching staffs with master degree increased from 262 in 1999 to 321 in 2003 (+22.52%), teaching staffs with doctorate degree increased from 22 in 1999 to 39 in 2003 (+77.27%). The proportion of degree in overall was 1: 8.2 : 2.1 : 0. In terms of academic ranks, the major teaching staffs were in junior staff with lecturer position, up to 85.91%. More research had been done or was in progress during these two periods. The average salary was increased at 24.53% or 6.10% annually. The overall staff/student ratio increased from 1:46.62 in 1999 to 1:56.82 during 2000-2003. In terms of teaching staff with hospitality and tourism qualification the ratio still increased from 1:98.04 to 1:100 at the same period. The ratio implied that the workload of teaching staff was not up to generally accepted level at 1:20.

**Table 5.2.1.5 Teaching Staff for Hospitality/Tourism Programs in Universities/Institutes in 1999 and 2003**

Characteristics/Year	Universities			Institutes/Colleges**			Total		
	1999	2003*	%Change	1999	2003*	%Change	1999	2003*	%Change
<b>Number of total teaching staff</b>									
Male	95	82	-13.68	50	60	+20.00	145	142	-2.07
Female	154	133	-13.64	130	165	+26.92	284	298	+4.93
Total	249	215	-13.65	180	225	+25.00	429	440	+2.56
Proportion of male to female staff	0.38/0.62	0.38/0.62	-	0.28/0.72	0.27/0.73	-	0.34/0.66	0.32/0.68	-
<b>Number of staff with Hosp. &amp; Tour. Qualifications</b>									
Male	50	45	-10.00	22	30	+36.36	72	75	+4.17
Female	78	76	-2.56	54	99	+83.33	132	175	+32.57
Total	128	121	-5.47	76	129	+69.74	204	250	+22.55
Proportion of male to female staff	0.39/0.61	0.37/0.63	10-	0.29/0.71	0.23/0.77	-	0.35/0.65	0.30/0.70	-

*\*All numbers by the year 2003 are revised based on 70 universities*

*\*\*Including Rajabhat Universities*



**Table 5.2.1.5' (Continued) Teaching Staff for Hospitality/Tourism Programs in Universities/Institutes in 1999 and 2003**

Characteristics/Year	Universities			Institutes/Colleges**			Total		
	1999	2003*	%Change	1999	2003*	%Change	1999	2003*	%Change
<b>Degree Achievement</b>									
Under Bachelor Degree	3	0	-	0	0	-	3	0	-
Bachelor Degree	77	42	-45.45	73	38	-47.95	150	80	-46.67
Master Degree	155	151	-2.59	107	170	+58.88	262	321	+22.52
Doctorate Degree	14	21	+50.00	8	18	+125.00	22	39	+77.27
Degree Ratio : Ph.D.:M.:B.:B.-	1:11.1:5.5:0.2	1:7.2:2:0	-	1:13.4:9.1:0	1:9.4:2.1:0	-	1:11.9:6.8:0.14	1:8.2:2.1:0	-
<b>Academic Rank</b>									
Lecturer	230	182	-20.87	139	196	+41.00	369	378	+2.44
Assistant Professor	7	13	+85.71	34	27	-20.59	41	40	-2.44
Associate Professor	10	17	+70.00	4	2	-50.00	14	19	+35.71
Professor	0	2	-	0	1	-	0	3	-
<b>Salary</b>									
Average Salary	15,958	24,654	+54.49	13,707	12,288	-10.35	14,833	18,471	+24.53

Maximum Salary	26,090	27,114	+3.92	23,660	20,089	-15.09	24,875	23,602	-5.12
Minimum Salary	10,806	12,162	+12.55	7,428	9,315	+25.40	9,117	10,739	+17.79
Characteristics/Year	Universities			Institutes/Colleges**			Total		
	1999	2003*	%Change	1999	2003*	%Change	1999	2003*	%Change
<b>Research</b>									
Research-completed	12	68	+466.67	14	264	+1785.71	26	332	+1176.92
<b>Number of Student VS Staffs (both universities and institutes)</b>									
Estimated 4 yrs. students	20,000	25,000	-	-	-	-	-	-	-
Total number of staffs	429	440	-	-	-	-	-	-	-
Number of staffs (h&t)	204	250	-	-	-	-	-	-	-
Student/Staff Ratio	46.62	56.82	-	-	-	-	-	-	-
Student/Staff (h&t) ratio	98.04	100.00	-	-	-	-	-	-	-

*\*All numbers by the year 2003 are revised based on 70 universities*

*\*\*Including Rajabhat Universities*

Table 5.2.1.6 suggested that, there were more supported the unsolved problems and constraints in running hospitality and tourism programs in universities/institute. The issues were as following: insufficiency of financial support from the government at 35.76% as opposed to 8.33% in 1999, shortage of qualified and experienced teaching staffs at 22.52% as opposed to 48.33% in 1999, low quality of students at 15.23% as opposed to 15.00% in 1999, high investment for this program at 8.61% as opposed to 15.00% in 1999, shortage of oversea staffs at 2.65% as opposed to 1.67% in 1999, improper curriculums and gab between training/education institutions' training capacity and industry's actual needs were the new issue emerged from this study showed at 5.30% and 9.93% respectively.

**Table 5.2.1.6 Problems and Constraints Running in Hospitality/Tourism Programs in Universities/Institute in 1999 and 2003**

<b>Issues</b>	<b>1999</b>	<b>Percent</b>	<b>2003</b>	<b>Percent</b>
1. Shortage of qualified and experienced teaching staffs	29	48.33	34	22.52
2. Shortage of oversea staffs	1	1.67	4	2.65
3. Insufficiency of financial support from the government	9	8.33	54	35.76
4. Low quality of students	9	15.00	23	15.23
5. High investment for this program	1	15.00	13	8.61
6. Gab between training/education institutions' training capacity and industry's actual needs.	-	-	8	5.30
7. Improper curriculums	-	-	15	9.93
8. Negative attitude of the students/parents to the industry	1	8.33	-	-
9. Insufficient practical training place for students	5	1.67	-	-
10. Lack of textbooks in this are of study	5	1.67	-	-
<b>Total</b>	<b>60</b>	<b>100.00</b>	<b>151</b>	<b>100.00</b>

## **5.2.2 Existing Work Force: Manpower Demand and Supply in Hospitality and Tourism Industries**

Table 5.2.2.1 shows number of existing work force in hospitality and tourism in Thailand in between 2001 and 2003. The table shows overall number of work force was increased from 182,984 in 2002 to 192,149 in 2003 (+5.00%), and will increase to 196,061 in 2004 and after that the figure continue to increase to 202,036 in 2005, 208,399 in 2006, 215,123 in 2007, 222,430 in 2008, and 229,693 in 2009 respectively, as shown in Table 5.2.2.2. The levels of education required by hospitality industry in 2003 were 73.57 per cent in low level, 15.66 per cent in middle level, and 10.77 per cent in high level. The requirement of tourism industry for the levels of education were more in low level at 48.29 per cent, middle level at 13.71 per cent and high level at 38.00 per cent (see appendix2). However, the information from appendix 9 also suggested that manpower demand in high-level education both in hospitality and tourism still keep increasing from 2004 to 2008.

**Table 5.2.2.1 Work Force in Hospitality and Tourism in Thailand  
between 2001 and 2003 (Categorized by Level of Education)**

Characteristics	Number of Work Force		
	2001	2002	2003
<b>Hospitality Industries</b>			
Below High School	78,440	30,988	34,018
High School	32,145	12,573	14,339
<b>Certificate</b>	15,134	16,947	16,206
Diploma	14,590	18,693	20,404
Bachelor	21,151	78,712	78,155
Above Bachelor	528	525	591
<b>Total</b>	<b>161,998</b>	<b>158,439</b>	<b>163,712</b>
<b>Tourism Industries</b>			
Below High School	9,776	9,667	9,451
High School	5,216	4,130	4,281
<b>Certificate</b>	1,081	1,112	3,130
Diploma	2,356	1,598	769
Bachelor	7,029	7,945	10,373
Above Bachelor	412	93	432
<b>Total</b>	<b>25,870</b>	<b>24,545</b>	<b>28,437</b>

*(Source: Thailand Development Research Institute (TDRI))*

**Table 5.2.2.2 Forecast Work Force in Hospitality and Tourism in Thailand between 2004 and 2009 (Categorized by Level of Education)**

Characteristics	Forecast of Increasing Number of Work Force					
	2004	2005	2006	2007	2008	2009
<b>Hospitality Industries</b>						
Middle Level Education	2,471	1,978	2,063	2,153	2,375	2,354
High Level Education	2,906	3,491	3,638	3,898	4,180	4,163
<b>Tourism Industries</b>						
Middle Level Education	(233)	173	190	179	208	206
High Level Education	(1,232)	334	472	494	544	540
<b>Total</b>						
Middle Level Education	2,238	2,151	2,253	2,332	2,583	2,560
High Level Education	1,674	3,824	4,110	4,392	4,724	4,703

*(Source: Thailand Development Research Institute (TDRI))*

*\*Low Level Education = Below High School and High School*

*\*Middle Level Education = Certificate And Diploma*

*\*High Level Education = Bachelor and Above*

From the Tourism Authority of Thailand analysis and the study of Thai Competitive Advantage Development suggested that actual manpower need in hospitality and tourism industries in terms of quantity are enough for the demand, as shown in appendix 3. From the study, number student outputs in high education level (bachelor degree and above) in 2003 were 4,155 students (the number is based on 63 universities/institutes). It is estimated that the student outputs from 78 universities should be about 5,144 students. Demand of manpower in hospitality and tourism in practical level were 5,286, and middle-high managerial level 175. *Therefore, the existing universities and institutions offering hospitality and tourism program, in the year 2003, can produce graduates, in terms of quantity to meet manpower needs of the country.*

However, there were some problems in terms of quality of student outputs. The result from ‘The In-depth study of the labor force situation among middle- and high-level personnel within the tourism industry in order to increase productivity and capability of the national competitiveness’ (National Economic and Social Development Board (NESDB)) surveys suggested that the current hospitality and tourism curriculums are emphasized mostly on course syllabus but not provided enough practical training periods for the students. The current curriculum provided very few proportion practical period when compared to studying period, which are only 3 per cent in public universities, and 11 per cent in private universities. From this study we found that improper curriculums in hospitality and tourism programs in 2003 was one of the major problems, 9.93 per cent of total seven problems, as mentioned earlier. From the entrepreneurs’ point of views, most of the current students’ outputs were lack of experience resulting in insufficient of overall working competency and were unable to solve problems during working. However, gap between training/education institutions’ training capacity and industry's actual needs were 5.30 per cent, it means that there is not enough practical training capacity for hospitality/tourism students during their studies.

Shortages of students with language and communication skill are another problems occurring in hospitality/tourism student. ‘The In-depth study of the labor force situation among middle- and high-level personnel within the tourism industry in order to increase productivity and capability of the national competitiveness’

(National Economic and Social Development Board (NESDB)) research also suggested that in hospitality and tourism industries really need manpower with foreign language and communication skills, 59.80 per cent in hospitality industries and 81.80 per cent in tourism industries, secondly, it was the need for manpower with hospitality and tourism training work shop, 34.90 per cent in hospitality industries and 56.90 per cent in tourism industries, lastly, it was the need for manpower with hospitality and tourism certificate, 28.60 per cent in hospitality industries and 56.10 per cent in tourism industries (see appendix 4). Most of those students had low English based knowledge and low foreign language based knowledge since their high schools. And most of programs offered in hospitality/tourism in Thailand in 2003 were Thai program (85.57%). Only 14 programs in hospitality and tourism out of 97 programs offered in International/English. Therefore, student outputs with foreign language and communication skills in each year are around 600 students (14.43 per cent to total student outputs), which was very low when compared to Thai program student outputs (around 3,356 students).

From the university/institute instructors' points of views from the surveying found that most of student outputs are lacking of computer and ICT skill (Information, Communication and Technology skills). It also found that most of currently computers and ICTs supply in some universities/institutes are out of date. This is because of insufficiency of financial support from the government in terms of investment in computer lab and IT and lacking of new technology innovation. Most of software using in hospitality and tourism are high technology and go very fast therefore, the manpower working in this areas need to be regularly emulate. The software using in this areas are such as Abacus, Amadeus program using worldwide by tour operation and Fidelio Program is using worldwide in hotel reservation system. Most of universities/institutes do not provide those courses; students have to take extra course with extra money. In order to develop students with computer and ICT knowledge based effectively, not only investing in new technology computer and ICT stuffs, but also investing in training teaching staffs in how to use those programs and also need to invest in textbooks and documents to support student knowledge. Training for teaching staffs should be keep regularly in order to update new knowledge, which nowadays is rapidly grown.



Some universities/institutes don't have any food and beverage labs, which is very important to hospitality students to practicing. Most universities/institutes have those labs but not enough to the number of students and haven't got efficiency equipments and materials. This may cause of low students quality to supply in these industries. However, food and beverage labs, and equipments and materials in this program are very high cost to invest, caused of 8.61 per cent of overall problems and constrains.

In 2003 as shown in table 4.2.4, indicated that only 23 universities/institutes out of 96 universities offered hospitality and tourism programs in business administration fields, 23.96 per cent. Thai Research Fund research finding shows the opinions from the experienced supervisors in the hospitality and tourism industry that most of student outputs in this area are lack of knowledge in management skill especially in marketing skill, financial skill, economics skill, and accounting skill. However, this study showed that most of universities/institutes are shortage of teaching staffs with business administration knowledge and also found that most of currently teaching staffs in this field are lack of experience.

When comparing the above problems and constrains running in hospitality and tourism programs with the core competencies that the entrepreneurs and universities/institute's instructors in hospitality and tourism industries actual needed, we found that most of core competencies are not really meet what they wanted. The core competencies demand by the entrepreneurs, for example; management skill, language and communication skill, computer and ICT skill, hospitality and tour operational skill, etc. all are related to problems which mentioning in chapter 4. *Therefore, the existing universities and institutions offering hospitality and tourism program, in the year 2003, can not produce qualified graduates, in terms of quality, to meet manpower needs of the country.*

In summary,

The finding of this study related to the number of universities and institutes offering hospitality and tourism programs in Thailand in 2003 and being planned to the year 2006, were increased as compared to Chaisawat's studied (1999), indicated in

appendix 2, 3 and 4. At the same time during this four years (1999-2003) number of student inputs were increased, +22.25 per cent, number of student outputs are also increased, +67.20 per cent, as indicated in appendix 5, as well as the number of research project cover also increased (see appendix 6). Therefore, in terms of quantity, numbers of student outputs are enough to satisfy the actual need of the industry, as mention above.

However, the very important issues are related directly to the quality of graduates, and the problems and constraints in running the hospitality and tourism education, still exist. Most of problems and constraints in running hospitality and tourism education are related directly to the quality of graduation. The problems and constrains are referred to number and quality of qualified and experienced teaching staffs, quality of inputs students, the curriculum that would produce graduated, resulting to quality of outputs students, best fit to the requirements of hospitality and tourism industries and shortage of financial support from government for the programs. Appendix 6 shows number of teaching staffs both with and without hospitality and tourism qualification. Table 6 (Con't) shows the academic background ratio of teaching staffs with hospitality and tourism education in 2003, doctorate degree: master degree: bachelor degree (1 : 8.26 : 2.06 ) was increased when compared to the year 1999, however it was still far below the generally accepted standard ( 2.5 : 5.5 : 2). And most of those staffs are new staffs (number of lecturer staffs are up to 85.86 per cent).

The unattractiveness of low compensation of Thai teaching staff when compare to the average compensation of those overseas countries, such as Singapore, Hong Kong, Taiwan, and America, has enormous effect on attracting or losing working and on the other hand, the shortage of qualified workforce is endangered.

The average salary of teaching staffs in hospitality and tourism program in 2003 was 18,471 or 221,652 baht per year. Chaisawat (1997), indicated that in 1996 the yearly compensation for a lecturer position in bachelor degree in Singapore was between 1,024,560 to 1,306,620 baht. Yearly average compensation for lecturer with bachelor degree in the US was 1,210,680 baht. And yearly average compensation for a lecturer position in hotel and tourism management field in Hong Kong in 2002 was

around 607,323 baht (Source: The Hong Kong Polytechnic University, Student Affairs Office. (2003). Graduate employment survey 2002.).

The overall staff to students ratio was 1 : 48.15 and 1 : 56.82 in 1999 and 2003 respectively. But staff with hospitality and tourism background, we found that the staff to students ratio went up to 1 : 98.04 and 1: 100 in 1999 and 2003 respectively. This ratio was also lower than the generally accepted staff to students ratio in social science faculties, of 1 : 20, Chaisawat (1999).

The number of graduate program in hospitality and tourism are satisfactory in terms of quantity, which increased from one program, offered by Chaing Mai University, in 1999 up to eight programs in 2003. Those eight programs offered by seven universities including, five public universities and two private universities; 1) Chiang Mai University, 2) Naresuan University, 3) Srinakharinwirot Universities, 4) Prince of Songkla University, 5) Silpakorn Universities, 6) Assumption University of Thailand, and 7) Siam University (see more detail in appendix 1). However, most of master programs offered by both public and private universities are needed to be more practical in nature, with an emphasis on unique courses such as brand management and development. They would also like a required industry work component in a curriculum. Since managers are responsible for the finances of their companies, a course on capital management and more emphasis on accounting were considered to be crucial (DeFranco-Mok, 1999).

Financial supporting from government during 1999 to 2003 had changed a lot, for example Rajabhat University had grant funding to teaching staffs to further study in master degree and above especially in hospitality and tourism education to increase qualified teaching staffs in this area. The Ministry of Education also established and invested in Pilot Project, which advantages both for students and entrepreneur in these areas in terms of internship and training to give opportunities to the students to trained management skill. Moreover, during this period, the student can also earned income and got fixed working schedules like students from those in western countries.

The topmost target set by the government that Thailand will become the Tourism Capital of Asia within 3 years, starting from 2004 to 2006, cannot be achieved unless most of the problems being addressed in this study are brought into

consideration and sought cooperation among all parties involved in hospitality and tourism education.

### **5.3. Recommendations**

Tourism and hospitality educators in Asia Pacific today face more difficult task than ever before, as the tourism industry in the region is growing fast and becoming increasingly important. Nowadays, there are more competitive and ensure sustainable development in hospitality and tourism industries. Students, employers and alike are more demanding and experiencing in terms of buying educational products from colleges and universities. The challenge for the tourism industry is to find enough people of appropriate quality to staff all of this expansion. The key element for the continuous growth is the manpower needed in hospitality and tourism industry, and the hospitality and tourism education offered by the hospitality/tourism departments in each university plays an important role, at the same time.

The following recommendations are created to solve the problems and constraints in running hospitality and tourism education in educational institutes' point of views and at the same time to provide manpower accordingly to the entrepreneurs' actual needed.

1. It is recommended to review and develop new curriculum to respond the career needs of the industry because the curricular play a critical role, and partly have a crucial effect on the quality of the graduates' performance. Improper curricular in hospitality and tourism was one major problem, which still exist, because curriculums which offered in educational institutes referred to the productivity, or quantity and quality, of student outputs. Educational institute have to ensure that their curriculum reflects the needs of the industry that their graduates will launch their career. In order to compete the competitors in the international tourism market, the curriculum should be created for the purpose of enhancing graduates' critical thinking skills, computer and technology skills, strategic management skills, problem solving skills, interpersonal communication skills, implementation skills, operational skills, and other functional skills, for examples, economics, marketing, financial, and accounting.

Therefore, increasing the share management courses focusing on hospitality and tourism management should be in considerations.

The category of foreign language courses is also considered most useful due to the characteristics in tourism industry. The educational institutes should add more English and foreign languages communication skill courses. English and foreign communication skill offered by educational institute should be already apply and focus to use in the career in hospitality and tourism industries. Most of foreign language (except English), which are important to hospitality and tourism nowadays, for example Russian, Korean, Mandarin, and Japanese, should be add to courses outline for the student. However, the educational should set the standard of courses and quality of student outputs by testing their language skill in order to make sure that the students are able to communicate efficiency and effectively.

The educational institutes should also more emphasized on training and practicing, by adding more proportion of training and internship period into the programs. Training is really important to the student outputs in enhancing experience, which require by the entrepreneurship. Self-learning and learning by doing are essential for working life, especially for front line staffs. Those training and internship programs are enable student outputs in enhancing working competencies in operational skill and also help them to enhance problem-solving skills. Tourism educational institute should keep an eye on the practical sectors to observe and detect the actual needs and desires in the tourism industry

Students in this program should involve in teamwork project and making discussion among them and teaching staffs. This assists them to be more critical thinking and them also able to exchange their ideas and cultural exchange with their classmate. Teamwork project also help them to enhance self-learning. The advancement of information technology and it's readily available in most of the Asian Pacific countries, flexible learning through incorporating technology. E-learning is very useful in this situation because most of hospitality and tourism need software and

technology in operation, for example e-ticketing, e-reservation. Investing in this area will be useful for the students for practicing before working.

Increasing the courses in higher education, master degree and above, should be in consideration because nowadays most of management teams in chain hotel and tour operator are the foreigners. In order to add more Thai to work in this area we need to develop the course to be more intensive. The courses for graduate should be considered to develop graduates with, for example, leadership skills, interpersonal communication, presentation skills, human and financial resource management skills, proficiency in computer and technology, critical thinking skills, supervision, problem solving skills and conflict management skills. The students in this field should be able to analyze the problems and are able to recommend the solution of those problems from direct experience by letting them to work with projects, for example case study-based learning.

2. There is needed for cooperation at the national and local level among 1) educational institutes, 2) governmental department, and 3) private sector including employers, trade associations and other agencies also will have to communicate in the tourism and hospitality program to reflect the varying needs of the industry. The communication should state the problems and constraints from each of those sectors including in hospitality and tourism. The communication should do regularly because it is important in designing the curriculum and other activities and also important for positive feedback of the employers like meet the demand needed by the employers in terms of working competencies, and skills needed from workforce. The over production of tourism and hospitality graduates and the shortage of skilled workforce in these industries have to be seriously analyzed. The aims of doing cooperation are to ensure that graduates in these areas are to be employed after their studies and ensure that they will not shift to another field of industry.

3. The need for staff development and training, especially teacher training, should be highlighted. It is important that the government sector should support and invest more in staff development and training. It is not necessary to send them abroad

because it will cost a lot. The suggestion in this point is that government sector should increase graduate programs in hospitality and tourism in Thailand, especially in master and doctoral degree, in order to solve both teaching staff problem, both in quality and quantity, and also to solve economic problem. This can also increase number of manpower in management level (high-level education), to supply in the industry. Government sectors should regularly provide studied work shop to enhance experiencing of teaching staffs in this program in order to sustaining teaching and learning quality and challenging the image of tourism and hospitality industry.

The motivation for teaching staffs is also important; the government should provide more attractive compensation for teaching staffs both in terms of salary and compensation in researches or projects.

4. Human resources development is especially important in tourism because service activity depending in large part for its success on the quality of personnel working in tourism. Persons working in the many aspects of tourism must be properly trained. Not only students in tourism but also general public and people living in tourism areas, and local people, must be educated about tourism. The formal university programs, priority should be given to educating informally the general public and residents in tourism areas. Even the tourists themselves must be informed about their destination. Government sector should invest to educate people living in tourist areas, and local people as well as tourists about the tourism areas' geography, history, cultural pattern and society through each Sub District Administration Organization of those destinations. The aims of educating are to encourage those people to respect with the resource. This strategy will support the main principle of the tourism policy as established, by the Ministry of Tourism and Sports during 2003-2006. Aim of this point is to stimulate the human resource in this industry to be regularly self-development in order to increase their competency equally to the international standard, as well as increasing number of middle and high managerial level Thai manpower.

In summary,

The finding of this study related to the number of universities and institutes offering hospitality and tourism programs in Thailand in 2003 and being planned to the year 2006, were increased as compared to Chaisawat's studied (1999), indicated in appendix 2, 3 and 4. At the same time during this four years (1999-2003) number of student inputs were increased, +22.25 per cent, number of student outputs are also increased, +67.20 per cent, as indicated in appendix 5, as well as the number of research project cover also increased (see appendix 6). Therefore, in terms of quantity, numbers of student outputs are enough to satisfy the actual need of the industry, as mention above.

However, the very important issues are related directly to the quality of graduates, and the problems and constraints in running the hospitality and tourism education, still exist. Most of problems and constraints in running hospitality and tourism education are related directly to the quality of graduation. The problems and constrains are referred to number and quality of qualified and experienced teaching staffs, quality of inputs students, the curriculum that would produce graduated, resulting to quality of outputs students, best fit to the requirements of hospitality and tourism industries and shortage of financial support from government for the programs. Appendix 6 shows number of teaching staffs both with and without hospitality and tourism qualification. Table 6 (Con't) shows the academic background ratio of teaching staffs with hospitality and tourism education in 2003, doctorate degree: master degree: bachelor degree (1 : 8.26 : 2.06 ) was increased when compared to the year 1999, however it was still far below the generally accepted standard ( 2.5 : 5.5 : 2). And most of those staffs are new staffs (number of lecturer staffs are up to 85.86 per cent).

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