

CHAPTER 2

LITERRATURE REVIEW

2.1 Tourism Employment

The worldwide growth in tourism will be sustained well into the first century of the new millennium. A World Tourism Organization (WTO) study, *Tourism 2020 Vision*, anticipated an estimated 1,602 million visitors and a total of US\$2 trillion in tourism receipts in the year 2020: annual growth rates are expected to be 4.3 per cent and 6.7 per cent respectively (WTO, 1998). Travel and tourism in all Asia Pacific Economic Cooperation (APEC) economies is predicted to employ 127.8 million people (direct and indirect employments) and to produce US\$ 4.4 trillion of total economic activity by the year 2010 (WTTC, 2000).

Xu Jing (1999), officer, WTO (World Tourism Organization) Asia and Pacific Section (May 1999), briefly forecasts that Europe will remain the leading tourism destination by 2020.

Table 2.1.1: World and Regional Prospects 1995-2020

Region / Year	Tourist arrival (million)				Average annual growth rate (%)
	1995	2000	2010*	2020*	1995-2020
Europe	336	385	521	714	3.1
East Asia/Pacific	81	93	194	388	6.6
Americas	110	130	190	282	3.8
Africa	20	27	48	78	5.5
Middle East	14	18	36	69	6.7
South Asia	4	6	11	19	6.2
World	565	659	1000	1550	4.1

* *Revise forecast*

(Source: *World Tourism Organization (WTO)*)

Updated WTO Forecasts show a sustained and above global average growth of 6.6 per cent for international arrivals to the East Asia and the Pacific (EAP) region from 1995 to 2020. EAP's Northeastern Asia destination (China, Hong Kong-SAR, Japan, both Korea, Macau, Mongolia and Taiwan) are expected to perform above that average, at 6.9 per cent, with the Southeast region (which includes East Asia Tourism Forum (EATOF) members Indonesia, Malaysia, Philippines, Thailand and Cambodia) achieving just under the average at 6.2 per cent, and other EAP sub regions performing well below the average (WTO, 1999a). In the World's top 10 destinations: China ranking first with 130.0 million arrivals and China Hong Kong-SAR separately and in its own right recording arrivals of 56.6 million, to put it in fifth place (WTO, 2000).

As previously mentioned, whilst there is some debate about exact figures, there is no doubt that globally tourism will increase tremendously over the next two decades, with the biggest growth occurring in the EAP region. China will become the world's number one tourism destination. Likewise many other EAP countries will be attracting more and more visitors. This will all lead to increases investment, expansion of airlines, building of more hotels, development of more resorts, and so on. Capital investment in the APEC economies in support of travel and tourism activities is expected to total US\$ 736.6 billion, representing 9.7 per cent of total APEC investment (WTTC, 2000). The challenge for the tourism industry is to find enough people of appropriate quality to staff all of this expansion.

Already, tourism as an industry is one of the biggest employers in the world, with one in every 12.5 jobs being generated directly or indirectly by travel and tourism businesses. This number is expected to be one in 10 in the APEC region by the year 2020. According to World Tourism Council, tourism industry in 2005 is expected to account for 11.4 per cent of the global GDP, 11.8 per cent of invested capital and encompass 11 per cent of the work force, ensuring tourism the primary industry in the world. It is also anticipated to create 120 million's job opportunities in the world being related with intensive labor tourism industry with direct and indirect ways. Directly employment opportunities occur in area such as air traffic control, border/immigration service, food suppliers and so on. Such indirect employment can represent a major portion of "non tourism" industries. For example, in the United

States employment related to travel and tourism generates: 19.6 per cent of jobs in the manufacturing sector, illustrating the strong link between travel and tourism consumption and economic production of durable and non-durable goods; 18.3 per cent of wholesale/retail jobs; and, 12.1 per cent of government category employment, reflecting the substantial public sector involvement in development and operation of tourism infrastructure, such as airport (WTTC/APEC, 1998). The Australian National Tourism Strategy of 1992 has listed a wide range of jobs, direct and indirect, which may be associated with the travel and tourism industry (see table 2.1.2).

Table 2.1.2: Direct and Indirect Jobs Associated with Travel and Tourism

Accommodation	Food and Beverage	Reservation Systems
Hotels/resorts	Restaurants	Auto Clubs
Motels	Fast Food	Entertainment/Arts Venues
Hostels	Wine Merchants	Museums/Historical Sites
Caravans	Travel Agencies	Construction/Real Estate
Camping	Tour Companies	Distillers/Brewers/Bottlers
Transportation	Souvenirs	A u t o / A i r c r a f t
Airlines	Luggage	Manufacturers
Cruise Ships	Hotel/Restaurant Suppliers	Motor Fuel Producers
Rail	Taxi Services	Clothing Manufacturers
Car Rental	Cameras and Film	Communication Networks
Bus Coaches	Maps, Travel Books	E d u c a t i o n / t r a i n i n g
Attractions	Shopping Malls	Institutes
Man Made	Service Stations	R e c r e a t i o n / s p o r t i n g
Natural	Sporting Events	Equipment
	Banking Services	Food Producers
		Advertising Media
		Cartographers/printers

(Source: Commonwealth Department of Tourism, 1992, 38)

Job in travel and tourism, direct and indirect, are predicted to increase in number by more than 33 million for the whole APEC region from 2000 to 2010. Within that figure, employment in China should increase by 18.2 million, Indonesia by 4.3 million, the Philippines by 2 million and Thailand by 1.3 million (WTTC, 2000).

Table 2.1.3: Direct Tourism Employment in all APEC Countries and Eight Member Countries in 2000, 2001, and 2010:

	2000	2001	Increase 2000-2001	2010	Increase 2000-2010
All APEC	31,856,000	32,686,500	830,500	42,004,100	10,148,150
Total for 8 EATOF countries	21,629,400	22,323,700	694,300	29,997,400	8,368,000
China	14,307,000	14,775,500	468,500	19,570,700	5,236,700
Hong Kong	58,000	58,800	800	79,700	21,700
Indonesia	1,732,200	1,807,400	75,200	2,938,600	1,206,400
Japan	2,227,200	2,273,500	46,300	2,460,600	233,400
R. of Korea	396,800	416,800	20,000	564,700	167,900
Malaysia	285,300	289,200	3,900	340,600	55,300
Philippines	999,400	1,030,300	30,900	1,703,100	703,700
Thailand	1,623,500	1,672,200	48,700	2,339,400	715,900

(Source: WTTC 2000)

From the table 2.1.3: the demand of tourism employment in Thailand in year 2010 will be 2,339,400, which is combination of workforce with and without graduate degree. The graduate degree workforce will be 187,152 and the rest of 2,152,248 will be the workforce without graduate degree.

It might be argued that many countries already have high unemployment rates, and that as economic restructuring occurs over that next two decades even more people will come on to the job market as they are displaced from traditional jobs in declining or less labor intensive manufacturing and primary industries. The problem

is not generally that the volume of people is too small to fill tourism job, but to ensure that those people entering employment in the tourism industry are properly prepared through education and training so that the standards of quality and service in the industry do not suffer (Ray Pine, 2001).

This position is recognized by The Network of Asia Pacific Education and Training Institutes in Tourism (APETIT), which summarizes major problems and constraints facing human resource development in the tourism sector as follow:

1. Shortage of qualified manpower, particularly at the managerial level, which poses a major obstacle in the overall development of the tourism sector.
 2. Shortage of qualified and experienced teaching staff.
 3. Shortage of training materials and facilities.
 4. Lack of strategies and policies for human resources development in tourism sector.
 5. Difficulty of keeping pace with rapidly changing technological innovation and dynamic changes in the global marketplace.
 6. Complexity of multi-disciplinary nature of tourism studies.
 7. Gap between training/education institutes' training capacity and industry's actual needs.
 8. Shortage of the higher-level programs for management development.
 9. Shortage of certain sub sector's occupation and for entrepreneurship.
- (Yamakawa, 2000, 4)

2.2 Labor Force Trends in Travel and Tourism Education and Training in Asia Pacific

Creating new employment is a primary policy consideration in virtually all industrialized states and developing nations' labor force development policy. It is both a social and economic challenge that the majority of new employment emerges from the service sector. The travel and tourism industry presents outstanding opportunities for employment growth in the 21st century. Current estimates forecast global industry growth of 46% by 2007, adding more than 100 million jobs to the

world economy (WTTC/WEFA, 1997). While the economic and social benefits are clearly enumerated, the approach that national governments should take to maintain their countries' competitive advantage is less obvious. Frequently, lack of funds as well as shortages of experienced and qualified instructors, teaching materials, and educational facilities have prevented strategic Travel and Tourism education and training plans to improve quality. Attention has often been focus on capital spending and destination marketing, with human capital development a secondary consideration (White-Williams, 1999).

In Asia Pacific region, where tourism growth rates are among the fastest in the world and annual demand of the industry is 10 times the level of educational output, government cannot be expected to solely respond to all industry training needs (Craig-Smith, 1995). These countries require joint co-ordination, development and marketing of private educational institutions, government, and industry so as to reduce the inequity between travel and tourism industry's demand for qualified labor and the skill level of graduates from training organizations. "Most [ASEAN] countries lacked a comprehensive national tourism education and training strategy and few had managed to have tourism education accepted as a legitimate part of their national secondary educational curricula" (Craig-Smith, 1995). The supporting evidence of travel and tourism's economic and social benefits from organizations such as the World Travel & Tourism Council (WTTC), the Economic Commission for the Asia Pacific (ESCAP), and the World Tourism Organization (WTO), has added travel and tourism education and training initiatives to many national policy agendas. Such policies can help provincial, regional, and local authorities stem conflicting objectives. But there are some fundamental issues that arise as a result of large scale, top-down training initiatives. The success of such efforts is dependent on the relationship and funding/sponsorship arrangements that exist between education and training institutions, government, and industry. These relationships, and the institutional mechanisms that exist for co-ordination between agencies, may be poorly developed or hampered by rivalries and historical enmity (White-Williams, 1999).

More 'micro' level solutions are a useful and more immediate adjunct to large-scale structural change. Travel and tourism good practices, offer industry, government, and academic professionals' timely insight and useful alternative into

organizations providing effective solutions to current challenges in ‘people’ management. Recognizing the degree of co-operation needed from an array of participants to structure a national training or learning system for travel and tourism, the circulation of good practices provides for ‘bottom-up’ innovation, based on global success stories. Given sufficient communications access, profile, and circulation, these stories create a ‘benchmarking’ effect that can permeate all levels of industry education and training (White-Williams, 1999).

2.3 Anticipating the Challenge of Meeting and Exceeding the Needs of Students from Asia Pacific Region in Tourism-Related Programs

Tourism-related programs including hospitality, leisure and recreation are offered in most of the countries in Asia Pacific region and the qualities of such programs vary significantly from place to place (Foster FEI, 2002). Tourism in the Asia Pacific region is experiencing significant growth. According to Muqbil (1994), the need for new human resources in 2005 will be something like 5% for senior managerial posts, 20% for supervisory and 75% for technical or front line posts. This estimation projects a clear picture of the types of education needed to support such growth and does not, however, describe the current provision of educational programs in the field.

The problematic areas in teaching and learning as stated by Foster EFI (2002) are; the first lack of interactivity in teaching and learning especially in most of Asian educational institutions whereby passive learning is a dominant phenomenon. Students are spoon-fed with certain amount of information or material and required to re-produce when asked. The danger here is the inflexibility when changes come along and the students or later, graduates have not been prepared for tackling uncertainties in their academic lives and subsequent working lives. The one-way transmission of knowledge and skills is deeply cultural rooted whereby students are expected to accept what is said or told by someone higher in the social hierarchy such as teachers. Therefore, tourism and hospitality programs in the Asia Pacific region have to change the way they are being delivered by incorporating reasonable amount of interactive features.

The matter of vocational education becomes complicated when tourism and hospitality industry takes workers from other industries that will seek academic qualifications to fit in. It is also true if the situation is reversed when tourism and hospitality workers opt for other industries for employment opportunities. Admitting that either of both cases is highly possible, the tourism and hospitality programs offered by the educational institutions should not be narrowly focused, leaving some subjects untouched. Besides teaching tourism and hospitality program the academics at the educational institutions have to perform other duties including research, publication and administration that are valued more by the academics themselves for professional growth and career development purposes. It is also evident that some of the academics do possess excellent and sound research skills, but these very skills do not automatically translate to the teaching skills and expertise. To put it differently, a good researcher is not necessarily a good teacher. The implication for this is that awareness should be made at both personal and organizational levels so that more training on teaching should be provided in an effective and timely manner. The need for staff development and training, especially teacher training, should be highlighted if the quality of the tourism and hospitality graduates is of the main concerns.

With the advancement of information technology and its readily available in most of the Asian Pacific countries, flexible learning through incorporating technology, as suggested by Kavanagh and Arcodia (2001), is much desired and expected in process of teaching and learning. They further suggest the implications for both teachers and students indifferent stages in teaching and learning. The resource issues, physical, financial, or professional, should be resolved first before attempting to do anything, and more importantly, the incorporating of technology should not be restricted only in those traditional areas, not taking full advantage of the information technology.

The authors also stated that, at the national and local level, different stakeholders like employers, trade associations, educational institutions, governmental departments and other agencies also will have a say in the tourism and hospitality program to reflect the varying needs of the industry in a country area. Communication here is deemed of extremes importance in designing the curriculum and other activities and the effective mechanism for feedback have to be in place for

the sake of all stakeholders. Examples in the other parts of the world such as the UK can be studies whereby the National Liaison Group for higher Education in Tourism (NLG) and the national curriculum for tourism higher education are there to play certain roles in shaping the curriculum (Tribe, 2000). The needs of the industry can never be ignored if the qualified tourism and hospitality graduates are to be employed after their studies. Notwithstanding the nation of that tourism or hospitality graduates may shift to other industries for employment opportunities and vice versa, the problems should be handles with care. First of all, sufficient consideration should be given to the educations in the Asian Pacific region, whether public or private in nature, based on the facts that have to be operated in a business manner. The over production of tourism and hospitality graduates and the shortage of skilled workforce in these industries have to be seriously analyzed. The traditional image of tourism and hospitality jobs has enormous effect on attracting or losing working and on the other hand, the shortage of qualified workforce is endangered. From the educational institution's point of view, the major concerns should be place on graduate employability by sustaining teaching and learning quality and challenging the image of tourism and hospitality industry as an employer.

The authors concluded that, 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. Students, employers and alike are more demanding and experiencing in terms of buying educational products from colleges and universities. One way to ensure the sustainable development of their programs is best, in the author's opinion, through regionalization and internationalization in provision for better and more effective collaboration. Networks can be formed with other educational institutions in other parts of the world in realizing the benefits of doing so, such as better understanding of teaching and learning practice, spotting the trends and issues in the industry, allowing students to transfer their credits or undergoing their work experience year freely and academic to enjoy the most out of their academic lives. Allowing both the teachers and students to benefits from those academics network and support infrastructures will certainly enhance the overall experiences of teaching and learning and better prepare the students for the industry. Responsiveness to the needs of all stakeholders, especially

those of students, is a critical challenge faced by the educational institutions. The mentality of treating students as customers should be reinforced if their success is equally that of the educational institutions. Last but not least, the appropriateness or fitness of the teaching and learning practices should be well grounded on the cultures of each country in Asia Pacific region. And knowledge, understanding and skills gained in the tourism and hospitality programs should be of specific relevance to each country.

2.4 Manager Competencies: How Graduate Hospitality Education Can Meet the Demand of a Dynamic Industry

DeFranco-Mok (1999) stated that, Hospitality Management is a professional degree that evolves with technology and the human race. Changes, therefore, occur more often in this than other disciplines. Thus, institutes of higher education have to ensure that their curriculum reflects the needs of the industry that their graduates will launch their career. The preferences of the industry concerning master degree graduates could be summarized into three areas: admissions qualifications, personal qualities, and academic preparation.

Admissions

The industry agrees with academics that the admission process is very important. Beside the regular criteria such as test scores, grade point averages, and recommendation letters, the industry would like to see students be tested on their IQ, proficiency in computer technology, and some even proposed a test in accounting. An assessment of their leadership skills at the beginning of the program through some sort of personality test was also suggested. Faculty can then assist students on the identified weaknesses and work towards strengthening the individual. The amount of experience needed in order to enter a master level program was also discussed with some advocating a requirement of 1 or 2 years of industry experience before admission.

Personal Qualities

Once admitted, the industry would like a master program to develop certain personal qualities of the students. First, these future managers will be responsible for human and financial resources of hospitality companies. Therefore, they should have the ability to train and develop employees. They should also have cycle time experience (time and motion to reduce labor cost). They need to be well-rounded and possess strong interpersonal communication, and presentation skills. Students should be able to make presentations to a variety of groups in order to market themselves, a service, or a product. The idea of having a presentation on videotape to be part of a student's portfolio was therefore advocated. There is also a strong consensus that nothing can replace experience. Thus, students must have practical experience in supervising and delegation. Students should learn humility and develop leadership skills such as how to answer questions, how to handle various situations with guests, employees and co-workers. Most of all, be honest, loyal and committed to the industry.

Academic Preparation

While the industry sees the need of academic preparation, they would like to see master program to be applied 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.

The industry professionals would like to see a capstone course that focuses on people skills, supervision, implementation, problem solving, getting results, building team work, and conflict management. One suggestion for this capstone course is to divide the class into groups and have students visit different hospitality organizations at the beginning of the semester. The organizations will present the student with a problem, such as weekend occupancy. The students will then work on the issue and recommend solutions. The organizations are then invited to a presentation at the end of

semester where students will discuss the recommended solutions. The organizations should participate in the grading process of the presentations. The industry was very open to being partners in this process. They would like to be guest speakers in the classrooms. They would also like to work with students on projects.

2.5 The Correlation of the Curricular of the Tourism Department and the Demand of the Manpower in Tourism Industry

Travel and tourism is a necessity rather than a luxury since it is a relief to the people in presently high pressure working situations. The key element for the continuous growth is the manpower needed in travel and tourism industry, and the travel and tourism education offered by the tourism departments in each university plays an important role, at the same time. Chen-Wu (1999), the Correlation of the Curricular of the Tourism Department and the Demand of the Manpower in Tourism Industry, concluded that the university-level tourism program is the most important source for educating and training middle-level-above managers in the tourism industry. Among these programs, the curricular play a critical role, and partly have a crucial effect on the quality of the graduates' performance. This research analyzes the tourism graduates' perceptions and reactions to the tourism curricula, and obtains the other opinions from the experienced supervisors in the tourism industry. The results indicate that the professional tourism courses category is the key element of satisfaction level determinant. The category of foreign language courses is also considered most useful due to the characteristics in tourism industry. Internship should all be put into the tourism curricula, and another finding is that stick-in employment rate of the tourism graduates is far lower than that of those in western countries. The reason could be for example, that most of the tourism employers are female in Taiwan, and they have to suffer a basic training of each department before the promotion. During this period, the income is low and there is no fixed working schedules compared to the typical 9 to 5 employers in the other industries.

Those tourism academic units should also be responsible for the re-arrangement of tourism curricula to cultivate a better learning environment and

facilitate the tourism graduates with more effective knowledge and skills. These units also have to keep an eye on the practical sectors to observe and detect the actual needs and desires in the tourism industry.

2.6 Total Quality Management and Tourism and Hospitality Education

According to Westlake (1998), three quality concepts are currently applied to tourism and hospitality education. There are quality control, quality assurance and the quality audit. First, quality control is the operation techniques and activities that are used by an institution to meet requirements for quality. Quality control mechanisms such as checks and balances help to check the outputs of the tourism programs. Second, quality assurance is the systematic quality approach, which ensures that outputs always remain at the required academic standards. Third, is the concept of the quality audit, which is systematic examination or inspection of activities and procedures to assess whether those tourism courses have delivered what were promised. The common features of quality assurance and control system in any institutions including those in tourism and hospitality field are as follows; agreed purposes and methods in institutions; channels of communications and processes; commitment to development, improvement and training, monitoring and review processes; and staff and students participation. Further, quality should be seen as a relative concept whereby procedures and processes can be checked towards aims and objectives.

Quality through Total Quality Management (TQM) is the way in which customer needs and expectations are satisfied and the organization must know who its customers are, both internal and external, and how to determine their requirements. Education serves various groups of customers such as the student, institution, academic staffs other faculties, industry, government and parents. It is very important to identify who are the external and internal customers in tourism and hospitality education in Thailand and whose needs and wants should be placed at the first priority. Reconciling these distinctive and different requirements is a significant challenge for the future development of tourism and hospitality education in delivering quality products that meet the industry's requirements, and consequently

resulting in a closer relationship between tourism education and the industry (Sripun-Ladkin, 1999).

The rapid growth of tourism and hospitality course in Thailand as a result of the increasing demand for qualified and well-trained workforce to the future development of the industry, makes quality a major concern in any institutions for delivering the quality of graduates that meet the industry requirements. Quality was suggested to be seen more than just meeting the academic standards but increasing customer satisfaction. Any move towards TQM in education requires the change of culture and commitment from everyone at all level in the institution. This is a shift from traditional ways of academic culture to a customer-focused environment. The implication is that tourism and hospitality education in Thailand needs to adopt a positive attitude to the change and challenges, and look beyond to the international dimension. There is little research to date, which focuses on the capability of existing educational institutions in providing the quality outputs to the industry. It is hoped that the identification of the challenges will act as a starting point for future research into quality issues in tourism and hospitality education in Thailand (Sripun-Ladkin, 1999).

2.7 Human Resource Development in Thailand

2.7.1 The Case for Government Involvement in HR Department: A Study of the Thai Hotel Industry

The article was studied by Esichikul R. Baum T., (1998). The article aims to examine the case for government involvement in human resource development in hotel industry in developing country. The article identify role of public and private sectors in Thailand, which related to inherent human resource problems in Thai tourism industry. The article also suggests the improvements needed in education and training if Thailand's tourism is to complete successfully in international tourism.

The interviewer interviewed to government agencies, institutions and universities. The data were obtained from interviews with three major

stakeholders who influence human resource development for the hotel sub-sector of tourism industry: government officials, hoteliers and educators. There are 6 government officials from different related sectors, 19 five to three star hotels in Bangkok.

Four sets of interview questions were developed: one for government officials involved in tourism development, one for hoteliers involved in the hotel business association, one for the hotelier in five to three star hotels, and one from educators from both public and private institutions. Main findings in the article were:

All government interviewees indicated that human resource development existed as one of the major policies of Tourism Authority of Thailand (TAT). The TAT originally attempted to develop labor for tourism industry by establishing Hotel and Tourism Training Institute (HTTI), which aims to training lower skilled personnel for hotel and tourism industry. TAT also develops other institute to developed labor skills such as Labor Skill Development Institution, Technical and Training Division. However, most of governmental interviewees stated that implementation is only moderately complete and action plan has not been thoroughly specified. There are nine major human resource development problems (discussed in conclusions and recommendation part).

Most of government agreed that the government should play catalytic role among educational institute and the industry in manpower development for Thai tourism industry.

The President of the Thai Hotels Association (THA) expressed the view that the hotel sector in Thailand is not strong, and therefore the government should support the private sector in training in terms of financing, technology, and tax exemptions for training expense.

Most interviewed public educators stated that the government should emphasis the development of tourist industry human resources and allocate an extended for public institutes.

The study suggested that government involvement in human resource development is required because of the absence of a developed and education conscious private sector. Thailand currently confronts nine major human resource problems there are:

1. Shortage of trained personnel in Thai tourism industry, particularly at the middle managerial level.
2. Shortage of qualified tourism instructors.
3. Insufficiency of teaching materials, equipment and facilities.
4. The existing education and training courses have only partly met the needs of the industry.
5. Many Thai tourism personnel are incapable of speaking a foreign language.
6. The tourism industry's image as an employer is poor.
7. There is no single agency responsible for human resource development for Thai tourism industry.
8. There is a deficiency of co-operation between the public, the private sector, and educational institutes in the provision of skilled personnel in tourism industry.
9. There was disagreement about the future of HTTI, whether it should be upgraded to a national training center, or whether Thailand needs a national training center at all.

The government is widely perceived to have a responsibility to undertake a supportive role to ensure that basic tourism education and training activities are initiated. The private sector should have a greater involvement in contributing to the development strategy of tourism human resource development. Without strong support by the government, and commitment and co-operation from the industry and education, the development of human resource in the hotel industry in Thailand may be insufficient.

HR is very important assets of every hotel and tourism company. Human resource development is also the vital issue facing the world tourism today and future because the tourism's labor intensive nature. But the study showed that there is limit human resource development in tourism sector in

Thailand. Government sector plays an important role in developing human resource in hotel and tourism industry in Thailand. In order to cope with the limiting, government should undertake tourism basic education and facilitate the provision of training funds, education agencies should ensure sufficient education, and Labor Ministry, TAT, THA, and private companies should secure training. One important thing is the government has to make sure that the student outputs is sufficient both in term of their quality and quantity.

2.7.2 The Human Resources Development Strategy to achieve a sustainable tourism development in Thailand

To achieves the objective of Tourism Capital of Asia within 3 years starting from 2004 to 2006. Chaisawat (2003) proposed scenario of tourism planning and policies in Asian countries to the fact that globalization has changed the rules of the game from comparative advantages in natural resources to tourism products. Tourism policy and planning needed strategic thinking by differentiated tourism products and to compete with the other regions by improving the quality of tourism products and the efficiency of the tourism operation. In terms of the diversity in cultures, economy, and natural resources of the nations in the Asian region, we must take advantages of these diversities to create the complementary advantages across the region. This leads to position its tourism destination according to its diversity of each nation. In terms of competition among nations in the region, each nation has to compete in the light of competitive differentiation, service quality, and productivity.

In order to form the strategies for Thailand, there are 2 major issues to be considered: *The first* is the involvement of local people. According to the Constitution of Kingdom of Thailand BE 2540 (1997), Chapter III, Rights and Liberties of the Thai People. Section 56- The right of a people to give the State and communities participation in the preservation and exploitation of natural resources and biological diversity and in the protection, promotion and preservation of the quality of the environment for usual and consistent survival

in the environment which is not hazardous to his or her health and sanitary condition, welfare or quality of life, shall be protected, as provided by law. Planning is for the benefit of people, and they should be involved in the planning and development of tourism in their areas. *The second* issue is human resources development because the success of any tourism development strategy will be determined to a large extent by human resources, which can deliver efficient, high quality services. As a consequence of Thai rapid growth in tourism, the need to develop the required human resources in various segments of industry has become imperative.

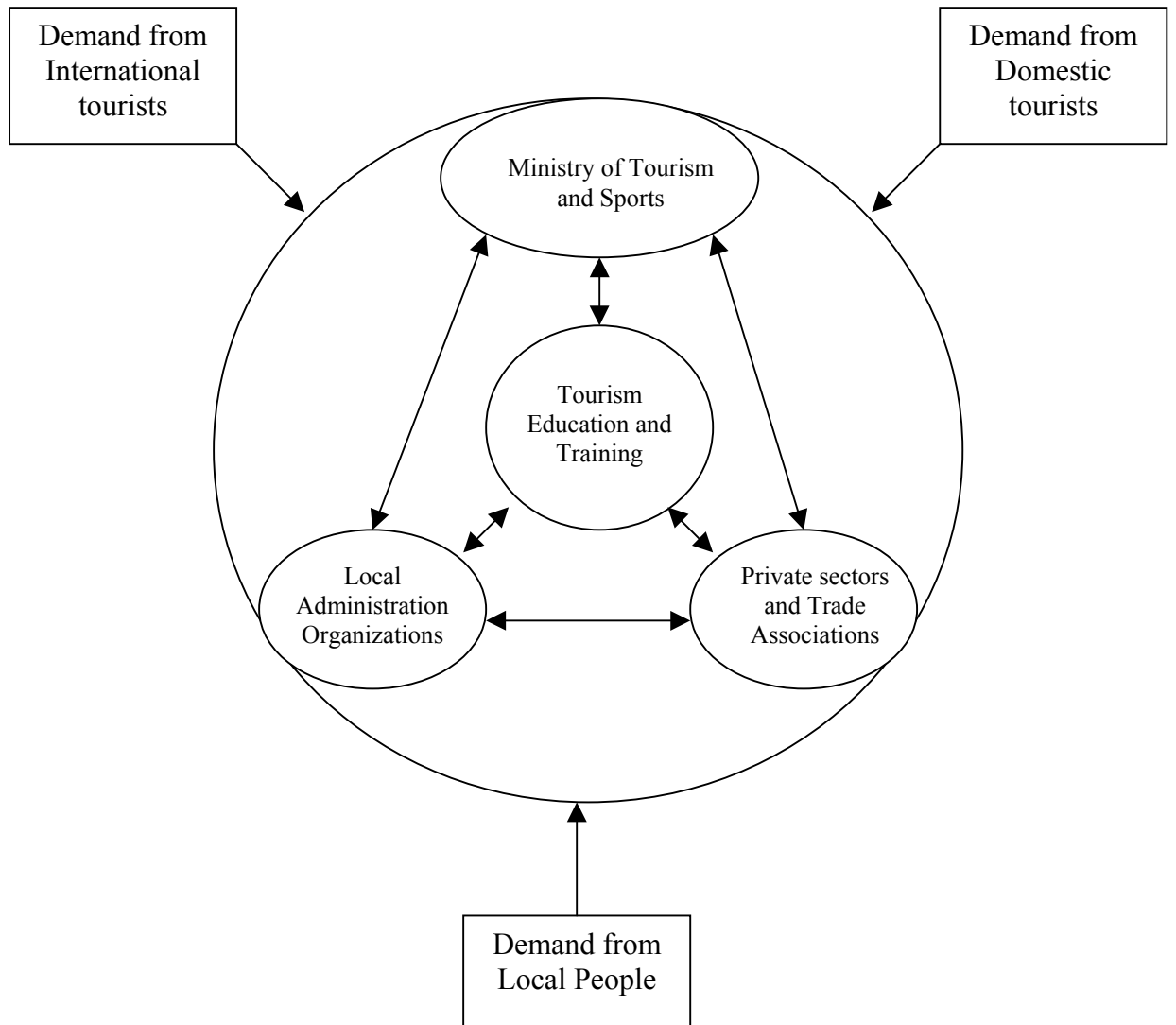
Anna Pollock in her keynote speaker at the 53rd Annual Conference of the PATA in Jeju Island, South Korea (Muqbill, 26 April 2004) mentioned: There is an implicit understanding that “command and control” structures cannot cope with the new realities. In this world, top down planning is replaced by simulation and experimentation. In a loosely coupled world of distributed intelligence, your infrastructure is almost more important than your marketing plan. Your success depends on ensuring that those frontline individuals in daily contact with your guests are able to share what they are learning about them with the rest of the “body corporate” as the learning occurs. Your success depends on enabling each of those frontline sensors to adapt and respond in real time. Modern commerce and economics are based on an assumption that is now proving false – that the value is created from things and that things are scarce and that we must compete for a share of those limit resources to survive. But we live now at a time when value is associated with ideas, with knowledge, innovation and creativity of which there is no shortage. The scarcity principle that underlines all economics is replaced with an abundance principle that requires us to share, and to collaborate rather than withhold and compete.

Chaisawat (2004) had proposed the model for the implementation of tourism development strategy to achieve the Tourism Capital of Asia by saying that “to compete and survive in the current global environment, we must understand the rules and scope of competition, the competitors involved. To improve the competitiveness of Thai tourism industry, we have to identify

specific target market we want to serve and to create more value added product and service to satisfy our customers. Market segmentation, target market and product positioning; quality and efficiency; and human resources development are the key strategies for the competition within the Asian region”. One of the proposed strategies (Strategy 1) was explained in Figure 2.7.2.

Strategy 1: Position Thailand to be a center for hospitality and tourism studies and training, locating at major tourism destinations. 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. The general public and people living in tourism areas must be educated about tourism. Even the tourists themselves must be informed about their destination – its geography, history, cultural patterns and society – and encouraged to respect it. In terms of strategic implementation of tourism product development, tourism education and training institutions should play the catalyst and coordinating role with all stakeholders in each region or destinations.

Figure 2.7.2: The Strategic Implementation of Planning and Policy for Thai Tourism Product Model



(Source: Chaisawat, M.(2004), The 6th ADRF General Meeting Proceedings)

2.8 Hospitality and Tourism Education in Thailand

2.8.1 Baccalaureate and Graduate Degrees in Tourism and Hospitality Studies in Thailand: The Comparative Studies between 1996 and 1999

From Chaisawat, M. (1999) studied Baccalaureate and Graduate Degrees in Tourism and Hospitality Studies in Thailand: The Comparative Studies Between 1996 and 1999 stated that:

One warning signal of the study is that it is not necessarily the absolute volume of tourism that is important to a country. The yield (tourism receipts) must also be considered because this ultimately determines the health of all tourism service businesses in the market place. Thailand has experienced this situation in the past two years as the number of tourist arrivals kept increasing but tourism receipts in dollars decreased. The only way that Thailand can compete in the international tourism market is to position Thailand as a quality destination in the future. The key success factor of this strategy is human resource development.

The results of the study shown that the number of universities/institutes offering hospitality /tourism programs in 1996 and 1999: in 1999 number of state university were 11, private university were 15, institute/college were 25, and therefore total were 51. The total number of all institutions offering hospitality and tourism programs increased from 42 to 51 or 21.43% over the past three years.

The degree offered by those institutions were in the Bachelor of Arts (B.A.) in Tourism Industry (19), Hotel and Tourism Management (12), Tourism Management (3), Tourism and Hotel (2), Hotel Management (1), Hotel (1), and Travel and Tourism (1). The Bachelor of Business Administration degree was offered in 13 universities with the major on Hotel and Tourism Management (7), Hotel Management (5), and Travel Management (1). The total number of degrees increased from 41 to 52.

In term of student inputs and outputs, the yearly inputs increased from 3,939 students in 1996 to 5,136 students in 1999 (30.39% over 3 years). The yearly outputs from the programs increased from 1,737 students in 1996 to 2,485 students in 1999 (43.06% over 3 years). The total numbers of graduated students from the hospitality/tourism programs up to 1999 were 15,728 (38.52% over 3 years). There were 65 overseas students who attended the programs in this period. The proportion of male to female students remained 0.28 to 0.72 in these two periods.

In terms of teaching staff for the hospitality/tourism programs, the total staff increased from 324 in 1996 to 429 in 1999 (+32.41% over 3 years). The number of staffs who were educated in hospitality/tourism disciplines increased from 96 in 1996 to 204 in 1999 (+112.5% over 3 years). The proportion of male to female staff was 0.30/0.70 in overall staff and 0.34/0.66 in hospitality/tourism staff.

The unsolved problems of: lack of qualified teaching staff (48.33%), lack of financial support from the government (15.00%), low quality of input students (15.00%), insufficient practical training places in the industry for students (8.33%), lack of textbooks (8.33%) and the rest were negative attitudes of the students/parents to the industry, lack of overseas staff, and the need for high investment for this program.

The study showed that the situation of the universities/institutes that offered programs in hospitality and tourism education in 1999 as compared to those 1996 had changed with a lot of quantity improvement in terms of number of institutions, number of staff, and number of in-put/out-put of students as well as research projects. But the very important issues that relate directly to the quality of the graduates, and the problem and constraints running in the hospitality/tourism programs still exist.

The study showed that there is an urgent need to set up a graduate program in hospitality and tourism to develop teaching staff for colleges and universities. This study found that there was only one master program offered in 1999 at Chiang Mai University. The other programs was the signing of agreement between the School of Tourism and Hospitality Management,

Southern Cross Universities, Australia with Silpakorn University to offer a Master of International Tourism and Hotel Management in 2000 at Silpakorn University, Nakhorn Pathom Campus (hospitality and tourism, 1999).

As indicated earlier, in the future the tourism industry and education will be a world business, competing in a free market economy or globalize economy. There are many players or stakeholders involved to regulate the rule of games, for example the World Trade Organization, World Tourism Organization, the players in Information Technology, regional competitors, domestic and international competitors, etc. Chaisawat (1997), indicated that competition in the tourism industry follows the same pattern as in other industries, changing from the competitive advantage of the natural resources and low wages to knowledge to work, finding a smarter ways of doing the work as well as the capability of using and designing information technology as part of their work.

The following recommendations are made from assumption of what can be done by the hospitality/tourism program managers/directors themselves.

1. The need for curriculum development. From the study, it had 2 types of degree (B.A. & B.B.A.) with 8 majors of study. Some were board (tourism industry, tourism and hotel, travel and tourism) and some were narrow and highly specialized (hotel management, tourism management, travel management). These curriculums were designed by the following those of foreign institution curriculums or take after other institutions. But the requirement from graduates from the industry now needs more versatile graduates. These graduates must have critical thinking and problem solving skills, communication, strategic management, and marketing, and other functional skills for surviving and doing well in globalize economy. Therefore, the urgent issue is to set the concept of design a new curriculum that can produce the graduates to shape the quality and sustainable tourism development of the country. The recommendation was trying to set the standard of hospitality and tourism by starting with the curriculum design.

2. The joint-program for staff development. The major problem of the hospitality and tourism programs was lack of qualified teaching staff. To solve the problem, in the past, some institutions had sent their teaching staff abroad for further study. It costs over one million baht for graduate study per year per person in some countries. It was the times for the universities/institutions to sit down and discuss the problem together to find a more efficient and more economic way to solve the problem. The recommendation was, also, to propose an economical way to solve the teaching staff problem.
3. The need for an association for coordination and development of the program. Different institutions under different ministries ran the hospitality and tourism programs. Under the constraints of financial support from the government and international competition, it required a coordinating body to set guide lines of operation in terms of input/output of the students, curriculum development, and quality assurance of the programs as well as accreditation of the programs. It was to ensure that the universities/institutions could produce graduates capable of excelling in any service-based sector within the Thai tourism industry to compete in the world market economy. The recommendation clearly suggested that it needed a strong efficient organization/meeting to support the program development. The other reason that it needed an organization at a national level was to have a national representative to participate in the regional or international hospitality and tourism organizations, such as, Asia Pacific Tourism Association (APTA), Asia-Pacific Education and Training Institute in Tourism (APETIT), established by ESCAP in September 1997, and other country national tourism associations, namely, the Council of Australia University Tourism and Hospitality Educators (CAUTHE), Tourism Sciences Society of Korea (TOSOK), Chinese Tourism Management Association, Taipei, Taiwan, ROC, etc. The Thai Hospitality and Tourism Educators Club (THATEC) could be the name of the proposed organization.

2.8.2 The Situation of Higher Education in Thailand

The situation of higher education in Thailand, Professor Suchada Kiranandana (2004) said the higher education was becoming increasingly globalize and borderless, creating new challenges for the university leadership. These changes are both domestic and international in nature. For example, within the next year or two, the state funds that are allocated on the basis of performance, thereby putting increased pressure on how these schools manage their resources.

In additional, competition from foreign universities in the domestic market is looming on the horizon as a result of the increasingly free global trade in services, including educational services, as well as the rapid advancement and spread of information and communication technologies.

“In response to the government’s new budgeting method (under which state universities will be given money based on the number of students they serve), we’ll have to radically adjust our mentality to optimize the outcome in terms of both the quality of our education and the quantity (measure in numbers of students). I think that will be tough, even though we should expect increased efficiency if we succeed, but there will have to be a lot of changes in the way we operate first.”

Referring to the liberalization of trade in services, which will eventually allow foreign universities to set up campuses in Thailand and provide programs in one form or another directly to local students, Suchada said both opportunities and treats lay in the emerging education environment.

For students or consumers, there will be more choices since several of the world’s leading universities, such as Harvard and the University of Chicago, may one day by operating locally.

2.9 Institutional Framework

There are many players in hospitality and tourism education at both world level and regional level, as follows:

2.9.1 World Tourism Organization

The world Tourism Organization (WTO) is the leading international organization in the field of travel and tourism. It serves a global forum for tourism policy issues and a practical source of tourism know-how. In 2003 its membership reached 141 countries, seven territories and some 350 Affiliate Members representing the private sector, educational institutions, tourism associations and local tourism authorities. With its headquarters in Madrid, WTO is an inter-government body entrusted by United Nations with the promotion and development of tourism. Through tourism, WTO aims to stimulate economic growth and job creation, provide incentives for protecting the environment and heritage of destination, and promote peace and understanding among all the nations of the world.

Developing high quality, efficient education and training those matches the needs of future tourism professionals and tourism employers are the goal of WTO's section for Human Resource Development. The WTO Human Resource Development Department (WTO.HRD) works to add value to the tourism sector of WTO Member States improving their capacity building and providing direct support in tourism education, training and knowledge.

WTO.HRD coordinates the activities of the WTO Education Council as well as those of the WTO.Themis Foundation with the common goal of achieving the tourism competitiveness and sustainability of WTO Members through excellence in tourism education.

The WTO Education Council (WTO.EdC) is made up of leading tourism education, training and research institutions as well as business schools worldwide that have obtained the WTO.TedQual Certification for at least one of their tourism education programs. With over 100 members, it forms a chapter of the WTO Affiliate Members, and is well represented in the Board of the Affiliates, their decision-making body. The WTO.EdC is an active agent within WTO and in the development and implementation of the WTO.HRD Program of Work.

As global competition in tourism becomes more intense, quality is the factor, which can make the difference between success and failure. WTO's section for Quality of Tourism Development aims to help member destinations improve quality to become more competitive and ensure sustainable development. The basic component qualities are covered: competitive through trade liberalization, access with emphasis on travelers with disabilities, safety and security (including health), and technical standards.

WTO Tourism Labor Market Observatory: the WTO Education Council in conjunction with WTO.HRD and the WTO Destination Management Task Force recently initiated this program. Its objective is to obtain quantitative and qualitative information on tourism labor markets in key destinations worldwide through panels of employers, workers, consumers and students (WTO, 2003).

2.9.2 World Trade Organization

Thailand has committed to the World Trade Organization (WTO) under specific commitment of the General Agreement on Trade in Services, April 1994 to liberalize 10 services. These include professional, telecommunications, construction and engineering, wholesale and retailing, education, environmental management, banking and financial services, tourism, entertainment and transportation. Within 10 years these services should be open to market access by members of WTO. It means that these services, specifically education and tourism are in the competitive international market economy. This economic liberalization under a commitment to the World Trade Organization will allow international tourism related business and international education institutes to enter the Thai tourism and the education marketplace unchecked.

2.9.3 ASEAN Tourism Agreement

According to the ASEAN Tourism Agreement signed by the Heads of government/State of the Association of Southeast Asian Nations (ASEAN) at Panom Penh, Kingdom of Cambodia on the 4th of November 2002 to recognize the strategic importance of the tourism industry for sustainable socio-economic growth of the ASEAN Member States and the diversity in cultures, economy, and the complementary advantages across the region, which would benefit the tourism development of ASEAN in the pursuit of improved regional quality of life, peace, and prosperity. The objectives of the agreement are:

1. To cooperate in facilitating travel into and within ASEAN.
2. To enhance cooperation in the tourism industry among ASEAN Member States in order to improve its efficiency and competitiveness.
3. To substantially reduce restrictions to trade in tourism and travel services among ASEAN Member States.
4. To establish an integrated network of tourism and travel services in order to maximize the complimentary nature of the region's tourist attractions.
5. To enhance the development and promotion of ASEAN as a single tourism destination with world-class standards, facilities and attractions.
6. To enhance mutual assistance in human resource development and strengthen cooperation to develop, upgrade and expand tourism and travel facilities and services in ASEAN.
7. To create favorable conditions for the public and private sectors to engage more deeply in tourism development, intra-ASEAN travel and investment in tourism services and facilities.

2.9.4 Asia Cooperation Dialogue (ACD) Tourism Business Forum

Prime Minister Thaksin Shinawatra initiated the idea of an Asia Cooperation Dialogue. Dr. Thaksin Shinawatra addressed at the first ACD Ministerial Meeting during 18-19 June 2002 in Cha-Am, Thailand that he has the vision to see Asian countries coming together and combining their inner strengths and resources to create a synergy of win-win state of affairs for the betterment of Asia and Asian peoples. Thailand and Cambodia have proposed to be a prime mover of cooperation in the tourism area. The ACD Tourism Business Forum was developed to build a high level of cooperation and collaboration among its countries including Bahrain, Bangladesh, Brunei, Cambodia, China, India, Indonesia, Japan, Lao PDR, Myanmar, Malaysia, Pakistan, Philippines, Qatar, Singapore, South Korea, Vietnam, and Thailand. Asian countries recognize the important of tourism as a major social and economic development tool for increasing foreign exchange earnings, creating jobs and encouraging cultural and social exchanges and understanding. The objectives of the ACD Tourism Business Forum include:

1. To allow member countries to jointly promote their tourism products.
2. To establish a network between public and private sectors.
3. To meet policy and strategic planning gaps in regional tourism development.

The ACD Tourism Business Forum was held in the first time in Phuket during May 22-24, 2003. In its first forum in Phuket, under the current situation in Asia the ACD Tourism Business Forum identified four major issues to be discussed:

1. Intra-Regional Promotion Initiatives
2. Safety and Security
3. Human Resource Development
4. Small and medium-sizes Tourism enterprises

2.9.5 Economic Cooperation Strategy (ECS)

The Bagan Declaration, the brainchild of the Economic Cooperation Strategy or ECS, which was initiated by Thai Prime Minister Pol.Lt-Col. Thaksin Shinnawatra was signed on 12 November 2003, in Bagan, Union of Myanmar. The four signatories, Cambodia, Laos, Myanmar, and Thailand, agreed to promote cooperation in 5 areas: trade and investment, agriculture and industry, transportation, tourism, and human resource development. Under tourism cooperation, Thailand is now promoting the idea of “four countries, one destination”, encouraging tourists who came to Thailand to also visit Cambodia, Laos, and Myanmar. A new project, CLMT Tourism Cooperation Bicycle Tour, was initiated by Thailand’s Ministry of Tourism and Sports to promote the concept.

To achieve the topmost target set by the government that Thailand will become the Tourism Capital of Asia within 3 years starting from 2004 to 2006, human resources development were the key issues that Thailand mentioned in all agreement and forums with the neighboring countries to coordinate and cooperate with education and training institutions and industry to produce the qualified and well trained workforce to the future development of the tourism industry.

2.9.6 Thai National Tourism Plan

The proposed tourism action plans under the 9th NESDP (2002-2006) (TAT, 2001) were set to achieve:

1. The access ability to tourism is the basic rights to all Thai people with no discrimination.
2. The management of tourist must be united and intergraded manner for the preservation of national tourism heritage for Thai younger generation.

3. Tourism as a means to educate younger generation, for continuing education to people and as means to preserve, not destroy, natural culture and identity.
4. Tourism is a manner to offer employment opportunity, revenue generation and a process to strengthen the community.
5. To maintain international competitiveness, to increase the quality of management standard in both private and public sectors and to increase personal skills for the quality of international service standard.

The main principles of the tourism policy as established by the Ministry of Tourism and Sports during 2003-2006 (Brickshawana, 2003):

1. Develop as well as promote sustainable tourism with the least environmental, natural, social and cultural impact, so as to preserve the existing national resources for the benefits of later generations.
2. Enhance the quantitative expansion of the tourism industry through the development as well as management of potential tourism resources in manner that generates the extreme benefits.
3. Standardize tourism products in order to attract quality tourists.
4. Use Thai uniqueness as the country's selling point while establishing a brand image for each region and push them to be developed accordingly.
5. Present the products from different points of view in order to meet the tourists' demands due to fact that 51 percent of tourist visitors to Thailand are repeaters.
6. Promote international sports events as a major tourist activity.
7. Develop an integrated management of information, public relations and customer relations through the use of information technology.

The topmost target set by the government that Thailand will become the Tourism Capital of Asia within 3 years starting from 2004 to 2006.

2.9.7 Informal Organization for Cooperation among Tourism Education Institutions

During the Sixth Asia Pacific Tourism Association (APTA) Annual Conference in Phuket, Thailand June 28 – July 1, 2000, the head department/program managers/program directors in the area of hospitality and tourism about 30 persons from public and private universities and Rajaphat Institutions in Thailand had met informally at the Faculty of Service Industries (former name: Faculty of Hotel and Tourism Management), Prince of Songkla University, Phuket Campus to form a forum to discuss the issues of hospitality and tourism programs. At the second meeting on Friday 6th October 2000 at Rangsit University, Patumthani, the forum agreed to set up a working committee to draft a standard curriculum in hospitality and tourism. The Ministry of University affairs (MUA) had set up the working committee to develop the curriculum in the disciplines of hotel, hospitality, and tourism, chaired by Associate Professor Manat Chaisawat (Appointed by the Permanent Secretary of the Ministry of University Affairs, Dated 8 March 2001). The members of the working committee comprises of the group of advisors and working committee. The group of advisors comprise of the governor of Tourism Authority of Thailand, the President of Thai Hotels Association, the director of Officer of Higher Education, the Director of Curriculum and standard Division, MUA. The members of the working committee came from public and private universities, Rajaphat Institutions, and Rajamangala Institution of Technology. The results of the curriculum development by the working committee were presented at “Higher Education Revolution: Curriculum Development for Higher Education to Excellence” September 26, 2003, at the Ambassador Hotel, Sukumwit, organized by the Office of Standard and Evaluation of higher Education. Ten suggests were appraised as a core course of the hospitality and tourism curriculum at a bachelor degree level.

2.10 Conclusion

Tourism as an industry is one of the biggest employers in the world, with one in every 12.5 jobs being generated directly or indirectly by travel and tourism business. In Thailand, the demand of tourism employment in 2010 will be 2,339,400, which is combination of workforce with and without graduate degree. The graduate degree workforce will be 187,152 and the rest of 2,152,248 will be the workforce without graduate degree. It might be argued that many countries already have high unemployment rates, and that as economic restructuring occurs over that next two decades even more people will come on to the job market as they are displaced from traditional jobs in declining or less labor intensive manufacturing and primary industries. The problem is not generally that the volume of people is too small to fill tourism job, but to ensure that those people entering employment in the tourism industry are properly prepared through education and training so that the standards of quality and service in the industry do not suffer (Ray Pine, 2001).

Most of studies and researches showed many problems and constrains running in hospitality and tourism education. For example, from Esichikul R. Baum T., (1998) Chaisawat M. (1999), Yamakawa (2000), studies we can conclude the major problems in this field of study as follow;

1. Shortage of qualified and experienced teaching staff.
2. Insufficiency and shortage of teaching materials, equipment and facilities.
3. The existing education and training courses have only partly met the needs of the industry.
4. Low quality of the students and students are incapable of speaking a foreign language.
5. Shortage of the higher-level programs for management development.

The rapid growth of tourism and hospitality course in Thailand as a result of the increasing demand for qualified and well-trained workforce to the future development of the industry, makes quality a major concern in any institutions for delivering the quality of graduates that meet the industry requirements. The only way that Thailand can compete in the international tourism market is to position Thailand

as a quality and sustainable destination in the future. The key success factor of this strategy is human resource development. The quality of manpower for the industry was the major factor to support quality tourism development. Human Resources should be focus on developing throughout all levels of the industry. To balance economic, social, political and environmental development, planning will be developed for the management of tourism resources.

The country need to encourage the development of national human resources to help preserve and maintain tourism resources and the environment, as well as to be hospitable and cordial to tourists from elsewhere. Education should to promote the production of personnel in the tourism industry insufficient number to meet market demand and of international quality standard to cater the opening of trade in services, as well as to support the employment of more Thai manpower in the industry.

Human resource development is vital issue facing the world tourism today and future because the tourism's labor intensive nature. Goals of human resource development are developing high quality, efficient education and training those matches the needs of future tourism professionals and tourism employers. The main reason for the study was to find out the problems and obstacles in producing graduates in the hospitality and tourism fields of study and to propose recommendations that suitable for producing qualified graduates for hospitality and tourism industry. The aims of the recommendation are to develop human resource to be more sufficiently in both quality and quantity, which can find work in different parts of the world under international economy.