

CHAPTER 4

THE TOURISM EDUCATION – INDUSTRY RELATIONSHIP: IMPLICATIONS FOR FUTURE DEVELOPMENT OF INDONESIAN TOURISM EDUCATION

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4.1 Introduction

An earlier study reported in Chapter 3 of this thesis suggested that opposing views existed between tourism education and the tourism industry. For instance, educators maintained that current Indonesian tourism curriculum was considered inappropriate, whereas industry representatives stated the reverse. The industry representatives argued that the current curriculum was suitable for Indonesia considering that as a developing country the tourism industry and education were not yet developed. Therefore, there was no critical need to improve curriculum scope into an academic-based one. Such contrasting views are worth of further investigation and so this particular study is aimed at investigating educator and tourism industry professional perspectives towards their relationship.

Cooper & Shepherd (1997) claim that the tourism industry – education relationship is historically a complex one which has been characterised by a lack of trust. However, the tourism education as well as the industry are increasingly recognising the mutual benefits of establishing a more cooperative relationship. Given that little has been done to investigate the relationship in an Indonesian context, this study is designed to identify the main concerns

which exist within these two stakeholder groups. In particular, the study investigates how the respondents perceive such issues as industry involvement, stakeholder roles in tourism education as well as industry needs in training and education.

The main purpose of this chapter is to report and discuss the findings of this study by drawing comparisons to previous studies on the relationship as well as to examine directions for future partnerships between these two stakeholder groups in Indonesia. Methodological approaches which include data collection procedures, organisation of the data, sampling methods, and selection processes of the respondents are also presented.

4.2. Aims of Study

Several issues related to tourism education – industry interface have been outlined in Chapter One and Two of this thesis. As already suggested, the key to resolving issues is to employ a co-operative approach on the part of both educators and employers (Tan & Morgan, 2001). For example, industry involvement in curriculum design and course delivery is recommended as one way of reducing the tension between these two parties (Haywood & Maki, 1992). Furthermore, the relationship can be strengthened through establishing occupational standards in co-operation with industry (Swedlove & Dowler, 1992). These approaches should first begin with mutual appreciation between the parties and an understanding of their views. The diversity of the tourism industry, for instance, makes it difficult for educators to develop an all-encompassing style of appropriate tourism education relevant to all sectors and employers. Given that only a few tourism industry-education studies have been conducted in developing countries so far particularly in Indonesia, the following aims of the current study were:

1. To identify key issues influencing the tourism education – industry relationship in Indonesia.
2. To investigate industry involvement in the tourism higher education in Indonesia.

3. To identify tourism education and the tourism industry roles in the development of tourism education in Indonesia.
4. To identify industry needs in tourism education and training.

4.3. METHODOLOGY

A qualitative method which included a content analysis and semi-structured interviews was utilised to collect data on the tourism education – industry relationship in Indonesia. Thirty semi-structured interviews with tourism professionals and tourism educators were conducted. Transcribed interview records were content-analysed to extract the main themes from interviewee responses to each question. Common themes were grouped together so that relative frequency could be determined. The themes were developed and adopted from numerous sources such as tourism education frameworks and previous studies (Heard & McLaughlin, 1991; Cooper, 1993; Cooper, Shepherd & Westlake, 1996; Cooper & Shepherd, 1997; Haywood & Maki, 1992; Ritchie, 1992). Data collection procedures and analysis followed that of Study 1 reported in Chapter three with minor adjustments based on problems encountered during data collection for Study 1. By way of illustration, the first study encountered some difficulties in obtaining demographic variables, as a number of interviewees were reluctant to answer the relevant questions. Therefore, in addition to completing the recorded interviews, a set of written questions to obtain personal information such as gender, age, education background, organisation and years of involvement in the industry was given prior to interview sessions to maintain confidentiality.

A qualitative approach was chosen for this study to ensure that the subtle opinions of the respondents towards the relationship could be identified. Given the sensitive nature of the study topic and the study seeks to explore tensions between stakeholder groups in a society where there is a reluctance to express disagreement, a qualitative approach was considered to be appropriate. Veal (1997) supports this perspective as he has suggested that much qualitative research is based on the belief that people who are personally involved in a

particular situation are best placed to analyse and describe their experiences and feelings in their own words. Nevertheless, it is recognised that small-scale qualitative research efforts do have certain limitations in terms of inference to larger sample and inferential statistics are not usually appropriate with the material intended (Fayos Sola, 1997).

Patton (1990) also asserts that qualitative methods consist of three kinds of data collection: (1) in-depth, open ended interviews; (2) direct observation; and (3) written documents. Data interviews consist of direct quotations from the people about their experiences, opinions, feelings and knowledge. Therefore, the use of semi-structured interviews and content analysis of secondary data is considered appropriate for exploring respondent perceptions towards the tourism education – industry relationship.

A number of existing data and secondary information sources were critically reviewed to facilitate content analysis of semi structured-interviews. Data sources consisted of the government documentation, university handbooks, articles related to Indonesian tourism education and a number of tourism curricula from state and private institutions. While findings of content analysis of secondary data are not presented separately in this chapter they have been utilised for developing questions and interview guides for the study (See Appendix K).

4.3.1. Study Sites, Sampling Methods and Response Rates

Five provinces i.e. Jakarta, West Java, Central Java, Yogyakarta and Bali were selected as study sites based on convenience sampling. The sample sites chosen were identical to other studies reported in Chapters 5 and 6 respectively. These provinces are well-equipped with tourism infrastructure such as hotels and restaurants as well as private and state tourism education institutions (Ministry of Tourism and Culture, 2000).

The population of both educators and industry professionals in Indonesia cannot be easily identified. Therefore, the researcher chose to apply non-probability judgement sampling

system. The decision in selecting respondents from each group was not based on a percentage of the population where sample was taken, rather on the basis of the researcher's knowledge of individuals, organisations or institutions with a high likelihood of being well-informed about the topic (Miles & Huberman, 1984).

A list of names and organisations, from which respondents were selected the Indonesian Hotel and Restaurant Association (IHRA), the Association of Tours and Travel Agents (ASITA), the Association of Tourism Higher Learning Institution (HILDIKTIPARI), and the Directory of Private Higher Institutions (DPHI). To achieve targeted respondents, certain criteria were applied in order to reduce the risk of personal bias as an effect of personal selection conducted by the researcher. The following requirements stipulated that a respondent:

1. Must have three or more years of direct experience in the tourism field or teaching experiences.
2. Must be a current manager or entrepreneur in tourism industry field.
3. Must supervise or oversee programs or activities in an organisation.
4. Must be a key person in the organisation able to provide information regarding the policy of the organisation
5. Must be able and willing to participate in the present study.

Furthermore, by fulfilling two or three criteria stipulated by this study, respondents were assumed to have the ability to identify some concerns in the tourism education – industry relationship. The selection criteria for the study were developed based on five criteria suggested by Johnson (1990) for selecting ideal informants. Ideal informants were deemed to be those who have exposure to pertinent information; have the knowledge as a result of their role; are willing to communicate; have communication ability and who are likely to be impartial or at least provide considered responses.

A target number of 30 respondents was established, with tourism educator and industry stakeholder groups each being represented by 15 individuals. Initially 45 respondents were contacted in anticipation of refusal and further five prospective respondents were contacted. Final thirty respondents agreed to be actively involved in the project and were interviewed by the researcher, achieving a 60 % response rate.

4.3.2. Data Collection Methods and Interview Procedures

Primary data were collected by using face-to-face semi-structured interviews. The main collection areas were Surakarta (Central Java) and Denpasar (Bali), except for a small number of respondents from the accommodation sector and tours and travel agencies who were interviewed in Jakarta, Bandung (West Java) and Yogyakarta. The data were collected personally by the researcher from July 2000 – October 2000. Each interview lasted for 30 – 60 minutes and was recorded. During the course of the interviews, fieldnotes were taken in relation to particular occurrences such as comments related to the topic of the study but not necessarily as parts of the answers to the questions were obtained and location.

Interviews were conducted by taking advantage of meetings and other occasions where tourism educators and tourism industry professionals were in attendance. Such meetings included a HILDIKTIPARI conference for tourism educators as well as ASITA and PHRI annual meetings for industry professionals. During such events, the researcher interviewed a number of participants who had already agreed to take part in the study.

Kvale (1996) claims that interviews proceed as a normal conversation but have a specific purpose and structure. Therefore, questions were developed and listed in interview guides as tools to stimulate interviewees to reveal their perspectives and opinions. According to Kvale (1996) communicative interview questions should be brief and simple in order to identify different dimensions in the responses.

4.3.3. Validity Checks

Instrument validity was examined in three phases which included a pilot test. Firstly, draft questions were developed based on literature reviews and previous studies on tourism education and written in English (Cooper & Shepherd, 1997; Echtner, 1995; Haywood & Maki, 1992; Pearce et al., 1998). The questions were validated by panel judges who were looking at terminology and clarity of the questions. Based on suggestions provided by the colleagues and the researcher's supervisor, several minor changes were made. Most of which involved the wording and arrangements of questions in the interview guide. The questions were then translated into Bahasa Indonesia because the interviews were to be conducted in that language. To verify the choice of words, these questions were translated back into English (Back Translation).

Secondly, a pilot study involving five Indonesian postgraduate students was conducted prior to the administering data collection. As Veal (1997) suggests, conducting a pilot study can be beneficial before embarking on the main data-collection exercise and it can be used to test out all aspects of the survey, not only the questions. For example, it can be used to test question wording, question sequencing, questionnaire layout, as well as estimate response rate and interview time (Veal, 1997:195). Based on the suggestions given by pilot study respondents, minor adjustments were made, some of which were associated with question wordings. Few other suggestions include changing some lengthy questions such as Question III 1 and IV.3 into more direct questions, reducing the number of questions as duration of the interviews would be affected and sequencing of some questions. Question IV.3 was revised by adding 'why question' to further investigate their perspectives on specialised courses needed for the industry.

Adler & Adler (1998) cited in Cooper (2001) suggest that researchers collect data at different times or from a number of different locations or sources to enhance reliability of data. For

instance, certain patterns may vary depending on whether the data are collected from different sites (i.e. small vs. large organisations), at various times of the year (i.e. during a 'peak or low seasons'). For the purpose of this study, while the data were collected at two sites, the regional selection of respondents follows the recommendations of Adler and Adler (1998).

4.3.4. Ethical Considerations

As the study involved individuals, ethical procedures had to be clarified by consulting the ethical guidelines provided by the James Cook University. Therefore, to comply with its guidelines, an ethics approval which details and describes any inquiry that involves human beings as primary sources in data collection process, was sought prior to administering the semi-structured interviews (Appendix H). This approval is also applied for the other three studies as well.

An ethics approval was sought to ensure confidentiality and anonymity of respondents participating in the study. Furthermore, respondents were asked to sign a consent form (Appendix L) which included information about the study and the management of data collected. Silverman (2000) maintains that informed consents are important based on the followings: (1) providing information about the research relevant to subjects' decision about whether to participate; (2) making sure that the subjects understand that information; (3) ensuring that participation is voluntary. In addition, the consent also informed that participants are free to withdraw from participation in the study before or during the course of the interviews.

The significance of confidentiality and anonymity issues in the Indonesian context should not be underestimated. Ethical considerations represent more than an administrative requirement since in this context they assist the researcher in eliciting information from respondents who might otherwise be concerned with anonymity and confidentiality issues.

4.3.5. Instrument Analysis

Two sets of similar interview guides were developed, one for tourism educators and the other for tourism industry professionals. The interview guides comprised an introduction and details of interview procedures as well as questions for use in performing similar interview procedures for all participants. As the interviews were semi-structured, only guidelines were prepared and discussions to develop or clarify certain issues were allowed for by this procedure.

Interview guides were divided into sections based on the aims of the study. Each aim was used as a topic for guiding the development of open-ended questions. In addition to the prepared question surveys, a small-scale questionnaire was developed to specifically collect demographic variables which included gender, age group, highest type of education received, years of experiences in related tourism fields and background organisation. While not all demographic data were used to compare opinions and views, they will be referred to in discussions. Data gathered through these questionnaires were analysed and presented in the following sub-section (4.4)

4.4. Respondent Profiles

The study involved two stakeholder groups with each group being represented 15 individuals. Subject profiles were made up of gender, age, level of education, years of involvement in the tourism industry and background organisation. Findings of demographic variables were used to determine whether some criteria which were established for respondent selection had been achieved. Gender in the sample was not balanced with 76.7 % male and 23.3 % female respondents. However, within groups, a marked difference in gender proportion was evident. Educators were represented by a somewhat higher number of female respondents (23.3%) compared to that for the industry professionals. This finding corresponds with the result of

study one, in which a slightly higher number of females were represented for educators and students compared to that of industry professionals and government officials.

The over 50-year-old group was the largest age group interviewed (46.6%), followed by the 46 – 50 and 41 – 45 year-old groups at 23.3 % and 16.6 % respectively. The sample consisted of individuals with educational backgrounds ranging from diploma to doctoral graduates. More than 33 % of respondents had graduated from diploma and first-degree programs. Master degree holders were the largest group, whereas the doctoral degree group consisted of only 6 % of the total respondents. Although some data on highest education received were obtained, further investigation in discipline areas was not conducted. Therefore, it was unclear whether respondents holding master degrees, for instance, were graduates from hospitality and tourism disciplines or from other areas such as geography or economics.

Findings on years of involvement in related tourism fields indicated that most respondents had had more than nine years experience (66.6 %). Over 16 % stated they had 6 – 8 years experiences while 16 % of the sample had 3 – 5 year experience. This result confirmed that one of the requirements established for respondent selection, which stated that the respondents participating in the study should have been in related areas of tourism or tourism education for more than three years, was achieved.

The study targeted a comparable distribution of 50 % from each stakeholder group while industry representatives were expected to be represented by different sectors including accommodation, restaurant, tours and travel, and tour guide sectors. However, the accommodation sector accounted for the highest number (26 %) followed by travel agents (13.3 %). Over 6 % described themselves as representing tourism organisations such as IHRA and ASITA while only 3.3% came the restaurant sector. Over 30 % of samples were

from Jakarta and 23.3 % from Bali. This finding is not surprising, as both provinces are popular tourist destinations as well as domestic tourist generators.

4.5. Data Analysis and Results of Study

Procedures for data analysis consisted of several steps. First, responses of semi-structured interviews were transcribed and combined with field notes taken during the data collection process. The transcripts were then translated into English carefully in order not to lose some important points. The analysis began by isolating important themes found in the responses and coding them. These themes were modified occasionally whenever new themes emerged. By doing this, it was possible to establish final themes and compare them with previous studies on tourism education – industry relationships. A few selected quotes were also incorporated to further illustrate content and meaning from the most common responses. The findings are presented for each question asked, and grouped under each aim of the study. Brief steps taken in the process of analysis for Study Two were as follows:

1. Transcription of interviews, document reviews, and followed by translation of transcripts into English.
2. Establishment of themes based on responses and selected literature in the tourism field.
3. Identification of themes and sub-themes based on the identification of attributions during the course of the interviews and related secondary documents.
4. Extractions from interview transcripts relevant to themes-and sub-themes under scrutiny.
5. Cross-checking of interview data with information taken from the fieldnotes and secondary data to provide reliable analysis.
6. Final selection of transcript extracts to illustrate the themes.

4.5.1 Key Concerns in the Tourism Education – Industry Relationship.

Three questions were developed to put the first aim of the study into operation, which is to identify key issues influencing the tourism education – industry relationship. The first question asked respondents whether there were any core issues and following on from a ‘yes’ response, they were required to mention the issues in order of priority and then to propose some solutions.

4.5.1.1. Existence of Core Issues in the Tourism Education- Industry Relationship

Tourism education literature and findings of previous studies have suggested that some important issues in this area can be identified (Haywood & Maki, 1992; Cooper & Shepherd, 1997; Cooper et al, 1996). Findings of this present study indicated that most respondents from the two stakeholder groups (83.3%) agreed that some crucial issues in the relationship could be found. Table 4.2 indicates that only five respondents (16.6%) consider that tourism education – industry issues do not exist in the Indonesian context.

TABLE 4.1
Identification of Major Issues

STAKEHOLDERS	RESPONSES				TOTAL
	YES		NO		
	Mention	%	Mention	%	
Industry Professionals	13	43.3	2	6.6	15
Educators	12	40	3	10	15
TOTAL	25	83.3	5	16.6	30

Many industry professionals (43.3 %) believed that the presence of issues has hindered the relationship between the two stakeholder groups as different perceptions on certain cases such as industry needs in education and training may create tensions between the two groups. The following quote illustrates the complexity of the relationship:

I was sometimes wondering, why both tourism education and the industry often criticise to each other when it comes to discussing certain issues such as curriculum content of a tourism program. In fact, we can sit and work out our problems together. It’s actually quite distressing knowing that the quality

of tourism graduates is considered to be deteriorating lately, despite the efforts made to improve it (I-11).

Respondents who were concerned about the relationship were further asked to identify what problems were considered serious of which those appearing in Table 4.2. and 4.3. were regarded as the most significant concerns. Classifications of themes emerged during the interviews were based on Cooper & Shepherd's (1997) whose frameworks regarding the education – industry relationship are relevant to this study and on identification of gaps between expectations of education and employment experiences proposed by Haywood & Maki (1992)

Table 4.2 indicates that tourism educators are concerned about differing expectations held by industry professionals and educators concerning education and training. Responses suggest that educators believe in the importance of resolving the issue of focus whether on tourism training or tourism education. To some extent, the industry insists that tourism education should be emphasised on training for job profiling. Conversely, there is a belief from industry professionals that higher-level positions can be filled by those graduating from non-tourism programs. This concern has been raised by Cooper & Shepherd (1997) who suggest that the distinction between tourism training and education would most likely influence the type and depth of relationship.

TABLE 4.2.
Educators' Concerns about the Relationship

Educators' concerns	Overall Rank (<i>n=12</i>)
• Different views on approaches to tourism education (i.e. training vs. education)	12+
• Inadequate support by the tourism industry for tourism education	11
• Different expectations on cooperative education issues (i.e. duration and objectives)	10
• Diversity of tourism sectors resulting in difficulties in deciding on the emphasis in tourism curriculum (i.e. limited-supply, demand or fully-fledged approach)	9
• Job opportunities for tourism graduates	9
TOTAL	51

+ Based on multiple responses

The emergence of topics such as perceived inadequate commitment by industry in developing tourism education as well as differences in tourism education approaches (training-based versus education-based) suggest that the situation was comparable to that in developed countries such as the United States and Australia in the early development of tourism education (Ritchie, 1993; 1995; Wells, 1990). The following comments illustrate the concern.

I think we, I mean the industry and tourism education, have different views on certain issues. You see I would prefer that Indonesia's tourism education be developed and focused into an academically-based education. Of course without neglecting training-based and vocationally-based approaches (E-05).

A number of respondents commented that traditionally the development of training in the form of vocationally-oriented courses has historically been linked to the needs of intermediaries in travel and tourism. Therefore, differing views on the meaning of training and education need to be clarified and socialised to the industry in particular in order to resolve the problem. Otherwise, conflicts between the two groups will always exist and influence their relationships.

Cooperative education problems were also raised by some respondents who observed programs duration and objectives varied substantially among tourism education institutions. They believed that different perceptions on duration and objectives of the program could influence program results. This finding also demonstrates consistency with content analysis of Study One which reported that the duration of programs ranged from one to six months. Craig-Smith & French (1991) suggest that industrial experience programs are also problematical in Australian tourism education. These authors claim that the length, timing and operation of work experiences can vary enormously from one institution to another. The dramatic increase in the number of students enrolled in undergraduate courses means that obtaining useful placement positions is a difficulty for both hospitality and tourism students.

Tabulated responses reveal that each group has a somewhat different emphasis. For example, tourism industry professionals believed that most tourism educators have little industry exposure during their careers as educators. This has led to the design of a curriculum that lacks industry orientation.

TABLE 4.3
Industry Professionals' Perceived Concerns

Key Concerns	Overall rank (<i>n</i> =13)
• Lack of understanding of tourism industry needs in training and education	13+
• Inappropriateness of programs provided by tourism education (i.e. focus and content of curriculum)	11
• Need to adapt to the new technologies in tourism industry (i.e. the inclusion of a computer course component in curriculum)	10
• Educators usually lack industry experiences, resulting in less-industry oriented programs	9
• Overall quality of the graduates are lower than expected	8
• Different views on the approaches to tourism education (i.e. training vs. education)	3
TOTAL	54

+ Based on multiple responses

Many educators were concerned that both stakeholder groups perceived education and training needs differently. Educators on the one hand considered that tourism education should be more academic in nature, whereas tourism industry professionals preferred vocationally oriented training. Several commentators speculate that the tourism industry consist of mostly small business whose manager usually have no higher education (Cooper & Shepherd, 1997, Cooper, Shepherd & Westlake. 1996). This situation is most likely to influence industry professional perceptions. Cooper & Shepherd, (1997) identified the training-education debate has been considered as one of the divisive issues in the relationship between tourism education and the industry. They suggested that although the provision of quality training and education is increasing, the industry has traditionally invested in neither. However, lately International bodies such as the World Tourism Organisation (WTO) has acknowledged the importance of training and education to ensure a professional and productive tourism industry (Cooper & Shepherd, 1997).

After identifying existing issues in the relationship, both respondent groups were asked to select the most important ones requiring prompt resolution. Identified concerns were ranked in order of importance. For instance, educators suggested that involving the industry in curriculum design was the most important issue which was ranked 1. On the other hand, some professionals suggested that the issue was not as important as that quality improvements of the program. Statements such as: *'the issue of tourism education in Indonesia is not merely centred on the curriculum design, but it goes beyond that point. How are we able to improve the quality of the education to better equip the graduates?'* (I-07) illustrates broader concerns which were expressed by one industry representative.

There were at least three important problems requiring immediate action since they provide a basis for future development of Indonesian tourism education. Over 39 % respondents stated that curriculum planning was the most significant one, followed by industry involvement (33.3%) and cooperative education (27.5%). The first topic embraces the concern about who will be responsible for curriculum design and what power each sector will have. Some respondents were confident that by including as many stakeholders as possible, including the tourism industry, the tourism curriculum for Indonesia would be more likely to reflect different sector needs. For example the industry which represents different divisions such as airlines, hotels, restaurants and tours and travel agencies need special consideration.

Some interviewees suggested that by setting up a focus group and group interviews or individual interviews, appropriate curriculum content could be determined. These views were partly reflected by one respondent who observed that *' the issue for developing more appropriate curriculum is crucial for Indonesia, especially in the last three years when the patterns of tourist visitation have slightly changed, such as the increase of alternative tourism which requires certain management competencies'* (I-05).

TABLE 4.4
The Most Crucial Concerns Requiring Resolution

ISSUES	STAKEHOLDERS		
	Professionals	Educator	Total +
Curriculum Planning Issues	15	12	27
Industry involvement in tourism education	12	11	23
Cooperative Education Issues	10	9	19
TOTAL	37	32	69

+ Based on multiple responses

Some respondents also suggested that the precise nature of industry involvement should be clarified in order to establish what the industry could and could not do in the area of tourism education. For example, one respondent argued that *'it was okay to have industry participating in the teaching process as they have first-hand experience in the field, but not in the curriculum design'* (E-11). Apart from being confident that the inclusion of tourism industry professionals in tourism education would, to some extent, be beneficial to identify the actual necessities for the training and education, some educators were concerned that the curriculum would be industry-driven but not industry-sensitive. This situation would result in other sectors such as public sector, which is in great need of planners and researchers, would be confined to only limited employee sources in the future. Kohdyat (1998) claims that future development of Indonesian tourism education would be more complex and public sector and university needs in researchers and planners will be elevated.

4.5.1.2. Proposed Solution to Problems

Following Question Two the participants were asked to provide suggestions on how to solve the problems and enhance the quality of the relationship. This question was included in order to identify whether there were different thematic solutions suggested which could be relevant to the Indonesian context. The following themes were identified during the course of the interviews:

TABLE 4.5
Proposed Solutions to Problems

THEMES	STAKEHOLDERS	
	Tourism Professionals	Tourism Educators
• Incorporating cooperative education in employment planning (i.e. traineeship programs in high-seasons)	6	14 +
• Providing incentives to students in cooperative education	7	10
• Involving tourism educators in the industry (i.e. short-term training)	9	5
• Involving more professionals in curriculum design	10	8
TOTAL	32	37

+Based on Multiple Responses

Table 4.5 presents the main suggestions provided by respondents which include incorporating cooperative education in employment planning, providing incentives for students who participate in cooperative education and getting educators more involved in the industry. For instance, to improve practical knowledge associated to the industry, the educators can attend a short industry training courses to improve practical knowledge. Some professionals suggested that, most sectors had not taken into account the benefits of incorporating cooperative education in their employment planning. One respondent mentioned that: *“if cooperative education is included in the planning of employment for the hotel, for example, I don’t think students find it difficult to conduct the program” (I-06).*

4.5.2. Industry Involvement in Tourism Education

A number of questions was used to identify Indonesian tourism industry involvements in tourism education. These questions also sought respondent perspectives on the adequacy of industry involvement, the positive and negative impacts of the involvements, expectations of both the industry and educators in administering a tourism program, and participation of the industry in designing a tourism curriculum for Indonesia. Such questions were essential as findings of Study One indicated that both educator and industry professional groups showed differing perspectives on the concerns.

4.5.2.1. Industry Involvement and Adequacy of the Involvement

Findings on involvement and adequacy are presented in Table 4.6. The Table 4.6 indicates that the majority of respondents (N=20) believed that industry involvement in tourism education was necessary, whereas five of the interviewees considered that it was not necessary. Some respondents stated that *'by involving the industry in tourism education, several misunderstanding could be eliminated'* (E-07). This comment implies that the respondent agrees the industry should be involved. On the other hand, some respondents were concerned that *'the involvement of the industry would definitely affect the types of curriculum we are giving to students'* (E-09).

The study did not attempt to identify to what extent should the industry be involved. Alternatively, for respondents who suggested that the involvement was necessary, they were then asked to mention types of involvement in education which would be suitable for the tourism industry. This effort aimed at seeking possibilities to offer for industry professionals from educator and professional perspectives which were expected to contribute a greater understanding of each stakeholder's expectations in the field. This theme would be further discussed in Section 4.5.2.3

TABLE 4.6
Stakeholder Views on Industry Involvement and Adequacy of Involvement

	Stakeholders	Responses			
		Yes	No	No answer	Total
Views on industry involvement	Industry Professionals	11 (36.6%)	2 (6.6%)	2 (6.6%)	15
	Tourism Educators	9 (30%)	3 (10%)	3 (10%)	15
Adequacy of involvement	Industry Professionals	4 (13.3%)	11(36.6%)	–	15
	Tourism Educators	5 (16.6%)	10(33.3%)	–	15

The study also investigated whether there has been adequate involvement of the industry in the development and management of current tourism education in Indonesia (Table 4.6). The table indicates that more than 60 % of interviewees were concerned that although it is a long-standing issue, there is still inadequate efforts to include professionals in teaching and

learning process including curriculum design and implementation. Some respondents expressed the view that if the industry had been more involved, it would have encouraged stronger relationships between the stakeholders. This would probably have reduced tensions existing between tourism education and the industry, especially in relation to tourism curriculum.

The main area of involvement appears to have been the teaching area. Other important areas such as curriculum planning and development and cooperative education have received little attention as exemplified in the statement *'we know that we've been involved lately, but it was limited in certain areas such as teaching and learning'* (I-10).

4.5.2.2. Impacts of Industry Involvement on Tourism Education

Despite the fact that some respondents were concerned about obstacles to involving industry professionals in tourism education, some interviewees acknowledged that there were also some positive impacts. For example, one industry representative maintained that by being in tourism education programs, a more industry-sensitive curriculum could be created. Respondents were also asked if involvement could have a negative impact as illustrated in (Table 4.7).

Results of previous studies indicated that the industry involvement in tourism education did provide positive impacts (Haywood & Maki, 1992; Ritchie, 1993). Ritchie (1993), for instance maintains that, in order to understand industry needs in education and training, and to provide a more appropriate curriculum for tourism education, the majority of travel and tourism courses have to allow for industry involvement in course planning. It appears that most respondents believed that greater involvement could contribute to tourism education maturation. For example, a great majority of respondents regarded that a curriculum which is designed in coordination with the industry would be much more industry-sensitive (n=25).

This would lead to higher a likelihood of industry acceptance because quality would match what the industry requires for its employees

TABLE 4.7
Influence of the Industry Involvement

THEMES		STAKEHOLDERS		
		Professionals	Educators	Total +
Positive Impacts	Providing graduates with more practical courses	13	10	23
	Enhancing employment opportunities for graduates	13	9	22
	Providing more industry -sensitive curricula	10	11	21
	Increasing places for industrial experiences	8	11	19
	Reducing tensions between two stakeholders	10	7	17
	Total	54	48	111
Negative Impacts	Influencing the focus of curriculum (too industry-centered)	4	12	16
	Reducing likelihood of pursuing higher academic qualifications for industry professionals	7	8	15
	Putting more pressure on industry for more work placements	12	2	14
	Discouraging the formation of an academic-type education	2	9	11
	Total	25	31	56

+ Based on Multiple Responses

Conversely, some respondents were concerned that there could be negative impacts such as a tendency to discourage the formation an academically based education if a strong industry-education joint work was established. Another concern particularly from educators is that fostering stronger links with the industry might shift the focus of curriculum content towards a more ‘practical’ and ‘industry-centred’ curriculum which in turn would produce practitioners rather than graduates whit a wider focus on tourism. This concern was evident in statements such as’ *I am afraid if the industry were involved too much, the curriculum would be ‘industry-centred’ not the one expected to provide graduates with wider tourism focus’ (E-15).*

The findings correlate with previous studies (Messenger, 1992, Ritchie, 1992), which have expressed similar concerns. For example, Ritchie’s priority issues facing faculty of tourism educators include the need to strengthen linkages between industry and education institutions – particularly by means of cooperative education programs and this was also

frequently mentioned by educator respondents as a positive impact of involvement. Conversely, the majority of industry representatives were also concerned that involvement in tourism education might mean that more pressure would be placed on industry to provide industrial placements as one of their responsibilities (n=12). Cooper & Shepherd (1997) report that employing students is seen as an alternative to taking on expensive temporary staff during peak times and also that students are usually assigned to repetitive tasks. These authors suggest that problems within industrial placement procedures, such as dissimilar objectives can be remedied. For instance, educators need to define more clearly what objective of the exercise is and state what skills students already possess and/or need to acquire in placement (Cooper & Shepherd, 1997:42).

Some respondents, particularly educators, also expressed their concerns that involvement would discourage the formation of an academic-type education for Indonesia, which is assumed to be important for current tourism industry. The more industry professionals were involved, the less possibility the academic-type education would be established as more industry professionals emphasised short-term goals for supplying qualified employees. This situation would lead to the choice of professionally based education to be expanded rather than the academically based education.

Findings of Study One (Chapter 3) showed that the majority of stakeholder groups supported the development of an academic-type tourism education despite the on-going debate as to whether tourism studies was a discipline or a field of study (Echtner & Jamal, 1997; Pearce, 1993, Tribe, 1999). The likelihood of developing an academic-type education in Indonesia would also be hindered if industry were involved more in tourism education, as the industry professionals might shape the focus in line with their goals. Cooper & Shepherd (1997:41) suggest that, in the developed world, there has been a resistance on the part of industry to accept formal qualifications in tourism, partly as a result of the newness of the subject area.

4.5.2.3. Industry Representative and Educator Perspectives on Participation

The study was also interested in investigating respondents' perceived views on types of industry representative participation. The following table (Table 4.8), summarises themes which were suggested by both educators and industry representatives. Table 4.8 presents the most frequently mentioned themes by the two respondent groups.

TABLE 4.8
Types of Participation in Tourism Education

Types of Participation		Responses	
		Freq.	%
Stakeholders	Themes		
Educators	Curriculum planning and design (input on courses, focus, length of courses)	9+	28.1
	Management Board of Tourism Program (active member; supervisory)	9	28.1
	Teaching Staffs (Casual teaching staffs, guest lecture)	7	21.9
	Member of tourism education consortium	7	21.9
	Total	32	100
Professionals	Member of tourism education consortium	10	28.6
	Curriculum planning and design (course input, focus)	9	25.7
	Teaching Staff (Casual teaching staff, guest lecturer)	8	22.9
	Management Board of Tourism Program (active member; supervisory)	8	22.9
	Total	35	101*

Note: * Discrepancies due to rounding + Based on Multiple Responses

Despite perceived concerns such as the negative influence on curriculum content, both groups recognised the existence of different types of participation whereby the industry would be most likely to participate. Involvement in curriculum design and course delivery and management board of tourism programs were the most frequent themes mentioned by the interviewees. A current study conducted by Stuart (2002) suggests that, while the stated focus of tourism courses remains that of preparing graduates for the world of work in tourism and other industries, lecturers admitted to being reticent about involving industry professionals in planning, design and delivery of tourism courses. The author further claims that the industry, which can benefit the most from graduates with tourism education, is rarely offered more than a token role in its delivery. Involvement includes having the majority of seats on the validation or revalidation board and occasional guest lectures arranged by individual tourism lecturers on an ad hoc basis. This was seen as one-off insights into

industry practice rather than making a valuable contribution to the overall tourism education package (2002:12).

Educators considered that involving industry representatives in teaching activities and as consortium members would benefit tourism education. For example, one educator stated that *'we will perform a lot better if the professionals were involved in teaching and learning'* (E-01). According to this view, involvement as teaching staffs was considered important as the industry had the most hand-on experience in dealing with issues related to the industry. It was also suggested that by including the professionals in tourism program management boards the tourism education would likely achieve more advantages. In particular, a joint work between the education and industry would perhaps provide more opportunities for students to obtain industrial experience placement and potential financial support to enhance the quality of research.

4.5.3. Industry Roles in Tourism Education as Perceived by Educators

Identification of industry roles in human resource development in the Thai hotel industry has found that the following types of collaboration are essential: identifying the industry manpower requirements, identifying knowledge and skills for tourism jobs, developing curriculum, and training students with practical experiences (Esichaikul & Baum 1998). To identify industry roles in Indonesian tourism education from educator perspectives, a question was used to solicit the opinions, followed by a question which sought to discover whether there had been any coordination among related sectors such as private sectors, public sectors and tourism education institutions in Indonesia.

Educator points of views indicate that emphasis should be placed on providing better payment system which would attract more qualified tourism graduates (n=14) and industrial experience opportunities (n=11). Some of these views are identical to those of Esichaikul & Baum (1998) who investigated government official views on industry roles in Thai's tourism

industry. For example, one of their findings suggests that the private sector should pay employees an appropriate wage and salary in order to motivate personnel in the industry. Although both views emphasise somewhat different viewpoints namely motivating existing personnel and attracting more qualified graduates to the industry, it seems that the core thrust is for a better payment system. Furthermore, educators recommend that industrial experience be incorporated with human resource planning and that student be employed during peak seasons (n=11).

TABLE 4.9
Industry Roles Tourism Education and Training

Stakeholder	Themes	Industry Roles		Responses	
		Freq.	%	Freq.	%
Educators	Industry should consider paying their employees using a standard as other industry in order to attract more qualified tourism graduates to work in the industry.	14+	31.1%		
	Industry should provide enough places for industrial experiences incorporated with the planning of the industry traineeship. Employed the students in high season and provide incentives during their industrial experiences.	11	24.4%		
	Private sectors are responsible for defining job opportunities to be informed to the tourism education for future development of the program.	11	24.4%		
	Industry should provide enough support in running the tourism program: financial support for research and non-financial support such as providing a laboratory for practical and skill development of students	9	20%		
	TOTAL	45	100*		

Note: + Based on multiple responses * Discrepancies due to rounding

Financial support concerns were also identified as important in the findings. Nine out of fifteen respondents stated that the industry should participate in providing both financial and non-financial support. Without such support, tourism education would probably experience slow development, as most Indonesian tourism institutions were private institutions without financial support from the government. Educators were also concerned about industry experiences. They believed there was an increased demand for more places because of the proliferation of tourism education programs. One educator stated that '*finding industry*

placements are becoming harder and harder recently, as some companies complained that they have less resources allocated for traineeship (E-11)'. Furthermore, educators expected the industry to define job opportunities and profiling and informed them to tourism education. These efforts would enable educators to establish realistic goals when designing new programs. Industry inputs would reduce the likelihood of more graduates being produced for future employment than the industry can absorb.

When asked whether there has been an effective coordination among related sectors, interviewees from both the tourism industry and education indicated suggested that coordination between related sectors had not been effectively conducted. In particular, the coordination between tourism education institutions, private tourism sectors and government officials in program evaluation did not exist.

4.5.4. Industry Needs for Tourism Education and Training

Esichaikul & Baum (1996) pointed out that it was important for the private sector to identify their needs of manpower requirements, so that curriculum content of tourism programs could be determined in an Indonesian context as far as education and training are concerned. In order to identify the needs for Indonesian education and training, a number of questions were asked to both stakeholder groups including improvements of existing employee quality and employment opportunities for tourism graduates. Such an investigation perhaps would provide explanations to a number of major concerns relating to the current relationship between tourism education and the industry in Indonesia.

4.5.4.1 Improvements on Quality

When asked to identify how the industry could improve the quality of existing employees, respondents generally acknowledged that 'training' seemed preferable to tourism education. In particular, industry professionals regarded this approach as the best way to improve the

quality. Furthermore they specified that both formal training (in-house and external) and informal training such as on-the-job training would be advantageous for employees. Only a few respondents deemed that formal degrees in tourism and other disciplines such as business and marketing were considered important for improving quality. With only four industry professionals stated that getting higher education qualification in tourism was advantageous, it seems that types of Indonesian future tourism education would more likely be influenced. With such perspectives in mind, a professionally based education would perhaps suitable to satisfy the needs.

Table 4.10
Opinions on the Quality Improvement of Employees

THEMES	STAKEHOLDERS		
	Professionals	Educators	Total +
Informal in-house training	6	5	11
Formal training (Training providers)	10	5	15
Getting higher education qualification in Tourism	4	13	17
Gaining higher education qualification in other disciplines	9	5	14
TOTAL	29	28	57

+Based on Multiple Responses

Table 4.10 reports that training remains favourable among the industry professionals as a tool to enhance the quality of existing employees. In particular, professionals (n=10) preferred formal training to be carried out by training providers, tertiary educational institutions or NGOs. Professionals were of the opinion that gaining higher education qualifications in other discipline such as business or management would increase the quality of employees, whereas only a few tourism educators expressed their views that gaining higher education qualifications in other disciplines would be an advantage. It appears that educators supported the idea of providing tourism degrees in Indonesian tourism industry as an alternative to improve human resource quality in line with WTO requirements to improve service quality in all tourism sectors. Their opinions are consistent with study one, in which the believed that tourism employees' quality could be improved by obtaining tourism higher education.

Professional views regarding higher standards in quality were confirmed by previous findings (Esichaikul & Baum 1998), whereby it was suggested that tourism education was not essential for rank and file employees because more than 80 % of hotels in Thailand accepted non-skilled labour and provided training for improving careers. Despite this fact, these authors further maintain that education will assist in faster progress and higher achievement in a career path. The view which considered higher education was unimportant is primarily oriented towards existing practices in the accommodation sector. It does not take into account the industry of the future where all levels of employees in every sector need to be better educated.

Conversely, educators insisted that training was not enough, particularly for middle and senior management staff. Thirteen respondents remarked that, gaining higher qualification on tourism would enhance their quality of performance in service. To some extent, this finding reveals similarities with that of Zhang, Lam & Bauer (2001) who maintained that most educators in Mainland China were concerned about the quality of senior management staff in the hospitality industry.

4.5.4.2 Views on Employment Opportunities

One question item sought respondent opinions on whether undertaking tourism studies at higher education level would provided graduates with competitive advantages over other graduates from different disciplines such as economics or business. This question was aimed at ascertaining their views as to whether it would still be relevant to undertake tourism studies, which involved a four-year degree course and a master's degree course, if there were no competitive advantages for graduates to work in the industry. This question also relates to Study Four which investigated stakeholder views on the need to develop a four-year tourism degree program in Indonesia.

Results showed that over one half of respondents (n=19), eleven of them was industry representatives, were convinced that having a tourism degree would not necessarily enhance graduate employment opportunities. Many respondents even suggested that the graduates would benefit by taking either business or marketing in association with tourism course as exemplified in responses such as *'to get a better position in tourism industry, you should take business or marketing not tourism'* (I-02).

It appears that there are two possible reasons for such a bias in industry professional responses namely personal experiences and industry characteristics. First, the view is to some extent influenced by professional working experiences. Anecdotal evidence suggests that some middle and upper level managers began their careers in the industry as a lower level with little or no tourism degree background and rose to top management positions. Therefore, if they were able to achieve their current positions without a tourism degree, it is likely that their opinions would have been slightly biased. This anecdotal information is worthy further study, particularly into middle and upper level management staff's education background to ascertain whether the responses regarding employment opportunities were influenced by different experiences. Secondly, the tourism industry is generally dominated by small-scale businesses which do not require higher tourism education qualifications. Therefore, respondent views suggested that having a tourism degree was not necessarily important for joining in the industry. However, this view does not consider future needs of the industry, in which more qualified tourism employees will be required for numerous public and private sector positions.

The present study did not investigate in depth the reasons given for the belief that tourism graduates had no competitive advantage over other graduates. Only eleven respondents consisting of five educators and four industry representatives were convinced that having an education in tourism creates better job opportunities in the industry. It appears that such views are perhaps influenced by the fact that tourism graduates are assumed to possess a

low level of practical knowledge for application to the hospitality sector compared to that of hospitality graduates. In regard to tourism graduates, Kodhyat (1999) maintains that currently tourism education, research centres, and Indonesian government suffer from a lack of suitable tourism graduates who are capable of becoming educators, researchers and tourism planners. Most of these positions are dominated by personnel with little or no tourism backgrounds.

In order to clarify respondent views concerning the competitive advantages of tourism graduates, Tan & Morgan (2001) further investigated the subject opinions on reasons for both 'yes' and 'no' responses. Findings indicated that only one-quarter of professional samples clearly indicated that tourism graduates had a competitive advantage for job placement within the industry, whereas the remaining samples indicated that tourism graduates had no advantages compared to those of non-tourism graduates. It was suggested that the most prevalent reason provided concerning the advantages was 'relevant knowledge/qualification', whereas those who disagreed stated that the most prevalent reasons as being relevant experience and personal qualities respectively. This finding implies that industry professionals believed that tourism education provides graduates with relevant knowledge to be applied in the industry.

While this study findings indicated clear-cut views among respondents, Tan & Morgan's investigation suggested that over 50 % of their respondents were less certain by stating 'depends' in their responses. Follow-up open-ended questions aimed at eliciting explanations, revealed that the frequency orders were: knowledge/qualification, relevant experiences, personal qualities and generic competencies.

Cargill (1995) maintains that within the three segments of hospitality industry, there was general agreement that a qualification in general business administration was of more value than a tourism specialisation. Although Cargill's finding was relevant to master's level in

relation to the degree for hospitality management candidates, it can be inferred that corporate professionals preferred non-tourism degree graduates for midlevel managers and executives in the hospitality industry. Cooper, Shepherd, and Westlake (1996) argue further that the industry prefers to recruit graduates with basic and transferable skills, rather than those with specific tourism education at university. These graduate recruits can be then trained on the job for roles within the tourism industry. Ladkin (1999) also noted lack of appreciation of employers towards specialisation in tourism. She speculates that when a critical point is reached, one in which tourism graduates make their mark in the workforce, the industry's responses to graduates having a tourism education background will become self-perpetuating.

4.5.4.3 The Needs of Tourism Courses

To understand what types of courses are mostly needed by the Indonesian tourism industry, the research sought the opinions of both respondent groups. This aimed at investigating whether the future development of tourism education would be better to focus on specialised courses such as hospitality and tours and travel or on broader tourism programs.

Table 4.11 demonstrates that the majority of professionals were in favour of specialised courses such as hospitality management than courses with a broader tourism focus (n=10). To some extent, this view implies that the hospitality industry is considered to be the most important sector in the tourism industry (Stear & Griffith, 1991). Consequently, respondents mostly chose courses with a hospitality focus rather than tourism-specific courses such as cultural tourism. Some respondents (n=8) were convinced that, despite efforts to develop tourism education to wider focuses, specialised course which emphasised hospitality remained significant, particularly when related to steady growth in foreign tourist arrivals after economic crisis hit Indonesia in 1997. In Australian context, Tan & Morgan (2001) emphasise that the tourism industry commonly requires technically competent graduates, who have been trained in Technical and Further Education Colleges (TAFE)

TABLE 4.11
Respondent Views on Types of Course Needs

THEMES	STAKEHOLDERS		
	Professionals	Educators	Total +
• Specialised courses i.e. hospitality management, tours and travel agencies	10	9	19
• Tourism courses i.e. ecotourism, cultural tourism and tourism management.	6	10	16
• Combination of specialised and wider tourism focus with emphasis given to hospitality sectors	3	5	8
TOTAL	19	24	43

+Based on Multiple Responses

On the other hand, it is apparent that educators are more interested in developing future tourism education with a tourism focus (n=10). The finding also correlates with that of Study One which indicated that current tourism education was dominated by hospitality programs with very few programs offering tourism specific-courses such as ecotourism and cultural tourism. This view partly reflects the prevailing attitude of tourism stakeholders in general who believe that there is no necessity for developing a four-year tourism degree program.

4.5.4.4 Required Qualities of Graduates for the Industry

Pearce (2002) suggests that, based on the existing literature on tourism and hospitality education endorsed by the World Tourism Organisations and academic commentators, a set of skills consisting of technical, people and business skills is necessary for producing competent tourism graduates. These skills are usually represented in the objectives of a hospitality or tourism program. Pearce further asserts that despite the needs for business skills and technical skills for effective participation in the industry, people skills are also crucial. Such skills include communication, people management, leadership, customer relations and training (Pearce, 2002: 134).

Based on the importance of tourism graduate qualities, the study aimed at investigating respondent views on perceived qualities for Indonesia's tourism industry. Question IV.4

asked respondents to identify the expected qualities from tourism graduates which will meet current tourism industry needs as well as for the near future. A number of qualities emerged during the course of the interviews and they were categorised based on the existing literature (Ichioka, 1998; Pearce et al., 1998; Pearce, 2002; Tan & Morgan, 2001)

Selected graduate qualities which were expected by both stakeholder groups can be classified into four broad categories i.e. technical competencies, social interaction competencies, personal characteristics and logical thinking competencies. Classification into themes is not meant to be comprehensive as the terms for classifying the generic qualities can be labeled in a different way. For example, Pearce (2002) maintains that people skills are considered as belong to a wider set of what has been termed generic skills in an Australian context. Such skills which were termed previously as social skills are an essential feature of tourism education courses along with content knowledge and the ability to learn (Pearce, 1995)

Classification of findings of this study indicated that almost all qualities found in previous studies were also found in responses and were listed based on frequency of mentions (Table 4.12). A few qualities such as 'Creative Thinking' which is categorised under logical thinking competencies and 'sociable' which is classified under personal characteristics received less attention. Both qualities received 13 and 18 responses respectively. It was somewhat surprising to discover that Ichioka's samples (1998) perceived these competencies as two of the most important characteristics for tourism graduates and that both qualities had a high rating from both educators and professionals (Ichioka, 1998).

Both stakeholder groups of this present study ranked decision-making competencies, which are included in logical thinking competencies as the most preferred competencies. This finding is consistent with Tan & Morgan's work (2001) which indicates that both industry

representatives and educators rate each logical thinking competency highly with t-test suggesting no significant differences between the two sample ratings.

TABLE 4.12
Expected Graduate Qualities as Suggested by both Stakeholders

Tourism Graduate Qualities		Stakeholders		
Themes	Sub-themes	Professionals	Educators	Total+
Technical competencies	Marketing	15	10	25
	Research skills	10	9	19
Social interaction Competencies	Foreign Language Competencies	13	14	27
	Team Work (Cooperativeness)	13	12	25
	Leadership	8	10	18
Personal Characteristics	Trustworthy/Reliable	14	13	27
	Enthusiasm	12	9	21
	Self-discipline	11	9	20
	Commitment to work ethics	10	8	18
Logical thinking competencies	Sociable	8	5	13
	Decision - Making	15	13	28
	Problem - Solving	10	12	22
	Creative thinking	7	5	12

+ Based on Multiple Responses

Foreign language competencies which are included in social interaction were frequently selected as the most favourable characteristics for tourism graduates to possess (n=27). The desirable characteristics in foreign language competencies confirms the findings of Study 3 which demonstrate that foreign language is deemed essential as an elective course in master degree programs. The finding is also consistent with the result of content analysis performed in Study 1, which indicates that majority of current hospitality and tourism programs include foreign language study in their curricula. Prior to the boom in Japanese tourist arrivals and Chinese tourists as an effect of bilateral agreement between Indonesia and China, the focus of foreign language teaching was on English. Current trends indicate that a number of foreign languages such as Japanese and Mandarin are being offered at hospitality and tourism programs. One of reasons for such changes is perhaps tourist statistics shows that Japanese and Chinese tourist arrivals indicate a steady increase, whereas tour guides on these two languages are scarce. (DGT, 1999a). Duration of foreign language teaching also varies

between institutions with some institutions require students to study a foreign language for two or three years continuously.

Furthermore, commitment to the work ethics theme was frequently mentioned by some respondents and it is considered as one of the most important qualities expected by the industry professionals from a new recruit. One industry representative stated that this quality should be prioritised, as employee turnover in the industry was quite high. Some respondents stressed that if this quality was supported by a ‘reasonable salary’ and ‘transparent career paths’, the likelihood of retaining good employees would be greater.

TABLE 4.13
Comparative Analysis on Selected Qualities

Themes	The Studies			
	Present Study	Rank	Ichioka, 1998	Rank
Social Interaction	Foreign Language Competencies	1	Foreign language (List/speaking)	1
	Teamwork (Cooperativeness)	2	Japanese Language (List/Speaking)	2
	Leadership	3	Leadership	3
			Appropriate Response	4
Logical Thinking	Decision making	1	Decision Making	1
	Problem Solving	2	Creative Thinking	2
	Creative Thinking	3	Problem Solving	3
			Analytical Thinking	4

Source: The Interviews; * Based on Total Mean Score

To identify whether certain qualities were rated as more favourable to others in two different studies (Ichioka, 1998 and the Present Study), a comparative table (Table 4.18) was presented. The results showed that for ‘Social Interaction Competencies’ both studies rated ‘Foreign language Competencies’ as the most significant competencies for a graduate in order to compete in the industry. Leadership was rated ‘high’ as well by respondents of both studies, whereas Japanese respondents believed that the ability to speak and write in Japanese language was preferable and this was ranked the second after foreign language competencies. Interestingly, Bahasa Indonesia competencies were not mentioned by respondents in the course of interviews, as perhaps, such competencies were not considered

important as other skills. Bahasa Indonesia is also one of many compulsory subjects students need to study since elementary to university levels. As a result, respondents were confident this skills was not required.

Similarities in themes and sub-themes were also found in Logical Thinking competencies. For instance, decision-making and problem-solving competencies were favoured by respondents. However, there was no analytical thinking theme in the present study, while Ichioka's finding suggested that it was certainly one of the most selected characteristics needed among students pursuing professional careers in the tourism industry.

Table 4.14.
Comparison of Personal Characteristics

The Studies	Present Study	%	Ichioka, 1998	%
Personal Characteristics	Trustworthy/Reliable	90	Trustworthy	57.8
	Energetic	70	Responsible for work	47.3
	Self-disciplined	66.6	Willingness to work in a team	31.8
	Sociable	43.3		

Although both studies used different methods of data collection, questionnaires and semi-structured interviews, similarities in sub-themes were identified. For instance, the finding on personal characteristics showed that 'trustworthy' was the most selected characteristics by respondents of both studies. In an Indonesian context, trustworthy/reliable was mentioned by 90 % of the present study. Such high preference to this quality was perhaps influenced by the fact that loyalty is something scarce in the hospitality and tourism industry. Gunawan (Personal communication, 15 November 1999) asserted that employee turnover was quite high and one reason for that was that new recruits had no trustworthy quality. Ichioka (1998) also maintained that there was no significant differences between educators and professionals in terms of which characteristics they think are the most important to succeed in the tourism industry. Discussion regarding favourable qualities of new recruits for tourism industry will be further explored in section 4.6.

4.5.4.5 Inclusion of Industrial Experiences

One finding of content analysis of Study One indicated that most tourism curricula included an industrial experience as curriculum component. It was also suggested that the industrial experience was perceived as an opportunity for students to apply their knowledge in real-life situations. Therefore, this study was aimed at ascertaining whether the two stakeholder groups had similar or different views on the current curricula and if they held the same views, whether a similar pattern of opinions existed among respondents. Such efforts are essential as current tourism curricula are mostly based on a core curriculum proposed by the government with less input from industry representatives and educators from individual tourism institutions.

Cooperative education is defined as the process of instruction which formally integrates the students' academic study with work experience in cooperating employer organisations (Go, 1981). Regardless of the numerous terms used such as industrial experience, industrial training, work placements, or supervised work experience (SWE) (Cooper & Shepherd, 1997; Collins, 2002; Go, 1981; McMahon et.al, 1995), the main idea is to integrate theoretical knowledge in working place. Industrial experience remains an essential part of most undergraduate tourism programs in Indonesian tourism education institutions as well as in some developed countries.

Despite a few concerns raised by the industry and tourism education, cooperative education, which is referred to as 'On the Job Training (OJT)' in an Indonesian context, is mostly required by hospitality and tourism programs. A number of industrial experience advantages have been acknowledged by several commentators. For example, as early as 1981, Go maintained that cooperative education which integrates theoretical and practical course content can lead to specific improvements in educational programs, human resource problems in the industry as well as encouraging personal growth for participating students. Furthermore, Cooper & Shepherd (1997) argue that most education and training systems in

Europe acknowledge the need for such a system to ensure the production of 'industry-wise graduates'.

When asked whether industrial experiences should be included in four-year tourism degree curriculum programs in Indonesia, most respondents were supportive of the idea. Both stakeholder groups were more concerned about the extent of the experience rather than the nature of the assignment. This finding was consistent with the result of content analysis of Study One which demonstrated that industry experience was mostly required in a tourism program. Most comments related to the opinion that students should be exposed to every area of the organisations during the industrial experience to ensure that they were familiar with the industry. As the duration of the industrial experience varied widely within each institution depending on the length of the program, most respondents mentioned that a year was an excellent length of time for an internship. Lefever and Withiam (1998) also suggested that one year was a reasonable period of time for students to learn effective strategies for making transition from academe to the industry.

Results of this particular study indicate that the majority of respondents (n=24) were supportive of including industrial experience in the curricula. One industry professional asserted that '*...industrial experiences are a great opportunity to learn as well as to practice what students have learned at school*' (I-01). Both groups were more concerned about the extent to which industrial experience was conducted rather than with the nature of the assignment given to students. It appears that some educators were concerned that the rapid proliferation of tourism institutions would likely affect the industrial training availability. This view was expressed in the following '*in the earlier days, we found places for cooperative education quite easily but not now. Building up cooperation with the industry for OJT is getting difficult as many new tourism education institutions are established*' (E-09).

In regard to industrial experience duration, previous studies demonstrate considerable variations. Although this particular study did not investigate opinions about the programs, findings of the Study One suggested that overall, programs lasted from 1 – 6 months depending on the programs offered. Most respondents mentioned that a year was an excellent length for an internship. Further discussion on this theme will be presented in discussion Section 4.6.4.

4.6. Discussions and Implications for Tourism Higher Education in Indonesia

This section highlights several key findings presented in Section 4.5 and the implications in reference to the future relationship between tourism education and the industry as well as future development of tourism education in Indonesia. Discussions of the findings are organised according to the aims of the study described in Section 2.3 that form the overall purposes of the thesis.

Previous studies and frameworks on the tourism education – industry relationship are referred to in order to identify areas of similarities and differences with the current study. The discussion also aims to identify gaps that may still exist between previous studies and the current study and make recommendations for future research on the field. Implications for the future development of tourism education in Indonesia are discussed in order to assist both stakeholder groups and in decision-making process regarding the relationship.

4.6.1. Issues influencing the education-industry relationship: the Indonesian context.

Based on the first aim of the study, respondents were asked to mention issues that affected the relationship between tourism education and the tourism industry. The literature on this theme suggests that as both groups are the major players in the industry/education interface (Haywood & Maki, 1992). These authors provide a conceptual model to bring the focus of the relationship better than before. This is, to certain extent, essential, as both are more likely to have different perspectives and the diverse opinions on certain issues. By identifying the

respective views of each group, existing gaps between the two can be identified and accordingly can be accommodated in the process of designing the program and curriculum respectively. Moreover, expectations of each stakeholder group are likely to discuss and match if their perspectives have been identified. It was further suggested that as the main players in the industry/education interface, tourism educators and employers, which are represented by industry professionals, have different expectations. For example, from the employer point of view, there should be more emphasis on practical skills and general transferable skills. In contrast, educators are more concerned in developing conceptual and tourism-specific materials (Haywood & Maki, 1992:34).

Literature review also suggests that much discussion on the relationship is particularly directed toward developed countries. Therefore, investigating the relationship in developing countries, particularly Indonesia remains relevant as developed countries probably experienced similar problems in the early stages of developing tourism education program. It would be interesting to discover whether the two stakeholder groups have different perceptions concerning an appropriate curriculum as in the case in other countries such as the USA (Ritchie, 1995).

Ritchie (1992) asserted that there were major issues facing educators in the 1990s identified by participants of the conference held in Canada. It appears that several of these issues, which were collected in 1991, remain current especially in relation to tourism education in developing countries such as Indonesia. Some prioritised issues include the needs to strengthen linkages between industry, government and educational institutions, particularly by means of cooperative education programs, the needs for more qualified educators and by establishing institutions and other mechanisms specifically dedicated to Educators.

Compared to the work of Cooper and Shepherd on tourism education – industry relationship (1997) the findings of this study revealed certain similarities as well as differences. The

findings on the issues were similar, only the rank indicated a slight difference. For instance curriculum issues was placed higher than the remaining issues by both educators and the industry professionals.

A more recent study conducted by Zhang et al (2001) suggests that the main tourism training and education issues facing mainland China in the twenty-first century include improvement in the design of syllabus-subjects/skills with more language training, the balance between theory and practices. There was also a need to change from a traditional teaching mode to a more modernised, innovative and interactive teaching mode as well as greater responsiveness of education to the needs of the industry. However, one of limitations of this study is that it only involved tourism educators as main stakeholder without involving industry professionals, government and tourism students. Therefore, the findings need to be interpreted with caution.

The most significant finding of the present study was a concern to improve the design of academic syllabus which was considered as unsystematic. It was found that some respondents, particularly those from the industry, suggested that tourism education and training continuously nurture graduates with operational concepts and knowledge without paying much attention to skill development. The graduates often lack a good knowledge foundation and therefore they cannot meet requirements from the industry. It was further suggested that the redesign of the curriculum was necessary by incorporating more service quality concepts and service culture (Zhang et al., 2001). The following quote illustrates the concern:

In my opinion, because of the limited experience of most of the faculty members of the education institutions and limited laboratory facilities, the curriculum generally places more emphasis on classroom instruction and de-emphasis skill development (I-01).

The quote draws attention to similar situations in developing countries such as China. Lam & Xiao (2000) maintains that hospitality and tourism graduates in China have virtually no

laboratory experience prior to entering the industry as an intern. Therefore, fresh graduates are usually unproductive during the early stage of their employment. Further these authors also suggest that by providing intensive internship programs in the industry, duration of the study could be shortened considerably. In an Indonesian context, more hospitality and tourism programs are offered without good planning such as a kitchen laboratory for students to do practical works. Such situation resulted in low-quality students being produced by tourism education institutions.

The finding on the most important relationship issues indicated that curriculum-planning issues were considered more significant than other issues such as industry involvement and cooperative education issues. Westlake and Cooper (1998) recommended that the curriculum planning process involve different stages (Westlake and Cooper, 1998). These stages include determining aims and objectives, planning the content of the course, selection of teaching/learning/assessment methods, and course evaluation. These stages were crucial for managing the program quality. These authors also claim that the identification of the end user of the programs (the consumer), the particular nature of the subject area (the product) and the system of delivering the curriculum were major considerations.

Regarding the most important issues requiring attention which included cooperative education, the findings indicated that some respondents suggested incorporating the program with the employment planning of the organisations. Several studies on industrial training indicated that the program was viewed by students as a credible means of obtaining their first job (Cannon and Arnold, 1998). It was also seen as a valuable learning experience, for which they should receive academic credit, financial compensation, and earn grade (Hite & Bellizi, 1986). Furthermore, from the employer's perspective, the internship is a 'golden opportunity' for them to try before 'buying' students they might wish to recruit after graduation (Neuman, 1999; Cates-McIver, 1999). It is also apparent that some small organisations are dependent on internship as a source of inexpensive labour (Miner & Crane, 1995)

In contrast to China, where the tourism education curriculum does not emphasises internship, Indonesian tourism education has incorporated internship programs (On-the-job-Training) as a compulsory component. Students are required to undergo a certain period of practical training in at least one area of the tourism industry such as hotels, travel agencies, fast food and catering organisations, private clubs and airlines as part of their study course. It is suggested that company consortia and industry groups be encouraged to support internship programs and disseminate information on successful programs and interns as this constitutes good advertising for university and college programs (Collins, 2002).

Esichaikul & Baum (1998) investigated roles of public and private sectors related to human resource problems in developing countries. It was suggested that cooperation between private sectors, the government and tourism education institutions in the following areas was considered to be important by government officials: identifying industry manpower requirements, identifying the types of knowledge and skills for tourism jobs, and developing a curriculum for tourism education and training (1998:366). The findings resembled those of the present study, in which some types of collaboration were preferred by tourism educator respondents. For instance, respondents maintained that private sectors were responsible for defining job opportunities and informing to the tourism education for future development.

4.6.2. Training and Education Needs of Indonesian Tourism Industry.

To identify the needs of training and education for the Indonesian tourism industry, the study sought stakeholder perspectives on several themes. One of the themes was seeking the perspectives on types of education being provided for employees who have been in the industry for some time. Most respondents thought that training was sufficient for improving the quality of the existing employees. Very few respondents believed that tourism employees needed higher qualification in tourism education. If further education were needed, they stated that non-tourism programs such as management, business, marketing or economics would be more advantageous than education with a tourism focus. Some respondents from

the industry even suggested that tourism graduates were expected to display comparable management competencies as other graduates.

The finding, to certain extent, corresponds with Zhang et al (2001:277) who maintain that the industry needs more training for general and management staff and these authors claim that training was preferably conducted by means of on-the-job training. The issues raised also extended to suggesting that management staff to upgrade their training, as many respondents were concerned about the quality of middle and senior management staff in Chinese hotel and tourism industry. Only a few of the management staff have had formal education and sufficient practical experience in the industry. However, very few respondents indicated that there is a need to upgrade the academic qualifications of employees in the industry.

The training of workers is vital to employment promotion, the effective functioning of enterprises and the development of the sector as a whole, especially when technological and structural changes occur (Grandone, 1992). Consequently, most findings reflected the importance of enhancing productivity and quality of employees through training.

Furthermore, Cooper and Shepherd (1997) argue that there are barriers to training and education in the industry, such as diversity of services, characteristics of the workforce and immaturity of tourism education. Such barriers are, to some extent, responsible for creating on going issues on the nature of the relationship between the industry and education. The issues included the differing opinions on the industry needs for training and education, the process of curriculum design and implementation and industrial experiences. On the first case, for instance, the industry may consider that hotel management programs are more important than other programs since accommodation sector is one of the fastest growing industries in the tourism industry. On the other hand, tourism educators may assume that a broader knowledge of tourism education is required for future development of tourism education. Several issues need to be resolved, particularly in Indonesia so that the

relationship between two groups can be enhanced which may further influence the development of tourism education. The outcomes of the study were expected to provide implications for future development of tourism education in Indonesia.

4.6.3. Tourism Graduate Qualities

In the Australian context, people skills, which is a part of generic skills, have been recognised as fundamental characteristics of tourism graduates (Pearce, 2002). He further argues that a clear definition of generic skills needs to be formulated. Therefore, he proposes that:

Generic skills are the abilities, capacities and knowledge to function as a sophisticated professional in an information rich society. Generic skills are not about the immediate knowledge of a single discipline or study topic but many of the desirable skills, such as critical thinking and communication, will be developed by and arise from knowing about a topic area rather than being an add-on or an extra to the curriculum (2002:134).

In order to transform the skills in higher education, each Australian university is assigned to design their own curriculum and to list generic qualities that will be achieved by its students during their studies. Therefore, the generic skill needs will vary within universities as well as rationalities, as they are located in different regions (Pearce, 2002).

The respondents indicated that selected graduate qualities were expected by both stakeholder groups. They can be classified into four broad categories i.e. technical competencies, social interaction competencies, personal characteristics and logical thinking competencies. Classification into themes is not meant to be comprehensive as the terms for classifying the generic qualities can be labeled in a different way. Personal qualities which seem to be important for Indonesian setting are trustworthy/reliable and energetic respectively. These two qualities are probably difficult to achieve by tourism education institutions as anecdotal observations indicate that students are burdened with tourism and general subject contents with very limited subjects related to enhancing personal qualities.

4.6.4. Industrial Experiences in Tourism Curriculum

Results of this particular study shows that most respondents from both groups encourage the inclusion of industrial experience in tourism curriculum. Data from previous study also indicates that most tourism curricula have been included the program. In addition, literature reviews suggest that there is a number of advantages could be obtained from the industrial experiences. For instance, students view internships as valuable learning experience for which they are supposed to receive academic merit, financial compensation and earn a grade (Hite & Bellizi, 1986), whereas Cannon & Arnold (1998) argue that students see the industrial experiences as a mean of identifying their potential job opportunities and may result in employments. From the industry point of views, industrial experiences provide opportunities for new recruits, and if they are employed, less training and adjustments are needed compared to those non-interns (Collin, 2002).

A most recent study was conducted by Collins (2002) in Turkey on the structure of industrial training system, how the system was perceived, and recommendations to improve the system. The study involved student, organisation and university participants. One finding indicated that the system was regarded as combination of academic knowledge, practical experiences and opportunity to know business environment. Furthermore, there appears a tendency that successful internship periods present a possibility of being hired by the same company after graduation (Collins, 2002:95).

In view of industrial experience inclusion in the curriculum, it is suggested that Indonesian experiences are comparable to other countries such as Australia and European countries. Wells (1996) maintains that in all 10 Australian tourism courses, industry experience is an integral part of the curriculum with a considerable variation in time allocated for the placement. This helps to understand why Indonesia, as a developing country, follows common trends in tourism education in developed world.

Japanese four-year tourism degree curricula are identified as different from other countries (Ichioka, 1998). Toujo (1995) and Okamoto (1995) cited in Ichioka (1998) argue that tourism curricula at Japanese four-year universities and colleges is geared toward developing students' body of knowledge and academic competencies, including research and analysis. Therefore, the curricula rarely provide practica and internship for credits. They continue to assert that strictly theoretical approach is not limited to tourism curricula; it applies to most Japanese undergraduate curricula. Anecdotal experiences suggest that in Indonesian context, most four-year undergraduate degrees are similar like Japanese undergraduates, in which students are required to conduct research, write reports, and present their findings instead of having industrial experiences.

Considering the importance of industrial experiences and that relatively more commentators support the program in tourism curriculum, future Indonesian tourism education will probably be best continue to integrate this program in the curriculum. When considering the research and pertinent literature, certain adjustments might be needed in the future, for example by providing orientation and training for the students prior to the program. This aims at explaining the aims and importance of the industrial training (Collins, 2002).

4.6.5. Implication for Indonesian Tourism Education

As suggested that tourism education-industry relationship has been characterised by a complexity. This was originated from the characteristics of the tourism industry, which is fragmented one. Consequently tourism education has always been confronted by core issues when considering developing a tourism program. The questions such as whether the focus was in one important sector or more generalised tourism have been discussed widely. Therefore, considering the importance of looking at the nature of the relationship in Indonesian context, this study was conducted.

The finding suggested that there are several aspects of the relationship that could enhance the future relationship. For example, the involvement of the industry professionals on early development of new tourism programs was seen as an appropriate step to be taken. As Koh (1995) suggested that most tourism programs in the United States were designed by the educators, which resembled Indonesia in most cases, it appears necessary that future development of tourism programs involve professionals and other stakeholders. The involvement could be expanded to the process of carrying out the program and program development.

There are several implications could be drawn from the discussions in the previous sections. First, one of the findings suggested that the supports given by the industry in the development of Indonesian tourism education was considered inadequate by most of the educators. Based on the finding concerning differences on course content, for example, it is suggested that setting up a networking which involves all interest groups such as industry professionals (hotels, restaurants, travel agents, guides), tourism educators, government officials, students and other interest group is imperative especially when considering the different perspectives on Indonesian tourism curriculum. On the one hand industry professionals claim that tourism training and education continuously nurture graduates with operational concepts and knowledge without paying much attention to skill development. The graduates often lack a good knowledge foundation and therefore they cannot meet requirements from the industry. Based on this notion, it seems necessary that the government initiates the formation of the networking immediately to accommodate different perspectives particularly on the programs and curriculum content.

Secondly, as respondents suggest that improving qualities of employees in tourism-related sectors can be done by means of training not higher qualification, existing training systems which are conducted by both government and private sectors needs to be collaborated to reach equivalent goals in improving the quality of human resources which accordingly

improving Indonesian tourism in general. Few respondents believed that if further education were needed, they stated that non-tourism programs such as management, business, marketing or economics would be more advantageous than education with a tourism focus. This is a challenge for Indonesian tourism education as recently there is a new trend in development of master's degree programs in Tourism. It appears that further research needs to be conducted particularly when master's programs are planned. This may involve finding out what types of master's degree programs are in a greater needs, curriculum content and mode of deliveries of the courses.

Thirdly, another important issue in the relationship was cooperative education. Recently there are more tourism programs compared ten years ago which imply that more opportunities are needed for SWE (Supervised Working Experience). For established institutions, SWE is not a significant problem as they have long history of conducting the programs. For others, with the decline of tourist arrivals in Indonesia as a result of multi-dimensional crisis, finding places for their students is a great challenge. Therefore, by having a networking, SWE can be coordinated cross-sectors. It is also suggested that hotels, restaurants, travel agents, government tourism offices and other tourism-related sectors need incorporating the program with the employment planning in their organisations. For small-scale enterprises, SWE can be one of sources of inexpensive labour (Miner & Crane, 1995)

Finally, based on the findings related to graduate qualities, which focus on personal qualities, curriculum content needs to be revised by reducing some contents which have no direct relationship with tourism activities or have been given continuously since elementary school such as Bahasa Indonesia and Citizenship. By doing this, there will be more room for the inclusion of subjects related to improvement of personal qualities.

4.7. Summary of the Chapter

This chapter has discussed the methodology and procedures for collecting data for the present study. It has also presented and discussed the findings. Limitations and implications of the finding to future relationship between tourism education and the Indonesian tourism were highlighted. Several key findings were discussed. First, it was found out that both stakeholders believed that there were key issues within the relationship. These include issues on the industry involvement in tourism education. The issue lied on to what extent the industry was expected to participate. This was crucial since the involvement might create dilemma. On the one hand, the stakeholders expected that the industry should be extensively involved in curriculum design such as providing input for courses. On the other hand, tourism educators were concerned that this might lead to an industry-centered curriculum, which overlooks important aspects of tourism development, particularly in developing countries.

Secondly, both stakeholders provided different views on types of involvement of the industry in tourism education. The educators believed they should be involved in curriculum planning and design at early stages, for example in a focus group for developing the curriculum. On the opposite, the industry considered that they should be involved in the entirely stages, including evaluation of the curriculum if necessary. Finally, roles of each stakeholder should be defined clearly in order to be able to carry out their function maximally. For example, if there were involved in planning which stages would be appropriate for the industry.