

CHAPTER 5
MASTER OF TOURISM DEGREE CURRICULUM: WHAT THE TOURISM EXPERTS THINK

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5.1. Introduction

The main purpose of this chapter is to present the methodology and findings of a study into a proposed Master's Degree Curriculum for Indonesia from the perspectives of experts. In particular the research investigates tourism expert views on tourism subjects which are deemed appropriate to make master's degree graduates competitive in joining in the industry. In addition, the chapter considers the prospects for developing a suitable tourism master's degree program. The value of examining expert opinions on tourism education lies not just in seeking industry appraisal of the course material, but also in getting the potential for encouraging industry endorsement of courses. Such an effort also motivates existing employees to undertake further degrees for career advancement (Goodenough & Page, 1993).

A descriptive methodology is used for presenting the findings throughout the chapter. Data for this study were primarily gathered by means of questionnaire surveys containing both closed and open-ended questions. The main section of the questionnaire sought to generate

opinions on curriculum content and it was developed from previous research conducted into the areas of tourism education (Airey, 1979; Goodenough & Page, 1993; Ibida, 1990; Ichioka, 1998; Koh, 1995; Weenen & Shafer, 1983; Wells, 1990, 1996). In particular, the study adopted the procedures from the work of Weenen & Shafer (1983) in selecting subjects for inclusion in the survey, while the survey method itself was adapted from the works of Ibida (1990), Ichioka (1998) and Goodenough & Page (1993) respectively. Implementation of such methodology is advocated by Oppermann (2000), among others, who suggests that it is time for tourism researchers to test other people's work in different settings. It is argued that such linked efforts will systematically add knowledge to the field rather than producing more unrelated case studies of limited additional scientific value. Additionally, by connecting with previous work, cross study comparisons are also more effective and powerful to develop the body of knowledge of tourism.

The context for this study lies in both the needs to raise the educational qualifications of educators as well as to create a new generation of tourism experts. Tourism institutions have begun to realise the importance of providing qualified educators for the tourism programs they are offering. Beside recruiting educators from various discipline backgrounds to maintain its multidisciplinary approach, it is significant that some educators have formal tourism education backgrounds which were obtained internationally or nationally at master's degree or doctoral degree level. Furthermore, the industry and the public sectors are constantly demanding better-qualified graduates to take care of emerging industry and future related problems. Currently, there are only two tertiary institutions in Indonesia which offer tourism education at postgraduate level, although as minor subject within Planning and Development and Management. These institutions produce similarly well-qualified graduates for senior positions in both public and private sectors (Gunawan, personal communication, November 1999).

5.2. Aims of the Study

The specific aims of the study which evolved from the primary purposes of the study were to answer the following questions:

1. What subjects are deemed relevant by tourism experts for tourism master's degree graduates to successfully join in the industry?
2. What areas of emphasis in a tourism master's degree curriculum are considered important for an Indonesian context?
3. What subjects are most required for tourism education in specific areas of concentration?

5.3. Methodology

A multimethod approach which has certain specific advantages was adopted for this study. Such an approach allows researchers to be more confident about their results (Oppermann, 2000; Thomas, 1998). The following specific advantages have also been identified (Brewer and Hunter, 1989)

1. A different methodology avoids specific sources of errors associated with a single methodology.
2. Relatively strong methods can be aided by relatively weak methods and vice versa.
3. There is an advantage in combining methods which have different strengths.
4. A multi-method approach guards against and corrects inherent methodological biases.

As well as the principal aim of the study of ascertaining to tourism expert views master level curriculum content, there were two other goals namely to determine areas of emphasis and particular subjects that were most required for tourism education in Indonesia for each concentration. Data collection methods utilised included questionnaires with both closed and open-ended questions, content analysis of secondary sources, and a limited number of face-

to-face interviews. The use of different approaches in a single study has been supported by Blaikie (1991) who argues that different methods for collecting data may prevent problems of bias and validity.

To achieve the aims of the study, four different stages were administered. Firstly, subjects for the Master of Tourism degree course were gathered from numerous sources to identify the most prevalent ones to be included on the list. The subjects were selected according to appropriateness in an Indonesian context and based on certain criteria developed for this purpose (See 5.3.3). Secondly, a three-part questionnaire was prepared. The first section asked respondents to rate the importance of tourism subjects on the list using a three-point-scale measurement (1 being important and 3 not important). The second section, which consisted of open-ended questions, sought information on areas of program emphasis and asked respondents to comment on the proposed curriculum. The last section was concerned with demographic aspects (See 5.3.7).

Once the analysis of responses to Questions 1 and 2 (which focused on selected subjects and areas of emphasis), was complete, a second round questionnaire was prepared to investigate tourism expert views on the most-required subjects for each area of emphasis. The second-round questionnaire was also administered to the same sample of the first-round questionnaire. This stage was followed by small-scale interviews, either face-to-face or by telephone, to selected experts for further clarification of their general views on the program's curriculum content.

Given that the study was conducted by utilising survey questionnaires with closed questions and that responses were later processed using a Statistical Package for Social Sciences (SPSS), this study was characterised as a quantitative one. This type of research is an inquiry-based method of testing a theory composed of variables, measured with numbers, and analysed with statistical procedures in order to determine whether the predictive

generalisations of the theory hold true (Creswell, 1994). However, this study can also be described as a qualitative one as it utilised small-scale interviews and open-ended questions in which the analysis was done based on themes and sub-themes of the responses. Therefore, the study could be characterised as both quantitative, in which standardised instruments were utilised and qualitative as open-ended questions and interviews were utilised to generate data for the study. The finding of the interviews, while not presented separately in sections of this chapter, was used to assist the analysis of the open-ended questions.

A quantitative survey method was selected because the researcher was interested in looking at both the rank order of the subjects deemed relevant by experts and absolute importance of the subjects. Such analysis is amendable to the SPSS package and it can also identify mean and standard deviation as well as summarise the rank order of variables. Appropriate descriptive analyses were undertaken throughout the chapter.

The use of a quantitative method can also add the reliability of the information. In general reliability refers to whether a particular technique will generate the same results if applied repeatedly to the same object (Babbie, 1998 in Cooper, 2001). Quantitative methods are usually considered more reliable than those of qualitative research because of the standardised nature of the techniques used in data collection and analysis. Therefore, quantitative studies are also generally replicable to undertake similar research in different settings.

To enhance reliability, a pilot study was conducted to examine the survey items in the questionnaires. The study involved five Indonesian postgraduate students currently enrolled as postgraduate students at James Cook University. The aim of the pilot study was to examine the wording of the questionnaires and other aspects likely to affect the responses provided by the Indonesian respondents of the present study. Subsequently, refinements to

the survey questions and questionnaire organisation were made based on suggestions and revisions provided by the supervisor and the Indonesian respondents in the pilot study.

5.3.1. Sampling Techniques

Study samples consisted of tourism experts who were chosen by means of a non-probability quota sampling method. The sampling techniques used in the study were adopted from Study One reported in Chapter Three of the dissertation. Respondents were selected from a number of organisations to represent different types of sectors, namely government/private and various tourism service delivery sectors. The purpose of this procedure was to ensure that each organisation and each province was equally represented in the sample.

To obtain samples, names and contact details were compiled from six sources. These were the list of members of the Indonesian Hotel and Restaurant Association (IHRA), Association of Tours and Travel Agent (ASITA), list of senior officials in the Department of Arts and Tourism and the Department of Education, as well as members of the association of Private Tourism Higher Education. Attempts were made to include individuals from five different provinces (Jakarta, West Java, Central Java, Yogyakarta and Bali) to ensure equal representation for each province and organisation.

In addition to selecting names from different organisations, a snowball system was applied. Respondents who had been contacted and who had agreed to participate in the study were asked to recommend names of people with whom they were familiar and who had similar attributes as theirs. By employing this method, it was expected that any biases originating from erroneous respondent selection would be eliminated. Based on the nature of the study, the application of snowball sampling is considered appropriate as the respondents initially selected may represent those familiar members of formal organisations.

Twenty names of potential respondents were obtained and initial contacts were made to request their participation in the study. Based on the criteria for participants, three people did not satisfy the requirement of the research. Therefore, seventeen questionnaires were subsequently dispatched by mail, and follow-up calls and mails were made. Second-round questionnaires were dispatched to the same respondents to seek further opinions on the most-required subjects for a master's degree course student in each area of concentration.

5.3.2. Selection Criteria of Respondents

Names and addresses of potential experts were selected from similar sources to those in the first study and choices were based on similar criteria with minor adjustments. For example, unlike Study 1, which required respondents to have had experience in related-tourism areas for at least three years, this study required respondents to be involved in the specified areas of expertise for at least five years. Other criteria were similar, for instance, that the person has an authority to provide information regarding his/her institutions or organisations' policy. The purpose of establishing the criteria was to ascertain whether respondents were better qualified to provide opinions on subjects proposed for a master of tourism by virtue of having been in the field for a longer period.

Efforts were also made to ensure that tourism experts came from different kinds of stakeholder groups. Prospective respondents were contacted either by telephone or mail to request participation in the study and they were asked some preliminary questions to identify whether they were qualified to be included in the study. The questions were also aimed at obtaining names of organisations with which they were associated, their positions within the organisation, their area of expertise and total years of involvement in the industry. The prospective experts were requested to be a key person familiar with tourism and tourism education. However she/he did not have to hold a chief executive position.

5.3.3. Questionnaire Design

A pool of tourism subjects suitable for a master degree course was generated through both primary and secondary sources. To ascertain subject appropriacy for Indonesia, tourism courses from developed and developing countries were considered. Primary sources for main data collection apparatus included small-scale survey questionnaires which were distributed to selected tourism educators in Indonesia and casual discussions with several tourism experts and researchers either on a face-to-face basis or by fax or e-mail messages. Several secondary sources such as university handbooks, tourism curricula and pertinent tourism education literature were consulted to enhance research quality and subject variability.

The process of questionnaire design comprised three stages. The first stage was to identify curriculum content of existing master degree programs and results of other studies conducted to investigate master degree programs (Davidson, 1997; James Cook University, 2000; O'Halloran & Mill, 1992; Richards & Onderwater, 1998; Universitas Udayana, 1997; Weenen & Shafer, 1983). In the second stage, a set of criteria for subject selection developed from current literature relating to tourism and tourism education in Indonesia was established to refine the selection. The criteria were based on a needs assessment for tourism degree level courses in tourism education in Indonesia, characteristics of the tourism industry and the higher education system in Indonesia and major components of the body of knowledge proposed by NLG (1995). The complete criteria were as follows:

1. That the subjects conform to the major components of the Body of Knowledge about Tourism as identified by the Tourism Society (Cooper and Shepherd, 1997).
2. That the subjects being offered are in line with tourism industry needs for senior level positions.
3. That the subjects being offered are consistent with the future development of tourism industry in Indonesia, which focuses on international markets with local characteristics.
4. That the subjects accommodate several important aspects of the tourism system such as marketing and economic aspects, which were developed by Leiper (1981), Gunn (1994), and Mill and Morrison (1988).

5. That the subjects assist in the development of sustainable tourism for Indonesia.

The subjects were then checked against the major components of the body of knowledge proposed by the Tourism Society cited in Cooper & Shepherd (1997). The aim was to ensure that subjects selected for the questionnaire contained one of these components. For example the subject entitled “Physical Planning and Development’ which was selected as one of the subjects, corresponded with the major component of “Physical Planning and Development”. Nineteen subjects were identified as being most prevalent in a global overview of tourism curriculum, which incorporated curricula from both developed and developing countries and which was consistent with the body of knowledge. When the list containing 19 subjects (Table 5.1) had been decided, it was combined with open-ended and demographic questions. The combined list was referred back to Indonesian tourism education experts for content validity and for assurance that the subjects were appropriate for an Indonesian context.

Considering that potential respondents were most likely to have a good command of English as they were engaged in tourism-related occupations, it was decided that this particular study exploring Indonesian tourism expert opinions on a Master degree course curriculum was conducted in English. As a result, the survey questionnaires were written in English (See Appendix I). This decision was made since the industry most frequently requires its personnel to be articulate in at least one foreign language including English.

Such a decision also meant that the time taken for this particular research was much shorter than that taken for other research activities conducted for this thesis processes are shortened since reliability and validity checks were carried out once only (in English). The other three studies involved back-translation processes to ensure quality in the studies. Most subject descriptions contained in the questionnaire were adapted from Weenen & Shafer (1983) with additional descriptions taken from local sources such as the proposed master’s degree courses at Udayana University.

Table 5.1
Subjects and Description

COURSES	BRIEF DESCRIPTION OF COURSES
Advertising	Planning and advertising of campaigns. Consumer & marketing information, message appeal, media selection and scheduling, measuring effectiveness. Current criticism & regulations of advertising function. Sales promotion
Administration of Travel & Tourism Services	Organisation and management of a comprehensive system of tourism service utilising educational, cultural and recreational resources
Communication Skills & Interpersonal Relation	Presentation of theory and practice in the development of professional relationships and communication
Economics of Tourism	Relationship of economic theory and principles to tourism development. Application of economic analysis techniques to the travel & tourism field.
Human Behaviour in Organisation	Discussion of individual, group, inter-group and other human behaviour and development. Application of behavioural science research to tourism administration
Hotel and Restaurant Marketing	Marketing and sales organisation, product dimensions: accommodation, Food and Beverage and other departments, promotional techniques
Information Management	The nature of information, data base management system, artificial intelligence applications expert system, knowledge based system, the use of decision support system in the industry
International Marketing	Identification and assessment of international marketing opportunities and development of multinational marketing strategies. World market problems.
Introduction to Travel and Tourism	Survey of travel and tourism activity. Travel agency, marketing of tourism, research and development of tourism destinations, socio-economic impacts of tourism.
Marketing in Tourism	Analysis of marketing problems, market segmentation, channels of distribution, advertising, pricing and development of integrated marketing program.
Personnel Management	Identification of the labour force and labour markets. Industrial personnel and manpower programs, organisation and policy in personnel activities.
Planning & Design for Tourism	Integrated planning of travel & tourism organisations, financial and physical development for comprehensive tourism projects, basic concepts, approaches & model.
Principles of Tourism	Determination and motivation of tourism demand, measuring and forecasting tourism demand, public sector organisation, transport & economic, environment & social impacts of tourism
Socio-psychology of Tourism	Impacts of tourism on cultural development and social values; specific emphasis on psycho-sociological aspects of tourism and recreation.
Social and Physical Impacts of Tourism	Investigation into questions of resource use & environmental quality. Emphasis on public policy and social attitude, public policies relating to conservation; environmental system, perceptions and impact studies.
System Analysis of tourism	Quantitative analysis for resource identification, design technology & other systems approaches applied to travel & tourism services
Tourism and Development	Tourism systems: concepts and definition, integrated planning development, tourism and economic development, the impacts of tourism and the role of public sector.
Tourism Forecasting	Demand forecasting, regression analysis, qualitative forecasting, time series model, deseasonalising data and trend curves
Transportation in Tourism	Transportation planning principles, policy problems & methods for analysing demand and systems for urban travel; principal roles of public agencies and private interests in the planning and development of various modes.

Sources: Davidson, 1989; James Cook University, 2000; Universitas Udayana, 1997; Weenen & Shafer, 1983

To identify tourism subjects deemed important for a proposed master degree curriculum for Indonesia, tourism experts were required to rate the subjects using a three-point scale with 1 (important) and 3 (unimportant). The use of the scale was adapted from questionnaires used by Ibida (1990) to investigate tourism education in Nigeria. The questionnaire also included some open-ended questions which sought comments regarding subject selections and areas of concentration. Second-round questionnaires, consisting of only one question, were developed and used for identifying the most essential subjects for Indonesian tourism education students for each area of concentration. The courses listed in the second-round questionnaire were those which were selected as important by the participant on the first questionnaires.

5.3.4. Data Collection Methods and Response Rates

Unlike an earlier study conducted by Weenen & Shafer (1983) in which the preferred method was to conduct interviews with a two-person team to enhance reliability and validity of the research, or that of Koh (1995) who employed the Delphi Method, this study adopted similar methods to those employed by Goodenough & Page (1993), Ichioka (1998) and Ibida (1990). The method used was a self-administered questionnaire in combination with small-scale interviews.

Data were collected in Indonesia from 15 July 2000 to 15 October 2000. As the study used self-administered survey questionnaires with prepared self-addressed envelopes it was not necessary for the researcher to visit all five provinces (Jakarta, West Java, Central Java, Yogyakarta and Bali) in the same way as in Study 1 and 2 reported in Chapter 3 and 4 respectively.

Twenty potential tourism experts who had been pre-selected were contacted first to identify whether or not they met the established criteria (See Section 5.3.2). Of this number, three

people were not qualified to be respondents, as they did not meet all the established criteria thus leaving a total of 17 potential respondents for the study.

Subsequently, 17 survey questionnaires were dispatched to prospective expert respondents. Consent forms were also sent to respondents to sign and to return together with the completed questionnaires. The dispatch of questionnaires was followed up by telephone calls or postcards reminding respondents to fill in the questionnaires and send them back in the self-addressed envelopes provided. Thirteen usable questionnaires were returned, achieving a 76.5 % response rate. Follow-up questionnaires were dispatched to the 17 respondents. Twelve usable questionnaires were returned, achieving a 70.6 % response rate.

5.3.5. Ethical Considerations

To comply with James Cook University requirements regarding ethical clearance, an ethics approval of the project by the appropriate Ethics Review Committee was sought prior to data collection (Appendix H). This procedure ensured ensure that the research would conform to guidelines established by the university before gaining access to participants. It was also designed to make sure the welfare of individuals involved in the study during and after the processes of the research.

A consent form, which included a description of the project as part of a James Cook University Doctoral Project, the nature of participation, and the treatment of any information collected was sent to potential respondents together with the questionnaires. Participation was voluntary and volunteers were free to withdraw anytime during the process. Confidentiality issues were raised and individual records were protected during and after the study. Anonymity was also preserved in the publication of results (James Cook University, 2000).

5.3.5. Data Analysis

Returned survey questionnaires were analysed using an SPSS 10.0. In line with the aims of the study (Section 5.2.1) several analyses were performed to identify the level of importance of each subject using means and standard deviations. Data from the second-round questionnaires were processed manually by identifying subjects mentioned by the experts for each area of concentration.

Open-ended questions were analysed based on themes and sub-themes which were developed using existing literature on master degree curriculum content. Themes were adapted from previous studies on tourism education, particularly those investigating hospitality and tourism postgraduate programs. Results of the study were also compared to identify similarities and differences. A limited number of face-to-face interview responses was analysed for further clarification of issues mentioned in open-ended responses. This analysis would assist the researcher to gain an understanding of an appropriate curriculum for a tourism master's degree in Indonesia from the perspectives of the experts.

5.4. Respondent Profiles

Descriptions of those respondents represented in the study were based on demographic information provided in the questionnaires. Subject profiles consisted of gender, age, education backgrounds, origins of organisations and provinces and years of involvement in the areas of expertise. Respondents' gender numbers were not balanced with 77 % male and 23 % female. This finding also represents similar patterns found in the previous study reported in this thesis (Study 1 & 2) which indicated that male and female respondents were not equally represented.

The 30 – 40 age group was the largest age group interviewed (54 %), followed by the 41 – 45 and the 51+ age groups (23 % and 15 % respectively). The 46 – 50 age group was the smallest age group interviewed. As to their formal educational backgrounds, findings

revealed that almost 54 % of respondents held master degrees, followed by 23 % respondents held diploma certificates and bachelor and doctorate degrees were represented by 15 % and 8 % respectively. However, the findings revealed a median in 'the bachelor degree category'.

The study did not further investigate the background disciplines of respondents whether they were directly or indirectly related to tourism studies. Due to the fact that a master degree in tourism management has only been introduced recently, it can be assumed that most master degrees held by the respondents were not directly related to tourism studies. However, anecdotal observations showed that a number of experts might have graduated from tourism education overseas in the United States, the United Kingdom or other countries. It is recommended that future research into this particular study area should also investigate demographic variables of educational background study and disciplines to identify whether respondents had any direct or indirect links to tourism.

Expert profiles revealed a median in the 6 – 10 years industry experience category, with over three-quarters of the sample either in top or middle management positions in the hospitality sector or key personnel positions in governmental institutions or working as senior lecturers. Frequency counting also demonstrates that more than 60 % respondents have been in the areas of tourism for more than 12 years, followed by 23 % who had 9 – 11 years of experience. It is therefore reasonable to assume that the majority was involved in decision-making processes within their respective organisations. In addition, the findings confirmed that one of the requirements established for the research project had been achieved. It was suggested that respondents should have been in the particular area of expertise for more than 5 years to ensure that the experts have sufficient knowledge of tourism education curriculum issues.

In the process of selecting respondents, efforts were made to obtain an equivalent number of representatives from each organisation as well as from each province. However, data analysis of organisational backgrounds revealed an unequal mix of experts coming from different organisations. For example, the accommodation sector contributed more individuals (47 %) compared to educators (23 %), government officials (15 %) and tours and travels which were represented by the least number of participants (7.7 %) and tour guides (7.7%).

Data on the origins of provinces showed that Jakarta was highly represented (30.7 %) compared to the other three provinces i.e. West Java, Yogyakarta and Bali which were only represented by 15 % each and Central Java (23%). However, since the researcher did not intend to carry out a comparative analysis based on respondent demographic data, the unbalanced combination of respondents regarding their origin of provinces and organisations were of minor interest. The demographic data were presented for the purpose of identifying respondent characteristics only.

5.4. Proposed tourism master's degree curriculum for Indonesia

This section highlights and discusses the findings of the current study which are presented in chronological order and based on the aims of the study as introduced in the previous section (5.2.1). These presentations are incorporated with those of previous studies and compared to identify similarities and differences.

5.4.1. Subjects deemed relevant for a master's degree curriculum

To address the first aim of the study, respondents were asked to rate a list of proposed tourism subjects using a three-point scale. Data collected were processed using the SPSS 10.0 package to identify mean and standard deviations which were used to rate the level of importance of tourism courses being offered for master degree students in Indonesia. Results revealed that out of 19 three-credit subjects listed, 16 subjects were considered to be essential for postgraduate students to undertake in order to be able to compete in the

industry. These subjects had means ranging from 1.23 to 1.53 (Table 5.4) based on a three-point scale rating (1=important and 3=unimportant).

Table 5.2 illustrates mean ratings and standard deviations for subjects deemed relevant for an Indonesian master degree curriculum. With each mean below 1.35 on a three-point scale, the first eleven subjects were considered as important for inclusion, whereas other eight subjects with each mean close to 1.6 were considered as neither important nor unimportant for the curriculum. However, standard deviations, all below one point, indicated closed range of opinions by the experts.

Table 5.2
Subjects Deemed Important by Respondents

No	Rank	Subjects	Mean	Std.Deviation
1.	1	Human Behaviour in Organisation	1.23	0.43
2.	1	Information Management	1.23	0.43
3.	1	Planning and Design for Tourism	1.23	0.43
4.	1	Marketing in Tourism	1.23	0.43
5.	2	Communication Skills & Interpersonal Relations	1.30	0.63
6.	2	Principles of Tourism	1.30	0.48
7.	2	Social and Physical Impacts of Tourism	1.30	0.48
8.	2	Systems Analysis of Tourism	1.30	0.48
9.	2	Tourism and Development	1.30	0.63
10.	2	Tourism Forecasting	1.30	0.48
11.	2	Administration of Travel & Tourism Services	1.30	0.63
12.	3	Advertising	1.38	0.65
13.	3	Economics of Tourism	1.38	0.50
14.	4	Hotel and Restaurant Marketing	1.46	0.66
15.	5	International Marketing	1.53	0.51
16.	5	Transportation in Tourism	1.53	0.66
17.	6	Introduction to Travel and Tourism	1.61	0.65
18.	6	Socio-psychology of Tourism	1.61	0.76
19.	6	Personnel Management	1.61	0.76

Note: 1 = important. 3 = not important

The table also indicates that the first four subjects rated highest in importance from the experts include *Human behaviour in Organisation*, *Information Management*, *Marketing in Tourism* and *Planning and Design* with an average mean of 1.23 on a three-point scale. Subjects ranked next in order of importance include *Communication skills and Interpersonal*

Relations, Principles of Tourism and Social and Physical Impacts of Tourism with a 1.30 mean average for each subject.

The Indonesian Higher Education System expects a master student to complete around 40-credit semester units, which consist of 14 – 16 subjects and 8-credit semester units for minor projects (Udayana University, 1997), within four semesters fulltime. The findings demonstrate that the number of subjects believed to be important is within the range of the total number of subjects stipulated by the policy. Indonesian master programs are only available by course work and the system has not allowed the program to be conducted on a part-time basis. However, the Indonesian government has recently introduced some extension programs to be conducted by either state or private universities which may take a longer time to complete and which are more flexible in time and arrangements than fulltime programs.

Based on the findings, the three subjects which were not considered important for the master degree curriculum include Introduction to Travel and Tourism, Socio-psychology of Tourism and Personnel Management. Tourism master degree programs will probably rely on the input of non-tourism degree graduates, as most undergraduate tourism programs are conducted at non-degree levels. As non-degree tourism graduates are not allowed to take master's degree levels without having working experiences in tourism related occupations; therefore, an introductory subject would not be necessary. Respondent perspectives on recognition of acknowledging professional experiences accepted as 'pre-learning recognition' as one requirement for diploma graduates to be admitted to tourism postgraduate levels were also investigated in Study Four. Consequently, discussions on this matter are presented in Chapter 6.

This finding indicated that there were marked differences in current tourism programs on offer as well as in previous studies on tourism master degree curricula (James Cook University, 2002; Weenen & Shafer, 1983). For instance, James Cook University, Australia requires a

master of tourism candidate for the General Degree in the Field of Tourism to complete a minimum of 24 units comprising 16 units from Schedule I and 8 units from Schedule II. Schedule I, which includes Introduction to Tourism and the Environment, Tourist Behaviour Management and a Masters Coursework Project is compulsory, whereas Schedule II comprises electives consisting of five subjects. In Weenen & Shafer's work, Introduction to Tourism is also considered as an important component to be included in a master degree curriculum. Further discussion on this matter which is presented later in this section deals with commonalties and differences among these four tourism master curricula. Such comparison is essential to allow the researcher to identify what subjects were included as important and compulsory for each proposal and anticipated reasons behind the inclusions of certain subjects in the curricula.

To learn whether similarities and differences could be identified, a comparative table is presented (Table 5.5.). The table demonstrates that some subjects were identified as being important for inclusion in the curricula. For example, Introduction to Travel and Tourism was one of the core subjects highly recommended by Weenen and Shafer's respondents and selected by all 12 respondents in all 3 areas of concentration. The James Cook University curriculum also places Introduction to Tourism and the Environment as one compulsory subject for tourism master's degree. Indonesian experts, on the other hand, did not recommend the course as important, since it had a means of 1.61 on three-point scale which indicated neither as important nor unimportant. This subject was not included in the course selection for 3 areas of concentration. Interestingly, Human Behaviour in Organisation was considered as one of top 8 core subjects for 3 areas of concentration in Weenen and Shafer's study and was deemed relevant by the participants of the present study. An alternative to speculate is that this subject includes discussions on individual, group, inter-group and other human behaviour and development in tourism industry context and human resources are one important aspect of the industry to provide quality services.

Table 5.3

Comparison Between The Present Study, Weenen & Shafer (1983), James Cook University, 2000 and Udayana University, 1997

STUDIES	COMMONALITIES	DIFFERENCES
Present Study	Human Behaviour in Organisation Planning and Design for Tourism Marketing in Tourism Transportation in Tourism Economics of Tourism Administration of Travel & Tourism Services Marketing Research	Information Management Communication Skills & Interpersonal Relation Principles of Tourism Social and Physical Impacts of Tourism Systems Analysis of Tourism Tourism Forecasting Tourism and Development Advertising Hotel and Restaurant Marketing International Marketing
Weenen & Shafer	Planning for Tourism Marketing Research Economics of Tourism Administration of Travel and Tourism Human Behaviour in Organisation	Practicum Introduction to Travel and Tourism Introduction to Information Processing
James Cook University	Tourism Marketing Planning and Management International Tourism and Transportation	Introduction to Tourism and the Environment Tourist Behaviour Management Master Coursework Project Hotel management Ecotourism and Wildlife Tourism management Ecologically Sustainable Tourism
Udayana University, 1997	Marketing of Tourism Organisational Behaviour Planning and Design for Tourism Travel and Transport management	Ecological Environment Management Tourism Forecasting Hotel and Resort Marketing

Weenen & Shafer, 1983; James Cook University, 2000; the study, 2000, Udayana University

Although Weenen and Shafer conducted their study almost two decades ago, similarities with the findings of the present study can be recognised. The three most important subjects among those listed in the surveys include *Planning for Tourism*, *Administration of Travel and Tourism Services*, and *Economics of Tourism*. Furthermore, Weenen and Shafer's findings suggest that the Marketing in Tourism course was only recommended as an additional principal course in marketing concentration and not as one of the eight core subjects in their

study. Findings of the present study indicate the reverse. The Marketing in Tourism subject was rated as one of the four subjects deemed relevant for the students to join in the industry. This finding indicates that the subject was regarded as important for the Indonesian tourism industry.

However, it is important to note that the Practicum subject, while not listed as one of the most prevalent courses in Weenen and Shafer's survey questionnaire (1983), was reported as one of the eight core subjects for inclusion in master's degree program. In comparison, the present study did not include Practicum as a component of the proposed master degree. Based on anecdotal information obtained from Indonesian tourism educators, practicum has been included in most subjects for diploma and undergraduate degrees. Therefore, it is no need to include practicum in tourism master degree subjects and the course was not included on the list.

With reference to the proposed tourism master degree course at Udayana University, the following three subjects, Tourism Marketing, Tourism Planning and Development and Tourism Management, were included as one of the core subjects in all three concentrations (Udayana University, 1997). Compared to the work of Weenen and Shafer (1983) one subject, namely Human Behaviour in Organisation was also rated significant by respondents, as the current study, thus indicating that the subject was necessary for both developed and developing countries (Weenen & Shafer, 1983).

Comparison with the proposed master degree program prepared by Udayana University revealed that both considered Hotel and Restaurant Marketing as one important subject recommended for inclusion in the curricula. The subject was ranked fourth in the present study with a mean of 1.46. Another subject that received a high priority was Tourism Forecasting (Mean 1.30) which seemed to suggest that Udayana University (1997) regarded this subject as an important curriculum component.

A master degree program in Indonesia frequently consists of two or three areas of concentration. Therefore, an open-ended question was prepared to investigate respondent perspectives on preferred areas of concentration for future development of a tourism master degree program. Consequently, following the analysis of responses on the importance of subjects for curriculum inclusion, the next section highlights findings from the open-ended question.

Second-round questionnaires were sent to the same respondents to further clarify subject preferences for each concentration. The areas of concentration identified from respondents comprised Hotel Management, Tourism Planning and Development and Tourism Marketing. Discussion on the preferred areas of concentration is presented in section 5.4.2.2

5.4.2. Areas of Emphasis Suggested by Indonesian Experts

To answer research question 2, which focused on areas of concentration, two open-ended questions were included in questionnaires. First question required respondent to comment on subjects listed in the questionnaire, whereas the second question asked respondents their preferences on the areas of concentration for an Indonesian context. Additionally, limited telephone interviews were conducted and results were incorporated in this section.

5.4.2.1. Comments on Proposed Tourism Master Degree Curriculum

Responses to the first question, in which respondents were asked to comment on the selection of the proposed list of subjects and make other general comments, were analysed according to themes and sub-themes. Among the various themes, three broad themes were frequently mentioned namely curriculum content, approaches to teaching tourism and modes of delivery.

Respondent comments on the subject list contents included recommendations for including specific subjects such as Ecotourism, Cultural Tourism, Heritage-Based Tourism, Policy and

Strategy of Tourism Development and Organisational and Management of Tourism Industry in the proposed course.

Interestingly, a few respondents suggested that there should be more emphasis on tourism subjects and less focus on hospitality subjects such as hotels and restaurants. This finding showed that the attention had moved away slightly from a hospitality focus to a broader focus on tourism. The finding was in accordance with one of the findings of Study 1, in which respondents asserted that Indonesian tourism education had, to some extent, moved towards a broader tourism focus, rather than on hospitality (Section 3.4.2.1.5). However, since the findings were not classified according to groups, the researcher was not able to distinguish whether the suggestions on placing more focus on tourism-related subjects than on hospitality subjects were made by educators or by industry professionals.

Most respondents (n=10) also suggested that subjects be grouped according to areas of emphasis to facilitate the selection of a subject ranking for each area of emphasis. However, as it was believed that without grouping the subjects the researcher would obtain wider view, it was decided not to clustered subjects into area of emphasis but to list them randomly in the questionnaire. To identify subject preferences for each emphasis, a follow-up questionnaire was sent to participants to investigate subjects most required for each area of concentration.

In addition, some comments revealed that experts tended to favour an academic-type education, which places more emphasis on a theoretical framework, rather than a professional-type education, which focuses more on skills and expertise. Kodhyat (1999) asserts that the complexity of the tourism industry in Indonesia and the keen competitiveness of the tourism industry has given rise to arisen to a more academic-based tourism educational system, especially designed for tourism policy makers, planners and developers while still acknowledging the importance of a professional-type education and vocational tourism training. The study findings support the previous qualitative study (Study 1) which

also discovered that stakeholders strongly support the development of an academic-based tourism education to improve the status of tourism education in Indonesia (See Section 3.4.2.2.3).

Some respondents commented on modes of delivery for the proposed tourism master degree course. It appears that, based on their opinions about the program attracting existing employees from the industry, government officials as well as educators, more flexible modes of delivery were recommended. For instance, one respondent stated that part-time courses should be introduced in Indonesia, so as to satisfy the needs of the current employees. Most employees and government officials were working on a full-time basis, which made it difficult for them to undertake further education to enhance career opportunities. Respondents also suggested that methods of assessments should include more flexible types of assignments (i.e. group or individual) which would encourage the potential students to work on their own phase and times.

5.4.2.2. Areas of Concentration as Suggested by Experts

There were differing views regarding areas of emphasis, most of which were supported by with reasons and explanations why a certain emphasis was preferable to another. Seven out of thirteen responses recommended that the proposed master program be concentrated on either Hotel Management or Tourism Planning and Development, or Tourism Marketing. Major reasons stated for such choices were that the accommodation sector needs more graduates with the ability to manage hotels and that it was time Indonesia developed a more realistic tourism plan. Also there is an urgent need to promote Indonesia as a tourist destination and attract more visitors particularly international ones.

Three respondents suggested that Tourism Management and Hotel Management were top priority for tourism education in Indonesia because these two areas involve the most subjects related to the accommodation sector which is an important sector in Indonesia. Furthermore,

by proposing a Tourism Management concentration, some emerging problems related to the environment, for instance, could be dealt with appropriately.

Although Indonesia's tourism industry contributes to the economy as the third largest foreign income earner (Rahardjo, 1998) it also generates negative social, cultural and environmental impacts (Jenkins, 1997). Therefore, emphases should be given to Tourism Planning and Development and Tourism Marketing concentrations, with an additional emphasis on Hotel Management. The former concentration area could incorporate subjects such as Social and Physical Impacts of Tourism, while the latter could include subjects such as Advertising and International Marketing which will increase the popularity of Indonesia as a tourist destination.

With reference to preferred areas of emphasis, Table 5.4 demonstrates that some areas are more favoured than others. For example, when comparing the work of Weenen and Shafer (1983) with current study, there were similar areas of emphasis. These authors divided the graduate program into three broad areas of concentrations i.e. Management and Planning for Tourism, Marketing for Tourism and Education for Tourism. The first area focuses on integrating tourism activities in order to improve social and economic development whereas the second area places on emphasis on learning how to transfer services from tourism producer to consumer to satisfy the consumer needs while achieving the goals of the private sector. The Education for Tourism area was defined as learning to acquire, present, and discuss, within an academic setting, the knowledge and methodology required for tourism management, planning, and marketing. The findings showed that expert preferences were in Hotel Management, Tourism Planning and Development, and Tourism Marketing. Two areas were most commonly selected by respondents in both studies namely Tourism Planning and Development and Tourism Marketing although there were slight variations in the title. For example, Weenen & Shafer used the title Management and Planning for Tourism, while the present study used the title Tourism Planning and Development.

Table 5.4
Comparisons between the Present and Previous Studies

STUDIES	PREFERRED AREAS OF CONCENTRATION (STREAMS)							
	HM	TP&D	TM	TE	GMD	EC	MA	D&IT
Present Study	○	○	○					
Weenen & Shafer		○	○	○				
Udayana University	○	○	○					
O'Halloran & Mill								○
James Cook University					○	○	○	

Source: O'Halloran & Mill, 1992; James Cook University 2001; Udayana University (1997); Weenen & Shafer (1983)

Legend

- HM : Hotel Management
- TP&D : Tourism Planning and Development
- TM : Tourism Marketing
- TE : Tourism Education
- GMD : General Master Degree
- EC : Master of Ecotourism
- MA : Master of Administration (Tourism)
- D&IT : Domestic and International Tourism

Similarities can also be found between the findings of the present study and Udayana University curriculum content. For example, Hotel Management, Tourism Planning and Development and Tourism Marketing concentrations were considered to be important areas for development in Indonesian tourism master degree programs. James Cook University, on the other hand, places more emphasis on General Tourism, Ecotourism and Administration in its master degree programs.

It is important to note that, in Weenen & Shafer's study, the main areas for concentration had been decided by the researchers and that respondents were asked make choices in the proposed areas prior to their interview sessions and so they would have had same ideas of the areas being offered (1983). The present study, however sought tourism experts' views on suitable areas of emphasis before deciding on the most commonly-mentioned areas.

When comparing all five sources, other similarities are evident. For instance, the majority of courses on offer (except the one in Weenen & Shafer's study) have a duration ranging from one to two years. The only research-based master degree course offered by James Cook University is that of Master of Administration focusing on Tourism.

5.4.3. Subjects Most Required for Each Area of Concentration

Aim 3 was to identify which subjects were essential for each area of concentration. Broad areas of concentration identified in Aim 2 and a selected list of subjects deemed relevant for the program were given to respondents. The results of analysis from the second-round questionnaire indicated that certain courses were considered important enough for inclusion in all three areas of concentration (Table 5.5). For instance, most respondents recommended that Principles of Tourism and Communication Skills and Interpersonal Relations be included in all three areas of Hotel Management, Tourism Planning and Development and Tourism Marketing. Tourism Forecasting and International Marketing were the most frequently selected subjects for inclusion in two concentration areas i.e. Tourism Planning and Development and Tourism Marketing.

Findings also indicate that Communication Skills and Interpersonal Relations is regarded as one of the most important subjects to be included in the curriculum. In regard to this subject, Pearce (2002) asserts that, despite the need for tourism knowledge, generic skills such as communication and critical thinking and problem-solving are essential qualities for graduates to acquire. Transportation in Tourism and Systems Analyst in Tourism were among the least-selected subjects for the three concentration areas (<40%). Unlike the Tourism Curriculum for James Cook University, the subject entitled International Tourism and Transportation is an elective offered to Master for General Degree in the Field of Tourism Studies (JCU, 2001).

Table 5.5
Subjects Most Selected by the Experts in Three Areas of Concentration

Subjects	Areas of Concentration		
	%		
	Hotel Management	Tourism Planning & Development	Tourism Marketing
Communication Skills and Interpersonal Relations	77†	85†	92†
Principles of Tourism	85†	92†	77†
Tourism Forecasting	77†	92†	85†
Administration of Travel and Tourism Services	77†	77†	77†
Human Behaviour in Organisation	85†	8	92†
Information Management	92†	15	77†
Marketing in Tourism	77†	15	100†
International Marketing	31	85†	100†
Economics of Tourism	8	77†	85†
Planning and Design for Tourism	8	85†	15
Social and Physical Impacts of Tourism	15	85†	38
Tourism and Development	15	100†	15
Advertising	54†	38	38
Hotel and Restaurant Marketing	92†	38	15
Transportation in Tourism	8	15	8
Systems Analysis of Tourism	23	23	38

Source: Second-round Questionnaires; † Most Selected Subjects

On the contrary, Tourism and Development, Planning and Design for Tourism and Hotel and Restaurant Marketing subjects were only selected in certain areas of concentration. The first two subjects were regarded as important for Tourism Planning and Development, while the latter subject was only appropriate for the Hotel Management concentration. Planning and Design for Tourism was considered an appropriate subject to be included in the Tourism Planning and Development areas of concentration, with 85 % of respondents nominating the subject. Only 8 % and 15 % of respondents respectively recommended that these subjects be included in the other two concentrations.

Although each study proposed different areas of concentration and the contents of each list were different, it was necessary to take a look at the subjects deemed important by respondents of previous studies and the present study (Table 5.6).

Table 5.6
Comparison of Subjects for Specific Concentrations

STUDIES	CONCENTRATIONS	SUBJECTS	
Weenen & Shafer 1983	Management and Planning for Tourism	<ul style="list-style-type: none"> • Practicum • Introduction to Travel and Tourism • Marketing Research • Planning for Tourism • Administration of Travel and Tourism Services • Economics of Tourism • Human Behaviour in Organisations • Introduction to Information Processing 	<ul style="list-style-type: none"> • Business Representation and Lobbying • Transportation in Tourism • Social & Physical Impacts of Tourism Development • Tourism Policy Analysis • Personnel Management • Socio-psychology of Tourism
	Marketing for Tourism	<ul style="list-style-type: none"> • Practicum • Introduction to Travel and Tourism • Marketing Research • Planning for Tourism • Administration of Travel and Tourism Services • Economics of Tourism • Human Behaviour in Organisations • Introduction to Information Processing 	<ul style="list-style-type: none"> • Advertising • Marketing in Tourism • International marketing • Principles and Problem of Public Relations • System Analysis of Tourism Services • Transportation in Tourism • Business Representation and Lobbying
Udayana University 1997	Tourism Planning and Development	<ul style="list-style-type: none"> • Principles of Tourism • Research Method • Tourism and Culture • Organisational Behaviour • Marketing of Tourism • Tourism Planning • Ecological Environmental Management • Sociology of Tourism 	<ul style="list-style-type: none"> • Philosophy of Tourism • Business Application • Tourism Sustainable Development • Tourism nature and Landscape • Physical Planning and Tourism • Information Management • Planning and Design • Tourism Forecasting
	Tourism Marketing	<ul style="list-style-type: none"> • Principles of Tourism • Research Method • Tourism and Culture • Organisational Behaviour • Marketing of Tourism • Tourism Planning • Ecological Environmental Management • Sociology of Tourism 	<ul style="list-style-type: none"> • Philosophy of Tourism • Business Application • Tourism Sustainable Development • Marketing Principles • Marketing Research • Hotel and Restaurant Marketing • Travel and Transport Management • Tourism Forecasting
Present study	Tourism Planning and Development	<ul style="list-style-type: none"> • Planning and Design for Tourism • Communication Skills and Interpersonal Relation • Principles of Tourism • Social and Physical Impacts of Tourism 	<ul style="list-style-type: none"> • Tourism Forecasting • Administration of Travel and Tourism Services • Economics of Tourism • International Marketing • Tourism and Development
	Tourism Marketing	<ul style="list-style-type: none"> • Human Behaviour in Organisation • Information Management • Marketing in Tourism • Communication Skills and Interpersonal Relation • Principles of Tourism 	<ul style="list-style-type: none"> • Tourism Forecasting • Administration of Travel and Tourism Services • Economics of Tourism • International Marketing
O'Halloran and Mill, 1992	Domestic and International Tourism	<ul style="list-style-type: none"> • Dimensions of Tourism • Tourism Destination Policy • Tourism Planning and Development • Tourism and Hospitality Research Methods 	<ul style="list-style-type: none"> • Service Management • Geography of Tourism • Anthropology of Tourism • Design and Strategy of Mass Media Campaigns

Sources: Weenen & Shafer, 1983; Udayana University, 1997; O'Halloran & Mill, 1992

Two concentrations from Weenen and Shafer and Udayana University were similar to the finding of the present study. The areas of concentration consisted of Management and Planning for Tourism and Marketing for Tourism (Weenen and Shafer, 1983); Tourism Planning and Development and Marketing for Tourism (Udayana University, 1997; the present study). Table 5.6 demonstrates that, Planning for Tourism or Tourism Planning was found to be the most significant subject and it was selected for all areas, except for that of Tourism Marketing in the present study.

For Udayana University and the present study, Principles of Tourism was also deemed important as one of the core subjects for the proposed master degree curriculum. Marketing in Tourism (Weenen and Shafer) or Marketing for Tourism (Udayana and present study) was considered to be important for a Tourism Marketing concentration in both studies. O'Halloran and Mill (1992) suggested that the courses should be grouped in four categories i.e. General Business, Hospitality Management and Tourism, Liberal Arts, and Elective Arts. Only courses selected for Hospitality Management and Tourism and Liberal Arts were registered

5.5. Discussion: Relating findings to the literature review and previous studies

The components of the tourism system in a developing country demonstrate a greater internal sensitivity compared to those in a developed country (Howell and Uysal, 1987). This means that slight changes associated with development will probably influence the performance quality of tourism products such as cultural tourism, because tourism in developing countries mostly includes the host community as a social attraction. In developed countries, on the other hand, the host community does not act as attractions for the tourists. Therefore, considering that the tourism industry is centrally located to attractions that include the host community, such as cultural tourism which present traditional dances performed by the host community, tourism education for developing countries must be tailored to meet these special needs. Shortt (1994:79) argues that education and training has a major role in the development of tourism in Indonesia. Programs of tourism education should be supported

by the best practical facilities and first-class academic staff. Consultation with Industry as to the knowledge, skills and attitudes required in terms of human resources is important to ensure that Indonesia has the right kind of human resources to support the development of its tourism industry.

However planning for an appropriate tourism education in developing countries is a challenging process. There are several issues to be considered. First, tourism is a complex and fragmented industry consisting of several components. Gunn (1994) maintains that a tourism functional system consists of five components: the tourist and his characteristics, transport, attractions, service facilities and an information/direction component. These components are essentials for planning a sound tourism education program for developing countries. Secondly, tourism studies is considered an emerging discipline with a rapidly growing and changing empirical research base (Howell and Uysal, 1987). Therefore, several issues such as whether tourism can be classified as a discipline or a specialism have become a matter of concern of some authors (Leiper, 1981, 2000; Pearce, 1993; Tribe, 1997, 2000). However, despite the challenging issues, tourism education has indeed evolved rapidly during the last two decades and it has moved from a practical springboard towards the formation of a theoretical base (Jafari, 1990). Based on this notion, the development of tourism education for a developing country is most likely to be influenced by the development in developed countries.

Moreover, the situation is further complicated by the fact that tourism education is regarded as an applied area of study founded upon a wide range of basic disciplines such as economics, sociology, psychology and geography (Howell and Uysal, 1987). Such situation has continued as Goeldner (2001) affirms that tourism education trends have not changed. Tourism studies continues to be multi-disciplinary in nature and is taught in even more departments than in the past. Therefore, tourism education program for developing nations should not only have a sound philosophical foundation along with multidisciplinary

professional courses, but they should also meet the challenge of providing well-trained graduates who make a long-term professional commitment to the travel and tourism industry (Howell and Uysal, 1987).

One strategy for achieving the proposed goal of developing an appropriate tourism master program for Indonesia is to investigate the opinions of tourism experts concerning curriculum content. By doing so, the ongoing disagreements between tourism education and the industry regarding the emphasis of the program can be resolved. Pressure from the tourism industry influences the content and approaches of tourism programs in a country. Cooper (1997:90) states that one issue which continues to cloud relationships between industry and academia revolves around whether or not tourism educators should be strongly influenced by the demands of the tourism industry. Several authors have expressed concern that if the tourism curriculum is dominated by the industry needs, the development of tourism studies into a mature discipline will be hindered, particularly the development towards the formation of theoretical base of tourism studies.

In addition, there appears to be a considerable gap between what providers offer in management level tourism education, and the needs as expressed by the tourism industry professionals (Amoah and Baum, 1997). For example, higher education in the UK has been accused by industry of providing broad-based, generic knowledge courses intertwined with the learning of other disciplines such as business studies and economics, while the industry seeks personal skills such as communication adaptability. Therefore, proposing a curriculum by seeking expert views not only provides insights on the content, but also probably reduces the possibility of the content being inappropriate. The findings demonstrate that certain courses were selected more frequently by the experts. Consequently, the inclusion of these courses is more likely to be approved by the tourism industry, as they are relevant to its needs.

Besides investigating subjects that were believed to be relevant to the practice of the industry, the study also explored possible areas of emphasis for a proposed master degree curriculum which would meet the needs of the tourism industry and the public sector in general. This research was originally based on the premise that different institutions develop their own programs and areas of emphasis. This investigation provides an overview of the areas of emphasis determined by Indonesian tourism experts which offer some ground lines for further development of the program. This information is important for tourism educators because of the necessity to take a closer look at postgraduate degree programs in tourism. One of the major concerns in tourism education is the lack of qualified tourism educators for undergraduate and graduate programs. Zhang, Lam and Bauer (2001) conducted study in China and found that more than 82 % of respondents expressed their view that it was either important or very important to upgrade their own academic qualifications.

The study was conducted based on the notion that master degree programs were currently quite in its infancy. The introduction of an appropriate program will assist in the development of a tourism knowledge base particularly relevant for Indonesia. Although tourism research has been conducted for quite sometime, its focus has been limited mainly because the tourism education has failed to develop programs which put more emphasis in research. As previously stated, most tourism programs on offer have been designed exclusively to fulfill private sector needs. In fact, education institutions themselves are in greater needs for educators as well as planners and decision-makers for the public sector.

Previous studies on master degree programs such as those of O'Halloran and Mill (1992) and Weenen and Shafer (1983) have provided the inspiration to conduct similar study in an Indonesian context. In addition, some studies investigating undergraduate curriculum programs were taken into account. The consideration to use these studies was limited to only the design of the study and portions of the curriculum contents.

Compared to the work of O'Halloran and Mill (1992), similarities and differences can be identified in the present study. First of all, both studies investigated the opinions and views of tourism experts from developing countries and of a similar matter. The present study investigated tourism expert perspectives from a specific country, Indonesia, whereas O'Halloran and Mill have focused their study on experts of tourism from seven developing countries. Both studies examined the proposed curriculum content for tourism postgraduate programs, although the focus was slightly different. Both studies utilise questionnaires for gathering data and similar scales were also used. However, the present study used a three-point scale whereas O'Halloran has utilised five and six point-scales.

Findings of the present study resembled those of Weenen and Shafer (1983). For example, these authors pre-selected three areas of emphasis namely Tourism Management and Planning, Tourism Marketing and Tourism Education whereas the areas of emphasis generated from open-ended questions indicated that Tourism Marketing and Tourism Planning and Development were among favourable programs. The reasons for selecting the concentrations were that the tourism industry would remain an important source of foreign earnings for Indonesia and that will lead to more complex development of the industry. Therefore, students needed to be concentrated on Tourism Development and Planning. In terms of subjects selected, the present study indicated different tendency. For instance, Introduction to Travel and Tourism was one of the most required courses for the graduate program, whereas it was not considered important by the respondents of the present study. However, if the proposed master's degree expects to recruit potential students from a variety of backgrounds, as Indonesia has no four-year tourism degree yet, the subject has to be prioritised to provide students with sufficient background knowledge before commencing their studies.

Goodenough and Page's finding (1995) also suggests that some subjects deemed important as compulsory subjects in their studies show greater similarities with this one. For example

that Tourism Marketing and Tourism Planning were considered as topics to be included as modules in the part-time degree in Tourism Management.

In an Indonesian context, master degrees courses, including the master of tourism management course, are offered based on a combination of course works and minor projects, which are worth 8 credit semester units. A master by research which is a thesis-only based research, such as Master of Administration (Tourism) offered by James Cook University, Australia is not yet available in Indonesia.

5.6. Summary of the Chapter

The purpose of Chapter five was to present the findings of the proposed master's degree curriculum for Indonesia from the perspectives of the experts. Three general aims were presented at the beginning of the chapter. The first was investigating the experts' views on subjects relevant for a tourism master's degree student to join in the industry. The secondary objectives were identifying the level of importance of the subjects having been selected and the area of emphasis which were considered important.

The survey, using a three-page questionnaire, was conducted from July to September 2000. This involved thirteen experts who had been in the area of tourism for more than five years. The sample was taken using a non-probability sampling system and derived from several member and name lists of organisations such as IHRA, ASITA, HILDIKTIPARI and Department of Tourism and Culture and Department of Education.

The chapter has highlighted a number of points. The selection of a method for collecting the data for this study, which included sampling method, selection criteria for respondents, questionnaire design, analysis of the instruments, reliability checks and data collection and response rate was discussed in each sub-section of the chapter.

Sixteen out of 19 three-credit subjects listed were deemed important by the respondents. Those subjects have means ranging from 1.23 to 1.53. However, based on the requirement set up by the Indonesian Higher Education that a master's student needs to take approximately 48 credits including a minor thesis, fifteen subjects were selected. The first four subjects include Human Behaviour in Organisation, Information management, Marketing in Tourism and Planning and Design for Tourism. The second group of subjects, which had means of 1.30 included Communication skills and Interpersonal Relation, Principles of Tourism, Social and Physical Impacts of Tourism, System Analysis of Tourism, Tourism and Development, Tourism Forecasting and Administration of Travel and Tourism Services.

Compared to Weenen and Shafer's study (1983), the finding indicated that certain subjects which were rated high by their respondents indicated the opposite. For example, Introduction to Travel and Tourism was rated highest as one of the core subjects in their study, whereas Indonesian experts considered it less important. However, as Indonesia has no 4 year-tourism degree programs, it appears essential that this subject be prioritised to provide potential students, who might come from different background of studies, with wide-range information on tourism.

The responses from open-ended questions were analysed based on themes. Three broader themes were found i.e. course content, area of emphasis and preferred modes of course deliveries. The finding indicated that the area of emphases preferred by respondents varied. However, considering several factors such as the contribution of tourism to Indonesia's economy and potential of tourism to generate negative impacts emphases should be given to 'Tourism Planning and Development and Tourism Marketing' which function both as financial generator and regulator of possible negative impacts to Indonesia.