CHAPTER 6

FUTURE DEVELOPMENTS OF INDONESIAN TOURISM EDUCATION AS PERCEIVED BY KEY STAKEHOLDER GROUPS: EDUCATORS, GOVERNMENT OFFICIALS, PROFESSIONALS AND STUDENTS

6.1. Introduction

This chapter describes and discusses the findings of the study. It also presents data collection methods and procedures. Presentation of the findings is organised into two different sections namely descriptive and comparative findings. By doing this, it is expected that the views of stakeholder groups concerning the future development of tourism education in Indonesia can be systematically defined as well as statistically compared.

The earlier studies reported in the previous chapter were concerned with current tourism education practice, the education – industry relationship, and an outline for a proposed master degree course in tourism as viewed by tourism experts. This particular study is designed to investigate aspects of future development within the Indonesian tourism education system by considering issues identified in previous studies as well as additional concerns. Therefore, the current study is aimed at investigating stakeholder perspectives on a number of key issues. These issues include types of future development in tourism education and the government, industry, and higher education roles in the development of an

appropriate program and curriculum for four-year tourism degree and postgraduate degree courses as well as level of responsibility for each stakeholder group. The study is descriptive in nature in that a survey questionnaire technique was utilised to collect necessary data from four different key players in tourism education i.e. tourism educators, government officials, tourism industry professionals and tourism students.

The overall design of the study is similar to that described by Ibida (1990), which investigated tourism education in Nigeria. The survey questionnaires used were developed from existing information sources. In particular, the works of Wells (1990) on tourism education in Australia and Ibida's analysis of tourism education at the university level in Nigeria (1990) as well as an exploratory study on an undergraduate tourism curriculum needs in Japan (Ichioka, 1998) were consulted.

The scope of the present study has been broadened by involving more stakeholder groups and respondents than in previous studies conducted in the area of tourism education. For instance, Ibida (1990) investigated 3 groups of respondents with a total of 30 respondents, whereas this particular study involved 4 stakeholder groups and 353 respondents. Student views tend to have been somewhat neglected in previous studies when it comes to considering stakeholder perspectives. For example, in studies undertaken by Wells (1990), Ibida (1990) and Ichioka (1998), student perspectives were not identified as they were not considered to be the interest group. Therefore, the current study attempts to determine the perspectives of students and to identify similarities and differences between students and other groups.

Data from this study were processed using an SPSS 10.0 package. Descriptive statistics such as means and standard deviations, as well as inferential statistics to determine statistical differences in the responses from each stakeholder group were obtained by utilising Kruskal Wallis tests. The non-parametric tests were selected on the basis that the

data collected were large in number (N=353), non-normally distributed and positively skewed. These data were also collected from unrelated groups of respondents.

6.2. The Purpose and Aims of the Study

The main purpose of this particular study was to investigate the attitudes of the stakeholders towards the development of future tourism education as a major field of study at degree level. Based on the main purpose five particular aims of study were identified as follows:

1. To investigate the perspectives of the stakeholders towards the need of 4-year tourism degree programs.
2. To identify the roles of government, higher education and the industry in the process of developing 4-year tourism degree programs.
3. To investigate stakeholder perspectives on the levels of responsibility for full-time faculty members, part-time faculty members, government officials, industry professionals and students in designing higher education tourism programs.
4. To identify elective courses to be offered in a four-year tourism degree program.
5. To identify similarities and differences between stakeholder groups regarding their views on the future development of Indonesian tourism education.

6.3. Methodology

The purpose of this quantitative study was to ascertain the opinions of Indonesian tourism education stakeholders on the current state of tourism education and its future in Indonesia. As secondary data on tourism education key issues are not either easily accessible or available for analysis, this study utilised survey questionnaires as the main data collection method to identify perceptions and opinions (Babbie, 1998; Cooper, 2001).

6.3.1. Questionnaire Development

The main data collection instruments were self-administered questionnaire surveys which required participants to respond to a set of statements and questions on certain issues such as curriculum design and stakeholder roles in the development of future tourism education. These key issues also involved the development of a four-year tourism degree and a master degree program to meet the need for qualified employees in the future and assessing ways of improving the quality of education.

Four different sets of questionnaires were designed for government officials, industry professionals, educators and tourism students. The content of each set was similar with only minor differences on certain questions designed for student respondents. A Likert scale (Likert, 1970) was used to indicate the degree of agreement and disagreement with a set of statements (items) concerning the future development of tourism education in Indonesia. Respondents were asked to check the extent to which they agreed or disagreed with each item in terms of a five-point scale defined as 'strongly agree, agree, undecided, disagree and strongly disagree' (McDougall and Munro, 1994). The second section in the questionnaires sought information on demographic variables for classificatory and profiling purposes only. The variables of interests included gender, age, the most comprehensive experience and educational backgrounds. These variables were scaled by both closed and open-ended questions depending on the appropriateness of the variables themselves.

To ensure content validity of the survey instrument, numerous informal approaches were made to key persons in all areas of tourism education prior to development of the questionnaire. In addition, questions and statements were developed from existing tourism education literature. A large pool of items (*n=50)* was generated by the researcher based on the aims of the study and administered to panel judges to determine whether each item advocated the aims of the study. The procedure resulted in 33 items being recommended to cover four aspects of tourism education development in Indonesia. Most of the statements

were measured on a 5-point Likert scale where 1 represents 'strongly agree' and 5 represents 'strongly disagree', while a few items were measured either by means of open-ended questions or three-point Likert scales.

The first drafts of the questionnaires were written in English and verified by the supervisor. Following suggested modifications involving statement clarity and word choice, the questionnaires were translated into Bahasa Indonesia and translated back into English to determine whether differences exist resulting from the word choice used in the translation process. The draft was then piloted to some Indonesian postgraduate students currently enrolled at JCU to ascertain the level of difficulty in the statements, estimated time of filling in the questionnaires as well as to accommodate suggestions from pilot study respondents. Minor changes, which were mostly related to unclear questions and word choice, were then made. The pilot study was conducted because it was considered advantageous to identify shortcomings in the wording and questionnaire structure which may affect the results of an investigation (Collins, 2000). The final Indonesian version of the questionnaires was administered in 5 provinces between July – September 2000 (See Section 6.3.2)

To facilitate analysis of results, questionnaire survey variables were classified based on the study aims and presented in Table 6.9. This table shows that Aim 1 was measured by utilising 20 questions, which were divided into three sections. The first 15 questions were aimed at investigating stakeholder perspectives on themes related to both current and future developments of tourism education. For example, Question 6 investigated respondent views on whether tourism studies should be regarded, as a major in the Tourism Department or as a minor in other departments. Subsections (a) and (b) were aimed at generating respondent views on specific themes such as the inclusion of professionalism in Indonesia's tourism education.

TABLE 6.1
Summary of Classifications of Statements Based on the Aims of the Study

No	Aims	Questions
1.	To identify the need for tourism degree programs as perceived by the stakeholders	1. The need to develop undergraduate and postgraduate degree program (Q1). 2. Needs for tourism graduates with skills and talent (Q2). 3. Setting up a consortium to accommodate the development of tourism studies (Q4) 4. Tourism degree program will expand the scope and knowledge of graduates (Q5). 5. Tourism studies should be treated as a Major not a Minor (Q6). 6. Tourism education (undergrad and postgrad) should be offered at universities (Q14) 7. Tourism degree program will improve job opportunities (Q16). 8. The need for more qualified tourism educators with tourism background (Q17). 9. Tourism education should develop a joint work with developed and developing countries (Q19). 10. Tourism industry success would depend largely on qualified employees graduated from tourism education (Q27). 11. The industry should send more staff to special management courses (Q28). 12. There is a need to hire more indigenous people at mid and upper managerial levels (Q30). 13. Tourism education and training are necessary to enhance the quality of employees (Q31).
	a. Types of preferred curriculum	1. Curriculum should meet government needs (Q10). 2. Curriculum should satisfy industry needs (Q11) 3. Inclusion of social, cultural and economic impacts of tourism in the undergraduate curriculum (Q13).
	b. Professionalism in Tourism Education	1. Inclusion of professionalism in an academic-based education (Q3) 2. Postgraduate levels should be developed at both professional and academic levels (Q20). 3. Tourism education will contribute to professionalism in the industry (Q15). 4. There is a need to acknowledge professionalism accepted as 'pre-learning recognition' to be admitted to post grad level (Q21). 5. Tourism education should produce more professionals than theorists (Q7).

2.	To identify the roles of government, higher education and industry in tourism education, particularly in curriculum design.	1. Government should allocate more funds in tourism education (Q8). 2. Tourism education should be involved more in industry to maintain the relevance of the program (Q9). 3. Government should initiate the establishment of a four-year degree program (Q12) 4. There is a need to encourage the industry to allocate more funds for research (Q22). 5. Tourism education should encourage its members to publish in national and international journals (Q23) 6. More involvement of the industry in industrial experience (Q24). 7. More involvement of tourism professionals in tourism education to ensure the linkage between theories given and actual task performed (Q25). 8. Providing more opportunities for education and training to retain well-trained employees (Q29).
3.	To investigate stakeholder perspectives on the level of responsibility the groups hold for designing higher education tourism programs.	1. Level of responsibility for curriculum and program design of undergraduate degree program (Q32). 2. Level of responsibility for curriculum and program design of postgraduate program (Q33)
4.	To identify elective courses to be offered in a four-year tourism degree program.	1. What electives should be included in a four-year degree curriculum? (Q26) – open-ended question
5.	To identify the similarities and differences in stakeholder views.	

To identify stakeholder roles, especially those of government officials, higher education and the industry, respondents were asked to respond to nine questions about the ranging role of the tourism industry in tourism education and also the role of tourism educators in the tourism industry in maintaining the relevance of the course curriculum. Included in this group of questions was a statement investigating respondent perspectives on government participation to enhance the quality of tourism education.

Two questionnaire items were used to investigate the level of responsibility for each group (full-time faculty members, part-time faculty members, government officials, industry professionals and students) in curriculum and program design. Respondents were required to rate the level of responsibility using a three-point scale with 1 representing ‘a great deal of responsibility’ to 3 representing ‘almost none’. These two statements were used to measure

agreement on undergraduate and postgraduate program designs. Such statements were used to identify which curriculum and program design process would be considered appropriate in an Indonesian context. By referring to the findings from this particular aim of the study, the likelihood of including unsuitable groups is minimised.

An open-ended question was used to determine preferred electives (Aim 4), which were deemed relevant to be included in future tourism curriculum. Respondents were required to mention at least three electives for undergraduate tourism degree programs. A content analysis was performed to examine these particular findings which were also checked against results from the content analysis of Study 1 (Chapter 3) as well as from the findings of Study 3 (Chapter 5) with reference to a proposed master degree program as perceived by the experts. As Aim 5 of the study focused on identifying similarities and differences among respondent groups, no specific questions were prepared. Instead results were analysed using a Kruskal-Wallis analysis of variance to identify statistically significant differences among stakeholder groups.

6.3.2. Sampling Systems, Sampling Sites and Procedures

Target respondents were 400 individuals from four groups of stakeholder to facilitate utilisation of a computerised statistical package to provide both descriptive and inferential statistics. It was also planned that each province should have an equal number of participants. In order to reach the target number, initial contacts were made to selected individuals considered to be key persons in each sector. For example, in the tourism industry sector, several key personnel from hotels, restaurants and professional organisations such as associations of Tourist Guides and Travel Agents were chosen using a judgment sampling method. This method of selecting samples is based upon what the researcher regards as representative and the researcher might be making more judgments as to whom to approach for information on the basis of previous observation (Ryan, 1995).

The key persons were selected based on their long association as decision makers in the industry as managers or as senior administrators in tourism institutions, or as senior lecturers in both private and public tourism institutions. Educators were required to have been involved in tertiary tourism education or administration at the level of course coordinators, whereas government official key persons should have been involved in tourism development either at a regional or national level and they must hold high rank positions. These selected persons were asked to distribute the questionnaires to staff, employees and students and also to encourage responses. Each person received between 5 and 30 questionnaires depending on the organisation size. Prepaid envelopes and consent forms were included in each questionnaire. To increase the response rate, the key personnel were contacted two weeks later by either telephone or mail to remind the respective staff, employees and students to respond.

This study was conducted in 5 selected provinces in Indonesia i.e. Jakarta, West Java, Central Java, Yogyakarta and Bali. The selection of the sites was based on certain criteria such as availability of small/medium/large tourism education institutions, state/private institutions, classified/nonclassified accommodation, and professional tourism organisations such as the Indonesian Hotel and Restaurant Association (IHRA) and Association of Indonesian Travel Agent (ASITA). Although data collected were not processed and presented based on each group of institution or organisation, rather by each group of stakeholder, it was considered that a variety of individuals would be more likely to provide quality information on tourism education at the tertiary level in Indonesia. Once names and addresses of private and public organisations/institutions had been determined, a preliminary letter was sent asking for their cooperation in distributing the survey instruments. Prospective respondents were derived from various sources such as tourism-related organisations, higher tourism education associations, directories of private and state higher education and from other sources.

In general, self-administered questionnaires tend to yield low response rates, particularly if conducted in an Indonesian context and when they are voluntary in nature. Therefore, by contacting key persons to assist in both the distribution and collection of the questionnaires, the response rate was expected to be relatively higher. The process of selecting key persons was crucial for ensuring a reasonable number of respondents.

6.3.3. Data Collection Procedures and Response Rates

Data were collected during fieldwork between July – September 2000 in 5 provinces. To maximise response rates of the survey questionnaires, the researcher was assisted by key individuals and three research assistants to collect additional data in Jakarta, west Java, Central Java, Yogyakarta and Bali. These research assistants were hired, as initial response rates of Jakarta, Central Java and Bali provinces were lower compared to the other two provinces and the fieldwork schedule did not allow time for sending second remainder letters.

Time allowed for questionnaire completion was about 20 minutes including demographic and open-ended questions. With the assistance of key persons and research assistants a reasonably high response rate was achieved. Of the 550 questionnaires distributed, 353 usable questionnaires were returned, yielding a response rate of 64.2 %. Compared to previous studies which collected data by means of questionnaire survey such as those of Sheldon (1989) for instance, which only yielded a 27 % response rate, this survey can be considered to be a successful exercise.

6.3.4. Questionnaire Validation

The process of validating the questionnaires in this study included proofreading by panel judges to examine the content and wording as well as the layout of the English version questionnaire. Minor changes were made based on suggestions provided by the panel judges which included layout changes, mainly to fonts and question arrangements as well as

word choice. Certain technical terms, which according to the judges were quite difficult for certain groups of stakeholders to understand were changed.

Back translation was performed in the process of translation to identify whether the wording of questions and statements was appropriate for ascertaining respondent views. It was also used to determine if the words used were easily understood by prospective respondents. The Indonesian versions of the questionnaires were reviewed by fellow PhD students followed by a pilot study. Suggestions on the Indonesian version included the consistent use of 'industri pariwisata' instead of 'pariwisata', the use of 'S1' for an undergraduate degree, 'S2' for a postgraduate degree, and 'Diploma' for a non-degree program which includes a three-year (D3) and four-year (D4) non-degree programs. The Indonesian panel judges also commented on the sentences, which they considered were more like English structures. Based on these suggestions, the Indonesian version was then rewritten and piloted with a small number of Indonesian fellow students to determine translation validity. The pilot study was followed by a non-formal discussion regarding content and language use. Some further suggestions were offered and the questionnaires were adjusted.

6.3.5. Ethical Considerations

As part of the major research being conducted for the thesis, this study had to comply with the James Cook University requirements in regards to ethical clearance. Therefore, ethics approval was sought concurrently with the other three studies reported in previous chapters (Chapters 3, 4 and 5).

Ethics clearance was aimed at ensuring the welfare of participants involved in the study which included the nature of the research, administration of data collected, and respondent rights and privileges prior to, during and after the research. Along with the ethical clearance, a consent form was sent to respondents to be completed and returned with the questionnaires.

6.4. Respondent Profiles

Demographic variables were obtained to identify certain information such as age groups, areas of expertise for the three stakeholder groups (government officials, industry professionals and educators), as well as years of involvement in the area of expertise. Certain criteria such as minimum years of involvement or education background were not established for these three groups as the study involved a much larger number of samples compared to previous studies. Two criteria were established for student respondents. Those who were involved in the study were required to be in their third or fourth year of study which would enable them to respond to certain questions regarding curriculum design and content and questions related to industrial experience. Students were also expected to have undertaken industrial experience as the other requirement for completing the questionnaires.

6.4.1. Distribution of Stakeholder Groups

Efforts were made to obtain an equal number of respondents from each stakeholder group. Five hundred and fifty questionnaires were distributed by the researcher, research assistants and key persons. After a series of reminders a total number of 353 usable survey questionnaires were returned.

TABLE 6.2
Distribution of Respondents within the Groups

STAKEHOLDERS	FREQUENCY	PERCENT
Tourism Educators	90	25.5
Tourism Industry Professionals	101	28.6
Government Officials	78	22.1
Students	78	22.1
Missing	6	1.7
Total	353	100.0

The distribution details of the respondents from each stakeholder group participating in the study are presented in Table 6.1. A total of 101 tourism industry professionals (28.6%), 90

tourism educators (25.5%), 78 government officials (22.1%) and 78 tourism students (22.1%) completed the questionnaires making a total of 353 respondents with six missing cases.

Industry professionals, who made up almost 29 % of total respondent numbers participating in the study, were not further grouped into sectors such as accommodation and tours and travel. Therefore, it is uncertain whether this stakeholder group was represented by an equal number of individuals from all sectors.

6.4.2. Gender

The results of previous studies which were conducted by the researcher indicated a fairly unbalanced distribution of the gender with males dominating respondent numbers. This study, however, showed a somewhat different pattern compared to the first three. It comprised of a balanced mixture between male and female respondents. Among the 353 useable samples analysed, 65.7 % were male and 34.3 % were female respondents.

TABLE 6.3.
Respondents' Gender

Gender	Stakeholders				
	Students	Government	Professionals	Educators	Total
Male Count % within category	44 57.1 %	47 61.0%	69 68.3 %	66 74.2 %	226 65.7 %
Female Count % within category	33 42.9 %	30 39.0%	32 31.7 %	23 25.8 %	118 34.3%
Total Count % within category	77 100.0 %	77 100.0 %	101 100.0 %	89 100.0 %	344 100%

Surprisingly, within stakeholder groups, students were represented by an almost equal number of both genders, where males comprised 57.1 % and females 42.9 %. On the other hand, in the educator group, female participant numbers were much lower compared to males (28 % and 74.2 % respectively). To a certain extent, this finding indicates a somewhat

different trend in gender distribution compared to the rest of the stakeholder groups. Overall distribution of gender within the groups is summarised in Table 6.3.

6.4.3. Age of Respondents

As illustrated in Table 6.4, for all respondents, the 20 - 30 age group had the highest percentage with almost 35 % of the total number followed by the 31 – 41 age group at 28. 3 %. The lowest percentage of the respondents participating in the study was in the 51 years old and over age group comprising only 8.9 % of total respondents.

Within groups, government officials and educators indicated similar characteristics in which the 41 – 50 age group was the largest segment at 50.0 and 38.9 % respectively. Respondents aged between 31 – 40 years made up the second largest group of educators with a total number of 34 (37.8 %).

TABLE 6.4
Age of Respondents

Age Ranges	Stakeholders				
	Students	Government	Professional	Educators	Total
20 – 30 years old % within category	71 90.4 %	11 14.1 %	29 28.7 %	10 11.2 %	121 34.9 %
31 – 40 years old % within category	5 6.4%	26 33.3 %	32 31.7 %	34 37.8 %	97 27.9 %
41 – 50 years old % within category		39 50.0 %	24 23.7 %	35 38.9 %	98 28.3 %
51 – over years old % within category	2 2.6 %	2 2.6 %	16 15.8 %	11 12.2 %	31 8.9 %
Total % within category	78 100.0 %	78 100.0 %	101 100.0 %	90 100.0 %	347 100.0 % *

* Discrepancies due to rounding

Among tourism industry professionals, those aged between 31 – 40 years old were the largest age group at 31.7 %, followed by the 20 – 30 age group at 38.7 %. As predicted, the

student group was dominated by those aged within the range of 20 – 30 at 90.4 %. Table 6.4 summarises overall findings of the respondents' age groups.

6.4.4. **Educational Background**

Table 6.5 presents a summary of respondent educational backgrounds. The table shows that almost one half (42.43 %) of total respondents graduated from four-year colleges or from university with bachelor degrees. Those who completed diploma programs accounted for nearly 36 % of total respondents. Tourism educators and government officials were the most highly-educated of the four groups with approximately 84 %and 61 % respectively having completed degree programs at Bachelor and Master's Degree Levels.

TABLE 6.5
Educational Backgrounds

Educational background	Stakeholders				
	Students	Government	Professional	Educators	Total
High school graduate % within category	1 1.3 %	2 2.6 %	-	-	3 9 %
Diploma graduate % within category	31 41.3 %	26 33.8 %	52 53.1%	12 13.8 %	121 35.9 %
Bachelor Degree % within category	19 25.3 %	43 55.8 %	35 35.7 %	46 52.9 %	143 42.4 %
Master's Degree % within category	1 1.3 %	4 5.2 %	6 6.1 %	27 31.0 %	38 11.3 %
Doctoral Degree % within category	-	-	2 2.0%	2 2.3 %	4 1.2 %
Other	23 30.7 %	2 2.6 %	3 3.1 %	-	28 8.3 %
Total	75 100.0 %	77 100.0%	98 100.0 %	87 100.0 %	337 * 100.0 %

* Discrepancies due to rounding

An analysis of student backgrounds indicated a somewhat different pattern. Although they were enrolled as students in the third or fourth year tourism programs, a great majority of them already held other degrees or diploma certificates. For instance, more than 43 % of respondents were diploma graduates and 25 % held bachelor degrees. Further analysis was not performed to identify their particular degrees. There were only four respondents (2.0 %

and 2.3 %) representing industry professionals and educators respectively with doctorate degree. Some respondents indicated that they held certificates for both formal and non-formal tourism-training courses (8.3%) and this group was classified as 'others'.

6.4.5. Stakeholders' Most Comprehensive Experiences

Three groups of stakeholders namely tourism educators, industry professionals and government officials, were asked to provide details of the most comprehensive tourism experiences which they already had had in the past five years (Q39, Section II). This particular information can be of great importance for overall respondent profiles on areas of expertise. Therefore, this demographic variable was an important source for the discussion section. For example, this variable was useful for discussing whether distribution of respondent experience actually contributed to bias in the responses.

Data collected for this study was analysed but no comparisons of different perspectives from each organisation were made. The main comparisons were based on stakeholder group views towards the future developments of tourism education in Indonesia. Therefore, the data provided the researcher with the distribution of the areas of expertise for further analysis. A set of categories of tourism activities was provided with an additional option entitled 'other' for specifying their professions where applicable.

Members of the sample groups represented a variety of working experiences which included tourism education institutions, tour and travel agents, accommodation sectors, tourism planning, administration with few representing Meeting Incentive Conference and Exhibition (MICE) industry. As Table 6.6 indicates, the tourism education and accommodation sectors represent the most comprehensive experience for respondents, at 25.2 % and 18.1 % respectively, followed by travel agents and tourism marketing, at 12.1 % and 11.7 % respectively. Within groups, industry professional respondents were dominated by those

working in the accommodation sector and travel agent sector, whereas government officials were dominated by those with experience in tourism marketing.

TABLE 6.6
Respondents' Most Comprehensive Tourism Experiences

Category	Stakeholders				
	Students	Government	Professionals	Educators	Total
Travel agent % within category	7 29.2 %	3 4.2%	22 21.8%	2 2.3%	34 12.1%
Tourism Planning % within category	3 12.5%	12 16.9 %	2 2.0%	5 5.8%	22 7.8%
Tourism Education % within category	5 20.8%	7 9.9 %	8 7.9%	51 59.3%	71 25.2%
Administration % within category	5 20.8%	9 12.7%	4 4.0%	2 2.3 %	20 7.1 %
Tourism Marketing % within category	-	21 29.6 %	9 8.9 %	3 3.5%	33 11.7 %
Accommodation Sector % within category	2 8.3%	5 7.0%	32 31.7%	12 14.0%	51 18.1 %
Tour Guide % within category	-	4 5.6%	5 5.0%	3 3.5%	12 4.3 %
MICE % within category	1 4.2%	2 2.8%	9 8.9%	4 4.7%	16 5.7 %
Others % within category	1 4.2%	8 11.3 %	10 9.9%	4 4.7%	23 8.2 %
Total % within category	24 100.0%	71 100.0%	101 100.0%	86 100.0%	282 * 100.0%

Note: Respondents may have indicated more than one category * Discrepancies due to rounding

It was anticipated that most student respondents would not posses any comprehensive experience in the tourism-related areas. However, the findings indicated the reverse. Many respondents had been involved in different areas of tourism such as in tour and travel agencies (29.2%), administration (20.8 %), and tourism education (20.8%). Tourism educators indicated that most of the experience in tourism was gained through tourism education by either teaching or designing the tourism program as well as conducting tourism research (59.3 %), whereas only 14 % of the respondents were involved in the accommodation sector.

6.4.6. Years of Tourism Experiences

To identify the duration of respondent experiences in the area of expertise, Question 43 asked them to state approximate number of years they had been involved in their areas of expertise. This question was aimed at ascertaining the numbers of years and was not necessarily related to the process of analysing their views on the future of tourism education. The question was optional for students, as it was assumed that they had not had this type of experience during they were assumed not having that type of experience their study.

TABLE 6.7
Years of Involvement in Tourism

Years of Involvement	Stakeholders				
	Students	Government	Professional	Educators	Total
1 – 5 years % within category	22 73.3 %	10 13.7 %	22 22.2 %	22 24.7 %	76 26.1 %
6 – 10 years % within category	4 13.4%	21 28.8 %	22 22.2 %	27 30.3 %	74 25.4 %
11 – 15 years % within category	2 6.7%	22 30.1 %	12 12.1%	19 21.3 %	55 18.9 %
16 years or over % within category	2 6.7 %	20 27.4 %	43 43.4 %	21 23.6 %	86 29.6 %
TOTAL	30 100.0%	73 100.0%	99 100.0%	89 100.0 %	291 * 100.0 %

* Discrepancies due to rounding

Table 6.7 illustrates that a great majority of respondents (29.6 %) had been involved in the industry for more than 16 years. Those who had been involved in tourism activities for 1 – 5 years (25.1%) and 6 – 10 years (25.4 %) respectively were the next two groups. Within the group of respondents, the findings showed that the students, who were assumed not to possess any extensive experiences in the tourism industry, did indicate the opposite. Seventy three percent (N=30) were reported to have been involved in the industry for 1 – 5 years and 13.4 % for 6 – 10 years. Industry and government profiles revealed a median in the 11 – 15

years industry experience category, whereas students showed the lowest level of median in the 1 – 5 years.

6.4.7. Distribution of Responses by Group and Province

The following table (Table 6.8) describes the distribution of respondents according to groups and provinces. Five provinces were represented by an almost comparable number of respondents with Jakarta represented by a slightly higher number of respondents (n=82). Central Java, on the other hand, was characterised by a somewhat lower number of respondents (n=60).

TABLE 6.8
Distribution of Responses by Groups and Provinces

	GROUP				
PROVINCE	Students	Gov. Official	Professionals	Educators	Total
Central Java	12	13	23	12	60
West Java	10	20	15	20	65
Jakarta	23	21	20	18	82
Yogyakarta	13	14	23	20	70
Bali	20	10	20	20	70
Missing	-	-	-	-	6
Total/Group	78	78	101	90	353

It is apparent from the table that Jakarta was quite well-represented by student and government official groups with 23 and 21 respondents respectively, whereas the Yogyakarta and Central Java provinces were represented by higher numbers of professionals. On average, Central Java was represented by a somewhat lower number of total respondents (n=60).

6.5. Data Analysis of Main Survey

The main findings of the research are organised into two different sections namely descriptive statistics, which are divided into four aims of the study (6.5.1) and comparative analysis. The

first section will mainly concern with presenting overall findings in regards to the number of responses of each statement in line with each group of stakeholder. The comparative section is aimed at identifying similarities and differences among the stakeholder groups exist. The comparative analysis was tested using a Kruskal Wallis. These inferential statistics were used to assess probability and to determine whether significant differences exist as well as applicable to the rest of the population group. The final part of the discussion focuses on selected themes with reference to the practical applications in an Indonesian tourism education context.

6.5.1. Descriptive Findings by Sections

To provide an overview of respondent perceptions towards future development of Indonesian tourism education Table 6.9 summarises overall findings in descending order of mean. This is aimed at identifying the tendency of the level of agreements of the whole groups of respondents towards the complete statements provided in the questionnaires.

Table 6.9 contains means and standard deviations of 29 statements. Mean ranks from this analysis indicated 'the needs to develop tourism degree programs', 'education and training will enhance the quality of the employees', 'more involvement of tourism industry in industrial experiences', and the need for more qualified tourism educators' as were selected as the most important statements with which respondents agreed.

What is noteworthy from this finding is that the statement which says ''curriculum should satisfy the need of government' indicated rather reluctant agreement with only the average mean of 2.27 on a five-point scale. As noted earlier by Kodhyat (1999) that future Indonesian curriculum should satisfy both private and public sectors for planners, decision-makers and researchers. Such a curriculum is more likely to fulfill the gaps which currently exist in supply of these areas as most curriculum content skewed towards professionally-based curricula in which practical contents are more important than content-based knowledge (See Chapter 3).

It is indeed surprising to see that respondents did not strongly agree with this statement bearing in mind that some respondents were also in favour of academically-based education.

TABLE 6.9
Summary of the Stakeholder Perspectives in Descending Order of Mean

Statements	*Mean*	*Standard Deviation*
Curriculum should fulfill the needs of government	2.27	1.02
The success of tourism will depend on qualified employees graduated from tourism education	2.26	1.06
Education and training will retain the workforce in the industry.	2.16	0.93
Tourism Education should be offered at universities	2.08	0.93
Encouragement of the use of pre-learning recognition for postgraduate program	2.06	0.89
Tourism education for improving job opportunities	2.05	0.92
Tourism education should be treated as a 'major' rather than minor.	1.99	0.91
Tourism education should produce more professionals than theorists.	1.98	1.17
The industry should send more staff for management courses	1.91	0.82
Tourism education will contribute to professionalism	1.87	0.67
Government should initiate the development of a four-year and postgraduate courses	1.82	0.74
Setting up a consortium to accommodate the development of tourism studies.	1.81	0.74
Directing postgraduate programs to both professionally and academically based tourism programs	1.79	0.68
Tourism degree programs will expand the scope and knowledge of students.	1.78	0.74
Tourism education should publish more tourism journals.	1.75	0.61
Curriculum of under and postgraduate programs should satisfy the industry needs.	1.73	0.68
Industry should allocate more funds for tourism education.	1.71	0.65
To maintain the linkage, tourism education should engage more in the industry	1.69	0.67
Undergraduate curriculum should include social, cultural and economic impacts of tourism.	1.68	0.63
Government should allocate more funds.	1.66	0.78
The industry needs more indigenous people at mid/higher managerial levels	1.57	0.73
More professional involvement to maintain the relevance of the curriculum.	*1.55*	*0.60*
The inclusion for professionalism in an academically-based education	*1.55*	*0.68*
The need of tourism graduates with skills and talent	*1.54*	*0.64*
Tourism education should develop joint work with both developed & developing countries.	*1.51*	*0.69*
The need to develop undergraduate and postgraduate degree programs	*1.49*	*0.67*
Education and training are needed to enhance quality of employees.	*1.45*	*0.54*
Industry should provide more chances for students' industrial experiences.	*1.43*	*0.54*
Tourism education needs more qualified tourism educators with tourism background	*1.43*	*0.57*

Five-point scale: 1= 'strongly agree' to 5 strongly disagree

An alternative explanation for this response is that most respondents assumed that the tourism industry is concerned with the private sector and not the public sector. Therefore, when asked what type of future curriculum would be appropriate, respondents were confident that it would be one which corresponded with the industry needs.

With an average mean of 2.06, respondents did not strongly agree about 'the use of pre-learning recognition' as a credit for a postgraduate program. There are two possible explanations for this finding. In an Indonesian context, pre-learning recognition has only recently been introduced as one of requirements for pursuing certain master degree courses such as Master of Management and the previous Master of Business Administration which has recently been prohibited by the government. A new education law stipulates that the Master of Business Administration program is only allowed to be offered by foreign institutions either in Indonesia or overseas. Secondly, most master programs currently offered are conducted full-time, thus only prospective students with undergraduate degrees are eligible for the programs. One finding of Study 3 indicated that few respondents were in favour of introducing part-time tourism master programs in Indonesia to allow existing employees to pursue higher qualifications.

The importance of elective courses was identified using an open-ended question requesting the respondents to nominate three elective courses for an undergraduate degree tourism program. Responses were verified against the content of the Indonesian tourism core curriculum, which was analysed in Study One (Content Analysis). This procedure ensures that the nominated electives are not one of the core curriculum subjects. Electives courses proposed by less than 10 respondents were eliminated from the list as they were considered to be less important. Therefore, discussions on this theme focus on the electives most frequently selected by respondents (Section 6.5.1.4).

Given that the fifth aim of the study is intended to examine whether there are similarities or differences in respondents opinions among stakeholder groups, there are no particular questions or statements designated for the aim. A number of selected variables which indicated a higher degree of agreement or disagreement among respondents was tested to identify whether there were significant differences. Any similarities or differences detected any will be used to discuss implications for Indonesia's future tourism education and for suggested research.

6.5.1.1 Attitudes Towards Future Developments of Tourism Education

In order to identify stakeholder attitudes towards the development of tourism education, respondents were asked to rate their levels of agreement with a series of statements in the questionnaires in regard to future developments of tourism education in Indonesia. Presentation of descriptive statistics is grouped according to the relationship of one statement to another within the aims of the study. For instance, Table 6.10 exhibits the results of the analysis of statements which are related to the formation of undergraduate programs, postgraduate programs, tourism consortia and preferred types of tourism degree programs in Indonesia.

Twenty-one questions were used and these were regrouped to simplify the process of analysis and presentation. The first group consisted of five questions which sought respondent agreement on the development of a four-year tourism degree course and a master's degree course in tourism, the need for tourism graduates with skills and talent, the importance of tourism degree programs for enhancing the quality of tourism, the establishment of tourism consortium to accommodate the development of tourism studies, and respondent opinions on treating tourism studies as a 'major' rather than as a 'minor' within other departments.

TABLE 6.10

Perceptions of Stakeholders Regarding the Need for University Level Tourism Programs

Statements	Students		Government		Professionals		Educators		Total
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean
Need for undergraduate & post graduate degree programs	1.39	0.68	1.54	0.73	1.55	0.61	1.45	0.67	1.49
Need for tourism graduates with skills and talent	1.42	0.55	1.62	0.71	1.60	0.67	1.52	0.60	1.54
The establishment of tourism consortium to accommodate the development of tourism studies	2.00	0.88	1.90	0.68	1.78	0.72	1.58	0.66	1.81
Tourism degree programs will expand the scope and knowledge of graduates	1.63	0.79	2.03	0.82	1.79	0.64	1.69	0.71	1.78
Tourism should be treated as a 'major' rather than a 'minor'	1.89	1.00	2.15	0.82	2.02	0.87	1.89	0.87	1.99

Note : Measurement based on a 5 point Likert Scale 1= (strongly agree) to 5= (strongly disagree)

Table 6.10 demonstrates that the findings indicate stronger support in general for the development of tourism degree programs at both undergraduate and postgraduate levels. The mean numbers for all five statements indicate a consistency among the four stakeholder groups. For each statement, all samples provided average mean scores under 2 on a five-point scale. The average mean for each stakeholder group ranges from 1.39 – 2.00, whereas the total mean ranges from 1.49 (Q1) to 1.99 (Q6). Within groups, students appear to be more likely to support the development of undergraduate and postgraduate programs with an average mean of 1.39. The industry professionals also indicated strong support for the development of a tourism degree program which contradicted the earlier findings of this thesis. Their respond showed that they did not see the advantages of holding a tourism degree. It is perhaps that the industry professionals, on the one hand, believe that holding a tourism degree is not advantageous. However, they also realised how important a tourism degree was for other areas of tourism such as public sector and tourism education. Therefore, when asked whether a tourism degree is critically needed, they agree.

The finding to some extent points out that most respondents agree that a four-year tourism degree course and master's degree course should be developed in the Indonesian higher education system. The Indonesian government does not permit the introduction of tourism degree programs at universities as yet unless they are in conjunction with economics or business studies. Therefore colleges and institutes have been offering four-year tourism degree programs for some time. A number of programs offer tourism studies as a major such as the Bandung Hotel and Tourism Training Institute and the Bali Hotel and Tourism Training Institute, whereas other institutions offer tourism studies in conjunction with Economics such as Sekolah Tinggi Pariwisata dan Ekonomi.

Table 6.11 lists the means of statements classified under the first aim of the study. It includes the following variables: (1) undergraduate and postgraduate degree programs should be offered at universities; (2) tourism degree programs will improve job opportunities for graduates; (3) the need of more qualified tourism educators with tourism background; (4) the need to establish a joint work; and (5) the success of the industry would, in part, depend on tourism education graduates.

TABLE 6.11
Perceptions in Regard to Demands for University Level in Tourism Education

Statements	Students		Government		Professional		Educator		Total
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean
Undergraduate and postgraduate programs should be offered at universities	2.13	0.75	2.09	0.63	1.87	0.63	1.71	0.59	1.88
Tourism degree will improve job opportunities for graduates	1.96	0.95	2.25	0.95	2.02	0.82	2.01	0.98	2.05
Need for more qualified educators with tourism backgrounds	1.30	0.54	1.61	0.65	1.39	0.55	1.43	0.52	1.42
Need to establish a joint-work with developed and developing countries	1.33	0.62	1.70	0.80	1.55	0.67	1.48	0.66	1.51
Tourism industry success depends on employees graduated from higher education	2.17	1.15	2.44	1.06	2.27	1.06	2.18	1.00	2.26

Note: Measurement based on 5 point Likert Scale 1= (strongly agree) to 5= (strongly disagree)

The Table indicates comparable trends with previous table (6.10) in terms of means. Three out of five statements exhibit strong agreement from the respondents with means of less than 1.90, whereas two statements indicating showed of 2.05 and 2.26 respectively. Most respondents considered that more tourism educators with tourism backgrounds were needed to upgrade tourism education at the degree level and to enhance the quality of tourism education. This finding implies that four groups of stakeholders strongly support the establishment of tourism degree programs in Indonesian tourism education to provide educators with a tourism background. Current tourism educators are mostly equipped with different discipline backgrounds and different interests in tourism. To keep abreast of current trends in tourism education, Indonesia needs to be more proactive in developing appropriate programs.

It seems that students have the lowest approval rates for formation of tourism degree programs at universities compared to other groups with mean of 2.13. This finding was also consistent with one finding of Study 1 in which most students maintained that the current curriculum of tourism education was appropriate and needed no changes. This view implies that current and future tourism education programs will be similar to what Indonesia already has at present.

With respect to the need for developing a tourism education network, most groups indicated strong support. In fact the government has already taken the initiative by joining a regional cooperation of educational and training institutions in tourism in Asia and the Pacific in 1997. This network is called a Network of Asia Pacific Education and Training Institutes in Tourism (APETIT), which supports and approves national institutions such as the Department of Hospitality, Tourism and Property Management, the University of Queensland, Australia for possible regional use. Regional networking as a form of regional cooperation has been strongly supported by the United Nations Economic and Social Commission for Asia and

Pacific (ESCAP) member countries at a number of meetings where the aim of sharing experiences and expertise has been endorsed.

Two statements on job opportunities and industry dependence on tourism degree graduates had less support from respondents with an average mean of 2.05 and 2.26 respectively on a five-point scale. It appears that the respondents have more realistic expectations of job opportunities, as Indonesia is now experiencing problems with educated unemployed people. Therefore they consider that obtaining a degree does not necessarily create better job opportunities in the tourism industry. Most respondents do not seem to agree either that the industry depends a great deal on employees graduating from tourism degree programs. To a certain extent this view is supported by the fact that to reach a certain level of career, it is not necessarily to take tourism degree courses because knowledge and skills can be improved by attending training or diploma courses in certain areas of tourism.

TABLE 6.12
Perceptions regarding Opportunities for Training and Education, the Need to Hire Indigenous People and the Importance of Education and Training

Statements	Students		Government		Professional		Educator		Total
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean
The industry should provide more opportunities for staff to pursue training and education	1.91	0.98	2.15	0.88	1.85	0.69	1.78	0.75	1.91
There is a need to hire more indigenous people for mid and upper management level.	1.42	0.75	1.71	0.68	1.67	0.78	1.51	0.69	1.58
Tourism education and training are necessary to enhance the quality of employees.	1.31	0.47	1.60	0.61	1.44	0.52	1.51	0.69	1.46

Note : Measurement based on 5 point Likert Scale 1= (strongly agree) to 5= (strongly disagree)

Table 6.12 demonstrates that four stakeholder groups considered it necessary to hire indigenous people for mid and upper level managerial levels, as can be seen from the total mean of 1.58. The finding was in accordance with the current situation in the industry, particularly in the accommodation sector which employs a relatively higher number of

expatriates at upper managerial level. Although the study was not mainly aimed at focusing on the accommodation sector, the likelihood of industry professionals originating from the accommodation sector was high (28.6%). From the results of the analysis, therefore, it is possible to suggest that one factor contributing to such a bias is over-representative of the respondents from the accommodation sector.

Respondents also believed that training and education were essential to enhance the quality of the industry with an average mean of 1.46. The fact that they recognise the need for quality for the industry demonstrates that education and training are contributing factors to industry success. The nature of tourism as a service industry and the efficient, successful management and administration of tourism enterprises depend on the quality of human resources (APETIT, 2002). Within stakeholder groups, students provided a higher level of agreement on two statements i.e. training and education for improving the quality of the industry and the needs to hire more indigenous people, with means of 1.42 and 1.31 respectively.

TABLE 6.13
Perceptions in Regard to Perceived Curriculum for Tourism Degree Program

Statements	Students		Government		Professionals		Educators		Total
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean
Curriculum should fulfil the needs of government	2.21	1.04	2.21	1.06	2.33	0.96	2.31	1.07	2.27
Both undergrad and postgrad curriculum should satisfy industry needs	1.70	0.65	1.86	0.68	1.75	0.68	1.64	0.68	1.73
Curriculum should include social, cultural and economic impacts of tourism	1.64	0.77	1.71	0.58	1.78	0.63	1.57	0.54	1.68

Note : Measurement based on 5 point Likert Scale 1= (strongly agree) to 5= (strongly disagree)

Table 6.13 exhibits overall views of the groups concerning the perceived curriculum for tourism degree programs. Referring to the findings of Study 1(Chapter 3) which reveals that tourism education programs should follow closely the views of tourism professionals who

evaluate and employ the graduates, this study also indicates similar viewpoints. The table suggests that both undergraduate and postgraduate curricula should satisfy industry needs with an average mean of 1.73.

The table also illustrates that, for each statement, four sample groups provided average mean scores under 2.33 on the five-point scale. Within groups, educator average mean for the statement referring to the inclusion of social, cultural and economic impacts of tourism in curriculum was 1.57 as compared to 1.78 among industry professionals. This study demonstrates similar patterns to the findings of Ichioka (1998), which indicate that, in most variables, educators had a tendency to rate the statement at a higher level of importance in every aspect in comparison to industry professionals. However, there was less supports from all groups in regard to the statement that 'the curriculum should fulfill the needs of government' which indicated a lower level of agreement with total mean of 2.27.

TABLE 6.14
Perceptions regarding the Inclusion of Professionalism in Tourism Education

Statements	Students		Government		Professionals		Educators		Total
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean
Inclusion of professionalism in an academic-based education	1.53	0.67	1.72	0.62	1.47	0.50	1.52	0.88	1.55
Postgraduate programs should be developed at both professional and academic levels.	1.78	0.70	1.88	0.61	1.75	0.62	1.78	0.73	1.79
Tourism Education will contribute to professionalism in the industry.	1.85	0.75	2.09	0.71	1.87	0.63	1.71	0.59	1.88
Acknowledgement of professionalism as 'pre-learning recognition' to be accepted at postgraduate programs	2.15	1.03	2.17	0.75	2.00	0.78	1.94	0.98	2.06
Tourism education should produce more professionals than theorists	2.41	1.47	1.70	0.81	1.69	0.90	2.18	1.27	1.98

Note : Measurement based on 5 point Likert Scale 1= (strongly agree) to 5= (strongly disagree)

In regard to the inclusion of social, cultural and economic impacts of tourism in the curriculum content, respondents from four groups indicated a higher level of agreements with a total mean of 1.68 on a five-point scale. One of the findings of Study 1 (Chapter 3) indicated that the current curriculum of tourism education lacked social and cultural aspects. Therefore, most respondents agreed that these aspects should be included. To some extent, the higher level of agreement revealed that sustainable development of tourism was in greater need and this required tourism graduates who were equipped with an understanding of the negative effects of tourism development in developing countries (Blanton, 1981).

Table 6.14 reports respondent perceptions towards the inclusion of professionalism in Indonesian tourism education. The results indicated that the majority of respondents agreed that professionalism should be included in an academically-based education with a total mean of 1.55. They also supported the development of both professionally based education and academically based education at postgraduate level. This finding somewhat contradicted with the finding of study one (Chapter 3) in which most of respondents supported the development of the academic-based education at both undergraduate and postgraduate levels. This finding also suggests that apart from the expectation that Indonesia's tourism education should be best directed towards an academically-based education, a professionally-based education was considered essential for future development. Theuns and Rasheed (1983) suggest that a combination of both approaches would be a suitable approach for developing countries. These authors also state that in order develop a comprehensive approach, it is necessary for developing countries to work jointly with other countries. In terms of curriculum content, Gunn (1998) suggests there is no single tourism curriculum which is suitable for every region and country. Consequently, tourism curriculum design and content may vary according to the need of certain countries as well as to the need of tourism human resource.

6.5.1.2 Role of Government, Higher Education, and the Industry

Eight questions (8, 9, 12, 22, 23, 24, 25, 29) required respondents to rate their levels of agreement and disagreement with respect to the role of government, higher education and the industry on the design and implementation of national education and training policies on tourism education. Descriptive analysis was performed to measure the average mean of their levels of agreement and disagreement.

TABLE 6.15
Perceived Roles of Government, Higher Education, and Industry Professionals

Statements	Students		Government		Professionals		Educators		Total
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean
Government should allocate more funds for tourism education	1.72	0.77	1.88	0.90	1.58	0.68	1.55	0.75	1.67
Tourism education should be involved more in the industry to maintain the relevance of the program	1.65	0.60	1.69	0.57	1.71	0.68	1.64	0.76	1.67
Government should initiate the establishment of a four-year degree and postgraduate program	1.72	0.77	1.97	0.54	1.86	0.75	1.76	0.83	1.83
Industry should allocate more funds for tourism education	1.66	0.66	1.88	0.65	1.77	0.72	1.57	0.50	1.72
Industry should participate more in providing industrial experiences.	1.31	0.49	1.56	0.52	1.54	0.56	1.33	0.54	1.44
Tourism education should undertake more research and publish in national and international journals	1.62	0.61	1.87	0.57	1.84	0.58	1.67	0.67	1.75
More involvement of tourism professionals in tourism education to ensure the linkage between theory and actual task performed.	1.37	0.56	1.68	0.57	1.65	0.58	1.48	0.62	1.55

Note : Measurement based on a 3-point Scale 1= (a great deal of responsibility) to 3= (almost none)

Table 6.15 illustrates mean ratings and standard deviations for perceived roles of government, higher education and industry professionals. With a total mean close to 1.5 on a five-point scale, four stakeholder groups considered that the industry should provide more

opportunity for industrial experiences. With a standard deviation less than 1, this finding implies that the response was not widely spread among the groups. Furthermore, respondents agreed that to maintain relevance of tourism education with the industry, more industry professionals should be involved.

Australian tourism education systems are dominated by state universities and the Federal Government is responsible for the funding of higher education in all institutions in all states (Wells, 1990). Occasionally, a number of higher tourism courses have received establishment, research and support funding from State/Territory or private industry sources. Funding for universities has been more generous than for colleges of advanced education to allow universities to fulfil their joint roles of teaching and research. Indonesian universities have also played similar roles to their counterparts in Australia with government funding being allocated for teaching, research and community services. Consequently, already limited resources had to be shared among these three sectors, resulting in a lower allocation of funds for teaching and research. Recently, the Indonesian government has initiated privatisation of some established universities to allow them to finance their institutions.

In view of this fact, respondents agreed that the government should allocate more funding for improving the quality of tourism education. They also considered that private industry should provide more opportunities for industrial experiences, with the that the rapid expansion of tourism programs and student intakes every year makes it more challenging to find enough tourism businesses to participate in industrial experience. As a result, some tourism institutions have changed its policy in cooperative education by either requiring students to find their own working experience places or reducing the industrial experience period in order to be able to place more students.

As for deciding who should initiate the establishment of four-year and master's degree programs in tourism, it appears that the government was not the only representative

considered. Average mean of the statement suggesting that the government was responsible for instigating the programs was 1.83 on the 5-point scale. This finding is consistent with that of Study 1 that which found that the government was expected to initiate program development and curriculum planning by involving other stakeholder groups such as industry professionals and students.

6.5.1.3 Levels of Responsibility for Curriculum and Program Design

As previous research has suggested, (Koh, 1995; Cooper & Shepherd, 1997) involvement of numerous stakeholders in the process of designing curriculum and tourism programs is necessary to improve the quality and acceptability of graduates in the industry. Therefore, it was considered essential to identify the views of the stakeholders on the level of responsibility given to the stakeholders. These opinions were measured using a three-point Likert scale with 1 being 'a great deal of responsibility' to 3 being 'almost none'. Questions 32 and 33 asked respondents to rate the level of responsibility for each stakeholder in certain areas of tourism education by involving 5 groups of people representing the stakeholders i.e. fulltime faculty members, part-time faculty members, government officials, industry professionals, and tourism students. The following table shows the results of the analysis and it is followed by a brief discussion of selected issues regarding the involvements.

The findings show that among the five groups identified as being responsible for course and curriculum design namely full-time faculty members, part-time faculty members, government, industry professionals and students, two were considered having a great deal of responsibility. As indicated by Table 6.16, most respondents believe that full-time faculty members have a great deal of responsibility for curriculum and program design for undergraduate degrees with a total mean of 1.27 within 3-point scale. Industry professionals are the second group most responsible in this area while tourism students have the least responsibility with an average mean of 1.74. The other three groups, part-time faculty members, industry professionals and students, were not considered to have high levels of

responsibility for designing the program and curriculum. Most respondents believe that students and part-time faculty members are not needed for designing a tourism program or a curriculum.

These findings are somewhat contradictory with existing literature in which process approaches in curriculum design are suggested to be applied to accommodate different views of the stakeholder groups rather than content approaches. In the content approach views, the main stakeholder group who is responsible for curriculum design including deciding aims and objectives of tourism courses is educators (Cooper, et.al, 1996 Smith and Cooper, 2000).

TABLE 6.16
Respondent Views on Involvement of Stakeholder Groups in Undergraduate Tourism Programs and Curriculum Development

Statements	Students		Government		Professionals		Educators		Total
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean
Responsibility of fulltime faculty members in the design of curriculum and tourism undergraduate programs	1.22	0.50	1.20	0.47	1.39	0.67	1.23	0.52	1.27
Responsibility of part-time faculty members in the design of curriculum and tourism undergraduate programs	1.68	0.57	1.70	0.62	1.71	0.61	1.71	0.66	1.70
Responsibility of government officials in the design of curriculum and tourism undergraduate programs	1.66	0.79	1.57	0.72	1.55	0.69	1.59	0.72	1.59
Responsibility of professionals in the design of curriculum and tourism undergraduate programs	1.39	0.61	1.47	0.66	1.34	0.54	1.43	0.62	1.40
Responsibility of tourism students in the design of curriculum and tourism undergraduate programs	1.49	0.74	1.70	0.74	1.78	0.70	1.94	0.90	1.74

Note : Measurement based on a 3-point scale 1= (a great deal of responsibility) to 3= (almost none)

However, students and educators demonstrate opposing views in respect to the level of responsibility for designing tourism curriculum and programs to be given to the students. Educators considered that students should not be given much responsibility with a mean of

1.94 on a 3-point scale. With an average mean of 1.49, students believed that they should be given more opportunity in curriculum design. Dale and Robinson (2001) maintain that students have as much responsibility as other key stakeholders in future development of tourism education.

TABLE 6.17
Perceptions on Stakeholder Involvement at Postgraduate Level

Statements	Students		Government		Professionals		Educators		Total
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean
Responsibility of fulltime faculty members in curriculum design and tourism undergraduate programs	1.34	0.62	1.15	0.47	1.37	0.67	1.26	0.51	1.29
Responsibility of part-time faculty members in curriculum and tourism undergraduate programs	1.74	0.62	1.55	0.56	1.68	0.64	1.79	0.74	1.70
Responsibility of government officials in curriculum design and tourism undergraduate programs	1.70	0.78	1.37	0.51	1.63	0.73	1.67	0.77	1.60
Responsibility of industry professionals in curriculum design and tourism undergraduate programs	1.36	0.63	1.54	0.71	1.50	0.67	1.55	0.71	1.49
Responsibility of tourism students in curriculum design and tourism undergraduate programs	1.51	0.75	1.76	0.70	1.81	0.74	1.83	0.79	1.73

Note : Measurement based on 3 point Likert Scale 1= (a great deal of responsibility) to 3= (almost none)

At postgraduate level, similar patterns can be found in the findings (Table 6.17). With each mean close to 1.4 on a five-point scale, respondents considered that full time faculty members had complete responsibility for designing the curriculum and program at postgraduate level. On the other hand, part-time faculty member and student groups were believed to have the least responsibility with total means of 1.70 and 1.74 respectively. Two other groups (government officials and industry professionals) were considered to have mid-level degrees of responsibility, with average means of 1.59 and 1.40 respectively. With respect to the responsibility of students in taking part of the design of program and curriculum, four groups of stakeholders considered they were assigned fewer obligations in it with the total mean of 1.734 in the five-point Likert scale. The standard deviations, all below one point, indicated concentration of opinions by respondents to this statement.

TABLE 6.18
Attitudes of Students towards Responsibility in Curriculum Design for Postgraduate Tourism Degrees

Tourism Education Stakeholders	Percentage		
	A great deal of responsibility	Some responsibility	Almost no responsibility
Full-time faculty member responsibility	74.0	18.2	7.8
Part-time faculty member responsibility	35.1	55.8	9.1
Government official responsibility	49.4	31.2	19.5
Industry professional responsibility	71.4	20.8	7.8
Tourism student responsibility	64.9	19.5	15.6

Note : Based on a 3-point scale (1 a great deal of responsibility – 3 almost none)

In order to investigate student attitudes concerning responsibility in curriculum design, a descriptive analysis was performed. From previous table (6.17), findings indicated that students believed full-time faculty members and industry professionals were the most responsible stakeholder groups in curriculum design for postgraduate levels with average means of 1.34 and 1.36 respectively at a 3-point scale. This finding demonstrated that despite criticism of not including students in curriculum design, students themselves considered that they played less important roles in curriculum design.

Further analysis utilising cross tabulations between groups of stakeholder and attitudes towards responsibility demonstrate consistency with average means of the groups (Table 6.18). Again full-time faculty members and industry representatives were believed to be more responsible compared to the other groups (74.0 % and 71.4 % respectively). However, it is interesting to observe that student numbers who deemed that they should be assigned a great deal of responsibility in curriculum and program designs were fairly high (64.9 %). Based on the findings, it is possible to speculate that students firmly believe that by involving them in the process, student needs have been taken into consideration, as students are considered to be ‘customers’ of educational programs.

TABLE 6.19
Attitudes of Students towards Responsibility in Curriculum Design for Undergraduate Tourism Degrees

Tourism Education Stakeholders	Percentage		
	A great deal of responsibility	Some responsibility	Almost no responsibility
Full-time faculty member responsibility	81.8	14.3	3.9
Part-time faculty member responsibility	37.7	57.1	5.2
Government official responsibility	53.2	27.3	19.5
Industry professional responsibility	67.5	26.0	6.5
Tourism Student Responsibility	64.9	20.8	14.3

Note : Based on a 3-point scale (1 a great deal of responsibility – 3 almost none)

Similar trends can also be identified when investigating student attitudes towards responsibility in designing curriculum and undergraduate programs. Full-time faculty members were believed to be the most responsible stakeholder group, followed by industry professionals. More than one half of students are of the view that government officials are allocated some responsibility.

6.5.1.4 Inclusion of Electives Courses in a Four-year Tourism Degree Program

The third aim of this research was to investigate the respondent views on elective courses to be included in a four-year tourism degree. An open-ended question (Q26) asked respondents to list three elective courses which would contribute to the success of tourism graduates in gaining employment upon graduation. The elective courses nominated should have not been included in the national curriculum determined by the Ministry of Education. Respondents were informed that general tourism core courses were those listed in the core curriculum of existing tourism and hospitality programs at colleges or universities. They include General Courses (MKU); Basic Expertise Courses (MDK); and Expertise Courses (MKK) (Sekolah Tinggi Pariwisata Bandung –STPB, 1998). Furthermore, the development of this specific aim was encouraged by the result of Study 1 which favoured the establishment of a core curriculum in tourism education. Findings relating to this question are presented in Table 6.20.

TABLE 6.20
Elective Courses in Tourism Education Curriculum and
Frequency of Mention by Respondents

Elective Courses	Frequency +	Percent	Rank
Foreign Languages (English and Other than English)	102	15.2	1
Human Resource Development	84	12.5	2
Socio-psychology of Tourism	60	8.9	3
Accounting/Tourism Accounting	45	6.7	4
History/History of Indonesian Tourism	42	6.2	5
Arts and Culture	36	5.3	6
Statistics/ Tourism Statistics	36	5.3	6
Sociology/ Sociology of Tourism	36	5.3	6
Public Relations	31	4.6	7
Geography/Geography of Tourism	24	3.6	8
Tourism Law/International Law	19	2.8	9
Cultural Tourism	18	2.7	10
Cross-cultural Management	18	2.7	10
Ecotourism	18	2.7	10
Tourism and Environment	17	2.5	11
Business Information Management	16	2.4	12
Politics of Tourism/International Tourism	12	1.8	13
International trade	12	1.8	13
Computer Applications/Information Systems	12	1.8	13
MICE	12	1.8	13
Event Management	12	1.8	13
TOTAL RESPONSES	673	100*	

+ Based on multiple responses * Discrepancies due to rounding

Proposed electives which were closely related were considered as one elective. For instance, courses such as Law and International Law, Statistics and Tourism Statistics, Geography and Tourism Geography were considered as one elective for analysis purposes. As electives proposed by respondents varied between 1 – 4 electives, the total number of frequencies exceeded the total number of respondents.

More than a quarter of respondents listed Foreign Languages (N=102), which includes English, Mandarin, Japanese and French, Human Resource Development (N=84) and Socio-psychology of Tourism (N=60) as the three most popular electives to be included in the curriculum of a four-year tourism degree program (See Table 6.20). In contrast to the findings of Study 3 which investigated curriculum content of the tourism master degree courses,

Socio-psychology of Tourism was selected as a core curriculum component, whereas in the present study it was suggested as an elective for the four-year degree program. The fact that this subject was included as a core subject in the master's degree program and as an elective in the four-year degree program suggests that it was considered important enough for four-year tourism degree and postgraduate degree programs.

On the other hand, subjects such as Politics of Tourism/ International tourism, International Trade, Computer Skills, MICE and Event Management were rated less favorable by respondents and they ranked only 13 among the 21 electives. Unlike other preferences which stipulated that electives chosen should not be part of the core curriculum, Cultural Tourism and Ecotourism were selected as electives at this stage, although they are found in the core curriculum. The appearance of these two courses in the curriculum was quite infrequent.

Overall findings indicate that a great variety of electives was proposed by respondents. The broad range of electives listed by respondents reflects a desire on the part of educational institutions to equip students with an appropriate educational backgrounds prior to graduation. These broad educational requirements also serve as a marketable tool for the student when seeking employment (Wolfire, 1987).

To identify whether there are similarities between the current study and the work of Ibida (1990), a comparative table is presented (Table 6.21). The table illustrates that certain courses are preferred by respondents of both studies. For example, Foreign Languages and Accounting which were among 31 electives in Ibida's work were also selected by respondents in the present study (See Table 6.21). Because these particular subjects were frequently chosen by the respondents, they resulted in receiving a higher rank for courses to be included in the curriculum. Considering other preferences, some subjects such as History and Sociology were also frequently selected for inclusion in the curriculum.

TABLE 6.21

Comparative Findings between the Study and Ibida (1990) on the Elective Courses and Their Ranks

Elective Courses			
The Study	Rank	Rank	Ibida (1990)
Foreign Language (English & Others)	1	2	Foreign Language
Human Resource Development	2		
Socio-psychology of Tourism	3	4	Psychology
Accounting/Tourism Accounting	4	6	Accounting/Finance
History/History of Indonesian Tourism	5	5	History
Arts and Culture	6	9	Arts/Music
Statistics/Tourism Statistics	6	11	Mathematics/Statistics
Sociology/Sociology of Tourism	6	3	Sociology
Public Relation	7	11	Public Relation
Geography/Geography of Tourism	8	1	Geography/Oceanography
Tourism Law/International Law	9	12	Law/International Law
Cultural Tourism	10		
Cross-cultural Management	10		
Ecotourism	10		
Tourism and Environment	11		
Business Information Management	12		
Politics of Tourism/International Tourism	12		
International trade	12		
Computer Applications/Information System	12	9	Computer
MICE	12		
Event Management	12		

Sources: The Questionnaire Survey, 2000; Ibida, 1990

Conversely, courses such as Geography and Sociology were relatively favoured by Ibida's respondents, but not by the respondents in the present study. For example, Geography/Oceanography and Sociology were ranked 1 and 3 respectively in Ibida's work, whereas they were both ranked 8 and 6 in the study. It is interesting to conclude that in the Indonesian context, Geography has already been taught at elementary to high school levels. The subject is compulsory at these levels, whereas in the higher education context, it is not compulsory. Differences found in the two studies, with respects to the ranking of the subjects, may be partly due to a matter of state of the education circumstances. Indonesia has been more progressive in the development of tourism programs by offering courses all levels,

whereas Nigeria was only in the early stages of the process at the time of the study (Ibida, 1990). For example, Indonesia has already conducted four-year diploma tourism and four-year tourism economic degree programs for more than 10 years.

Although 9 electives were not listed in Ibida's work (1990), they were frequently selected by respondents in the current study and deemed as significant components for an undergraduate tourism degree curriculum. These elective subjects include Business Information Management, MICE, Event management, Cultural Tourism and Cross-cultural Management which were selected by more than 10 respondents. MICE, for instance, was one promising sector in Indonesian tourism which are offering international conference packages or meeting venues completed with accommodation packages.

When comparing the findings with Well's (1996), it appears that some Australian undergraduate elective courses already identified in 1989 were similar to those described in the present study findings. For example MICE subject, which was ranked 12 by respondents of the current study, is one of the electives provided by some Australian universities. Some Indonesian core subjects in the current curriculum such as Marketing are regarded as electives in Australian universities (Wells, 1996).

6.5.2. Comparative Analysis

Having established respondent profiles and a descriptive analysis, this section will specifically undertake a comparative analysis in regard to certain statements. As already reported in Section 6.5.1, several statements received quite a high degree of agreement among stakeholder groups such as 'qualified tourism educators', 'industrial experiences', 'joint work', as well as 'development of undergraduate and postgraduate degree programs'. The Kruskal-Wallis analysis of variance procedures were used in order to examine possible differences among groups in relation to perspectives on selected statements. This particular test was

utilised because the data violate the stringent assumptions of a one-way ANOVA, which was large but skewed and non-normally distributed (Pallant, 2001).

The comparative analysis addresses the fifth aim of the study which is *to identify the similarities and differences in the stakeholder group views on the future development of Indonesian tourism education*. If differences present, how statistically significant are they and why? The independent variable (stakeholder) was compared across a range of statements in order to ascertain significant differences. The independent variable consists of four different stakeholder groups i.e. government officials, industry professionals, tourism educators and students. Therefore a nonparametric Kruskal Wallis test was utilised to analyse significant differences among the groups at a 95 % confidence level.

In view of the need for tourism degree programs, 13 statements were tested to ascertain whether significant statistical differences could be identified across the four stakeholder groups. While data were not normally distributed and positively skewed towards agreement, the Kruskal-Wallis tests revealed that seven out of thirteen statements (53.8%) showed significant differences at the 0.05 level among the four stakeholder groups.

These statements include the establishment of a tourism consortium to accommodate the development of tourism studies and the acknowledgement of the respondents that tourism degree programs would enhance the scope of knowledge for graduates which in the long run would also improve the quality of the tourism industry. Concerning the needs of more qualified educators with tourism backgrounds and the development of joint work with tourism education in both developed and developing countries, significant differences were also identified with p values of 0.004 and 0.003 respectively.

TABLE 6.22
Kruskal-Wallis analysis of variance in Attitudes to the Need for Tourism Degree Programs

Statements	Chi-square	Df	Asymp.sig
The need to develop tourism degree programs	6.874	3	0.76
The need of graduates with different skills and talent.	4.132	3	0.248
Consortium establishment to accommodate tourism studies	14.839	3	0.002*
Tourism degree programs will enhance the scope and knowledge	15.081	3	0.002*
Tourism should be treated as a 'major' rather than a 'minor'	7.465	3	0.058
Undergraduate & postgraduate programs should be offered at universities	1.200	3	0.753
Tourism degree programs will improve job opportunities for the graduate	6.080	3	0.108
The need for more qualified tourism educators with tourism backgrounds	13.390	3	0.004*
Tourism education should develop joint work with other countries	13.734	3	0.003*
The success of the industry will largely depend on qualified employees graduating from tourism education	4.704	3	0.195
The industry should send more staff to special management courses	10.486	3	0.015*
There is a need to hire more indigenous people at mid and upper management levels	14.565	3	0.002*
Education and training are needed to enhance the quality of employees	10.046	3	0.018*

Note. Measurement scale: 1=(strongly agree to 5= (strongly disagree).
p < .05. ; * Significantly different

The next three statements which indicated significant differences involved the need to send more staff from the industry to specialised courses, to hire more indigenous people in the industry and educate and train to enhance the quality of employees each with level of differences at 0.015, 0.002, and 0.018 respectively. There appears to be one reason for the relatively higher degree of agreement on the needs to hire indigenous people. Currently in accommodation sector the recruitment of expatriates of mid and upper level of managements remains prominent particularly in chain hotels. This means that standard of payments for the expatriates are higher as a consequence the economic benefit is leaking (Kohdyat, 1999).

When considering the preferred curriculum for Indonesian tourism education, the level of agreement on the importance of fulfilling the needs of government, industry and the inclusion of social, cultural and economic impacts of tourism seems to be highlighted by the groups.

This is evident in previous table (6.13) in which each group average mean is under 2.31 on a five-point scale. However, results of the Kruskal-Wallis analysis of variance in attitudes showed no significant differences among the four groups.

TABLE 6.23
Kruskal-Wallis Analysis of Variance in Attitudes to Types of Preferred Curriculum among Stakeholder Groups

Statements	Chi-square	Df	Asymp.sig
Curriculum should fulfil the government needs	1.813	3	0.612
Both undergraduate and postgraduate types of curriculum should satisfy industry needs	5.498	3	0.139
The curriculum should include social, cultural and economic impacts of tourism	7.223	3	0.065

Note. Measurement scale: 1=(strongly agree to 5= (strongly disagree).
$p < .05$. * Significantly different

In respect to professionalism, five statements were used to investigate respondent views. Of the five statements, three (60%) indicated a significant difference at a 95 % confidence level. This implies that, apart from relatively strong support for the development of academic-based education reported in Study 1, stakeholders believed that professional-based education remains a significant characteristic of Indonesia's tourism education in the future, due to the complexity of the industry. Table 6.24 shows mean perceptions of each stakeholder group, all of which are below the midpoint of 2.5. It appears that stakeholders are in favour of establishing tourism education with a twofold focus since the needs for professionals in diverse tourism sectors continue to be high.

Furthermore, the support for including professionalism in an academic-based education program appears strong with each mean lower than 1.75 on five-point scale. The views also indicated significant differences with 0.008 p-value. The finding on opinions regarding the contribution of tourism education to professionalism and the focus of tourism education in

producing more professionals than theorists showed significant differences with corresponding p-values of 0.005, and 0.003.

TABLE 6.24
Kruskal-Wallis Test of Variance in Attitudes to Professionalism in Tourism Education Among Stakeholder Groups

Statements	Chi-square	Df	Asymp.sig
The inclusion of professionalism in an academic-based education	11.835	3	0.008*
Postgraduate programs should be developed at both professional and academic levels.	2.241	3	0.488
Tourism education will contribute to professionalism in the industry.	13.030	3	0.005*
Acknowledgement of professionalism as 'pre-learning recognition' to be accepted at postgraduate program	5.963	3	0.113
Tourism education should produce more professionals than theorists	14.216	3	0.003*

Note. Measurement scale: 1=(strongly agree to 5= (strongly disagree).
$p < .05$. ; * Significantly different

Pertaining to the second aim of the study namely *identifying roles of government, higher education, and industry in tourism education',* the following table (Table 6.25) summarises the findings of the test of differences. Six (75%) of the eight variables had significant differences. When considering the different statements, there appears to be a pattern. These statements showed similar patterns in the average means under 2.0, except for the last statement concerning opportunities given to employees for obtaining education and training would retain the best employees in the industry where the average mean was above 2.0 on the five-point scale. Furthermore, it appears that more emphasis has been placed on aspects related to the tourism industry roles compared to government and higher education roles. Perhaps more conventional factors such as the ones identified in Study 2 such as lower level of industry involvement in tourism education affected to the responses provided.

TABLE 6.25
Kruskal-Wallis Analysis of Variance in Attitudes to Roles of Government, Higher Education, and Industry Professionals among Stakeholder Groups

Statements	Chi-square	Df	Asymp.sig
Government should allocate more funds for tourism education	8.682	3	0.003*
Tourism education institutions should be more involved in the industry to maintain the program relevance	1.833	3	0.608
The government should initiate the establishment of a four-year degree and postgraduate program	12.710	3	0.005*
Industry should allocate more funds for tourism education	10.555	3	0.014*
Industry should participate more in providing industrial experiences.	17.560	3	0.001*
Tourism education should undertake more research and publish in International journals	13.360	3	0.004*
More involvement of professionals in tourism education to ensure the linkage between theory and actual task performed.	18.095	3	0.000*
Education and training will retain the industry workforce	3.483	3	0.323

Note. Measurement scale: 1=(strongly agree to 5= (strongly disagree).
$p < .05$. ; * Significantly different

In regard to the third aim of the study which was summarised in Tables 6.18 and 6.19 (Section 6.5.1.4) respondents agreed full time faculty members have a great deal of responsibility for undergraduate and postgraduate tourism programs, with average means of less than 1.4 and 1.29 respectively on a three-point scale. The findings imply that stakeholders remain convinced that a content-approach – one of the most dominant schools of thought in curriculum planning – is the most appropriate for Indonesian contexts. This approach is a traditional, teacher-led curriculum, which places teachers (full faculty members) in the centre of the process (Cooper & Smith, 2000).

However, the Kruskal-Wallis test performed to Question 32, which was subdivided into 5 statements (a – e) to facilitate analysis, indicated that only one statement had significant difference. The significant level for the tests were set at 5 %. The only significant difference related to students responsibility for the design of curriculum and tourism undergraduate programs (p =

0.006). There are no significant differences among stakeholder views relating to the level of responsibilities given to the four groups (fulltime faculty members, part-time faculty members, government officials, and professionals) with respect to curriculum and program design (Table 6.26).

TABLE 6.26

Kruskal-Wallis Analysis of Variance in Attitude to Degree of Responsibility in Curriculum Design for Undergraduate among Stakeholder Groups

Statements	Chi-square	Df	Asymp.sig
Responsibility of fulltime faculty members for the design of curriculum and tourism undergraduate program	5.640	3	0.130
Responsibility of part-time faculty members for the design of curriculum and tourism undergraduate program	0.093	3	0.993
Responsibility of government officials for the design of curriculum and tourism undergraduate program	0.744	3	0.863
Responsibility of professionals for the design of curriculum and tourism undergraduate programs	1.502	3	0.682
Responsibility of tourism students for the design of curriculum and tourism undergraduate programs	12.565	3	0.006*

Note. Measurement scale: 1=(a great deal of) to 3 = (none).
$p < .05$. ; * Significantly different

Analysis of the responses to the question regarding who was responsible for curriculum and program design at the postgraduate level suggested that the findings contained no differences from the findings for the undergraduate. For instance, full-time faculty members were once more regarded as the main group responsible for curriculum and program design followed by industry professionals with an average mean of 1.29 and 1.49 respectively (See Table 6.16 and 17).

The Kruskal-Wallis test revealed that of the five statements for postgraduate program curriculum responsibility, two displayed significant differences (*p = 0.037 and 0.011)* respectively, whereas the three other did not. The two statements, which showed significant differences involved responsibilities of government officials and students. As mentioned earlier, students maintained that they should be given some responsibility in contributing to

the program design with an average mean of 1.51. On the other hand, educators observed that students should have fewer responsibilities in this regard with an average mean of 1.83.

TABLE 6.27
Respondent Views on the Involvement of the Stakeholders in Tourism Postgraduate Programs and Curriculum Development

Statements	Chi-square	Df	Asymp.sig
Responsibility of fulltime faculty members for curriculum design and tourism undergraduate programs	6.255	3	0.100
Responsibility of part-time faculty members for curriculum and tourism undergraduate programs	4.704	3	0.195
Responsibility of government officials for curriculum design and tourism undergraduate programs	8.458	3	0.037*
Responsibility of industry professionals for curriculum design and tourism undergraduate programs	4.253	3	0.235
Responsibility of tourism students for curriculum design and tourism undergraduate programs	11.123	3	0.011*

Note: Measurement based on a 3-point Scale 1= (a great deal of responsibility) to 3= (almost none)
$p < .05$. ; * Significantly different

In summary, all 20 variables showed significant differences among the four stakeholder groups. There is some evidence to suggest that the different views identified in this study have been consistently expressed throughout the previous studies. For example, when looking at the weaknesses of current tourism education programs in Indonesia, respondents suggested that the curriculum should be allowed for more involvement of the industry because it is the industry which will do the hiring and evaluating of the tourism graduates.

The aim of this section was to identify significant differences among the stakeholder groups towards selected statements regarding the future development of tourism education at tertiary level in Indonesia and if possible ascertain the reasons for such differences. Overall 20 (66.6 %) out of 30 variables do not show significant differences among the groups, while 10 (33.3 %) show a significant difference. It was concluded that although there was a tendency that respondents show agreement towards all statements, there are some

differences among the groups concerning certain aspects of future development of tourism education. Such differences need to be elaborated further in order to determine respondent attitudes towards the development. For example, although the respondents agree on types of future developments, it appears imperative to have their perspectives on whether certain non-tourism related subjects should still be included in future curriculum. This is, to some extent, important as within a five-year-time, Indonesia will compete with other countries in producing better-qualified tourism employees.

6.6. **Discussions of Selected Issues of the Findings**

Based on the presentation of the findings several issues relating to tourism education can be identified which require further discussions. These issues involve the type of curriculum and tourism education needed in an Indonesian context, the level of responsibility for stakeholder groups regarding program and curriculum design for the near future, as well as industrial experiences and what electives were more favoured by Indonesian stakeholders.

It is apparent from the findings that most respondents believed the development of tourism education at both undergraduate and postgraduate levels at universities. To a certain extent, this perspective was influenced by the fact that tourism education was mostly provided at colleges and academies (See Chapter 3). It appears that globalisation to influences the education system to some extent. In particular tourism education internationalisation of education and the establishing of networks with developed and developing countries were matters of concern for respondents.

As discussed in Section 6.2.1.5, all four groups of stakeholders considered that improvements were needed in the participation of the industry in industrial experiences. In the Indonesian context, the rapid proliferation of tourism education institutions and student intakes have resulted in difficulties in finding places for work placement. Most education and training institutes acknowledge the importance of industrial experiences to ensure the linkage

between theory and practice. Therefore, based on the findings of content analysis of study one (Chapter 3) it is clear that more involvement is necessary. Cooper & Shepherd (1997) maintain that most education systems in Europe support work placements to ensure that graduates are 'industry-wise' even when they are being educated rather than trained. However, these authors also recognise that there are several persistent problems such as pressures on the industry from educational institutions to provide more places to accommodate the steady increase in the number of institutions. Different expectations from industry, educators and students can be met by taking appropriate steps. For instance, by defining more clearly the purpose of the placement and the skills having been acquired by students, the industry will be able to provide the type of experiences required by educators and students alike.

The government and some private tourism education institutions have already developed the networking with other countries such as Australia as a bilateral commitment with Bali Hotel and Tourism Training Institutes (Pitana, personal communication, 18 November 1999), or by joining an association such as the Network of Asia-Pacific Education and Training Institutes in Tourism (APETIT). This type of networking can be very advantageous to Indonesia, as one of its aims is to use expertise and education and training facilities for regional use. Networking can also be advantageous in assisting the development of a comprehensive tourism education program for developing countries (Theuns & Rasheed, 1983). They argue that the development of a fully-fledged program is hampered by insufficient manpower to meet demand or the lack of academic-type tertiary education in relevant disciplines (1983:51) which may be remedied by intra-regional cooperation.

Some institutions have established cooperation with chain hotels that operate worldwide for a possible cooperative education and recruiting visits. Most of the networking was based on the needs of industrial experiences for the students (Gunawan, personal communication 19 November 1999), with one exception from Australia in which Australian representatives assist

the Indonesian counterparts in developing standardised competencies for tourism enterprises (Kamar Dagang dan Industri Indonesia – KADIN, 1998). In addition, a national association of tourism education institutions has been established (HILDIKTIPARI) which focuses on developing mutual relationships among the member institutions. A few institutions have established relationships with other countries such as Singapore, Netherlands, Japan and Australia.

In the US, the relationship between some hospitality programs and individual companies goes far beyond making recruiting visits (Hsu, 2002). Many hospitality programs are endowed by hospitality companies such as the Conrad N. Hilton College of Hotel and Restaurant Management at the University of Houston. In Indonesia there are also a few hospitality programs supported by individual companies such as the Ambarukmo Palace Tourism Academy (APTA) in Yogyakarta and the Sahid Tourism Academy in Surakarta. Such endowments would be more likely to enhance tourism education quality in terms of practical experience supported by the company as well as to provide more career opportunities for graduates.

In view of the need to establish a tourism consortium to accommodate the development of tourism studies, three groups of stakeholders except students strongly support the notion. The establishment of consortium was advised to ensure the integration and coordination of education and training programs for tourism across all levels of education system (Ritchie, 1992). The coordination is essential at the interface between various levels. A consortium also functions as a medium to establish a set of courses proposed for establishing tourism degree program in Indonesia. Currently tourism studies are under the consortium of economic studies. It might be worth considering borrowing a model of an existing consortium which has already been used such as consortium of social sciences.

In regard to the need for more qualified educators with a tourism background, all four-stakeholder groups indicated a relatively higher degree of agreements with an average mean of less than 1.65 at five-point scale. Ritchie (1993) asserts that the lack of qualified educators was the main concern for faculty of tourism educators in 1990s and this issue remains important at the moment particularly for Indonesia as a developing country. Two of the top five priorities involve the need for more effort and resources to be devoted to curriculum development and supporting materials. These were judged necessary for achieving success in tourism education by upgrading two key internal components of the educational delivery system namely the educators and the educational materials which they use (Ritchie, 1993: 11-12).

The tourism industry has grown in size and complexity and requires higher-level skills from personnel than before. As a result professionalism in the industry is necessary to ensure quality provision. Respondents in the current study also believe that tourism education can contribute to professionalism in the industry. Formal education programs (two-year, four-year and graduate programs) are a means of developing competent and professional employees, and thereby raising the status of employment in the tourism industry (Sheldon, 1989). It is also suggested that educational institutions are responsible for building a body of knowledge upon which to base the professions. Furthermore, Koh (1995) maintain that to gain professional recognition, curriculum diversity should not be allowed to continue because professionalism demands stadardisation.

Concerning the level of responsibility, there are few consistencies among the stakeholder group as discussed in Section 6.5.1. The results indicated that all four groups considered full-time faculty members to be the most responsible group for designing and developing tourism program and curricula. Yet a study conducted by Koh (1995) indicates that most curricula of tourism programs were developed by the educators and such an approach has resulted in relatively low acceptance rate by industry. Therefore, based on the assumption of combining

two approaches for curriculum design namely content and process approaches, Smith & Cooper (2000) have proposed a competitive approach to tourism program design and to curriculum design. This approach involves conducting curriculum development seminars and followed by conducting focus groups and taskforces to determine the mission statements, aims, and objectives. The next step is to identify skills and knowledge and a knowledge and skills matrix.

Interestingly, the finding is also consistent with the findings of Ibida (1990), in which full time faculty members are regarded to be responsible for developing the tourism program as well as for teaching. Industry professionals, on the other hand, are considered an important resource for developing the program and for teaching instructors. Respondents believed that industry experts have gained much experience in the job and that their input is quite valuable in the teaching process (Ibida, 1990:154). Despite its differences in focus, teaching and designing, these similarities represent significant findings for developing countries such as Nigeria and Indonesia which remain consistent that full-time faculty members are the most responsible stakeholder groups for such a task. Koh (1995) asserts that the inclusion of industry professionals in the process of curriculum design will ensure that graduates of the program are more acceptable in the tourism industry. On the other hand, Wells (1990) argues that it is necessary to define the level of involvement of the industry as it may affect the characteristics of the tourism programs. Consequently, the curriculum more likely to be industry-centred. Therefore, it is essential to involve the industry cautiously in Indonesia tourism education to maintain linkage of the curriculum and industry acceptance of graduates.

It has been argued that students are important stakeholders whose contribution is worth considering (Waryszak, 1998, Baron, 1999). However, the findings indicated that they were not expected to perform a great deal of responsibility for tourism curriculum and program design. This view was also apparent in students' own perceptions that they were given less responsibility for development of tourism program (6.5.1).

The results for the roles of government officials, industry professionals and educators confirmed those of the previous work conducted by Ibida (1990). For instance, the government was expected to invest more funding on tourism education and curriculum should conform to industry and government needs. In regard to industry participation in working experience, respondents believed that higher level of participation is needed (See Table 6.15). Previous studies on cooperative education have pointed out its many benefits. For example, it improves self-confidence, self-concept and social skills (Gillin, et al., 1984) and enhances employment opportunities (Clark, 1994; Sharma et al., 1984).

However, other studies have discovered that tourism graduates complain of having little opportunities to develop managerial skills, although researchers state that one of the aims of cooperative education was providing appropriate management learning opportunities and enabling students to obtain insights into the management and supervision skills (Purcell and Quinn, 1995).

When comparing the findings of the study with those of and Wells (1996), the most distinctive similarities found were the inclusion of Computer Application/Information Systems and Tourism Law as electives proposed by respondents, which were considered a new feature in Australian tourism, courses in 1989. Wells (1996: 25) stated that these electives were apparent in some university curricula at that time and that they represented a point of departure from the Body of Knowledge prescribed out by the Tourism Society. The emergence of these courses, although elective in nature, indicates trends occurring in the industry towards specialised and relevant knowledge in these areas. Out of the 21 most selected electives, Tourism Law/International Law and Computer Applications were ranked 9 and 12 respectively (Table 6.20).

An analysis of Australian tourism content coverage in from 1884 – 1995 revealed a slightly different pattern for electives (Wells, 1996). For example, some universities incorporated Statistical Measurements and Dimensions and Marketing, which were classified as compulsory subjects in 1989, but proposed as elective ones in 1995. The findings of the current study indicated that Statistics/Tourism Statistics were regarded as an important elective, whereas Marketing which was not included previously is now a compulsory subject for tourism curriculum in Australia.

However, it should be noted that the current study investigated the perspectives of the stakeholder groups on proposed electives for an undergraduate tourism program in Indonesia. The study did not examine the whole content of tourism offerings in order to provide a representation of tourism programs.

6.7. Summary to the Chapter

The purpose of Chapter 6 has been to present the findings of a quantitative study of future tourism education at the tertiary level in Indonesia. The main aims of the study were to identify stakeholder perspectives and to test differences among responses. The secondary aim of the study involved identifying levels of responsibility of stakeholder groups for curriculum and program design. Methodological approaches utilised in data collection which involved survey questionnaires and secondary data analysis were discussed. Based on reviews of related tourism research methodology, it was argued that a quantitative approach was suitable as the study intended to capture as wide range of perceptions of respondents as possible. Initial 550 self-administered questionnaires were dispatched to the key persons in each institution in each province. This was followed by reminders sent to advise them to remind the respondents to return the filled questionnaires. After two consecutive reminders, 353 usable questionnaires were returned yielding a 64.2 % response rate.

The chapter presents the findings on the main data collection methods which were divided into two different sections. In the first part, descriptive findings which were counted using an SPSS 10.0 were presented. These findings were also contrasted with existing studies on tourism education. Data of the study were non-parametric which were characterised by its large quantity but they were positively skewed. Therefore, Kruskal-Wallis analysis of variance as an analogy of one way Anova was utilised to test significant differences among the stakeholder groups concerning their views.

The surveys were carried out during July – September 2000 in five provinces namely Jakarta, West Java, Central Java, Yogyakarta and Bali. Survey coordinators which consisted of key individuals in organisations and two research assistants (Bali and Central Java) were used to distribute the questionnaires to government officials, industry professionals, educators and students. Respondents were asked to rate a set of statements relating to the future development of Indonesian tourism education on three-point and five-point scales as well as an open-ended question investigating electives for undergraduate programs.

The respondent profiles from all four groups consisted of young group (20 – 30 years = 35 %), whereas within groups government officials and educators were represented by the 41 – 50 age group. Respondents were predominantly male (65.7%) coming from accommodation sector (25.2 %) and graduates of four-year degree programs (42.43 %). Most respondents had been involved in tourism-related industry for more than 16 years (29.6%) and 6 – 10 years (25.4%).

In order to determine perspectives of each group frequencies, means and standard deviations of each statement were calculated and the results tabled from the highest levels of agreement to the lowest. Nine statements were identified as those having higher degree of agreements among four different group: more professional involvement, inclusion of professionalism, the need of graduates with skills, development of joint work, the need to

develop tourism undergraduate and postgraduate degree programs, education for improving quality service, industrial experiences and he need of more qualified tourism educators.

Selected findings included level of responsibility of stakeholder groups in designing curriculum and programs. Full-time faculty members and industry professionals were considered being the most responsible for such an assignment, whereas part-time faculty members, government officials and students were less responsible. Students in particular believed such a content approach in curriculum design, where educators were responsible for defining objectives of the curriculum, was appropriate for Indonesia. This finding is contradictory with previous studies (Koh, 1995, Copper et.al., 1996) which suggest that marketing and competitive approaches are favourable.

Highlights of the findings include the existence of 13 significant elective courses proposed by the respondents and the level of responsibilities of certain groups such as full faculty member in the design of program and curriculum of tourism degree levels in Indonesia. The findings also suggested that the respondents were mostly in favour of the inclusion of professionalism in tourism education, as education, particularly at the degree level will in the long run enhance the quality of professionalism in the industry.

Kruskal-Wallis analysis of variance was used to define significant differences between statements and the independent variable stakeholder groups. The selection of the test was based on an assumption that data of the study were non-parametric with characteristics such as large, not normally distributed and positively skewed. Findings indicated that 19 statements (61.3 %) had significant differences at a 95 % level of confidence. This finding demonstrates that despite higher degree level of agreements among stakeholder groups, differences can be identified which means that further identification is needed.

With regard to the industry professional group, it was suggested that there is likely a bias in the profile of respondents with an over representation of those originating from accommodation sectors (6.5.2) with only few respondents coming from different sectors such as Tours and Travel, Guiding and Interpretation Association or Restaurant. However, the bias of respondents originating from the accommodation sector was a given, having regards to the fact that this sector is one of relatively developed sectors in the Indonesian tourism industry.