



TOURISM ACADEMIC PERSPECTIVES TOWARDS TOURISM
EDUCATION IN THAILAND

by
DARUNEE MEECHAI

A Thesis submitted in partial fulfillment
of the requirements for the degree of

Master of Business Administration in Tourism Management

Graduate School of Business
Assumption University
Bangkok, Thailand

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ACCEPTANCE

This dissertation was prepared under the direction of the candidate's Advisor and Committee Members/Examiners. It has been approved and accepted by all members of that committee, and it has been accepted in partial fulfillment of the requirements for the degree of Master of Business Administration in Tourism Management in the Graduate School of Tourism Management of Assumption University of Thailand.

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ABSTRACT

The tourism industry has been fast growing, especially in developing country such as Thailand where natural resources are the major attractions for overseas tourists. Accordingly, tourism education is served to meet the need of industry and labor market. As a result, tourism instructors currently are intermediaries to the tourism industry and education in order to build knowledge and supply qualified people with required skills to work in the industry. However, there is a question on what instructors really need in order to produce graduates to meet every section in tourism industry's demands. Thus, the main purpose of this study is to find the tourism instructors' perspective of education concerns facing Thailand and the innovative teaching strategies on the basis of nature of the establishment; government and private higher educational institutions, and test whether the nature of establishment directly affect to the result of the testing or make any differences. The data were analyzed and independent sample t-test performed.

Descriptive research and questionnaire were used as the research method and the research instrument in the study. One hundred sets of questionnaire were distributed to 100 instructors who are teaching in tourism related courses on bachelor degree or/and master degree level courses in selected government and private institutions mainly based in Bangkok and other selected areas. Results from hypothesis testing show that there is no difference in instructors' perspective towards education concerns facing Thailand in the new millennium between government and private higher educational institutions for all items. However, there is a difference in terms of instructors' perspective towards innovative teaching strategies between two certain groups on "preparation of case materials for teaching", "including an applied dimension in research projects", and "mobile learning".

Finally, recommendations have been proposed widely to higher educational institutions in general and specifically on the government and private higher educational institutions separately according to the results of the testing, and further researchers.



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CHAPTER I

GENERALITIES OF THE STUDY

1.1 Background of the Study

Thailand needs to position itself as a center for hospitality and tourism studies and training because of its ideal location at the center of Southeast Asian tourism destinations. Human resource development is essentially important in tourism because success of the service activities depend largely on the quality of the personnel working in tourism industry. People working in each of the many aspects of tourism need to be properly trained. The general public and people living in tourism areas are required to be educated about tourism. Tourists need and want to be informed about their destination, its geography, history, culture and society and encouragement to respect it. In terms of strategic implementation of tourism product development, tourism educational institutions can play a catalyst and coordinating role for each stakeholder in each region or destinations (Chaisawat, 2005).

1.1.1 Tourism Education

Tourism education is relatively new and remains in an early stage of its evolution. Education for tourism focuses on the process which gives an individual a set of principles and the necessary skills to interpret, evaluate and analyze i.e. it develops the skills and capabilities of the student and encourages an understanding of conceptual issues in order to contribute to professional and intellectual development. (Cooper & Shepherd, 1997).

1.1.2 Global Tourism Education

Tourism education is growing worldwide in recognition of the growing importance of tourism within the global economy and sectors pressing human resource and skills needs. There is growing literature that addresses tourism education on a world stage, partially influenced by the work of the World Tourism Organization but also addressing the organization and content of tourism education from both public and private sector perspectives. The provision of education for tourism, which is partly a function of this industry trend, is likely to be expanded to meet the growing demand from both students and industry (Dale & Robinson, 2001).

This is occurring at a time when the industry needs well-educated graduates more than ever, to keep pace with the industry's growth. The present shift, especially in industrialized countries, from a resource-based and labor intensive economy to one that is knowledge-intensive, rigorously challenges the present thinking and acting in the tourism field, which relies heavily on the availability of professional and qualified manpower to deliver, operate and manage the tourism product. In today's highly competitive environment where advance technology, knowledge and service provide a competitive edge, the sustained prosperity of tourism will depend largely upon a professional well-trained workforce in delivering competitive advantage and productivity (Cooper & Shepherd, 1997). Tourism and hospitality education play a crucial role undoubtedly in providing potential manpower to the industry.

1.1.3 Tourism Education in Asia

Tourism is one of the major industries for many Asian countries, attracting sometimes much-needed foreign exchange and stimulating economic development in

industries from hospitality, construction, property development, transportation and retail, to a mass of small business.

In the past, Asian destinations were able to market themselves on attributes of exotic cultures and value for money, how to keep this good image and develop tourism with sustainable considerations are challenges for Asian countries.

As a result of the developed tourism industry, developing countries need to follow the trend to develop tourism education. Tourism education is fast growing across most tourist accepting countries in the developed and developing world. Still many of the Asian countries are short on managerial human resource. This situation has lead to a rapid development of tourism educational institutions to fulfill these needs by offering hospitality and tourism programs.

1.1.4 Tourism Education Situation in Thailand

Thai tourism industry has an impressive record of growth over the past thirty years. The recent success of the Amazing Thailand campaign seems to imply that the country will continue to experience growth in the tourism industry, especially international tourism, over the next decade. As a result, there is a rapid expansion in the provision of tourism and hospitality education courses and the increase in student numbers looks set to continue. Tourism and hospitality education in Thailand is a relatively new development in the country's educational system. Over the last few years, higher educational institutions in Thailand have experienced a massive expansion in the provision of tourism and hospitality degrees, within several faculties such as Liberal Arts, Business Administrations and Humanities.

The Office of Tourism Development (2006) recorded that there are 89 institutions that provide tourism programs in Thailand which include government and private

institutions (Commission on Higher Education, 2007). According to a study on THE HOSPITALITY AND TOURISM EDUCATION IN THAILAND and BEST PRACTICE AT PRINCE OF SONGKLA UNIVERSITY, PHUKET CAMPUS by Chaisawat (2005), during 1996-1999, the degrees offered by those institutions were Bachelor of Arts (B.A.) in Tourism Industry, Hotel and Tourism Management, Tourism Management, Tourism and Hotel, Hotel Management, Hotel, and Travel and Tourism. The Bachelor of Business Administration degree (B.B.A.) was offered with a major on Hotel and Tourism Management, Hotel Management, and Travel Management. During 2000-2003, there were new majors offered in the Bachelor of Arts (B.A.), these are B.A. in Service Industries, B.A. in Tourism Development and B.A. in Food Business. These new majors offered in the Bachelor of Business Administration (B.B.A.) are B.B.A. in Hospitality, B.B.A. in Tourism, B.B.A. in Hospitality and Tourism, and B.B.A. in Service Industry. There were 4 new majors offered at master degree level, Master of Arts (M.A.), Master of Business Administration (M.B.A.), and others. Two new majors were offered: 1 Ph.D. in Architecture Development for Tourism and 1 B.A. & B.Sc. in Hospitality & Tourism.

In terms of teaching staff for the hospitality/tourism programs, the total staff increased from 429 in 1999 to 442 in 2003. The number of staff who graduated in hospitality/tourism disciplines increased from 204 in 1999 to 251 in 2003. Teaching staff qualifications, in terms of the proportion of academic work and academic rank, and monthly remuneration and academic work in these periods, showed a significant increase in qualified teaching staff with master and doctorate degrees during 2000-2003 when compared to those in 1999, but in terms of academic ranks the majority held the position of lecturer.

There are many issues facing the development of tourism and hospitality education in Thailand, including human resource issues, standards of curriculum,

internationalization and quality and excellence issues. In terms of human resource, the demand for qualified and competent workforce still exceeds the supply. There is an urgent need to set up graduate programs to develop teaching staff for colleges and universities.

The unsolved problems founded in the 1999 study (Chaisawat, 2005) were: lack of qualified teaching staff; lack of financial support from the government, low quality of input students, insufficient practical training places in the industry for students, lack of text books, and the rest were negative attitudes of the students/parents to the industry, and of overseas staff, and the need for higher investment for this program.

Chaisawat (2005) also found that the situation in the universities/institutions that offered programs in hospitality and tourism had changed, largely in quantity improvements in terms of institutions, number of staff, and number of input and output students as well as research projects. However, the very important issues that relate directly to the quality of graduates, problems and constraints running in the hospitality and tourism programs still existed.

The major problem of the hospitality and tourism programs was the lack of qualified teaching staff. To solve this problem, in the past, some institutions in Thailand had sent their teaching staff abroad for further study. It cost over one million Baht for each graduate student per year in some countries.

In recent years, there has been a positive trend for the government to support tourism education in terms of scholarships for teaching staff in public universities. All universities and institutions in higher education are under the supervision of one organization, the Commission of Higher Education, within the Ministry of Education. The positive trend to support the quality of hospitality and tourism education from the findings of Chaisawat and Boonchoo's (2005) study are the increasing of teaching staff

with hospitality and tourism qualification, the decrease of teaching staff with only a bachelor degree and consequent increase of master and doctorate degrees of teaching staff.

The other development of the hospitality and tourism program is the setting up of the Tourism Academic Association of Thailand (TAAT). This process was supported by the Thailand Research Fund (TRF), which is a national research funding agency. TAAT was officially set up with the approval of Ministry of Interior on 27th May 2005. Its main objectives were: to develop and exchange the body of knowledge in the tourism discipline and related field of studies, to coordinate between teaching staff in the tourism area with related organizations both within and outside the country, to promote and develop the potential of teaching staff, to promote and develop curriculum and research activities of tourism and related areas and to disseminate and provide academic information to public and related organizations.

1.2 Statement of the Problem

Since the effects of economic crisis in 1997, the Thai government understands the need to continuously upgrade people's capacity to cope with challenges and thrive in what is now a very competitive global arena. This is a reflection of the belief in investing in human development through education.

The Ministry of Education (MOE, 2004) focuses to improve the quality of education which concentrates on educational management, quality of teachers, curriculum and content, school facilities, and educational materials both of conventional and electronic forms. However, raising educational standards is also of concern. The MOE aims to promote research and development and study of foreign languages in education.

The goal is to set higher benchmarks towards the international standards to enhance the nation's competitiveness.

The MOE points out that the teachers are the common concern to most countries, particularly in Asian countries such as Thailand. In today's world, teachers must be able to keep a breast with rapidly global changes. They should be able to modify their mindsets and be ready to adapt their teaching-learning methods to be more appropriate to attract the students (Botharamik, 2004).

In Thailand, different institutions under different ministries run the hospitality and tourism programs. Under the constraints of financial support from the government and international competition, there are no standard guidelines of operation in terms of input/output of the students, curriculum development and quality assurance of the programs.

In terms of the study of graduates from the existing hospitality and tourism programs in Thailand, Chaisawat (2000) noted that the quality of graduates was a question mark because the major factors which contribute to the quality of their education, such as the quality of teaching staff and the curriculum that would produce graduates who best fit the needs of the industry remain unsolved problems.

The supply of labor force from existing tourism institutions cannot fulfill the expanding needs for high quality service providers. What the tourism students expect to learn is not acquired by the time they graduate, and the quality of work they produce does not match the employer's requirements. These issues are the responsibilities of the institutions that provide tourism education and training, and therefore, the role of people (teachers) entrusted becomes crucial at this stage, as they directly responsible to the students.

According to the problem on 'not being up to the required standard' of the tourism graduates, there is a great need of the qualified teaching staff to knowledge and train the students before they are joining to work in the industry. The instructors need to have concerns and strategies in which would help students to learn and practice more. However, tourism education is provided by government and private institutions, the nature of establishment of instructors is the critical variables of the development. As a result, this research would investigate the differences of concerns and strategies of instructors as well as draw the important guidelines of the instructors to upgrade their teaching ability to serve the requirement of students in order to meet the industry's required standard.

Therefore, this study intends to identify and discuss the academic perspectives of tourism instructors and their ability to keep in touch with latest teaching trends and practices, as well as to know how tourism should be approached in the classroom.

1.3 Research Objectives

The objectives of this research are as follows:

1. To investigate tourism instructors perspective of tourism education concerns facing Thailand on the basis of nature of the establishment.
2. To investigate tourism instructors perspective of innovative teaching strategies for tourism education on the basis of nature of the establishment.

1.4 Scope of the Research

This research intends to study the education needs of tourism instructors who are considered to play an important role in the development of tourism education in Thailand. The research is being conducted in order to gain an insight into educational needs of tourism instructors. The sample population were approximately 100 instructors who are teaching in tourism related courses on selected bachelor degree or/and master degree courses in government and private institutions mainly based in Bangkok and selected areas.

1.5 Limitation of the Research

1. **Time duration:** The research findings are applicable for the time period (March 2007 – October 2007) during which primary data was collected.
2. **Lack of uniformity:** There are many educational institutions teaching tourism as a course but there lacks uniformity across these institutions about the "ingredients" of the tourism courses being taught.
3. **Constraint of time and money:** The researcher lacked any external funds to cover/travel educational institutions dispersed across Thailand.
4. **Differences of the nature of establishment:** The researcher classified the differences of government and private higher institutions mainly in terms of budget allocation, which not cover the differences of instructors' characteristics, demographics, pedagogy and teaching style, mentality and quality.

1.6 Significance of the Study

Tourism industry in Thailand requires proficient and skilled people to work in the hospitality and service industry. Consequently, tourism instructors are important to produce well-educated students who become the employees who must meet the needs of the industry. In order to proceed with this goal, this research aims to investigate education in Thailand, as part of human resource development.

It is intended that various institutions will be able to utilize the results of this study to encourage instructors towards further education, improving and updating both their curriculum and courses with the changes of technology and the tourism global market.

With well educated and trained teachers in specialized fields related to the tourism industry, the benefits will be reflected in both the students and tourism industry. The professional and skilled instructors will develop graduates with a broader disciplinary base. The graduates will be able to work in tourism industry with the appropriate skills to meet the industry demands and provide quality service for customers, which will create more job opportunities for them.

Consequently, the employers in the industry will be more willing to accept the graduates and put in more resources to develop them, if the latter can help contribute to the success of the organizations. Thus, the Thai tourism industry, as a whole, will benefit.

1.7 Definition of Terms

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Curriculum: Curriculum is the aggregate of courses of study given in a learning environment. The courses are arranged in a sequence to make learning a subject easier. In schools, a curriculum spans several grades, for example, the math curriculum. In business, it can run for days, weeks, months, or years. Learners enter it at various points depending on their job experience and the needs of the business

(<http://www.nwlink.com/~donclark/hrd/glossary.html>, 2007).

Development: Development is the process of identifying the requirements of individuals and then seeking to find ways of helping them to improve their careers. A development needs analysis is the starting point followed up by a career development plan and regular appraisal (<http://www.thetimes100.co.uk/theory/theory.php?tID=312>, 2007).

Education: Education is a reconstruction or reorganization of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience. Education fosters the development of the whole person without regard to practical application (Jafari, 2000).

Innovative: Ahead of the times; "the advanced teaching methods"; "had advanced views on the subject" (<http://www.wordreference.com/definition/innovative>).

Institution: Institutions are structure and mechanism of social order and co-operation governing the behavior of two or more individuals. Institutions are identified with a social purpose and permanence (<http://en.wikipedia.org/wiki/Institution>, 2007).

Institution, in other words, is also an organization established for social, educational, religious purpose (Hornby, 2000).

Instructor: An individual who gives knowledge or information to learners in a systematic manner by presenting information, directing structured learning experiences, and managing group discussions and activities (<http://www.neiu.edu/~dbehrlic/hrd408/glossary.htm#I>).

Perspective: Perspective is the choice of a context or a reference (or the result of this choice) from which to sense, categorize, measure or codify experience, cohesively forming a coherent belief, typically for comparing with another (http://en.wikipedia.org/wiki/Perspective_%28cognitive%29).

Strategy: The science and art of the manner in which a company or enterprise is applied to the overall planning in order to gain a competitive advantage (<http://www.hi.is/~joner/caps/strat1.htm>).

Tourism: Tourism is indeed a changing multi-sectoral industry and a truly multidisciplinary field of study. For example, tourism defined as the study of man (the tourist) away from his usual habitat, of the touristic apparatus and networks responding to this various needs, and of the ordinary (where the tourist is coming from) and non-ordinary (where the tourist goes to) world and their dialectic relationships (Jafari, 2000).

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the review of related literature and studies, which cover four sections. The first section indicates the overview of tourism education and development in general. The second and third sections include the discussion of theories concerning independent variables and dependent variables. The last section covers the empirical studies or related studies.

2.1 The Overview of Tourism Education and Training

2.1.1 The Provision of Tourism Education

The supply of tourism courses has grown considerably over the past three decades. Such growth has been fuelled by the rapid expansion of the industry and recognition by governments that tourism contributes significantly to local and national economies (StarUK, 1999). The supply of tourism courses has been met by an increasing student demand. Nevertheless, these global trends will (Bosselman et al., 1996), according to some, inevitably result in an oversupply of graduates entering the industry (Evans, 1993; Busby, 1994). These claims have serious ramifications for tourism stakeholders.

Tourism employers often recruit non-tourism graduates (i.e. business studies students) who are able to demonstrate the generic skills required for a vocation in tourism. Paradoxically, uncertainty among employers unrelated to tourism about the nature and content of tourism degrees, can restrict employment opportunities for tourism

graduates. Indeed, tourism degrees come in many different guises and are offered with no uniform title or description as to their nature and content.

This is further exacerbated by the concern that tourism education has not kept pace with the changing nature and diversity of the industry and as a field of study (Formica, 1996; Amoah & Baum, 1997). Keiser (1998) amplifies these concerns by commenting that "as programs in the hospitality and tourism industries seek greater legitimacy as a profession, it is necessary that instructors be very specific about what they teach and research and to which constituents they serve" (Dale & Robinson, 2001).

2.1.2 Professional Credibility

The question that now arises is how far these tourism programs of the private and public sectors have succeeded in meeting the skill demand for professionals in the tourism industry. The answer is uncertain for the demand aspect has not been ascertained. Until very recently, the tourism trade was not a business of note and hence it did not even acquire the status of an "industry". Whatever facilities and services that were being provided were scattered and structurally unorganized. Even the demand for personnel was very limited, except for the unskilled. However, globalization and its ramifications for tourism have changed attitudes and consequently the government is currently enthusiastic to take the initiatives necessary for its growth.

Despite major drawbacks, a large number of education centers have foreseen the need for manpower in this industry and initiated hospitality/travel/tourism courses. Given the conditions, the results have been largely positive, if only in terms of education. Training for these students has always been a problem owing to the unstructured and obscure nature of the industry. Most of these courses provide a broad scale theoretical base. This is particularly true for private sector institutes. Yet, in spite of classroom

exercises, most of the students generally suffer from job dissatisfaction as their learning is hardly ever applied in the industry. It has been often observed that the fresh recruits are kept occupied, for prolonged periods of time with mundane routine tasks that have low professional standing (Singh, 1997).

Further study of this so-called mismatch exposes a number of factors responsible for the existing situation. The problems identified were found ingrained in the attitudes of the students, industry and education/training centers. To begin with, the students who opt for travel/hospitality careers are not really aware of the "professional" commitments of the industry. This has consequences once the graduate starts work as they come to terms with or find unacceptable the unsociable work days, intensity of activity, nervous tension and, last but more importantly, the psychological strain arising from customer-servitor interaction. These conditions bring about a lot of job dissatisfaction. Until the student is mentally prepared to accept these realities of the hospitality industry, service in this stream is an embittering experience.

The second set of problems pertains to institutional inconsistencies. Both the public and private educational institutes are unable to develop quality professional owing to their constitutional irregularities. The public sector education/training centers are too engaged with paperwork and other ancillary pre-occupations so that their involvement in the cause for training is generally half-hearted and often negligible.

The course structures are rarely updated and seldom match with the needs of the industry. Sporadic field trips are often undertaken with a dominating spirit of holidaying rather than learning. In some cases, to ensure the survival of these centers, there is favoritism towards students' wishes over the quality of education and codes of conduct. Also, in many cases the instructors involved in imparting training/education are not fully qualified to do so. Since the discipline is relatively new, the services of the faculty have to

be borrowed from other disciplines. As a result of this they are unable to relate to the tourism industry, resulting in a poor delivery method (Singh, 1997).

2.1.3 Education and Development

Education is training people to do a different job. It is often given to those who have been identified as having potential for promotion, being considered for a new job either laterally or upwards, or to increase their potential. Unlike training, which can be fully evaluated immediately upon the learners returning to work, education can only be completely evaluated when the learners move on to their future jobs or tasks. We can test them on what they learned while in training, but we cannot be fully satisfied with the evaluation until we see how well they perform their new jobs.

Development is training people to acquire new horizons, technologies, or viewpoints. It enables leaders to guide their organizations onto new expectations by being proactive rather than reactive. It enables workers to create better products, faster services, and more competitive organizations. It is learning for growth of the individual, but not related to a specific present or future job. Unlike education, which can be completely evaluated, development cannot always be fully evaluated. This does not mean that we should abandon development programs, as helping people to grow and develop is what keeps an organization at the cutting edge of competitive environments. Development can be considered the forefront of what many now call the Learning Organization (Nadler, 1984).

2.1.4 The Benefits of Education

Tourism is a people-industry where the personal touch is perhaps the single most important facet of the service encounter. Therefore, the quality of the human resources is

critical to the success of individual companies and to the industry as a whole. A competent workforce will allow enterprises to gain a competitive advantage in the market place by adding value to the product on offer.

For the industry as a whole, therefore, the benefits of education are numerous. Investment in education ensures employees are equipped with the practical skills and knowledge which will not only facilitate a satisfactory service encounter, but can also boost the performance and productivity of the entire sector. Education does not necessarily bring short-term measurable benefits, but will be instrumental in the long-term in improving the quality of both service and personnel within the tourism industry.

Overall, therefore, tourism education will enhance the tourism product by raising the quality of personnel and infusing a sense of professionalism and ownership amongst the tourism workforce. It will also provide graduates with a sound integrative framework, the ability to define the various sectors of tourism and the critical capabilities to understand the complex inter-relationships between them. For employers with the foresight, the benefits of investing in staff development are already mounting as they are improving productivity and they are developing a more competent and professional workforce (Cooper & Shepherd, 1997).

2.2 Discussion of Theories Concerning Independent Variables

2.2.1 Independent Variables

2.2.1.1 Tourism related education provided by government institutions

Thailand has undergone rapid changes during the last two decades. Therefore, there was a need for the kind of education that prepares students adequately for new demands and new lifestyles (The National Identity Office, 1995).

There are 78 government institutions that provide higher education in Thailand including two open universities, Ramkhamhaeng University and Sukhothai Thammathirat University, which have been established to expand educational opportunities for working people and secondary school graduates (Commission on Higher Education, 2004). These institutions provide various academic programs to meet with the students' demand, and one of those programs is tourism (Sedgwick, R., 2005).

Globalization has impacted upon the education sector as well upon tourism sector. As a result of to the rapid growth of globalization and innovative technology, the present role of government institutions towards tourism is to develop the human resource for tourism; education, training, strategy, and management.

New technology allows web-based delivery of programs and flexible learning approaches to be developed, particularly in higher and vocational education and training for tourism. This raises issues of developing new approaches to curriculum design, assessment and the organization of the content of the program. It is not enough simply to place lecture and course notes onto a web site. One important consequence for tourism education and training is the advent of online higher education (Cooper, Sola, & Pedro, 2001).

There is an exchange program for tourism students with government higher education. This is taken in the last year of last semester of the course. These universities send their students for internship or course training with the option of an overseas university should they join the program.

The government higher educational institutions including Rajabhat Universities and Rajamangala Institutes of Technology are allocated their budget annually by the Commission on Higher Education (CHE) under the National budget for the operational budget and investment budget. The public universities are supported with budget from the

Ministry of University Affairs (MUA). The Rajabhat Universities are supported through the budget of the Office of Rajabhat Institutes Council. The Rajamangala Institutes of Technology are supported by the Funds of Rajamangala Institute of Technology (Ministry of University Affairs, 2003). Therefore, for required field trips tourism students in related courses sometimes need to pay a small amount of money because the cost of other items are allocated by government support.

Some of government higher educational institutions also provide tourism related business institutes such as hotel, tourism information centers, and travel agents for carrying out business and being practical training institutes related tourism industry within campus compounds for students. The tourism students can make use of institutes for practicing, and training as well as earning money. Since the purpose of having these institutes is for business, the universities gain benefits in along with the student practice.

2.2.1.2. Tourism related education being given by private institutions

The number of private universities has been increasing in recent years to help meet the growing demand for higher education. These institutions charge higher tuition fees than their public counterparts. Private universities come under the authority of the Private Higher Education Institutions Division of the Ministry of Education (MUA), which must approve and accredit new institutions (Sedgwick, 2005).

The private universities which provide tourism course in the international program would draw the international students by offering a joint program and let the international students come to study at the second semester or second year of the course after they finish required credits from their home country.

Private universities allocate their budget from tuition fees collected from the students. The tuition fee is divided into many sections in the university. The faculties and

departments receive supported budget from the university and manage this within the organization. In terms of the cost of field trips related tourism courses, students are usually required pay all cost by themselves, which will be included in the tuition fee of particular semester.

Practical institutes are provided in some of private universities in order to be a place for students to practice and train tourism specific skills, whilst some private universities pay their students, others do not.

2.3 Discussion of Theories Concerning Dependent Variables

2.3.1 Tourism Education Concerns Facing Thailand in the New Millennium

The current designs of academic syllabus are not systematic and scientific. The students who graduate from existing programs lack a solid knowledge foundation and cannot meet requirements of the industry (Zhang, Lam & Bauer, 2001).

The instructors are faced with a dilemma: should the instructors develop a curriculum which attempts to meet the needs of the industry as a whole and perhaps fail to effectively meet the needs of any sector or should they concentrate on presenting a course which meets the specialized needs of one sector, inevitably reducing student demand for programs and the likely employment opportunities of graduates? (Cooper & Shepherd, 1997).

The nature of the tourism industry is an important consideration in the development of a curriculum. In particular the dominance of the hospitality sector in terms of job provision, the small scale of the enterprises involved, and the seasonal nature of employment are relevant variables here. These factors demand that the curriculum takes on board the following:

- The need for employees to acquire new knowledge and experience;
- The ability to handle contact with clients;
- Familiarity with changing trends of demand;
- Delivery of quality service; and
- Specialization of certain enterprises and personnel (CEDEFOP, 1991)

It appears that the current tourism education system emphasizes the supply of a labor force to meet the industry's needs, but less attention is given to the development of quality human resources for this service industry. Most degree programs in tourism education are dominated by non-tourism related disciplines, such as geography, business administration, social sciences, foreign languages and other humanities disciplines. It may indicate that the scope of tourism education programs is limited and that they cannot meet the sophisticated and specific requirements of the industry.

The curricula in tourism education are not developed effectively. Curriculum design is constrained by the education laws. Most of the current tourism programs are out of date and are not able to develop competent and knowledgeable personnel to meet the industry needs. Some tourism-related subjects such as management of tourism attractions, hotel facility planning, strategic human resource management, employee relations and service management are rarely found in the programs (Lam & Xiao, 2000).

The following seven subject areas are suggested for a core curriculum in tourism:

1. The meaning and nature of tourism, and its relationship with leisure and recreation;
2. The structure of the tourism industry, key sectors in the industry and their principal operating characteristics, linkages within the industry;
3. The dimensions of tourism -- domestically and internationally and issues of measurement;

4. Marketing- tourism applications;
5. The significance and impact of tourism- the economic, social, physical environment and issues of sustainable development;
6. Planning and development- tourism applications; and
7. Policy issues, management of tourism, finance and organization (Cooper & Shephard, 1997).

It has been suggested that academic syllabus are redesigned incorporating more service quality concepts and service culture. The three main topic areas suggested as follows:

1. Tourism sales and marketing including market research;
2. Tourism management and corporate culture and strategy; and
3. The service concept (Zhang, et al., 2001)

Moreover, tourism instructors should consider developing an initial bridging year that equips the learner with a range of generic tourism management skills without restricting them to a specific themed route. Students will then be afforded the time to consider their available themed options and the career that they would most like to pursue post graduation. In this respect, themed tourism degrees would encourage better career development and future direction for the graduate. Students need to be given more realistic and structured employment opportunities that are able to sustain them for a career within the tourism industry (Dale & Robinson, 2001).

There is a great need for the Thai academics to upgrade their qualifications in order to improve the teaching quality for students in the hotel and tourism schools, given the fact that the growth of the tourism industry in Thailand is rapid. Consequently, there is a greater demand for quality tourism graduates than before.

The government at all levels including central, provincial, and municipal governments need to provide strong support such as scholarships and time release for the academic staff to upgrade their knowledge in terms of research and teaching skills, and curriculum development. Moreover, incentives to retain qualified academic staff through competitive salaries and benefits, better housing conditions, and more opportunities for staff development.

The efforts could be made for the existing institutions to cooperate with internationally known hospitality schools to set up postgraduate programs and executive training so that they can provide opportunities for both academics and employees in the industry to upgrade their qualifications with affordable fees and time to do this.

The government needs to take efforts to facilitate collaboration between academics and industry by introducing the concept of cooperative education programs which will benefit students, faculties, and the industry for all parties concerned (Zhang, et al., 2001).

2.3.2 Innovative Teaching Strategies for Tourism Education

There is a constant and on-going need for instructors to retain an up-to-date knowledge of industry trends and practices to ensure that the academic perspective is consistent with the industry approach. A UK survey (Cooper, Scales & Westlake, 1992) illustrates the potential difficulties for instructors striving to achieve this aim but suggested, nonetheless, that there were a number of approaches which instructors may wish to employ, such as secondment in the industry, training courses, and industry involvement on programs and courses.

Other comments have taken this list and expanded on it by identifying innovative teaching strategies available to tourism instructors which involve industry and which

open the channels of communication between industry and education. These include Rithchie's (1998) suggestions in the preparation of case materials for teaching, the use of industry advisory councils, the including an applied dimension in research projects, serving on the Board of Directors of Industry Associations and private firms, the consultancy activity, co-operative programming, and the development of a complete "portfolio" of programs.

It is suggested to encourage industry input into curriculum design for tourism courses and to integrate suggestions into an appropriate educational framework. The co-operative education must combine career aspirations and academic studies with relevant paid work experience, and active faculty involvement in tourism and hospitality related associations and professional organizations. There is a suggestion of delivering courses in a four-day week format to provide students with opportunities to work Fridays, Saturdays and Sundays in the industry, thus allowing students to work in the industry while obtaining academic credits. Faculty members should have gained practical work experience in the industry before joining the educational establishment, and part-time and seasonal faculty staff should be successful industry entrepreneurs.

In addition, Goodenough & Page (1993) have drawn up the following suggestions which detail a good practice approach to incorporating industry input in curriculum planning and industry participation in education. They suggested to improve the practical skills by taking outside visits to public and private sector organizations involved in tourism, forming a series of seminars and visiting speakers from the tourism industry, applying role playing to the classroom, opening peer group assessment and feedback sessions, using an element of self-managed learning, encouraging group presentations and projects which provide a convincing simulation of the real-world, possibly under-taken at

the workplace, co-operating with the tourism industry, having the problem-solving within a formal format.

2.4 Empirical Studies or Other Related Studies

In order to achieve an ambitious government target, the success of any tourism development strategy will be determined to a large extent by human resources, which can deliver efficient, and high quality services (Chaisawat, 2005). The overwhelming success of international and domestic tourism has given rise to a pressing demand for quality professional acumen. Requirements for skilled and efficient human capital pose a serious threat to the future competitiveness of this service industry (Singh, 1997).

A study on the "challenges and constraints of hospitality and tourism education in China" by Lam and Xiao (2000) shows that tourism education in China plays an important role of supporting tourism development and ensuring the continuous supply of quality human resources. A key dilemma of tourism in China is poor curriculum design. Limited experience of most of the faculty members and limited lab facilities, the established curriculum of higher learning generally place more emphasis on classroom instruction and de-emphasizes skill development. A number of education reforms are discussed regarding curricula design, scholars' and instructors' qualifications and knowledge, and standardization of tourism education practices in China.

A study on the "analysis of training and education needs of mainland Chinese tourism academics in the twenty-first century" by Zhang, Lam, and Bauer (2001) addresses that a lack of qualified tourism instructors and employees is the common concern for all levels of tourism education. Further education and training for the faculties within these institutions has become an urgent need for the government and the

institutions themselves. This study examined the education needs of tourism academics in terms of their perception of the value of upgrading their qualifications, the likelihood of further studies, and level of attainment to understand the importance of upgrading qualifications, and main tourism education concerns facing China. The results suggested are hoped to improve tourism education system and its structure.

A study by Cooper and Shepherd (1997) titled "A Study on the Relationship between Tourism Education and the Tourism Industry: Implications for Tourism Education" underlies conflicts and issues that cloud the view of industry needs for education and training in tourism, and relationship between tourism instructors/trainers and the tourism industry. It identifies innovative teaching strategies available to tourism instructors which involve industry and which open the channels of communication between industry and education as follows: preparation of case materials for teaching, use of industry advisory councils, including an applied dimension in research project, consultancy activity, industry exchange program, and faculty staff gaining practical work experience before teaching.

CHAPTER III

RESEARCH FRAMEWORK

This chapter discusses the research framework. It starts with a continuation of relevant literature review, providing basic theoretical background leading to the drawing of a conceptual framework of this study. Other sections include research hypotheses and operational variables.

3.1 Theoretical Framework:

The theoretical framework of this research is based on two previous studies. Zhang, et al. (2001) examined the education needs of tourism academics in terms of their perception of the value of upgrading their qualifications, the likelihood of further studies, levels of attainment, preference of study places and possible barriers; to understand the degree of importance of upgrading their qualifications; and to identify the main tourism training and education issues facing China in the twenty-first century. Cooper & Shepherd (1997) studied that in order to open the communicational link between tourism industry and education; it is suggested to identify innovative teaching strategies. This included the development of distinctive delivery methods, course design and strategies to involve instructors in the tourism industry.

Therefore, the theories being used in this research are the theory of the tourism training and education in China and innovative teaching strategies.

3.2 Conceptual Framework:

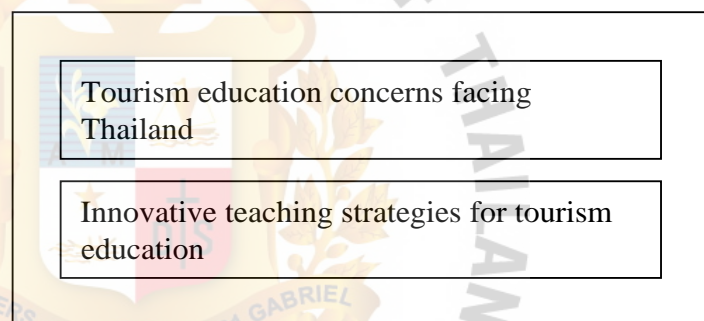
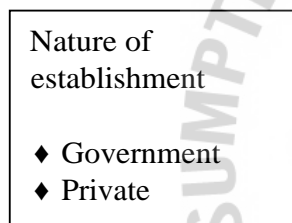
The proposed conceptual framework is drawn by combining the main variables as dependent variables, whereas type of educational institution being the independent variables.

Table 3.1 Conceptual Framework Model for the Study

Independent Variables

Dependent Variables

Instructors Perspective



Source: Modified and adopted from Cooper & Shepherd (1997); and Zhang, et al (2001).

3.2.1 Independent and Dependent Variables

3.2.1.1 Independent Variables

Independent Variables in this research are the tourism related government and private academic institutions in Thailand. The government institutions have attempted to develop the curriculum design in reaction to rapid technology growth trends. Since they get budget allocated from the government, they can provide students with field trips, with only a small cost to the student. Practical institutes have also been established for the

convenience of students who wish to be trained and practiced in tourism related business as well as for business purposes.

In private institutions, the technology and science advancements are being used to extend the capabilities of teaching and learning. Moreover, the private sector attempts to harmonize with international standards and establish quality management study. Thus, the training becomes the long-term plan and key tool for implementation.

3.2.1.2 Dependent Variables

Dependent variables in this research include education concerns facing Thailand in the new millennium and the innovative teaching strategies. Details include improvement in the design of academic syllabus, student learning through work experience, student participation in field trips based experiential education, student learning through case studies, and student learning through role play, and innovative teaching strategies; preparation of case materials for teaching, including an applied dimension in research projects, industry exchange programs, consultancy activity, use of industry advisory councils, faculty members gaining practical work experience in industry before teaching, and mobile learning.

3.3 Research Hypothesis

According to the research objectives, the following research hypotheses have been formulated.

Ho 1 : There is no difference between private and government (public) institutions in their perspective regarding tourism education concerns facing Thailand.

Hal : There is difference between private and government (public) institutions in their perspective regarding tourism education concerns facing Thailand.

Ho2 : There is no difference between private and government (public) institutions in their perspective with regards to their innovative teaching strategies for tourism education.

Hat : There is difference between private and government (public) institutions in their perspective with regards to their innovative teaching strategies for tourism education

3.4 Operationalization of Variables

Table 3.2 Operationalization of Variables

Variables	Conceptual Definition	Operational Component	Scale of Measurement Used	Question No. in the Questionnaire
Government/Private higher educational institutions	The educational structures which are supported and administrated by the government / not affiliated with government to develop and increase abilities to direct the course of subsequent experience and knowledge in higher level	Government/Private	Nominal	Part I, Q.2
Tourism education concerns facing Thailand	Concerns that relate to or affect the process of preparing to teach, educate, and develop tourism related skills within Thailand's tourism education system	<ul style="list-style-type: none"> • Academic syllabus • Work experience • Field trip based experiential education • Case study • Role play 	Interval	Part II, Q.14 – Q.18
Innovative teaching strategies for tourism education	The advanced long-term action plan and direction for achieving teaching's goal in tourism related fields and study	<ul style="list-style-type: none"> • Case material • Practicability of research • Industry exchange • Consultancy • Advisory councils • Work experience for teachers • Mobile learning 	Interval	Part III, Q.19 – Q.25

CHAPTER IV

RESEARCH METHODOLOGY

This chapter describes research methodology. This chapter includes six sections, namely: research method, respondents and sampling procedures, research instruments, data collection, research pre-test, and statistical treatment of data.

4.1 Methods of Research Used

Churchill (1999) notes that descriptive research is used to describe the characteristics of certain groups as well as to estimate the proportion of people in a specified population who behave in certain way. Descriptive research defines questions, people surveyed, and the method of analysis prior to beginning primary data collection. In particular, this research tries to find out the needs of tourism instructors towards tourism education in Thailand; descriptive research is used to identify these certain needs.

A sample survey is used as the research technique in which information is gathered from a sample of people by use of questionnaires (Zikmund, 2000). Self administered questionnaire are administered to collect the research data. It is the best method for collecting data as it has advantages like low cost, greater geographical coverage and allows respondent to think about the questions.

4.2 Respondents and Sampling Procedures

4.2.1 Respondents/Target Population of the Study

The primary respondent or target population of this research is defined as the population from which the sample will be drawn for inferences (Anderson, Sweeney & Williams, 2004) The target population for this research are the instructors who are teaching in tourism related courses at bachelor degree or/and master degree level in selected government and private institutions mainly based in Bangkok and other selected areas.

4.2.2 Sample Method

Non-probability sampling is a sampling technique in which units of the sample are selected on the basis of personal judgment or convenience; the probability of any particular member of the population being chosen is unknown.

As to the sampling procedures, the Judgmental Sampling strategy is used. Judgmental, or purposive, sampling is a non-probability sampling technique in which an individual selects the sample based on his or her judgment about some appropriate characteristics required of the sample member. Researchers select samples to satisfy their specific purposes, even if it does not provide a fully representative sample. Judgmental sampling is subjective and its value depends entirely on the researcher's judgment, expertise and creativity. It can be useful if broad population inferences are not required (Malhotra & Birks, 2003).

4.2.3 Sample Size

Malhotra & Birks (2003) stated that determining the sample size is very complicated and involves several quantitative and qualitative considerations. These considerations include the importance of the decision, the nature of research, the number of variables, the nature of the analysis, sample size used in similar studies, incidence rates, completion rates and resource constraints.

Sample size refers to the number of elements included in the study. The target population, for this study, are tourism instructors, for practical purposes the usual sampling formula is not used to estimate the proportion to find the sample size because the researcher found it difficult to contact respondents while collection of questionnaires from the respondents teaching tourism related subjects. Researcher felt that many of the respondents hardly had time to fill the questionnaires. The constraints of researcher's time and budget were also the limitation to get the big amount of respondents. Therefore, researcher decided 100 respondents as a reasonable sample size for this study.

4.3 Research Instruments/Questionnaire

This section discusses the structured instrument, the questionnaire which contains the questions to be asked to the respondents. The questions are designed in close ended format. The first two questions include the questions on the origins of the respondents and name of universities which would be used to analyze as the independent variables in the study. The questionnaire has three parts as follows;

The first part (questions 1-13) consists of demographic information of the respondents which includes the profile of the respondents; origins of the respondents, kind of affiliation, age, gender, teaching experience, current position, qualification of

educator, and field of study, the level of importance of academic qualification's upgrading, the likelihood of undertaking further studies, and the constraints for further studies.

The level of importance to upgrade academic qualification of the educator is asked on the basis of a 1 to 5 scale as follows; 1 - very unimportant, 2 - unimportant, 3 - neutral, 4 - important, and 5 - very important.

The likelihood of undertaking further studies of the respondents is being done on the basis of a 1 to 5 scale as follows; 1 - will definitely not study, 2 - will not study, 3 - neutral, 4 - will study, and 5 - will definitely study.

The second part (questions 14-18) consists of the questions that help to describe the tourism education concerns facing Thailand in the new millennium from instructors' prospective on the basis of a 1 to 5 point scale from: 1 - definitely not required, 2 - not required, 3 - neutral, 4 - required, and 5 - definitely required.

The third part (questions 19-25) consists of the questions that indicate the instructors' level of recommendation for innovative teaching strategies for tourism education on the basis of a 1 to 5 point scale from: 1 - strongly against recommending, 2 - do not recommend, 3 - neutral, 4 - recommend, and 5 - strong recommend.

The research questionnaire will be provided in both English and Thai versions as the respondents come from different backgrounds.

4.4 Collection of Data/Gathering Procedures

This section discusses the methods that are used to collect primary data (with the aid of questionnaire) or secondary data (from books, journals, articles, etc).

Primary Data are data originated by the researcher for the specific purpose of addressing the research problem. The research survey is only as good as the questions it asks. Questionnaire design, therefore, is one of the most critical stages in the research process (Zikmund, 2000). Obtaining primary data can be expensive and time consuming. In this study, primary data is collected through questionnaire survey as it is easy to interpret and analyze. The questionnaires are personally administered to the sample respondents.

However, there were difficulties found during collecting primary data. As mentioned previously in section 4.2.3, it was difficult to get filled questionnaires from respondents. The researcher had to visit the selected universities many times to get the certain number of filled questionnaires. Even there were the prospected numbers of respondents in each selected university, but the researcher could not reach them. Therefore, these questionnaires had to be distributed to respondents by e-mail and post mail, accordingly to the expected number. The total time spent for collecting primary data was seven and a half months, which longer than the 4 months period planed.

Secondary Data are any data originally generated for some purpose other than the present research objective (Zikmund, 2000). These data can be quickly and inexpensively obtained. In this research, secondary data is gathered from several sources such as books, journals, articles, previous research and related web sites.

4.5 Reliability Test or Pre-Test

Pretest enables the researcher to determine whether categories provided for questions are valid and reliable measures, the terms are understandable, the question order flow and how long the tool takes, as well as the suitability of the measures for analysis

(Jennings, 2001). At this stage, the researcher conducted a pilot study by distributing questionnaires to a sample of 30 respondents by hand to respondents who are teaching in private and government universities; Saint John's University, Kasetsart University, University of Thai Chamber of Commerce, DhurakijBandit University, and Chandrakasem Rajabhat University during March 2007.

The reliability of the instrument was assessed with calculation of the Cronbach alpha. The sample size of the pre-test was 30 cases. The result was calculated on the basis of pretest data is as follow: Alpha coefficient of factor one = 0.910 and Alpha coefficient of factor two = 0.740. Sekaran (1992) stated that if the reliability value exceeded 0.60, it is considered to be reliable. As the result of the reliability analysis from this study, the coefficient alpha scores were higher than 0.60 in all parts of the questionnaire, so it was considered to be reliable. The reliability analysis resulting from the pre-test indicates that this questionnaire is sufficient for examining this study's hypotheses.

4.6 Statistical Treatment of Data

4.6.1 Descriptive Statistics

Different statistical tests are associated with different levels of measurement (Ticehurst & Veal, 2000). Trochim (2001) stated that descriptive statistics are used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data. With descriptive statistics it is simply describing what is or what the data shows. The descriptive statistics are simply used to describe what is going on in data.

Descriptive statistics are used to present quantitative descriptions in a manageable form. In a research study it may have lots of measures. Or it may measure a large number of people on any measure. Descriptive statistics help to summarize large amounts of data in a sensible way. Each descriptive statistic reduces lots of data into a simpler summary.

Descriptive Statistics were used to describe the percentage, frequency mean, and standard deviation.

4.6.2 Independent Sample t-test

Independent t-test assumes that two samples are of equal size (Sprinthall, 2002). Moore (1995) stated that the t-test is appropriate when there are a single interval dependent and a dichotomous independent, and wish to test the difference of means. A t-test may be used to compare the means of a criterion variable for two independent samples.

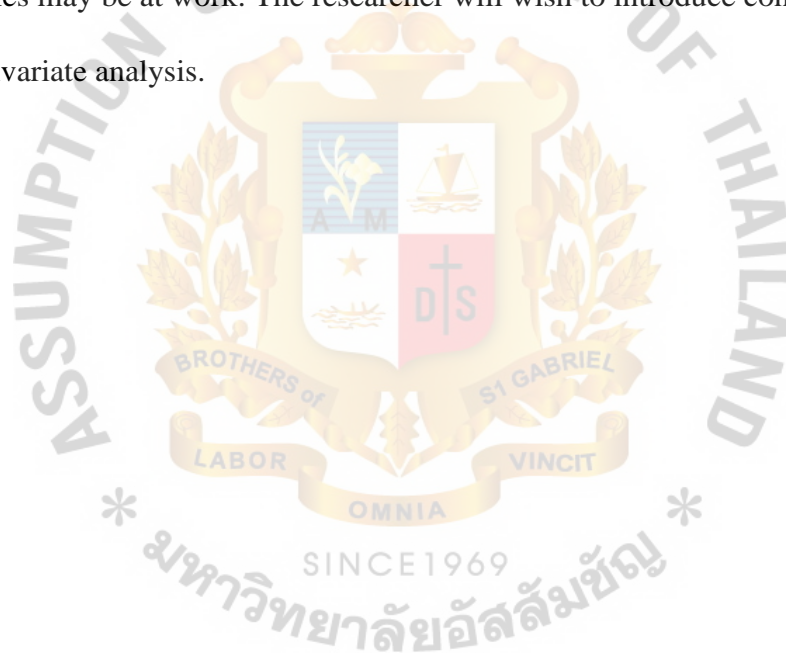
According to table 3.1, the Conceptual Framework model for this study which is the presentation of the independent and dependent variables of this study to requirement of statistical test. Thus, an independent t-test is determined to test significant differences of the education needs of tourism instructors who are teaching in government institutions and tourism instructors who are teaching in private institutions.

Therefore, this research has used the independent sample t-test for analyzing the data. The t-test statistical tool would be used to answer the questions on the statement of the problem and hypotheses. Independent sample t-test table will be presented for the results. The SPSS computer software program was used to analyze the data.

Independent sample t-tests are used to compare the means of two independently sampled groups. When $p < 0.05$ the researcher concludes the two groups are significantly different in their means. From SPSS, select Analyze, Compare Means, and Independent

sample t-test; select the grouping variable; select the test variable(s); set the confidence limits using the options button (95% is default).

This test is often used to compare the means of two groups in the same sample even though individuals are not assigned randomly to the two groups. Random assignment would have been controlled for unmeasured variables. This opens up the possibility that other variables either mask or enhance any apparent significant difference in means. That is, the independent sample t-test tests the uncontrolled difference in means between two groups. If a significant difference is found, it may be due not just to gender; control variables may be at work. The researcher will wish to introduce control variables, as in any multivariate analysis.



Formula of Independent Sample t-test

Table 4.1 Formula of Independent Sample t-test

Hypotheses	Statistical test
Ho1: There is no difference between tourism instructors' perspective of private and government (public) institutions regarding tourism education concerns facing Thailand.	Independent sample t-test
Ho2: There is no difference between tourism instructors' perspective of private and government (public) institutions regarding innovative teaching strategies for tourism education.	Independent sample t-test

CHAPTER V

DATA ANALYSIS

This chapter presents the data analysis, critical discussion and explanation of the results based on the survey of 100 respondents. The first part focuses on descriptive statistics while the second part is about the hypothesis testing.

5.1 Descriptive Statistics

There were a total of 100 questionnaires distributed to instructors teaching in tourism and tourism related fields in Thai higher educational institutions during May — October 2007. Eighty-seven questionnaires were distributed to respondents and returned by hand, while 9 questionnaires were filled in and returned by e-mail, and 4 questionnaires were distributed and returned by post mail respectively. All 100 questionnaires were completed and returned to researcher. There were no invalid questionnaires received.

5.1.1 Frequency Distribution of Independent Variables

A frequency distribution reveals the number of times that each different value appears in a particular set of values. The numbers are converted into percentages for ease of comparison. The research interpreted the data of respondents' general information by using frequency distribution techniques.

5.1.1.1 Frequency Distribution of General Information

Origins of the Respondents

Table 5.1 and Figure 5.1 show that 50 respondents (50% of the total respondents) are from government higher educational institutions while 50 respondents (50% of the total respondents) are from private higher educational institutions.

Table 5.1 Frequency Distribution of Respondents' Origin

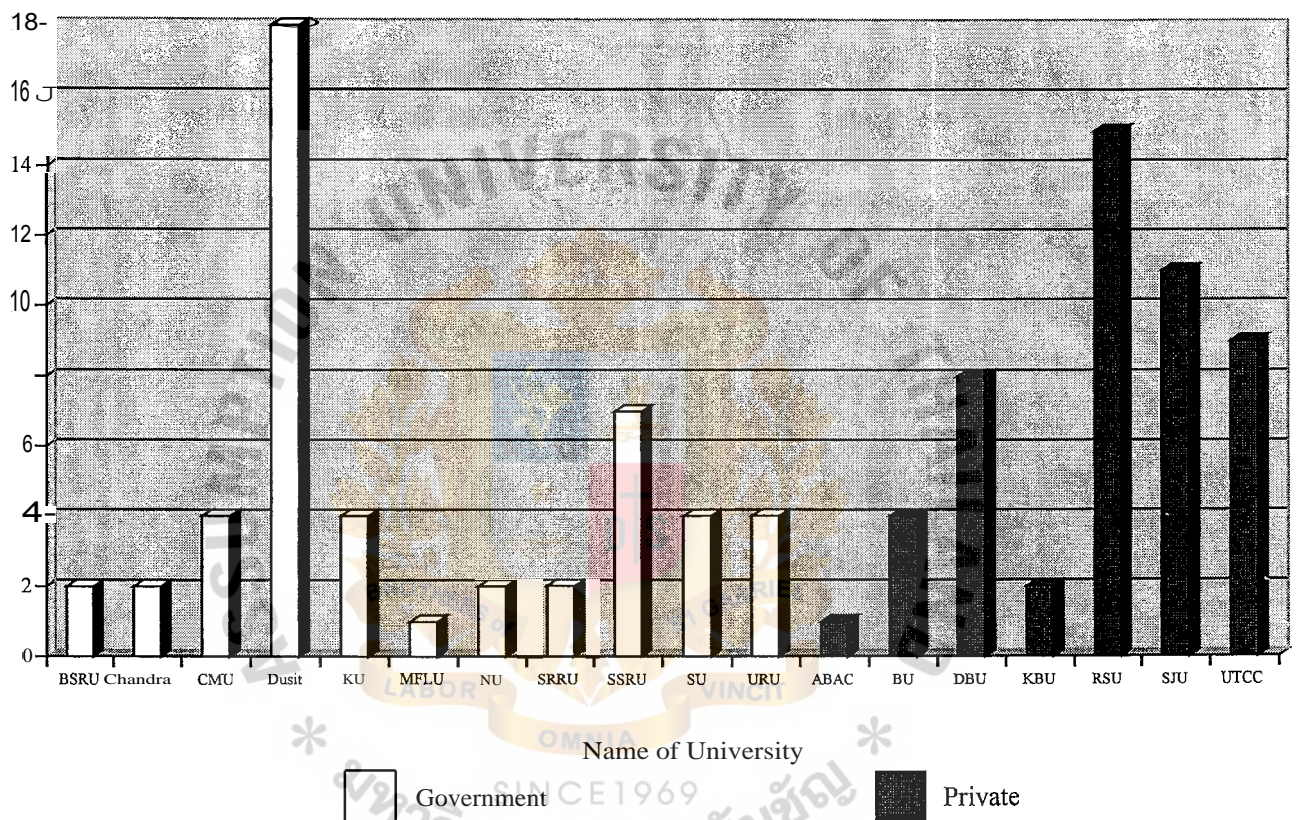
Government					Private				
Name of University	Frequency	Percent	Valid Percent	Cumulative Percent	Name of University	Frequency	Percent	Valid Percent	Cumulative Percent
BSRU	2	4.0	4.0	4.0	ABAC	1	2.0	2.0	2.0
Chandra	2	4.0	4.0	8.0	BU	4	8.0	8.0	10.0
CMU	4	8.0	8.0	16.0	DBU	8	16.0	16.0	26.0
Dusit	18	36.0	36.0	52.0	KBU	2	4.0	4.0	30.0
KU	4	8.0	8.0	60.0	RSU	15	30.0	30.0	60.0
MFLU	1	2.0	2.0	62.0	ST JOHN	11	22.0	22.0	82.0
NU	2	4.0	4.0	66.0	UTCC	9	18.0	18.0	100.0
SRRU	2	4.0	4.0	70.0					
SSRU	7	14.0	14.0	84.0					
SU	4	8.0	8.0	92.0					
URU	4	8.0	8.0	100.0					
Total	50	100.0	100.0		Total	50	100.0	100.0	

The 50 respondents from government educational institutions include 2 respondents (4%) from Baan-Somdej Chaopraya Rajabhat University (BSRU), 2 respondents (4%) from Chandrakasem Rajabhat University (Chandra), 4 respondents (8%) from Chiang Mai University (CMU), 18 respondents (36%) from Suan Dusit Rajabhat University (Dusit), 4 respondents (8%) from Kasetsart University (KU), 1 respondent (2%) from Mae Fah Luang University (MFLU), 2 respondents (4%) from Naresuan University (NU), 2 respondents (4%) from Surin Rajabhat University (SRRU), 7 respondents (14%) from Suan Sunandara Rajabhat University (SSRU), 4 respondents

(4%) from Silpakorn University (SU), and 4 respondents (8%) from Ubonratchathani University (URU).

Figure 5.1 Graphical Representation of Respondents' Origin

Frequency



The 50 respondents from private institutions include 1 respondent (2%) from Assumption University (ABAC), 4 respondents (8%) from Bangkok University (BU), 8 respondents (16%) from DhurakijBandit University (DBU), 2 respondents (4%) from Kasem Bandit University (KBU), 15 respondents (30%) from Rangsit University (RSU), 11 respondents (22%) from Saint John's University (SJU), and 9 respondents (18%) from University of Thai Chamber of Commerce (UTCC).

The highest number of the respondents from government higher educational institutions is from Suan Dusit Rajabhat University (36%), while the highest number of the private educational institutions is from Rangsit University (30%).

Age

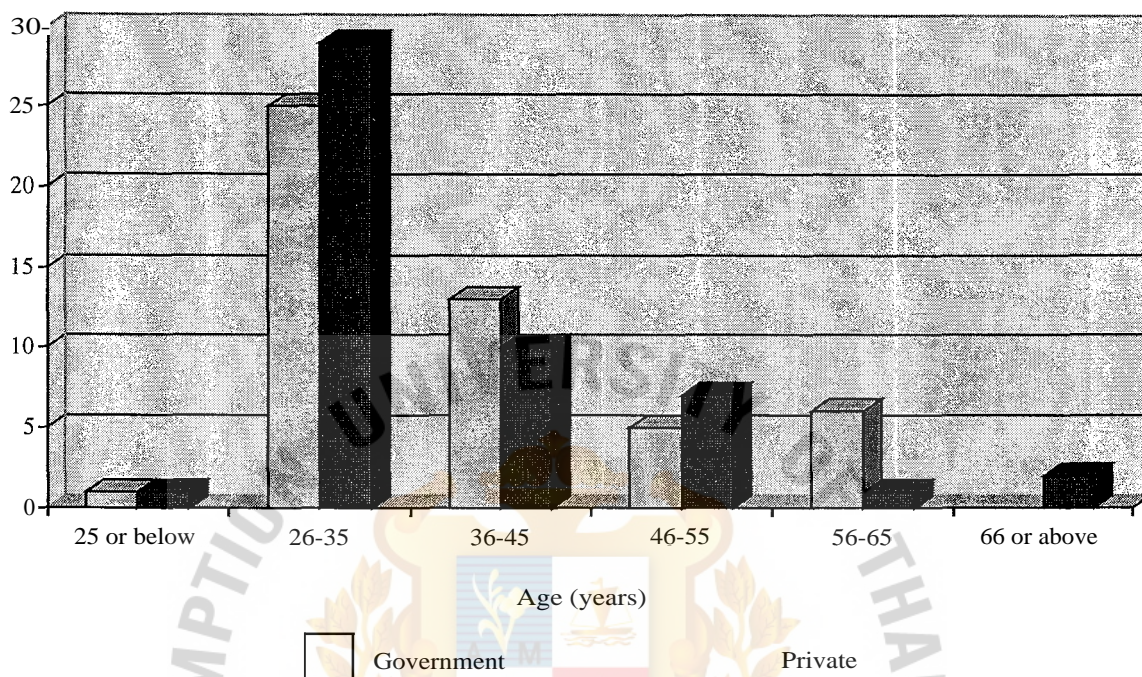
Table 5.2 and Figure 5.2 illustrated that the majority of the respondents from both government (50%) and private (58%) higher educational institutions were in age range of 26-35 years old, followed by the age range of 36-45 years old (government 26% and private 20%), and the age range of 46-55 years old (government 10% and private 14%). Other age ranges in a descending order are 25 years old or below (government 2% and private 2%), 56-65 years old (government 12% and private 2%), and 66 years old or above (private 2%).

Table 5.2 Frequency Distribution of Respondents' Age

Age (years)	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
25 or below	1	2.0	2.0	2.0	1	2.0	2.0	2.0
26-35	25	50.0	50.0	52.0	29	58.0	58.0	60.0
36-45	13	26.0	26.0	78.0	10	20.0	20.0	80.0
46-55	5	10.0	10.0	88.0	7	14.0	14.0	94.0
56-65	6	12.0	12.0	100.0	1	2.0	2.0	96.0
66 or above	-	-	-	-	2	4.0	4.0	100.0
Total	50	100	100		50	100.0	100.0	

Figure 5.2 Graphical Representation of Respondents' Age

Frequency



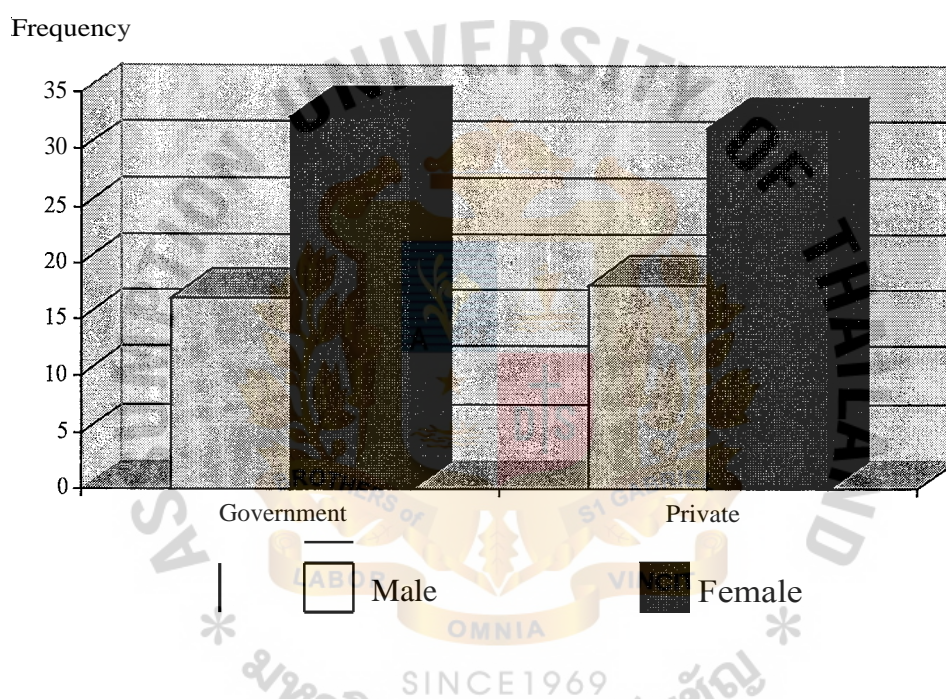
Gender

Table 5.3 and Figure 5.3 show that the gender of respondents is primarily female; there are 33 female respondents from governments higher educational institutions (66%) and 32 female respondents from private higher educational institutions (64%), whereas for male respondents; there are 17 male respondents from government higher educational institutions (34%) and 18 male respondents from private higher educational institutions (32%) respectively.

Table 5.3 Frequency Distribution of Respondents' Gender

Gender	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Male	17	34.0	34.0	34.0	18	36.0	36.0	36.0
Female	33	66.0	66.0	100.0	32	64.0	64.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

Figure 5.3 Graphical Representation of Respondents' Gender



Teaching Experience

Table 5.4 and Figure 5.4 show that in government higher educational institutions 14 respondents (28%) have teaching experience of less than 5 years, 20 respondents (40%) have teaching experience between 5 to 10 years, 8 respondents (16%) have teaching experience between 11 to 15 years, and 8 respondents (16%) have teaching experience 16 years or above respectively.

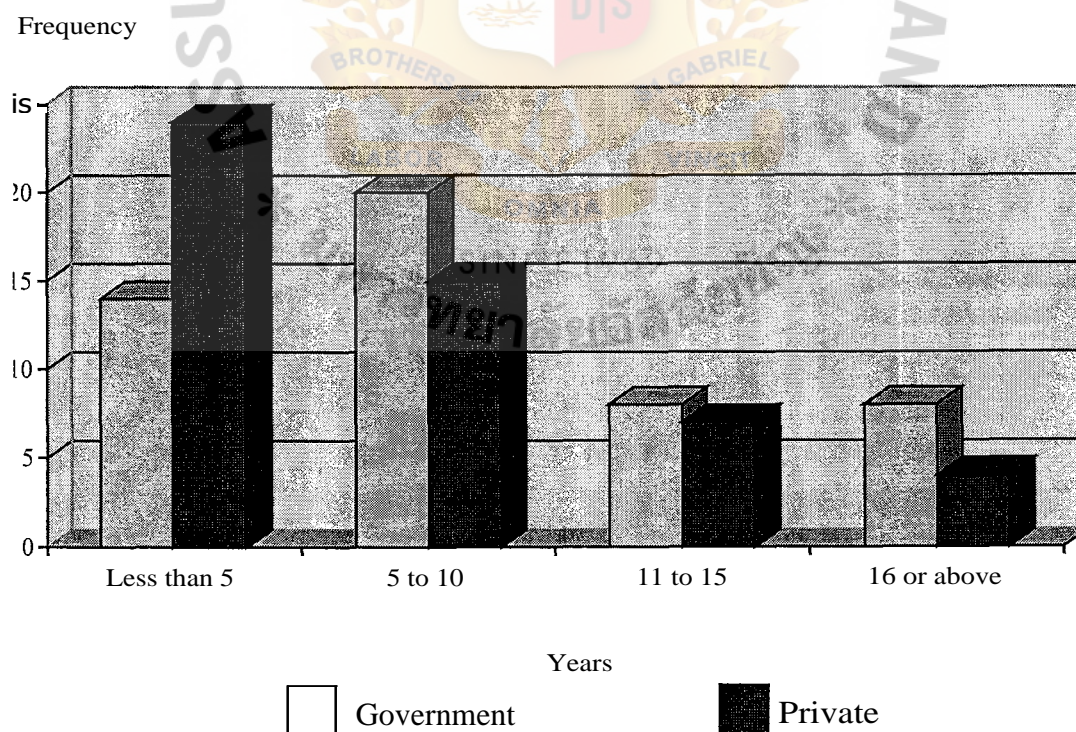
In private higher educational institutions 24 respondents (48%) have teaching experience of less than 5 years, 15 respondents (30%) have teaching experience between

5 to 10 years, 7 respondents (14%) have teaching experience between 11 to 15 years, and 4 respondents (8%) have teaching experience 16 years or above respectively.

Table 5.4 Frequency Distribution of Respondents' Teaching Experience

Teaching Experience	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 5 years	14	28.0	28.0	28.0	24	48.0	48.0	48.0
5 to 10 years	20	40.0	40.0	68.0	15	30.0	30.0	78.0
11 to 15 years	8	16.0	16.0	84.0	7	14.0	14.0	92.0
16 years or above	8	16.0	16.0	100.0	4	8.0	8.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

Figure 5.4 Graphical Representation of Respondents' Teaching Experience



Current Position

Table 5.5 and Figure 5.5 illustrated that the current position held by the respondents is that of lecturer for 37 respondents (74%) from government higher educational institutions and 45 respondents (90%) from private higher educational institutions.

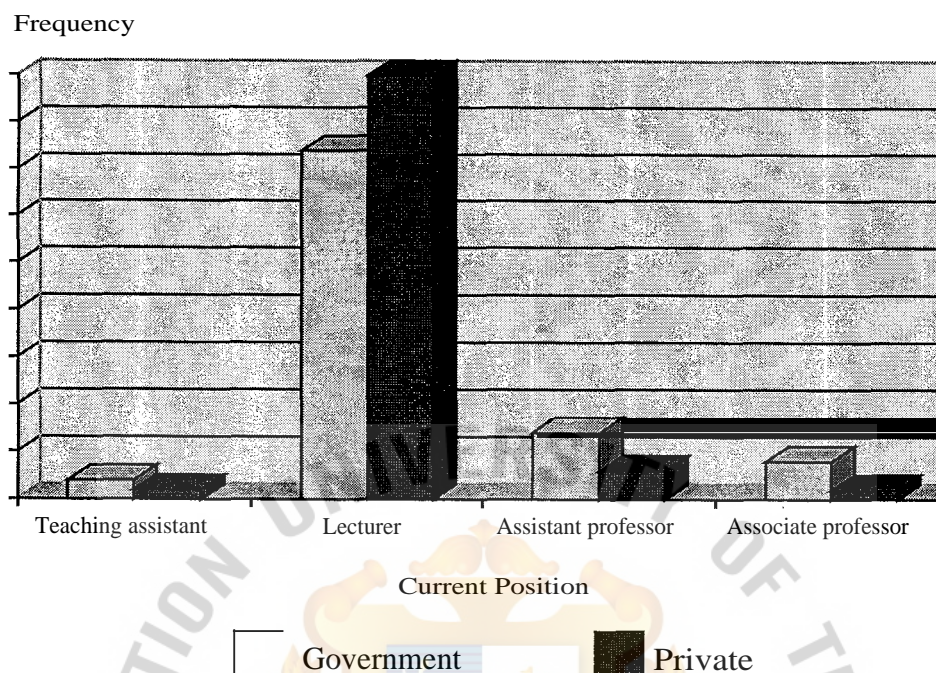
In government higher educational institutions (excluding lecturers) the current position of 2 respondents (4%) is the teaching assistant, 7 respondents (14%) is assistant professor, and 4 respondents (8%) is associate professor.

In private higher educational institutions (excluding lecturers) the current position of 1 respondent (2%) is the teaching assistant, 3 respondents (6%) is assistant professor, and 1 respondent (2%) is the associate professor respectively.

Table 5.5 Frequency Distribution of Respondents' Current Position

Current position	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Teaching Assistant	2	4.0	4.0	4.0	1	2.0	2.0	2.0
Lecturer	37	74.0	74.0	78.0	45	90.0	90.0	92.0
Assistant Professor	7	14.0	14.0	92.0	3	6.0	6.0	98.0
Associate Professor	4	8.0	8.0	100.0	1	2.0	2.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

Figure 5.5 Graphical Representation of Respondents' Current Position



Qualification of Instructors

Table 5.6 and Figure 5.6 depict that most respondents have a Master's degree; 43 respondents from government higher educational institutions (86%) and 44 respondents from private higher educational institutions (88%) respectively.

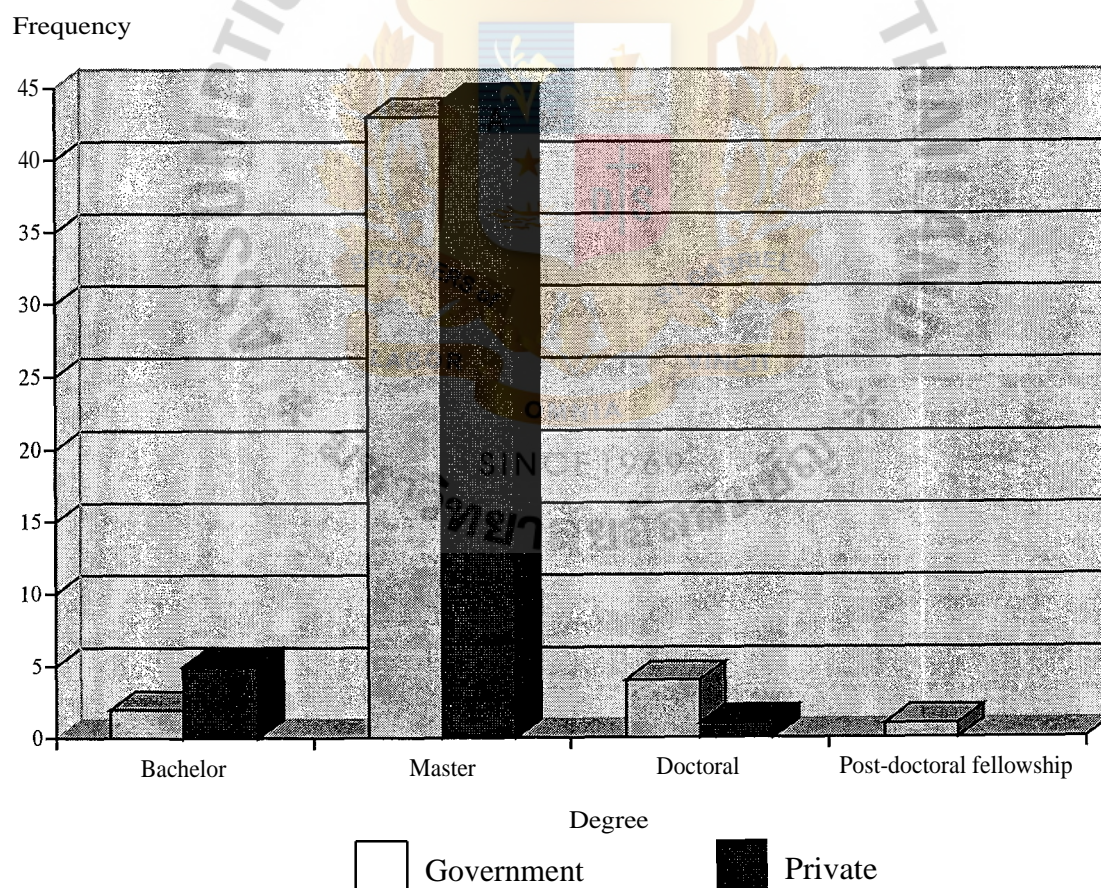
In government higher educational institutions there are 2 respondents (4%) who only have a Bachelor's degree, 4 respondents (8%) who have a Doctoral degree and 1 respondent (2%) who has a post-Doctoral fellowship or study.

In private higher educational institutions there are 5 respondents (10%) who have a Bachelor's degree and 1 respondent (2%) who has a Doctoral degree.

Table 5.6 Frequency Distribution of Instructors' Qualification

Qualification	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Bachelor's degree	2	4.0	4.0	4.0	5	10.0	10.0	10.0
Master 's degree	43	86.0	86.0	90.0	44	88.0	88.0	98.0
Doctoral degree	4	8.0	8.0	98.0	1	2.0	2.0	100.0
Post-doctoral fellowship	1	2.0	2.0	100.0	-	-	-	-
Total	50	100.0	100.0		50	100.0	100.0	

Figure 5.6 Graphical Representation of Instructors' Qualification



Major/Minor Specialization

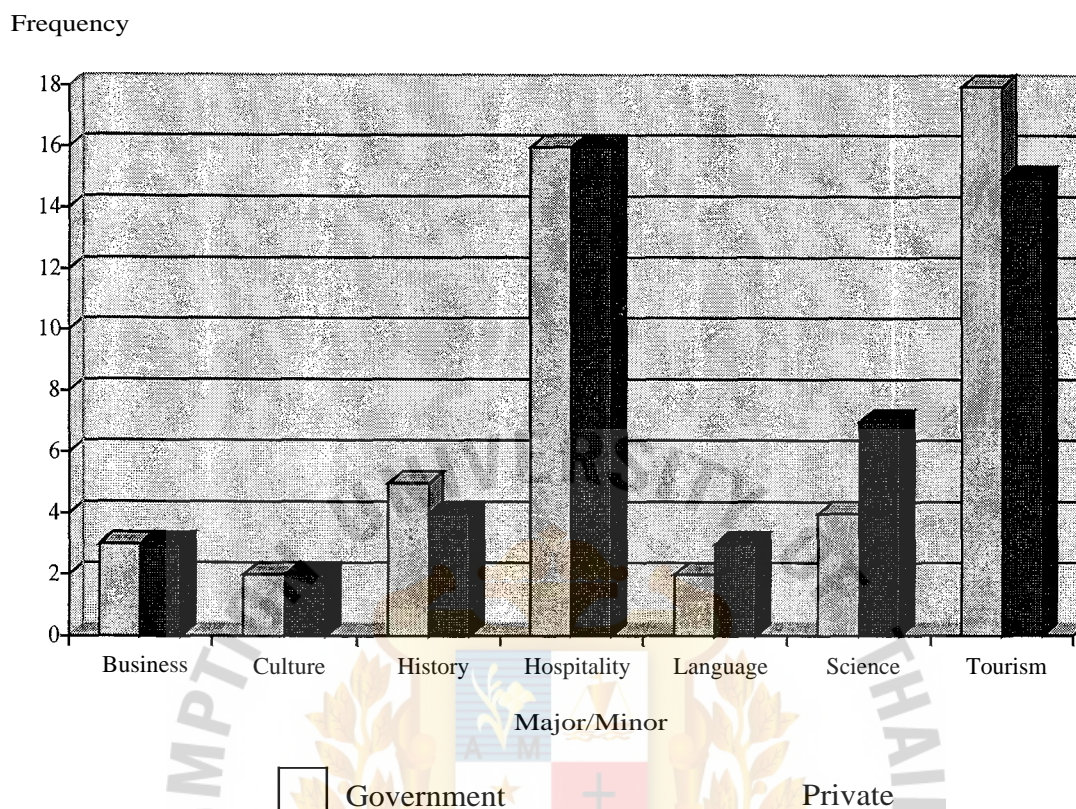
As shown in Table 5.7 and Figure 5.7, in government higher educational institutions most of the respondents have majored or minored in tourism (36%), followed by hospitality (32%), history (10%), science (8%), business (6%), culture (4%) and language (4%) respectively.

In private higher educational institutions most of the respondents have majored or minored in hospitality (32%), followed by tourism (30%), science (14%), history (8%), business (6%), language (6%) and culture (4%) respectively.

Table 5.7 Frequency Distribution of Respondents' Major/Minor Specialization

Major/Minor	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Business	3	6.0	6.0	6.0	3	6.0	6.0	6.0
Culture	2	4.0	4.0	10.0	2	4.0	4.0	10.0
History	5	10.0	10.0	20.0	4	8.0	8.0	18.0
Hospitality	16	32.0	32.0	52.0	16	32.0	32.0	50.0
Language	2	4.0	4.0	56.0	3	6.0	6.0	56.0
Science	4	8.0	8.0	64.0	7	14.0	14.0	70.0
Tourism	18	36.0	36.0	100.0	15	30.0	30.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

Figure 5.7 Graphical Representation of Respondents' Major/Minor Specialization



Level of Importance to Upgrade Academic Qualification

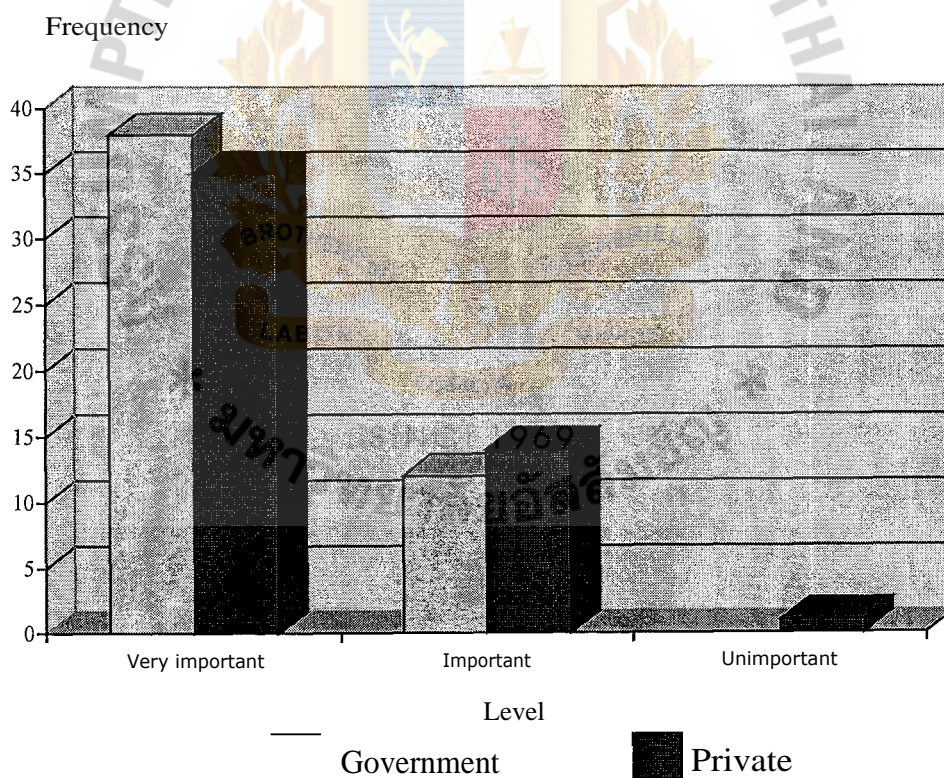
As shown in Table 5.8 and Figure 5.8, the level of importance to upgrade academic qualification is considered to be very important for 38 respondents (76%) from government higher educational institutions and 35 respondents (70%) from private higher educational institutions.

Twelve respondents (24%) from government higher educational institutions and 14 respondents (28%) from private higher educational institutions considered the level of importance to upgrade academic qualification as important, while 1 respondent (2%) from private higher educational institutions considered the level of importance to upgrade academic qualification is unimportant.

Table 5.8 Frequency Distribution of Respondents' Level of Importance to Upgrade
Academic Qualification

Level to upgrade qualification	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Very important	38	76.0	76.0	76.0	35	70.0	70.0	70.0
Important	12	24.0	24.0	100.0	14	28.0	28.0	98.0
Unimportant	-	-	-	-	1	2.0	2.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

Figure 5.8 Graphical Representation of Respondents' Level of Importance to Upgrade Academic Qualification



Best Reason for Upgrading Qualification

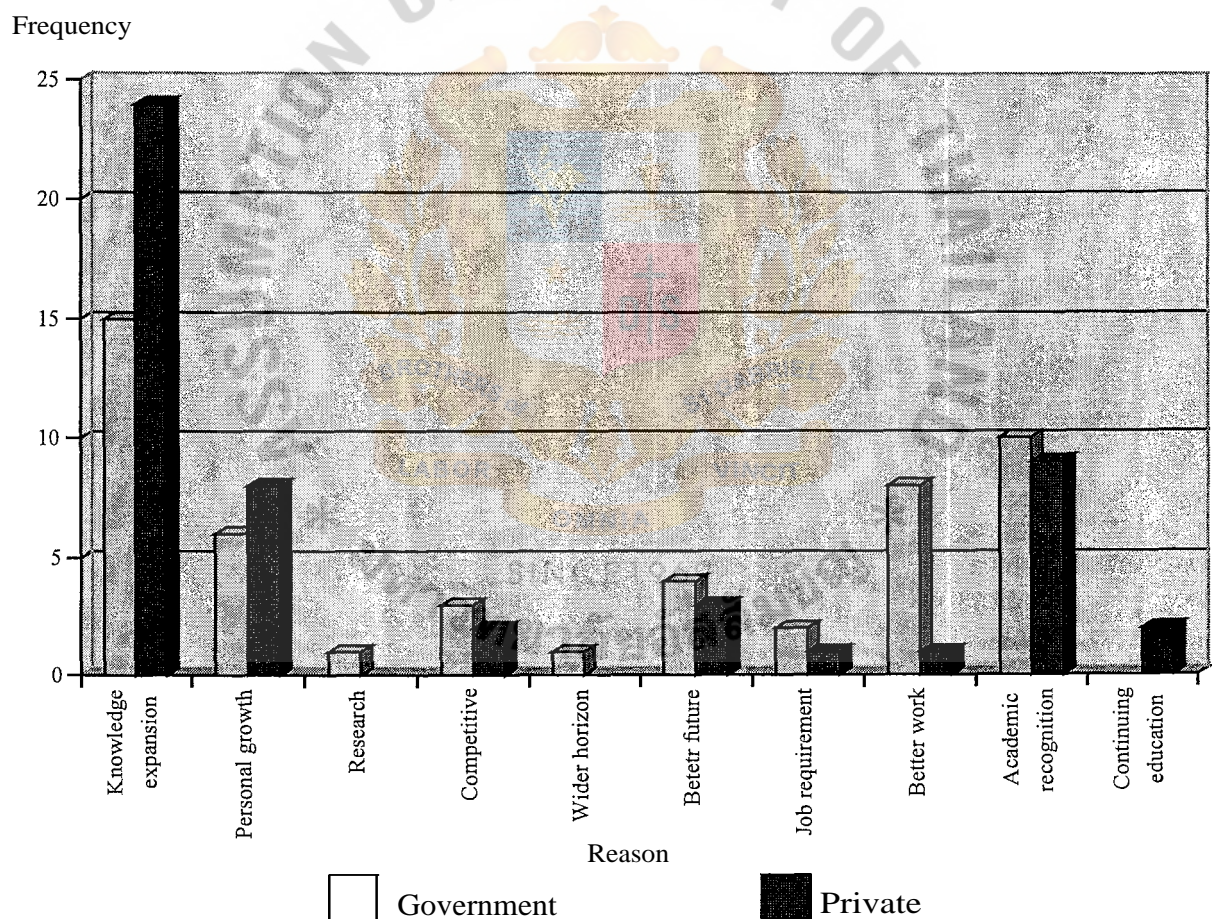
Table 5.9 and Figure 5.9 depict the best reason for upgrading qualification was for knowledge expansion, considered by 15 respondents (30%) from government higher educational institutions and 24 respondents (48%) from private higher educational institutions respectively.

Table 5.9 Frequency Distribution of Respondents' Best Reason for Upgrading Qualification

Reason for upgrading qualification	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
For knowledge expansion	15	30.0	30.0	30.0	24	48.0	48.0	48.0
For personal growth	6	12.0	12.0	42.0	8	16.0	16.0	64.0
Improve/upgrade research capability	1	2.0	2.0	44.0	-	-	-	-
Remain competitive	3	6.0	6.0	50.0	2	4.0	4.0	68.0
Wider horizon	1	2.0	2.0	52.0	-	-	-	-
For better future career development	4	8.0	8.0	60.0	3	6.0	6.0	74.0
Job requirement	2	4.0	4.0	64.0	1	2.0	2.0	76.0
For better work performance	8	16.0	16.0	80.0	1	2.0	2.0	78.0
Better academic recognition	10	20.0	20.0	100.0	9	18.0	18.0	96.0
For continuing education	-	-	-	-	2	4.0	4.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

In government higher educational institutions the best reason for upgrading qualification is for better academic recognition (20%), for better work performance (16%), for personal growth (12%), for better future career development (8%), to remain competitive (6%), for job requirement (4%), to improve research capability (2%) and for wider horizon (2%) respectively.

Figure 5.9 Graphical Representation of Respondents' Best Reason for Upgrading Qualification



In private higher educational institutions the best reason for upgrading qualification is for better academic recognition (18%), for personal growth (16%), for better future career development (6%), to remain competitive (4%), for continuing

education (4%), for job requirement (2%) and for better work performance (2%) respectively.

Likelihood of Undertaking Further Studies within the next Five Years

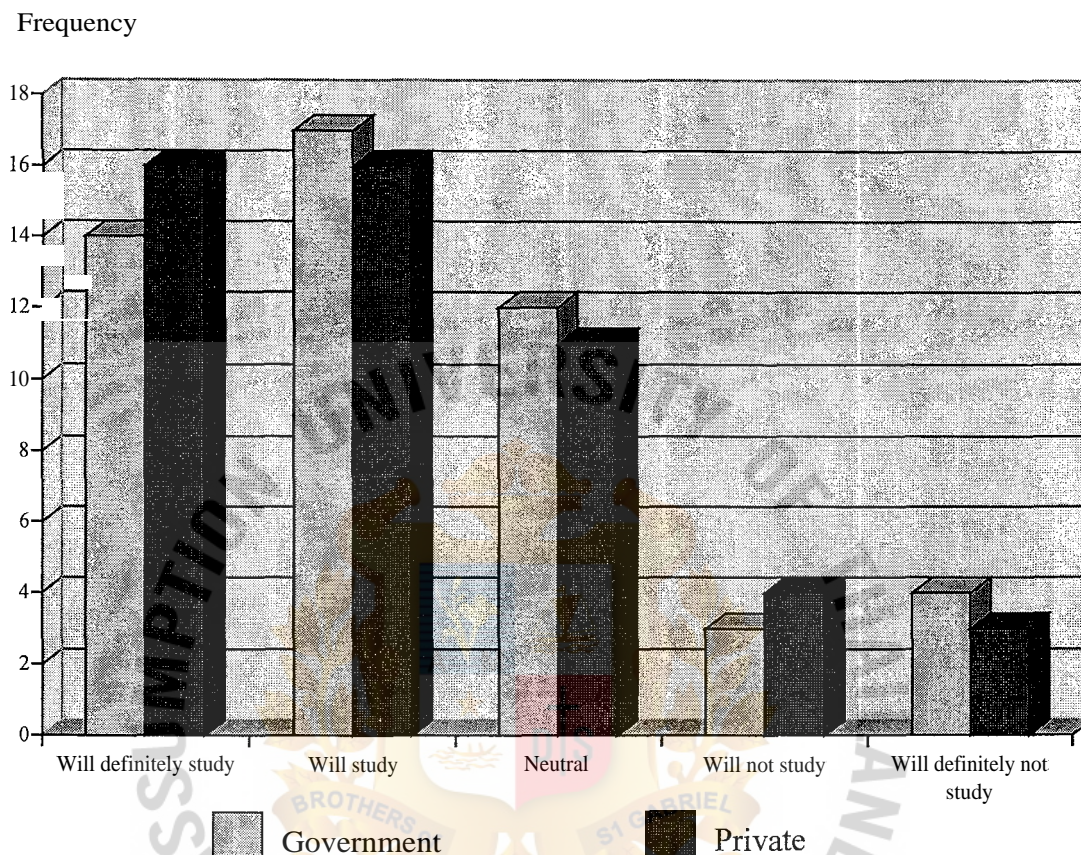
Table 5.10 and Figure 5.10 show the respondents' likelihood of undertaking further studies within the next five years. For the government higher educational institutions, 17 respondents (34%) will study, 14 respondents (28%) will definitely study, 12 respondents (24%) are neutral, 4 respondents (8%) will definitely not study and 3 respondents (6%) will not study respectively.

Table 5.10 Frequency Distribution of Respondents' Likelihood of Undertaking Further Studies within the next Five Years

Likelihood of further study	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Will definitely study	14	28.0	28.0	28.0	16	32.0	32.0	32.0
Will study	17	34.0	34.0	62.0	16	32.0	32.0	64.0
Neutral	12	24.0	24.0	86.0	11	22.0	22.0	86.0
Will not study	3	6.0	6.0	92.0	4	8.0	8.0	94.0
Will definitely not study	4	8.0	8.0	100.0	3	6.0	6.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

In private higher educational institutions 16 respondents (32%) will definitely study and 16 respondents (32%) will study, followed by 11 respondents (22%) who are neutral, 4 respondents (8%) will not study and 3 respondents (6%) will definitely not study, respectively.

Figure 5.10 Graphical Representation of Respondents' Likelihood of Undertaking Further Studies within the Next Five Years



Area of Specialization

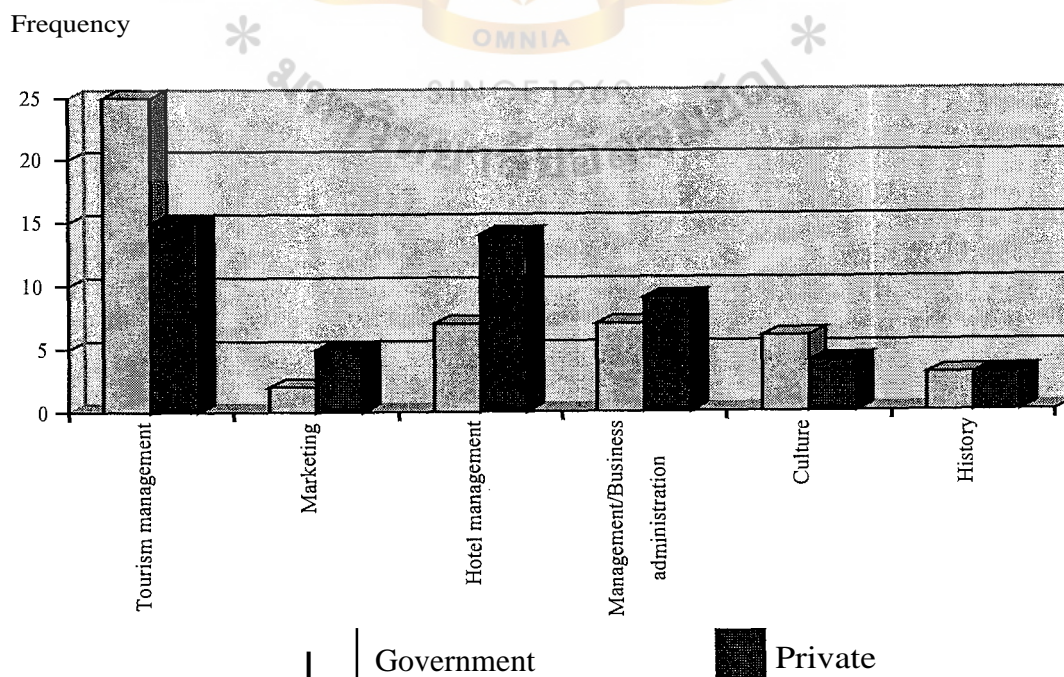
As shown in Table 5.11 and Figure 5.11, most respondents from government higher educational institutions (50%) and private higher educational institutions (30%) considered tourism management to be area of specialization, while other respondents in government higher educational institutions considered hotel management (14%), management/business administration (14%), culture (12%), history (6%) and marketing (4%) to be areas of specialization respectively.

The other respondents in private higher educational institutions considered hotel management (28%), management/business administration (18%), marketing (10%), culture (8%) and history (6%) to be areas of specialization respectively.

Table 5.11 Frequency Distribution of Respondents' Area of Specialization

Area of specialization	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Tourism Management	25	50.0	50.0	50.0	15	30.0	30.0	30.0
Marketing	2	4.0	4.0	54.0	5	10.0	10.0	40.0
Hotel Management	7	14.0	14.0	68.0	14	28.0	28.0	68.0
Management/ Business Administration	7	14.0	14.0	82.0	9	18.0	18.0	86.0
Culture	6	12.0	12.0	94.0	4	8.0	8.0	94.0
History	3	6.0	6.0	100.0	3	6.0	6.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

Figure 5.11 Graphical Representation of Respondents' Area of Specialization



Level of Attainment

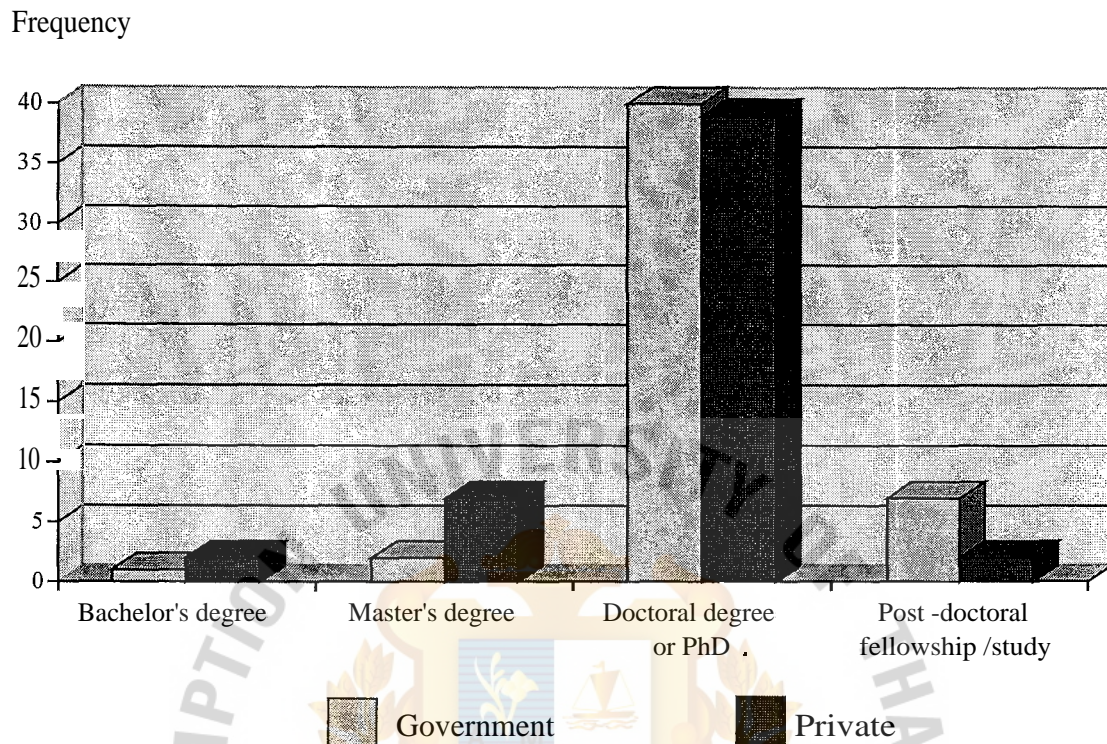
Table 5.12 and Figure 5.12 illustrated that 40 respondents (80%) from government higher educational institutions and 39 respondents (78%) from private higher educational institutions considered a Doctoral degree or PhD. as their desired level of attainment, while other respondents from government higher educational considered Post-doctoral fellowship/study (14%), Master's degree (4%) and Bachelor's degree (2%) as their desired level of attainment respectively.

The respondents from private higher educational institutions considered Master's degree (14%), Bachelor's degree (4%) and Post-doctoral fellowship/study (4%) as their desired level of attainment respectively.

Table 5.12 Frequency Distribution of Respondents' Level of Attainment

Level of attainment	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Bachelor's degree	1	2.0	2.0	2.0	2	4.0	4.0	4.0
Master's degree	2	4.0	4.0	6.0	7	14.0	14.0	18.0
Doctoral degree or PhD.	40	80.0	80.0	86.0	39	78.0	78.0	96.0
Post-doctoral fellowship/study	7	14.0	14.0	100.0	2	4.0	4.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

Figure 5.12 Graphical Representation of Respondents' Level of Attainment



Constraints for Further Studies

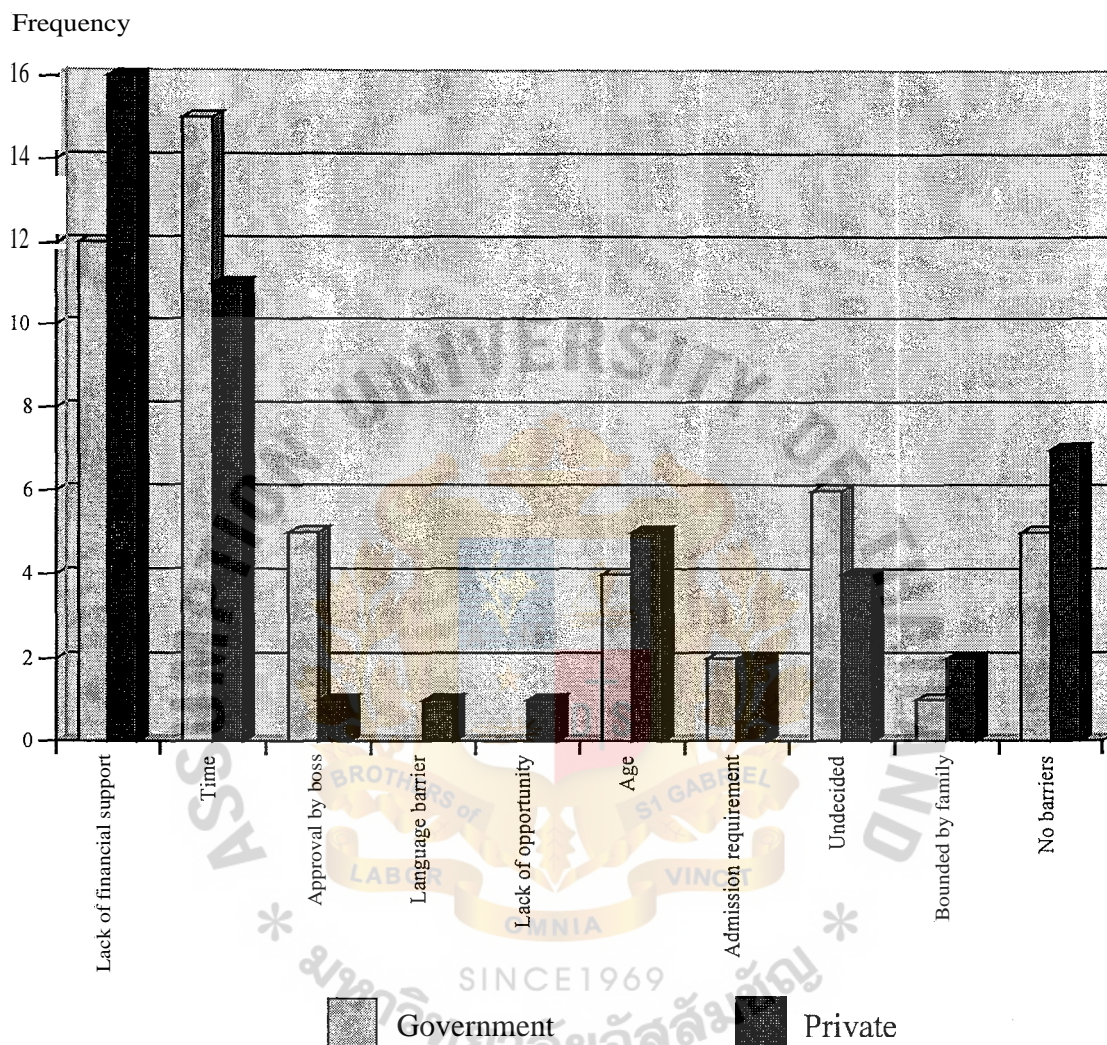
As shown in Table 5.13 and Figure 5.13, the constraints for further studies of the respondents from government higher educational institution are mostly time (30%), followed by lack of financial support/ tuition fee/ living cost (24%), undecided/ limited choice of program (12%), approval by boss/ bound by current job (10%), no barriers (10%), age (8%), admission requirement (4%) and bound by family/ lack of family support (2%) respectively.

Table 5.13 Frequency Distribution of Respondents' Constraints for Further Studies

Constraints	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Lack of financial support/ tuition fee/ living cost	12	24.0	24.0	24.0	16	32.0	32.0	32.0
Time	15	30.0	30.0	54.0	11	22.0	22.0	54.0
Approval by boss/ bounded by current job	5	10.0	10.0	64.0	1	2.0	2.0	56.0
Language/ cultural barrier	-	-	-	-	1	2.0	2.0	58.0
Lack of opportunity/ information	-	-	-	-	1	2.0	2.0	60.0
Age	4	8.0	8.0	72.0	5	10.0	10.0	70.0
Admission requirement	2	4.0	4.0	76.0	2	4.0	4.0	74.0
Undecided/ limited choice of program	6	12.0	12.0	88.0	4	8.0	8.0	82.0
Bounded by family/ lack of family support	1	2.0	2.0	90.0	2	4.0	4.0	86.0
No barriers	5	10.0	10.0	100.0	7	14.0	14.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

In private higher educational institutions the constraints for further studies are lack of financial support/ tuition fee/ living cost (32%), time (22%), no barriers (14%), age (10%), undecided/ limited choice of program (8%), admission requirement (4%), bound by family/ lack of family support (4%), approval by boss/ bound by current job (2%), language/ cultural barrier (2%) and lack of opportunity/ information (2%) respectively.

Figure 5.13 Graphical Representation of Respondents' Constraints for Further Studies



5.1.2 Mean Score and Frequency Distribution of Dependent Variables

This part shows the mean score and frequency distribution of dependent variables; tourism education concerns facing Thailand in the new millennium and innovative teaching strategies for tourism education. The mean score of each of the dependent variables is presented in the first section, followed by the frequency distribution and the explanation.

5.1.2.1 Tourism Education Concerns Facing Thailand in the New

Millennium

5.1.2.1.1 Mean Score of Tourism Education Concerns Facing Thailand in the

New Millennium

In this part, the descriptive statistics are used to examine the answers of the respondents from government and private higher educational institutions, towards the tourism education concerns facing Thailand in the new millennium.

The mean of the respondents from both government and private higher educational institutions towards "students' learning through work experience" is the highest mean score ($M_{\text{government}} = 4.50$, $M_{\text{private}} = 4.46$), while the lowest mean score of both government and private higher educational institutions is towards "students' learning through role play" ($M_{\text{government}} = 3.86$, $M_{\text{private}} = 4.00$).

**Table 5.14 Descriptive Statistics of Tourism Education Concerns Facing Thailand
in the New Millennium**

Education Concerns	Government					Private				
	N	Minimum	Maximum	Mean	Std. Deviation	N	Minimum	Maximum	Mean	Std. Deviation
Improvement in the design of academic syllabus	50	1	5	4.10	.789	50	2	5	4.28	.730
Students' learning through work experience	50	3	5	4.50	.647	50	3	5	4.46	.646
Students' participation in field trip based experiential education	50	3	5	4.48	.646	50	3	5	4.44	.611
Students' learning through case studies	50	2	5	3.90	.789	50	3	5	4.18	.691
Students' learning through role play	50	2	5	3.86	.833	50	2	5	4.00	.756
Valid N (list wise)	50					50				

5.1.2.1.2 Frequency Distribution of Tourism Education Concerns Facing Thailand in the New Millennium

There were a total a 5 items listed in this part of questionnaires; each of them was evaluated by the respondents from government and private higher educational institutions. This part demonstrates the respondents' education concerns facing tourism education in Thailand in the new millennium.

Improvement in the Design of Academic Syllabus

Table 5.15 shows that the majority of the respondents from government (60%) and private (46%) higher educational institutions "required" the improvement in the design of academic syllabus, while 28% from government and 42% from private "definitely required", 8% from government and 10% from private are "neutral", 2% from government and 2% from private do "not required", and 2% from government "definitely not required" respectively.

Table 5.15 Frequency Distribution of Respondents towards Improvement in the Design of Academic Syllabus

Improvement in the Design of Academic Syllabus	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Definitely not required	1	2.0	2.0	2.0	-	-	-	-
Not required	1	2.0	2.0	4.0	1	2.0	2.0	2.0
Neutral	4	8.0	8.0	12.0	5	10.0	10.0	12.0
Required	30	60.0	60.0	72.0	23	46.0	46.0	58.0
Definitely required	14	28.0	28.0	100.0	21	42.0	42.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

Students' Learning through Work Experience

Table 5.16 shows that the majority of the respondents from government (58%) and private (54%) higher educational institutions "definitely required" students' learning through work experience, while 34% from government and 38% from private "required", 8% from government and 8% from private are "neutral" respectively.

Table 5.16 Frequency of Respondents towards Students' Learning through Work Experience

Students' learning through work experience	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Neutral	4	8.0	8.0	8.0	4	8.0	8.0	8.0
Required	17	34.0	34.0	42.0	19	38.0	38.0	46.0
Definitely required	29	58.0	58.0	100.0	27	54.0	54.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

Students' Participation in Field Trip based Experiential Education

Table 5.17 shows that the majority of the respondents from government (56%) and private (50%) higher educational institutions "definitely required" students' participation in field trip based experiential education, while 36% from government and 44% from private "required", 8% from government and 6% from private are "neutral" respectively.

Table 5.17 Frequency Distribution of Respondents towards Students' Participation in Field Trip based Experiential Education

Students' participation in field trip	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Neutral	4	8.0	8.0	8.0	3	6.0	6.0	6.0
Required	18	36.0	36.0	44.0	22	44.0	44.0	50.0
Definitely required	28	56.0	56.0	100.0	25	50.0	50.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

Students' Learning through Case Studies

Table 5.18 shows that half of the respondents from each the government (50%) and private (50%) higher educational institutions "required" students' learning through case studies, while 22% from government and 34% from private "definitely required", 24% from government and 16% from private are "neutral", and 4% from government do "not required" respectively.

Table 5.18 Frequency Distribution of Respondents towards Students' Learning through Case Studies

Students' learning through case studies	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Not required	2	4.0	4.0	4.0	-	-	-	-
Neutral	12	24.0	24.0	28.0	8	16.0	16.0	16.0
Required	25	50.0	50.0	78.0	25	50.0	50.0	66.0
Definitely required	11	22.0	22.0	100.0	17	34.0	34.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

Students' Learning through Role Play

Table 5.19 shows that the majority of the respondents from government (54%) and private (50%) higher educational institutions "required" students' learning through role play, while 20% from government and 26% from private "definitely required", 18% from government and 22% from private are "neutral", 8% from government and 2% from private do "not required" respectively.

Table 5.19 Frequency Distribution of Respondents towards Students' Learning
through Role Play

Students' learning through role play	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Not required	4	8.0	8.0	8.0	1	2.0	2.0	2.0
Neutral	9	18.0	18.0	26.0	11	22.0	22.0	24.0
Required	27	54.0	54.0	80.0	25	50.0	50.0	74.0
Definitely required	10	20.0	20.0	100.0	13	26.0	26.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

5.1.2.2 Innovative Teaching Strategies for Tourism Education

5.1.2.2.1 Mean Score of Innovative Teaching Strategies for Tourism Education

The highest average mean score of the respondents from government higher educational institutions is 4.44 ($M_{\text{government}} = 4.44$) towards "faculty gaining practical work experience in the industry before joining to teach", while the highest average mean score of the respondents from private higher educational institutions is 4.58 ($M_{\text{private}} = 4.58$) towards "preparation of case materials for teaching".

The lowest average mean score of the respondents from government higher educational institutions is 3.48 ($M_{\text{government}} = 3.48$) towards "including an applied dimension in research projects", while the lowest average mean score of the respondents from private higher educational institutions is 3.68 ($M_{\text{private}} = 3.68$) towards "use of industry advisory councils".

Table 5.20 Descriptive Statistics of Innovative Teaching Strategies for Tourism

Education

Teaching Strategies	Government					Private				
	N	Minimum	Maximum	Mean	Std. Deviation	N	Minimum	Maximum	Mean	Std. Deviation
Preparation of case materials for teaching	50	2	5	4.22	.708	50	3	5	4.58	.575
Including an applied dimension in research projects	50	1	5	3.48	.839	50	1	5	3.90	.763
Industry exchange programs	50	2	5	3.76	.960	50	2	5	3.98	.915
Consultancy activity	50	2	5	3.74	.723	50	2	5	3.96	.699
Use of industry advisory councils	50	2	5	3.52	.953	50	2	5	3.68	.844
Faculty gaining practical work experience in the industry before joining to teach	50	3	5	4.44	.675	50	3	5	4.50	.707
Mobile learning (study outside a traditional classroom e.g. study on boat or cruise, scholar-ship)	50	2	5	4.08	.724	50	3	5	4.48	.614
Valid N (list wise)	50					50				

5.1.2.2.2 Frequency Distribution of Innovative Teaching Strategies for Tourism

Education

There were a total of 7 items listed in this part of questionnaire; each of them was evaluated by the respondents from government and private higher educational institutions. This section demonstrates the respondents' innovative teaching strategies for tourism education.

Preparation of Case Materials for Teaching

Table 5.21 shows that 36% of the respondents from government and 62% from private higher educational institutions "strongly recommended" preparation of case materials for teaching, while 52% from government and 34% from private "recommended", 10% from government and 4% from private are "neutral", and 2% from government "do not recommended" respectively.

Table 5.21 Frequency Distribution of Respondents towards Preparation of Case Materials for Teaching

Preparation of case materials	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Do not recommend	1	2.0	2.0	2.0	-	-	-	-
Neutral	5	10.0	10.0	12.0	2	4.0	4.0	4.0
Recommend	26	52.0	52.0	64.0	17	34.0	34.0	38.0
Strongly recommend	18	36.0	36.0	100.0	31	62.0	62.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

Including an Applied Dimension in Research Projects

Table 5.22 shows that the majority of the respondents from government (50%) and private (64%) higher educational institutions "recommended" the including an applied dimension in research projects, while 32% from government and 16% from private are "neutral", 6% from government and 16% from private "strongly recommended", 10% from government and 2% from private "do not recommend", 2% from government and 2% from private "strongly against recommending" respectively.

Table 5.22 Frequency Distribution of Respondents towards Including an Applied Dimension in Research Projects

Including an applied dimension in research projects	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly against recommending	1	2.0	2.0	2.0	1	2.0	2.0	2.0
Do not recommend	5	10.0	10.0	12.0	1	2.0	2.0	4.0
Neutral	16	32.0	32.0	44.0	8	16.0	16.0	20.0
Recommend	25	50.0	50.0	94.0	32	64.0	64.0	84.0
Strongly recommend	3	6.0	6.0	100.0	8	16.0	16.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

Industry Exchange Programs

Table 5.23 shows that the majority of the respondents from government (46%) and private (36%) higher educational institutions "recommended" the industry exchange programs, while 22% from government and 34% from private "strongly recommended", 18% from government and 24% from private are "neutral", 14% from government and 6% from private "do not recommend" respectively.

Table 5.23 Frequency Distribution of Respondents towards Industry Exchange Programs

Industry exchange programs	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Do not recommend	7	14.0	14.0	14.0	3	6.0	6.0	6.0
Neutral	9	18.0	18.0	32.0	12	24.0	24.0	30.0
Recommend	23	46.0	46.0	78.0	18	36.0	36.0	66.0
Strongly recommend	11	22.0	22.0	100.0	17	34.0	34.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

Consultancy Activity

Table 5.24 shows that the majority of the respondents from government (54%) and private (64%) higher educational institutions "recommended" the consultancy activity, while 30% from government and 14% from private are "neutral", 12% from government and 18% from private "strongly recommended", 4% from government and 4% from private "do not recommend" respectively.

Table 5.24 Frequency Distribution of Respondents towards Consultancy Activity

Consultancy activity	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Do not recommend	2	4.0	4.0	4.0	2	4.0	4.0	4.0
Neutral	15	30.0	30.0	34.0	7	14.0	14.0	18.0
Recommend	27	54.0	54.0	88.0	32	64.0	64.0	82.0
Strongly recommend	6	12.0	12.0	100.0	9	18.0	18.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

Use of Industry Advisory Councils

Table 5.25 shows that the majority of the respondents from government (42%) and private (44%) higher educational institutions "recommended" the use of industry advisory councils, while 26% from government and 32% from private are "neutral", 14% from government and 16% from private "strongly recommended", 18% from government and 8% from private "do not recommend" respectively.

Table 5.25 Frequency Distribution of Respondents towards Use of Industry

Advisory Councils

Use of industry advisory councils	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Do not recommend	9	18.0	18.0	18.0	4	8.0	8.0	8.0
Neutral	13	26.0	26.0	44.0	16	32.0	32.0	40.0
Recommend	21	42.0	42.0	86.0	22	44.0	44.0	84.0
Strongly recommend	7	14.0	14.0	100.0	8	16.0	16.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

Faculty Gaining Practical Work Experience in the Industry before Joining to Teach

Table 5.26 shows that the majority of the respondents from government (54%) and private (62%) higher educational institutions "strongly recommended" the faculty gaining practical work experience in the industry before joining to teach, while 36% from government and 26% from private "recommended", 10% from government and 12% from private are "neutral" respectively.

Table 5.26 Frequency Distribution of Respondents towards Faculty Gaining Practical Work Experience in the Industry before Joining to Teach

Faculty gaining practical work experience	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Neutral	5	10.0	10.0	10.0	6	12.0	12.0	12.0
Recommend	18	36.0	36.0	46.0	13	26.0	26.0	38.0
Strongly recommend	27	54.0	54.0	100.0	31	62.0	62.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

Mobile Learning

Table 5.27 shows that 54% of the respondents from government and 40% from private higher educational institutions "recommended" the mobile learning, while 28% from government and 54% from private "strongly recommended", 16% from government and 6% from private "neutral", and 2% from government "do not recommend" respectively.

Table 5.27 Frequency Distribution of Respondents towards Mobile Learning

Mobile learning	Government				Private			
	Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Do not recommend	1	2.0	2.0	2.0	-	-	-	-
Neutral	8	16.0	16.0	18.0	3	6.0	6.0	6.0
Recommend	27	54.0	54.0	72.0	20	40.0	40.0	46.0
Strongly recommend	14	28.0	28.0	100.0	27	54.0	54.0	100.0
Total	50	100.0	100.0		50	100.0	100.0	

5.2 Hypothesis Testing

In this study, Independent Samples t-test was applied to test the differences in government higher educational institutions and private higher educational institutions towards the tourism education concerns facing Thailand in the new millennium and the innovative teaching strategies for tourism education. Ticehurst and Veal (2000) noted that the Independent Sample t-test is used to examine differences between two means at a time.

In order to judge whether the hypothesis is accepted or rejected, the significance value is compared. The observed significance level, p-value, is the basis for deciding whether or not to reject the null hypothesis (H_0). This is the probability that if the null hypothesis is true, a statistical result such as the one observed would occur. If the observed significance level is small, usually less than 0.05, the null hypothesis is rejected (Cryer and Miller, 1994).

Hypothesis 1

H₀₁ : There is no difference between private and government (public) higher educational institutions in their perspective regarding tourism education concerns facing Thailand.

H_{a1} : There is difference between private and government (public) higher educational institutions in their perspective regarding tourism education concerns facing Thailand.

The Independent Sample t-test Analysis in Table 5.28, 5.29, and 5.30 indicate that the p-value of government and private higher educational institutions towards the tourism education concerns facing Thailand in the new millennium is $p > 0.50$ in each item, therefore, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. It means that there is no difference in government and private higher educational institutions in their perspective regarding tourism education concerns facing Thailand.

Table 5.28 Tourism Education Concerns Facing Thailand in the New Millennium

Tourism Education Concerns Facing Thailand	Kinds of Affiliation	N	Mean	Std. Deviation	Std. Error Mean
COMPUTE Education = MEAN (syllabus to play) (COMPUTE)	Government	50	4.1680	.47010	.06648
	Private	50	4.2720	.46381	.06559

Table 5.29 Independent Sample t-test Analysis for the Perspective of Government and Private Higher Educational Institutions towards the Tourism Education Concerns Facing Thailand in the New Millennium (1)

Tourism Education Concerns Facing Thailand in the New Millennium		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
COMPUTE education = MEAN (syllabus to play) (COMPUTE)	Equal variances assumed	.180	.672	-1.114	98	.27	-.1040	.09339	.28934	.08134
	Equal variances not assumed			-1.114	97.982	.27	-.1040	.09339	.28934	.08134

Table 5.30 Independent Sample t-test Analysis for the Perspective of Government
and Private Higher Educational Institutions towards the Tourism
Education Concerns Facing Thailand in the New Millennium (2)

Tourism Education Concerns Facing Thailand in the New Millennium		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Improvement in the Design of Academic Syllabus	Equal variances assumed	.973	.326	-1.184	98	.239	-.18	.152	-.482	.122
	Equal variances not assumed			-1.184	97.406	.239	-.18	.152	-.482	.122
Students' Learning through Work Experience	Equal variances assumed	.004	.953	.310	98	.758	.04	.129	-.216	.296
	Equal variances not assumed			.310	98.000	.758	.04	.129	-.216	.296
Students' Participation in Field Trip	Equal variances assumed	.200	.656	.318	98	.751	.04	.126	-.210	.290
	Equal variances not assumed			.318	97.697	.751	.04	.126	-.210	.290
Students' Learning through Case Studies	Equal variances assumed	.080	.778	-1.888	98	.062	-.28	.148	-.574	.014
	Equal variances not assumed			-1.888	96.318	.062	-.28	.148	-.574	.014
Students' Learning through Role Play	Equal variances assumed	.620	.433	-.880	98	.381	-.14	.159	-.456	.176
	Equal variances not assumed			-.880	97.085	.381	-.14	.159	-.456	.176

Hypothesis 2

H₀ : There is no difference between private and government (public) higher educational institutions in their perspective regarding their innovative teaching strategies for tourism education.

H_{a2} : There is difference between private and government (public) higher educational institutions in their perspective regarding their innovative teaching strategies for tourism education.

The Independent Sample t-test Analysis in Table 5.31, 5.32 and 5.33 indicate that the p-value of government and private higher educational institutions towards the innovative teaching strategies for tourism education is 0.001, which is less than 0.50 ($0.001 < 0.050$). The p-value in "preparation of case materials for teaching" is 0.006, which is less than 0.50 ($0.006 < 0.05$). Same way, the p-value in "including an applied dimension in research projects" is 0.010, which is also less than 0.050 ($0.010 < 0.050$) and the p-value in "mobile learning" is 0.004, which is less than 0.050 ($0.004 < 0.050$). Therefore, there were 3 items within the innovative teaching strategies section which have a p-value of less than 0.05. Therefore, the null hypothesis is rejected for these three items, meaning there is a difference in government and private higher educational institutions in their perspective regarding the innovative teaching strategies towards "preparation of case materials for teaching", "including an applied dimension in research projects", and "mobile learning" respectively.

Table 5.31 Innovative Teaching Strategies for Tourism Education

Innovative Teaching Strategies for Tourism Education	Kinds of Affiliation	N	Mean	Std. Deviation	Std. Error Mean
COMPUTE Innovative = MEAN(prepare to movable) (COMPUTE)	Government	50	4.1500	.59974	.08482
	Private	50	4.5300	.44504	.06294

Table 5.32 Independent Sample t-test Analysis for the Perspective of Government
and Private Higher Educational Institutions towards the Innovative
Teaching Strategies for Tourism Education (1)

Innovative Teaching Strategies for Tourism Education		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
COMPUTE Innovative = MEAN(prepare to movable) (COMPUTE)	Equal variances assumed	4.344	.040	-3.598	98	.001	-.3800	.10562	-.58959	-.17041
	Equal variances not assumed			-3.598	90.408	.001	-.3800	.10562	-.58982	-.17018

Table 5.33 Independent Sample t-test Analysis for the Perspective of Government
and Private Higher Educational Institutions towards the Innovative
Teaching Strategies for Tourism Education (2)

Innovative Teaching Strategies for Tourism Education		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	Lower	Upper
Preparation of case materials for teaching	Equal variances assumed	.357	.552	-2.791	98	.006	-.36	.129	-.616	-.104
	Equal variances not assumed			-2.791	94.007	.006	-.36	.129	-.616	-.104
Including an applied dimension in research projects	Equal variances assumed	4.523	.036	-2.620	98	.010	-.42	.160	-.738	-.102
	Equal variances not assumed			-2.620	97.124	.010	-.42	.160	-.738	-.102
Industry exchange programs	Equal variances assumed	.264	.609	-1.174	98	.243	-.22	.187	-.592	.152
	Equal variances not assumed			-1.174	97.774	.243	-.22	.187	-.592	.152
Consultancy activity	Equal variances assumed	2.592	.111	-1.547	98	.125	-.22	.142	-.502	.062
	Equal variances not assumed			-1.547	97.885	.125	-.22	.142	-.502	.062
Use of industry advisory councils	Equal variances assumed	1.494	.224	-.889	98	.376	-.16	.180	-.517	.197
	Equal variances not assumed			-.889	96.587	.376	-.16	.180	-.517	.197
Faculty gaining practical work experience in the industry before joining to teach	Equal variances assumed	.061	.806	-.434	98	.665	-.06	.138	-.334	.214
	Equal variances not assumed			-.434	97.788	.665	-.06	.138	-.334	.214
Mobile learning	Equal variances assumed	.349	.556	-2.979	98	.004	-.40	.134	-.666	-.134
	Equal variances not assumed			-2.979	95.462	.004	-.40	.134	-.667	-.133

CHAPTER VI

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, a summary of the research findings is presented. It contains brief statements of result and descriptions based on the answers to each of the questions and hypotheses. Further, the conclusion of the whole study is provided with critical discussion of the findings. Finally, suggestions and recommendations are provided.

6.1 Summary of Findings

6.1.1 Summary of Sample Profile

(i) General Information

Table 6.1 describes the profile of the respondents. It was found that 50 respondents are from 11 government higher educational institutions and another 50 respondents are from 7 private higher educational institutions. The majority of the respondents fell into age range of 26-35 years old (government 50%, private 58%), followed by age range of 36-45 years old (government 26%, private 20%). The majority of respondents are female (government 66%, private 64%). In government higher educational institutions, 40% of tourism instructors have teaching experience of between 5 to 10 years, while 48% tourism instructors from private higher educational institutions have teaching experience of less than 5 years. Most of the respondents currently hold positions as lecturers (government 74%, private 90%), and the majority have a Master's degree qualification (government 86%, private 88%). Among the respondents, the biggest category has a degree in tourism (government 36%, private 30%) or hospitality

(government 32%, private 32%). The 76% of respondents from government and 70% from private higher educational institutions expressed that it was very important to upgrade their academic qualifications. The majority of those who considered upgrading their qualifications as important or very important regarded further education as an opportunity for knowledge expansion (government 30%, private 48%), and for better academic recognition (government 20%, private 18%) respectively. The 34% of respondents from government higher education state that they will study within the next 5 years, followed by 28% who will definitely study, while 64% of respondents from private higher educational institutions were categorized between study and definitely study. Most respondents from government higher educational institutions (50%) and private higher educational institutions (30%) considered tourism management to be area of specialization. The majority of the respondents aspired to achieve a Doctoral degree or PhD. (government 80%, private 78%). Most of respondents from government higher educational institutions considered "time" as their most significant barrier (30%), and "lacking of financial support" as the second (24%), while the constraints to their further studies of most respondents from private higher educational institutions are "lacking of financial support" (32%), followed by "time" (22%).

Table 6.1 General Information of the Respondents

General Information	Govt. Institutions (Respondents) 11 (50)	Priv. Institutions (Respondents) 7 (50)
	Frequency (%)	Frequency (%)
Age (years)		
25 or below	1 (2.0)	1 (2.0)
26-35	25 (50.0)	29 (58.0)
36-45	13 (26.0)	10 (20.0)
46-55	5 (10.0)	7 (14.0)
56-65	6 (12.0)	1 (2.0)
66 or above		2 (4.0)
Gender		
Male	17 (34.0)	18 (36.0)
Female	33 (66.0)	32 (64.0)
Teaching experience (year)		
Less than 5	14 (28.0)	24 (48.0)
5-10	20 (40.0)	15 (30.0)
11-15	8 (16.0)	7 (14.0)
16 or above	8 (16.0)	4 (8.0)
Current position		
Teaching Assistant	2 (4.0)	1 (2.0)
Lecturer	37 (74.0)	45 (90.0)
Assistant Professor	7 (14.0)	3 (6.0)
Associate Professor	4 (8.0)	1 (2.0)
Qualification of instructors		
Bachelor's degree	2 (4.0)	5 (10.0)
Master's degree	43 (86.0)	44 (88.0)
Doctoral degree	4 (8.0)	1 (2.0)
Post-doctoral fellowship	1 (2.0)	
Major/Minor specialization		
Business	3 (6.0)	3 (6.0)
Culture	2 (4.0)	2 (4.0)
History	5 (10.0)	4 (8.0)
Hospitality	16 (32.0)	16 (32.0)
Language	2 (4.0)	3 (6.0)
Science	4 (8.0)	7 (14.0)
Tourism	18 (36.0)	15 (30.0)
Level to upgrade qualification		
Very important	38 (76.0)	35 (70.0)
Important	12 (24.0)	14 (28.0)
Unimportant		1 (2.0)
Reason for upgrading qualification		
For knowledge expansion	15 (30.0)	24 (48.0)
For personal growth	6 (12.0)	8 (16.0)
Improve/ upgrade research capability	1 (2.0)	
Remain competitive	3 (6.0)	2 (4.0)
Wider horizon	1 (2.0)	
For better future career development	4 (8.0)	3 (6.0)
Job requirement	2 (4.0)	1 (2.0)
For better work performance	8 (16.0)	1 (2.0)
Better academic recognition	10 (20.0)	9 (18.0)
For continuing education		2 (4.0)
Likelihood of further study		
Will definitely study	14 (28.0)	16 (32.0)
Will study	17 (34.0)	16 (32.0)
Neutral	12 (24.0)	11 (22.0)
Will not study	3 (6.0)	4 (8.0)
Will definitely not study	4 (8.0)	3 (6.0)

General Information	Govt. Institutions (Respondents) 11 (50)	Priv. Institutions (Respondents) 7 (50)
	Frequency (%)	Frequency (%)
Area of specialization		
Tourism Management	25 (50.0)	15 (30.0)
Marketing	2 (4.0)	5 (10.0)
Hotel Management	7 (14.0)	14 (28.0)
Management/ Business Administration	7 (14.0)	9 (18.0)
Culture	6 (12.0)	4 (8.0)
History	3 (6.0)	3 (6.0)
Level of attainment		
Bachelor's degree	1 (2.0)	2 (4.0)
Master's degree	2 (4.0)	7 (14.0)
Doctoral degree or PhD.	40 (80.0)	39 (78.0)
Post-doctoral fellowship/ study	7 (14.0)	2 (4.0)
Constraints for Further Studies		
Lack of financial support/ tuition fee/ living cost	12 (24.0)	16 (32.0)
Time	15 (30.0)	11 (22.0)
Approval by boss/ bounded by current job	5 (10.0)	1 (2.0)
Language/ cultural barrier	-	1 (2.0)
Lack of opportunity/ information	-	1 (2.0)
Age	4 (8.0)	5 (10.0)
Admission requirement	2 (4.0)	2 (4.0)
Undecided/ limited choice of program	6 (12.0)	4 (8.0)
Bounded by family/ lack of family support	1 (2.0)	2 (4.0)
No barriers	5 (10.0)	7 (14.0)

(ii) Tourism Education Concerns Facing Thailand in the New Millennium

As is shown in Table 6.2, the majority of the respondents from government and private higher educational institutions **required to definitely required** the "improvement in the design of academic syllabus" (government 88%, private 88%), "students' learning through work experience" (government 92%, private 92%), "students' participation in field trip based experiential education" (government 92%, private 96%), "students' learning through case studies" (government 72%, private 84%), and "students' learning through role play" (government 74%, private 76%) respectively. The highest average mean score for both government and private higher educational institutions is towards "student's learning through work experience" (government 4.50, private 4.46), while the lowest mean score is towards "student's learning through role play" (government 3.86, private 4.00).

Table 6.2 Respondents' Perspective towards Tourism Education Concerns Facing Thailand in the New Millennium

Tourism Education Concerns Facing Thailand	Required to definitely required (%)		Neutral (%)		Do not required to definitely not required (%)		Mean	
	Govt.	Private	Govt.	Private	Govt.	Private	Govt.	Private
Improvement in the design of academic syllabus	88	88	8	10	4	2	4.10	4.28
Students' learning through work experience	92	92	8	8	-	-	4.50	4.46
Students' participation in field trip based experiential education	92	96	8	6	-	-	4.48	4.44
Students' learning through case studies	72	84	24	16	4	-	3.90	4.18
Students' learning through role play	74	76	18	22	8	2	3.86	4.00

(iii) Innovative Teaching Strategies for Tourism Education

The result displayed in Table 6.3 shows that the majority of the respondents from government and private higher educational institutions recommend to strongly recommend on "preparation of case materials for teaching" (government 88%, private 96%), "including an applied dimension in research projects" (government 56%, private 80%), "industry exchange programs" (government 68%, private 70%), "consultancy activity" (government 66%, private 82%), "use of industry advisory councils" (government 56%, private 60%), "faculty gaining practical work experience in industry before joining to teach" (government 90%, private 88%), and "mobile learning" (government 82%, private 94%) respectively. The highest mean score for government is towards "faculty gaining practical work experience in industry before joining to teach" (4.44), while the lowest is towards "including an applied dimension in research project" (3.48). Unlike government institutions, the highest mean score for private institutions was towards "preparation of case materials for teaching (4.58), while the lowest was towards "use of industry advisory councils (3.68).

Table 6.3 Respondents' Perspective towards Innovative Teaching Strategies for Tourism Education

Innovative Teaching Strategies for Tourism Education	Recommend to strongly recommend (%)		Neutral (%)		Do not recommend to strongly against recommendation (%)		Mean	
	Govt.	Private	Govt.	Private	Govt.	Private	Govt.	Private
Preparation of case materials for teaching	88	96	10	4	2	-	4.22	4.58
Including an applied dimension in research projects	56	80	32	16	12	4	3.48	3.90
Industry exchange programs	68	70	18	24	14	6	3.76	3.98
Consultancy activity	66	82	30	14	4	4	3.74	3.96
Use of industry advisory councils	56	60	26	32	18	8	3.52	3.68
Faculty gaining practical work experience in industry before joining to teach	90	88	10	12	-	-	4.44	4.50
Mobile learning	82	94	16	6	2	-	4.08	4.48

6.1.2 Summary of Hypothesis Testing

The result of the hypotheses testing is shown in Table 6.4, 6.5 and 6.6. In this study, there were two hypotheses which were set to test the differences of tourism instructors' perspective of government (public) and private higher educational institutions towards the tourism education concerns facing Thailand in the new millennium and towards innovative teaching strategies for tourism education. The results shows that the hypotheses testing failed to reject the null hypothesis Ho1 for all items, while Ho2 is rejected for three items. Therefore, this means that there is no difference between private and government (public) higher educational institutions in their perspective regarding tourism education concerns facing Thailand. However, there are differences regarding innovative teaching strategies for tourism education on "preparation of case materials for teaching" ($p = 0.006$), "including an applied dimension in research projects" ($p = 0.01$),

and "mobile learning" ($p = 0.004$) between private and government (public) higher educational institutions.

Table 6.4 Summary of Hypothesis Testing in Tourism Education Concerns Facing Thailand

Tourism Education Concerns Facing Thailand	Kinds of Affiliation	N	Mean	Std. Deviation
COMPUTE Education = MEAN (syllabus to play) (COMPUTE)	Government	50	4.1680	.47010
	Private	50	4.2720	.46381

$t = -1.114$ (Sig = 0.27, $p > 0.05$) 1 = Definitely not required, 5 = Definitely required

Table 6.4 Summary of Hypothesis Testing in Innovative Teaching Strategies for Tourism Education

Innovative Teaching Strategies for Tourism Education	Kinds of Affiliation	N	Mean	Std. Deviation
COMPUTE Innovative = MEAN (prep to movable) (COMPUTE)	Government	50	4.1500	.59974
	Private	50	4.5300	.44504

$t = -3.598$ (Sig = 0.001, $p < 0.05$) 1 = Strongly against recommending, 5 = Strongly recommend

Table 6.4 Summary of Hypothesis Testing

Hypothesis Statement	Statistical Test	p-value	Result
Ho1: There is no difference between private and government (public) higher educational institutions in their perspective regarding tourism education concerns facing Thailand.	Independent Sample t-test	0.27	Failed to reject all items
Ho2: There is no difference between private and government (public) higher educational institutions in their perspective regarding their innovative teaching strategies for tourism education.	Independent Sample t-test	1.001	Reject Ho2 for three items

6.2 Conclusion

The respondents in the study are the instructors who are teaching in tourism and tourism related fields in government or private higher educational institutions, the total number was 100 respondents. Tourism courses have demanded a particular response from instructors. This study found the majority of tourism instructors in this sample have obtained a master's degree in tourism and hospitality's fields. They realized the importance of upgrading their academic qualifications for knowledge expansion and academic recognition. Thus, many of them would like to continue their further study in tourism related field, while time and financial support seem to be two main constraints.

Tourism educations have expressed their concerns over the quality and delivery of courses. They were of the views that students will directly learn through work experience and from participation in field trip based experiential education. However, the improvement in the design of academic syllabus is needed in order to increase standards. Furthermore, it was found that the opinion was that innovative teaching strategies for tourism education need to be applied in the classroom. The facility is needed to gain the

practical work experience in the industry prior to teaching, case materials for teaching have to be prepared, and teaching style can be improved to be more interesting, examples being, studying outside the traditional classroom on boat or cruise and mobile learning.

This research mainly focuses on investigating tourism instructors' perspective of tourism education concerns facing Thailand and innovative teaching strategies for tourism education on the basis of the nature of the establishment: government (public) and private. The results drawn from the data analysis are: there was no difference between government and private higher educational institutions towards the tourism education concerns facing Thailand, but there were differences towards the innovative teaching strategies for tourism education: "preparation of case materials for teaching", "including an applied dimension in research projects", and "mobile learning".

The results of this study also support the previous studies with regards to including incorporating innovative teaching strategies in tourism courses, encouraging the students to learn through work experience or training as well as on 'the job internship.

6.3 Recommendations

6.3.1 Recommendations in General for Higher Educational Institutions

According to descriptive statistics in the study, many tourism instructors in both government and private higher educational institutions have gained master degree qualifications and most of them want to continue further study. However, the main constraints are time and financial support. Therefore institutions are suggested to encourage and support the instructors giving time and financial support. The workload should be reduced, so that instructors will have more time to concentrate on conducting research and academic papers/scholarly writing, and institutions should provide

scholarships for instructors who are willing to study higher levels, which can be considered case by case.

6.3.2 Recommendations for Government Higher Educational Institutions

According to the result of the study, the tourism education concerns facing Thailand in government higher educational institutions have lowest average mean scores on "students' learning through role play", followed by "students' learning through case studies" respectively, while the innovative teaching strategies for tourism education have lowest average mean scores on "including an applied dimension in research projects", followed by "use of industry advisory councils". These results mean that the government higher educational institutions need to focus more on the above items to support the tourism study effectively. The 'role play' technique should be given to students to practice in particular sections of tourism industry. For example, role play activities based around the front office in the hotel teach students to handle the demands of customers, the role play on tourism destinations allows the student practice being a tourism guide, and the role play situation in a restaurant allows students to deal with the customers' complains on for example, food, etc.

The case studies should be adapted and applied more in the class to let students learn by others' experiences. This way, they will be able to be aware of the problems they might confront in the future and also learn how to deal with or solve unpredictable situations. In depth research project procedures should also be delivered and industry advisory councils should be made used of.

As government higher educational institutions are supported by the Ministry of Education with some financial support, others have their own tourism resources on the

campus, therefore they should pay more attention on improving practical skills and learning by doing.

6.3.3 Recommendations for Private Higher Educational Institutions

In the same way as government institutions, private higher educational institutions have lowest average mean scores on "students' learning through role play", followed by "students' learning through case studies" under the tourism education concerns facing Thailand, while the lowest average mean scores of innovative teaching strategies for tourism education are "use of industry advisory councils", followed by "including an applied dimension in research projects". Therefore the private higher educational institutions are recommended to incorporate role play and case studies in class to let students learn and practice more on other sections under tourism industry. Unlike government institutions, private higher educational institutions should pay more attention on the use of industry advisory councils than including an applied dimension in research projects according to the lowest average mean score. The private higher educational institutions should encourage students to learn and make use of the councils as much as possible including making the student's familiar with the councils. Workshops should be conducted more often to draw the attention of the students. The private higher educational institutions should also consider a partnership to create tourism association in order to share their resources and make use of it as a practical work place for students.

6.3.4 Recommendation for Further Researchers

Following the results of this study, further researcher is recommended to investigate more on training needs among tourism instructors. This is because despite instructors' qualifications, tourism related skills are also important and preferred. The

instructors would not only have knowledge on theory related to what they are teaching, but they also need to have experience in the practical skills. As not everyone is well trained and practiced in particular skills, the training needs or concerns of tourism instructors is one of interesting issues that need to be studied.



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APPENDIX A

Tourism Academics Perspectives towards Tourism Education in Thailand

The researcher is a candidate pursuing a Master of Business Administration in Tourism Management at Assumption University. She is carrying out a survey to find out the tourism academics perspectives towards tourism education in Thailand.

The success of this study depends largely on your active participation and therefore, it would be appreciated if you answer all the questions honestly. Your responses will be accorded confidential treatment.

The researcher would like to pay her gratitude to your kindness and participation.

Ms.Darunee Meechai

The researcher

Part 1: General information / ส่วนที่ 1:

1. Origins of the respondents (name of university)

หน่วยงาน/สถาบันที่ทำการสอนอยู่ (ชื่อสถาบัน)

2. Kind of affiliation (tick one only)

ประเภทของสถาบัน (โปรดเลือกเพียง 1 ข้อ)

☐ Government/quin

☐ Private/Lanlu

3. Age (years)/อายุ

O 25 or below/25 ปีหรือน้อยกว่า

O 36-45

O 56-65

E 26-35

O 46-55

O 66 or above/66 ThilnintYil

4. Gender/am

O Male/gnu

O Female/หญ่

5. Teaching experience/ประสบการณ์ด้านการสอน

EI Less than 5 years/น้อยกว่า 5 ปี

O 11 to 15 years/11 - 15 ปี

O 5 to 10 years/5 - 10 ปี

☐ 16 years or above/16 ปี หรือมากกว่า

6. Current position/ตำแหน่งปัจจุบัน

E Teaching assistant

O Assistant professor

EI Professor

ผู้ช่วยสอน

ผู้ช่วยศาสตราจารย์

ศาสตราจารย์

O Lecturer

O Associate professor

อาจารย์ผู้สอน

รองศาสตราจารย์

7. Qualification of instructors/วุฒิการศึกษาขั้นสูงสุด

☐ Higher diploma

☐ Master degree

☐ Post-doctoral fellowship
สูงกว่าปริญญาเอก

☐ Bachelor degree
ปริญญาตรี

☐ Doctoral degree
ปริญญาเอก

8. Major/Minor specialization

สาขาวิชาที่สำคัญ/รอง

.....(please specify)

9. Please tick (✓) one that indicates your level of importance to upgrade your academic qualification/โปรดเลือกข้อที่ตรงกับที่ เหนือมากที่สุดในด้านความสำคัญของการพัฒนาความรู้ทางวิชาการ

Very important สำคัญมาก	Important สำคัญ	Neutral ไม่แน่ใจ	Unimportant ไม่สำคัญ	Very unimportant ไม่สำคัญเลย
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. For those who consider upgrade of qualification as important/ very important, please tick one that indicates your best reason for upgrading existing qualification/สำหรับท่านที่มีความคิดเห็นว่าการพัฒนาความรู้ทางวิชาการเป็นสิ่งสำคัญหรือสำคัญมาก โปรดระบุเหตุผลที่สำคัญที่สุดเพียงหนึ่งข้อ

☐ For knowledge expansion/ requirement/ update สำหรับการพัฒน /เพิ่มพูนความรู้

☐ For personal growth/ development สำหรับการพัฒนาดตนเอง

☐ Improve/ upgrade research capability สำหรับพัฒนาขีดความสามารถทางการวิจัย

☐ Remain competitive สำหรับการรักษาสภาพทางการแข่งขัน

☐ Wider horizon เพื่อการพัฒนาความรู้ด้านอื่นๆ ในระดับเดียวกัน

☐ For better future career development/ promotion เพื่อการพัฒนาอาชีพหรือเลื่อนขั้น

☐ Job requirement เป็นส่วนหนึ่งของงานที่ทำ

☐ For better work performance เพื่อเพิ่มประสิทธิภาพของผลงาน

☐ Strengthen analytical power/ problem solving ability เพื่อการพัฒนาทักษะการแก้ปัญหา

☐ Better academic recognition เพื่อสร้างการยอมรับและมีชื่อเสียงในวงการวิชาการ

☐ For better remuneration เพื่อผลตอบแทนที่ดีขึ้น (เงินเดือน โบนัส)

☐ For continuing education เพื่อการศึกษาในระดับที่สูงขึ้น

☐ Others/ อื่นๆ.....

11. Please tick (V) one that indicates your likelihood of undertaking further studies within the next five years/โปรดเลือกข้อที่ตรงกับท่านมากที่สุดในการที่จะศึกษาต่อภายในเวลา 5 ปีนับจากนี้

Will definitely study จะศึกษาต่ออย่าง แน่นอน	Will study จะศึกษาต่อ	Neutral ไม่แน่ใจ	Will not study จะไม่ศึกษาต่อ	Will definitely not study จะไม่ศึกษาต่ออย่าง แน่นอน

12. Please tick (V) one that indicates your level of importance for upgrading qualifications
โปรดเลือกข้อที่ตรงกับท่านมากที่สุดในการพัฒนาขีดความสามารถทางวิชาการ

Area of specialization สาขาวิชาที่สนใจ	Tourism Management การจัดการการท่องเที่ยว ()	Marketing การตลาด ()	Hotel Management การจัดการโรงแรม ()	Management/ business Administration การบริหารจัดการ ()	Financial Management การจัดการการเงิน ()	Culture วัฒนธรรม ()	History ประวัติศาสตร์ ()
Level of attainment ระดับการศึกษา	Bachelor's degree ปริญญาตรี ()	Master's degree ปริญญาโท ()	Doctoral degree or PhD. ปริญญาเอก ()	Post-doctoral fellowship/ study สูงกว่าปริญญาเอก ()			

13. Constraints for further studies ประเด็นหรืออุปสรรคในการศึกษาต่อ

☐ Lack of financial support/ tuition fee/ living cost ขาดแคลนทุนทรัพย์/ค่าใช้จ่ายสูง

☐ Time ไม่มีเวลา

☐ Approval by boss/ bounded by current job ไม่ได้ได้รับความเห็นชอบจากผู้บังคับบัญชา

☐ Language/ cultural barrier อุปสรรคด้านภาษา

☐ Lack of opportunity/ information ขาดโอกาสด้านการรับรู้ข้อมูล

☐ Age am

☐ Admission requirement

☐ Undecided/ limited choice of program สาขาวิชาที่เปิดสอนมีอยู่อย่างจำกัด

☐ Bounded by family/ lack of family support ไม่ได้รับการสนับสนุนจากครอบครัว

☐ No barriers ไม่มีอุปสรรคใดๆ

☐ Others อื่นๆ (please specify โปรดระบุ)

Part 2: Tourism Education Concerns Facing Tourism Education in Thailand in the New Millennium / ส่วนที่ 2 : การศึกษาด้านการท่องเที่ยวในประเทศไทย

Please tick (✓) one that best convey your level of requirement concerning tourism education.

โปรดเลือกข้อที่ตรงกับท่านมากที่สุดในด้านความต้องการเกี่ยวกับการศึกษาด้านการท่องเที่ยว

5 = Definitely required ต้องการมาก,

4 = Required ต้องการ,

3 = Neutral ไม่ต้องการ,

2 = Not required ไม่ต้องการ,

1 = Definitely not required ไม่ต้องการเลย

		5	4	3	2	1
14	Improvement in the design of academic syllabus การพัฒนาในด้านรูปแบบของหลักสูตร					
15	Students' learning through work experience การเรียนรู้ของนักศึกษาจากประสบการณ์ตรงผ่านการทำงาน					
16	Students' participation in field trip based experiential education การมีส่วนร่วมของนักศึกษาในการศึกษานอกสถานที่เพื่อการเรียนรู้ อย่างมีประสิทธิภาพ					
17	Students' learning through case studies การเรียนรู้ของนักศึกษาจากกรณีศึกษา					
18	Students' learning through role play การเรียนรู้ของนักศึกษาจากสถานการณ์จำลอง					

Part 3: Innovative Teaching Strategies / ส่วนที่ 3 : การปฏิรูปกลยุทธ์ทางการสอน

Please tick (V) one that indicates your level of recommendation for the innovative teaching strategies for tourism education โปรดเลือกข้อที่ตรงกับท่านมากที่สุดเกี่ยวกับข้อเสนอแนะในการปฏิรูปกลยุทธ์ทางการสอนของการศึกษาด้านการท่องเที่ยว

5 = Strongly recommend ควรเสนอแนะเป็นอย่างมาก, 4 = Recommend ควรเสนอแนะ,
3 = Neutral ไม่แน่ใจ, 2 = Do not recommend ไม่ควรเสนอแนะ,
1 = Strongly against recommending ไม่ควรเสนอแนะเป็นอย่างยิ่ง

		5	4	3	2	1
19	Preparation of case materials for teaching มีการเตรียมสื่อและอุปกรณ์การสอน					
20	Including an applied dimension in research projects รวมการประยุกต์แบบมีมิติในโครงการวิจัย					
21	Industry exchange programs มีโครงการแลกเปลี่ยนในอุตสาหกรรมการท่องเที่ยว					
22	Consultancy activity ส่งเสริมกิจกรรมให้คำปรึกษา					
23	Use of industry advisory councils มีการใช้ประโยชน์จากศูนย์แนะแนวทางอุตสาหกรรม					
24	Faculty gaining practical work experience in the industry before joining to teach สนับสนุนอาจารย์ผู้สอนให้มีประสบการณ์การทำงานในอุตสาหกรรมการท่องเที่ยวก่อนทำการสอนจริง					
25	Mobile learning (study outside a traditional classroom e.g. study on boat or cruise, scholar-ship) การศึกษาในชั้นเรียนที่ไม่อยู่กับที่ เช่น การจัดการเรียนการสอนบนเรือที่เคลื่อนย้ายไปตามสถานที่ต่างๆ ที่เกี่ยวข้องกับบทเรียนแทนการเรียนการสอนในห้องเรียน เน้นการเข้าถึงบทเรียนโดยอาศัยการเรียนรู้จากสถานที่จริง					

Recommendations / ข้อเสนอแนะ

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Thank you for your participation

ขอบคุณค่ะ



APPENDIX B

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a- Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.910	5

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.740	6

MBA -TRM

Grammar Checking form

Form signed by Proofreader of the Thesis

I, TONY ATKINSON, HEAD of ENGLISH MODEL, have proofread this thesis entitled
Study on the Educational Need of Thai
Education Institute

and hereby certify that the verbiage, spelling and format is commensurate with the quality of internationally acceptable writing standards for a masters degree in business.

Signed _____

Contact Number/Email address tony@syb4.ac.th

Date: 1/1/07