Baccalaureate and Graduate Degrees in Tourism and Hospitality Studies in Thailand in 2003

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ชื่อวิทยานิพนธ์	การศึกษาการเรียนการสอนเกี่ยวกับการโรงแรมและการท่องเที่ยวระดับปริญญาตรีและระดับบัณฑิตศึกษาในประเทศไทย ปี 2546
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บทคัดย่อ

สืบเนื่องมาจากประเทศไทยมีอัตราการเติบโตและการขยายตัวในด้านการท่องเที่ยวอย่างรวดเร็ว แต่ทว่าการพัฒนาทรัพยากรบุคคลยังล้าหลังอยู่มาก ทำให้ปัจจุบันจำเป็นต้องมีการพัฒนาบุคลากรบุคคลในหลายส่วนของอุตสาหกรรมการท่องเที่ยว งานวิจัยฉบับมีวัตถุประสงค์เพื่อนำเสนอข้อมูลพื้นฐานเพื่อการวางแผนและพัฒนาอุตสาหกรรมการท่องเที่ยวในยุคสมัยที่มีการเปลี่ยนแปลงนี้ เพื่อให้บรรลุวัตถุประสงค์ผู้วิจัยใช้แบบสอบเป็นเครื่องมือในการสำรวจโดยการส่งแบบสอบถามไปยังมหาวิทยาลัย สถาบันรวมไปถึงวิทยาลัยต่าง ๆ ทั้งส่วนของรัฐบาลและเอกชนรวมทั้งสิ้น 194 สถาบัน การตอบรับแบบสอบถามคือ 73.20 เปอร์เซ็นต์ ของจำนวนแบบสอบถามที่ส่งไปทั้งหมด จากการสำรวจพบว่ามีสถาบันที่มีการจัดการเรียนการสอนเกี่ยวกับการโรงแรมและการท่องเที่ยวจำนวน 79 สถาบัน รวมทั้งสิ้น 97 โปรแกรม สามารถผลิตนักศึกษาได้ 23,117 คน

คำแนะนำเพื่อประโยชน์ในการวางแผนและพัฒนาการศึกษาในด้านการโรงแรมและการท่องเที่ยวให้มีประสิทธิภาพมีดังนี้ ข้อแรก จำเป็นต้องมีการพัฒนาหลักสูตรเพื่อเพิ่มสาขาเกี่ยวกับการบริหารและการจัดการการโรงแรมและการท่องเที่ยว รวมถึงการเพิ่มวิชาทางด้านภาษาเพื่อพัฒนาทักษะในการใช้ภาษาและสื่อสาร เพิ่มสัดส่วนในการฝึกงานของนักศึกษาและพัฒนาระบบการเรียนการสอนเพื่อเน้นการเรียนรู้แบบเน้นการทำงานร่วมกัน ข้อที่สอง เพื่อลดปัญหาการผลิตแรงงานล้นตลาดและลดปัญหาการขาดแคลนแรงงานที่มีความสามารถ การร่วมมือและการสื่อสารในทั้งในส่วนกลางและส่วนท้องถิ่นจึงจำเป็นอย่างยิ่ง ข้อที่สาม การเพิ่มการฝึกอบรมและสนับสนุนการศึกษาต่อรวมทั้งการเพิ่มค่าตอบแทนสำหรับอาจารย์ผู้สอนควรพิจารณาอย่างเร่งด่วนเพื่อลดปัญหาการขาดแคลนจำนวนอาจารย์ และสุดท้ายควรให้การศึกษาแก่คนในท้องถิ่นและนักท่องเที่ยวเพื่อให้ผู้คนเหล่านั้นส่งเสริมและสำนึกในการรักษาทรัพยากรและสถานที่ท่องเที่ยวเพื่อการท่องเที่ยวแบบยั่งยืน

คำศัพท์ การพัฒนาทรัพยากรบุคคล, การโรงแรม, การท่องเที่ยว, การพัฒนาหลักสูตร

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Abstract

As a consequence of Thailand's rapid growth in tourism, HRD has lagged behind, making at present the need to develop the required human resources in various segments of the industry imperative. This study aims at providing background for Thai tourism industry planning and development in a period of changing environment. We carried out a survey by sending questionnaires to all higher education establishments in Thailand: both public and private universities and institutions, totally 194 universities/institutes. The total responding in terms of number of questionnaire returned was 73.20 per cent. The findings showed that 79 universities and institutions offered 97 hospitality and tourism programs, producing 23,117 graduates in 2003. The specific recommendations from the study are as follows: *First,* there is a need for curriculum development in order to increase the share of management courses in hospitality and tourism programs, improve the language skills by adding more language courses, put more emphasis on training and internships in the industry, and adopt a more interactive learning system aimed at improving communication skills and team working of students. *Second*, the cooperation and communication at the national and local levels in order to minimize the over production of graduates in some areas and minimize the shortage of specific skills workforce. *Third*, teaching staffs development, training programs, and improving the compensation will help overcome the shortage of qualified teaching staff. *Finally*, educating local people and tourists to encourage and respect the resources of their destinations.

Key Words: International competitiveness, Human resources development, Hospitality, Tourism, and Curriculum development

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CHAPTER 1

INTRODUCTION

1.1 Background / Rationale

The Asia-Pacific region is the world's fastest growing tourism area in terms of visitor arrivals. Thailand is one of the countries in the Asia-Pacific region that has experienced tourism growth since the first Thai tourism plan was set up in 1976 at the end of 3rd National Economic and Social Development Plan (NESDP) (1972-1976). Even in the year after financial crisis in 1997. The number of international tourist arrivals increased from 7.22 million in 1997 to 7.76 million in 1998 and up to 10.80 million in 2002. In 2002, tourism industries become the top most foreign currency earner when compared to other industrial sectors such as computer and parts, electronic components and textiles.   The growth rate of tourist arrivals keep growing even after the regional and world crisis such as the incident in the United States, the bombing in Bali and SARS epidemic. But in terms of revenues receives from the industry in dollar terms were decreasing as opposed to baht term. Thailand generates less revenue per tourist that leading competitors, for example Indonesia and Thailand has not been able to increase the revenue per tourist overtime. Even after the 1997 devaluation, revenues in terms of Thai Baht only remained stable, while tourists reduced their spending in terms US-Dollar (Chaisawat, 2004).

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

1. The access ability to tourism is the basic rights to all Thai people with no discrimination.

2. The management of tourist must be united and intergraded manner for the preservation of national tourism heritage for Thai younger generation.

3. Tourism as a means to educate younger generation, for continuing education to people and as means to preserve, not destroy, natural culture and identity.

4. Tourism is a manner to offer employment opportunity, revenue generation and a process to strengthen the community.

5. To maintain international competitiveness, to increase the quality of management standard in both private and public sectors and to increase personal skills for the quality of international service standard.

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

1. Develop as well as promote sustainable tourism with the least environmental, natural, social and cultural impact, so as to preserve the existing national resources for the benefits of later generations.

2. Enhance the quantitative expansion of the tourism industry through the development as well as management of potential tourism resources in manner that generates the extreme benefits.

3. Standardize tourism products in order to attract quality tourists.

4. Use Thai uniqueness as the country's selling point while establishing a brand image for each region and push them to be developed accordingly.

5. Present the products from different points of view in order to meet the tourists' demands due to fact that 51 percent of tourist visitors to Thailand are repeaters.

6. Promote international sports events as a major tourist activity.

7. Develop an integrated management of information, public relations and customer relations through the use of information technology.

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

To achieve the ambitious government target, to success of any tourism development strategy will be determined to a large extent by human resources, which can deliver efficient, high quality services. As a consequence of Thai rapid growth in tourism, the need to develop the required human resources in various segments of the industry has become imperative.

From the studies of Thai Hotels Association: Annual Report 1995-1996, revealed that there were 81 non-Thai General Managers (GMs) from 259 hotels or 31.27%. The same figure for Phuket was 17 out of 38 or 44.74%. Reggies Shiu, Accor Asia Pacific' chief executive for Thailand, Cambodia, Burma, and Laos said that "the most important problems of human resources is to recruit and to keep good people. One problem that is facing Accor Asia Pacific at Bangkok office is the inability to develop Thai management staff. Now, there is only one Thai, Assistant Chief Executive and Directors, working with the company (Chaisawat, 1999).

The past 30 years have seen unprecedented growth both in higher education in general and in hospitality education in particular. One common explanation for the explosion in the number of hospitality programs is tremendous growth of the hospitality industry in the 1960s, 1970s, and 1980s, which increased the demand for hospitality staffs. As the industry grew and matured, and become more sophisticated and specialized, the need for an educated workforce intensified. The increasing complexity of running a business requires staff with greater academic preparation than had been necessary in the past (Barrows, 1999). The finding of 'Baccalaureate and Graduate Degrees in Tourism and Hospitality Studies in Thailand: The Comparative Studies Between 1996 and 1999 by Chaisawat, M.(1999) concluded that the universities and institutes offered programs in hospitality and tourism education in 1999 as compared to those in 1996 had changed with a lot of quantity improvement in terms of number of the institutes, number of staffs, number of in-put/out-put of students as well as research projects. But the very important issues that directly to the quality of the graduated, and the problems and constraints running the hospitality/tourism programs, still exist. The issues of problems and constraints running Tourism and Hospitality Programs in Universities/Institutes between 1996 and 1999 were:

1. Lack of qualified teaching staff
2. Negative attitude of the students/parents to the industry
3. Insufficient practical training place for students
4. Lack of financial support from the government
5. Low quality of the students

6.   Lack of textbooks in this area of study

7.   Lack of overseas staff

8.   High investment for this program

9.   Lack of laboratory

Those issues support the targets of the national plan to produce the graduates in sufficient number to meet market demand and of international quality standard to cater to the free trade in service, as well as to support the employment of more Thais in the tourism industry.   Three recommendations in 'Baccalaureate and Graduate Degrees in Tourism and Hospitality Studies in Thailand: The Comparative Studies Between 1996 and 1999 by Chaisawat, M. (1999) was proposed to solve the immediate problems.   There are: the need for curriculum development, setting up a joint-program for staff development, and the need for an association and meeting for coordination and development of the program.

1.2   The Objectives of the Study

The specific objectives of the study are mainly to see the responses of educational institutes in adapting to the changing environment:

1.2.1   To know the numbers of institutes and size or level of graduate output in the discipline of hospitality and tourism management at bachelor degree level and above.

1.2.2   To see the problems and obstacles in producing graduates in the hospitality and tourism fields of study.

1.2.3   To propose recommendations for producing graduates in hospitality and tourism fields of study, that meet the human resource requirement needs sufficiently in both quality and quantity, that can find work in different parts of the world under international economy.

1.3   Statement Hypothesis

The existing universities and institutes offering hospitality and tourism programs could not produce qualified graduates, both in terms of quantity and quality, to meet manpower needs of the country.

1.4   The Statement of the Problem

Tourism is a major foreign exchange industry; in general, the key benefits of the tourism industry are in from of export earnings, employment, infrastructure investment, tax revenues, rural opportunities. According to World Tourism Council, tourism industry in 2005 is expected to account for 11.4 per cent of global Gross Domestic Product (GDP). It is also anticipated to create 120 million's jobs opportunities in the world being related with intensive labor tourism industry with direct and indirect ways. Thailand has some of the world's finest hotels and resorts, a reputation for cultural and historical attractions, distinctive cuisine and service with smile. Therefore, the only way that Thailand can compete in the international tourism market is to position Thailand as a quality and sustainable tourist development by improving and developing the basic factors necessary for increasing the efficiency and boosting the competitiveness of Thailand's service sector. This includes the production and development of service sector personnel, the development of different forms of providing services, and development of technology and infrastructure. To complete those factors, human resource development is needed to be considering in the first stage. We need people to work with new information technology. Therefore, the key issue is whether the universities and institutes can produce qualified graduates in a sufficient number to meet market demand, and of international quality standard to cater the free trade in services, or not.

1.5 Expected Benefits

Baccalaureate and Graduate Degree in Tourism and Hospitality Studies in Thailand in 2003 will provide basic data for planning and developing human resources in the Thai tourism industry in the period of the rapidly changing environment.

1.6 Data Sources:

1.6.1 Primary Data

A questionnaire surveyed covering the total population of the institutes, colleges and universities in Thailand.

1.6.2 Secondary data

Search data from documents, journals and websites about hotel and tourism international education, Thai the economic crisis that effected to tourism, and

1.6.2.1	Tourism Authority of Thailand (TAT)
1.6.2.2	Thai Tourism Promotion and Development Policies 1997-2003.
1.6.2.3	Tourism Action Plans under the 9th National Economic and Social Development Plan (2002-2006) (TAT, 2001)
1.6.2.4	www.tat.or.th
1.6.2.5	www.tourismthailand.org
1.6.2.6	www.itehk.com
1.6.2.7	www.thaitambol.net
1.6.2.8	www.lib.ru.ac.th
1.6.2.9	www.world-tourism.org

1.7 Scope of the Study

    1.7.1   The total of the institutes, colleges and universities in Thailand

    1.7.2   The area of the study covers in Thailand

1.8 Research Methodology

    1.8.1 Population

        The study will cover the total population of the institutes, colleges and universities in Thailand those offer hospitality and tourism programs at a bachelor degree and above, as follows:

        1.8.1.1   21 Public Universities

        1.8.1.2   29 Private Universities

        1.8.1.3   41 Rajabhat University

        1.8.1.4   38 Rajamangala Institutes of Technology[1]

        1.8.1.5   65 Public and Private Educational Institutes/Colleges

    1.8.2 Data collection

        Qualitative and quantitative methods of study will be used for this study. The data collection will cover documents, data, statistics (for examples, WTO, WTTC, TAT, Thailand Development Research Institute (TDRI)) and interviewing teachers, who are responsible in the tourism/hospitality educational institutes, colleges and universities.

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[1] Now the name have changed to Rajamangala Universities of Technology

1.8.3 Data analysis

Using The Statistical Package for Social Science for Windows (SPSS Program) to analyze and conclude the result for this research. This program can be categorized to:

1.8.3.1   Simple Frequency: measure the distribution of the data to describe Descriptive Statistics for both Measures of Central Tendency and Measures of Dispersion.

1.8.3.2   Joint Frequency Distribution (Cross-tabulation): to find out the number of universities, institutes and colleges, where offer degree programs in the hotel   and tourism fields of study, and their input and output students. Therefore there will be the important data in order to see the problems and obstacles in producing graduates in the hotel and hospitality fields of study.

1.8.3.3   Manual Tabulation: to analyze the open-ended questions such as the question, which ask about problems and recommendations in tourism/hospitality study in those institutes, colleges and universities.

CHAPTER 2

LITERRATURE REVIEW

2.1   Tourism Employment

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

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

Table 2.1.1: World and Regional Prospects 1995-2020

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

* Revise forecast

(Source: World Tourism Organization (WTO))

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

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

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

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

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

Accommodation	Food and Beverage	Reservation Systems
Hotels/resorts	Restaurants	Auto Clubs
Motels	Fast Food	Entertainment/Arts Venues
Hostels	Wine Merchants	Museums/Historical Sites
Caravans	Travel Agencies	Construction/Real Estate
Camping	Tour Companies	Distillers/Brewers/Bottlers
Transportation	Souvenirs	Auto/Aircraft Manufacturers
Airlines	Luggage	Motor Fuel Producers
Cruise Ships	Hotel/Restaurant Suppliers	Clothing Manufacturers
Rail	Taxi Services	Communication Networks
Car Rental	Cameras and Film	Education/training Institutes
Bus Coaches	Maps, Travel Books	Recreation/sporting Equipment
Attractions	Shopping Malls	Food Producers
Man Made	Service Stations	Advertising Media
Natural	Sporting Events	Cartographers/printers
	Banking Services	

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

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

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

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

(Source: WTTC 2000)

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

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

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

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

1. Shortage of qualified manpower, particularly at the managerial level, which poses a major obstacle in the overall development of the tourism sector.

2. Shortage of qualified and experienced teaching staff.

3. Shortage of training materials and facilities.

4. Lack of strategies and policies for human resources development in tourism sector.

5. Difficulty of keeping pace with rapidly changing technological innovation and dynamic changes in the global marketplace.

6. Complexity of multi-disciplinary nature of tourism studies.

7. Gap between training/education institutes' training capacity and industry's actual needs.

8. Shortage of the higher-level programs for management development.

9. Shortage of certain sub sector's occupation and for entrepreneurship.
   (Yamakawa, 2000, 4)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Admissions

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

Personal Qualities

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

Academic Preparation

While the industry sees the need of academic preparation, they would like to see master program to be applied in nature, with an emphasis on unique courses such as brand management and development. They would also like a required industry work component in a curriculum. Since managers are responsible for the finances of their companies, a course on capital management and more emphasis on accounting were considered to be crucial.

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

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

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

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

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

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

2.6   Total Quality Management and Tourism and Hospitality Education

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

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

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

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

2.7   Human Resource Development in Thailand

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

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

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

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

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

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

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

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

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

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

1. Shortage of trained personnel in Thai tourism industry, particularly at the middle managerial level.

2. Shortage of qualified tourism instructors.

3. Insufficiency of teaching materials, equipment and facilities.

4. The existing education and training courses have only partly met the needs of the industry.

5. Many Thai tourism personnel are incapable of speaking a foreign language.

6. The tourism industry's image as an employer is poor.

7. There is no single agency responsible for human resource development for Thai tourism industry.

8. There is a deficiency of co-operation between the public, the private sector, and educational institutes in the provision of skilled personnel in tourism industry.

9. There was disagreement about the future of HTTI, whether it should be upgraded to a national training center, or whether Thailand needs a national training center at all.

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

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

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

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

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

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

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

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

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

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

Strategy 1: Position Thailand to be a center for hospitality and tourism studies and training, locating at major tourism destinations. Human resources development is especially important in tourism because service activity depending in large part for it success on the quality of personnel working in tourism. Persons working in the many aspects of tourism must be properly trained. The general public and people living in tourism areas must be educated about tourism. Even the tourists themselves must be informed about their destination – its geography, history, cultural patterns and society – and encouraged to respect it. In term of strategic implementation of tourism product development, tourism education and training institutions should play the catalyst and coordinating role with all stakeholders in each region or destinations.

Figure 2.7.2: The Strategic Implementation of Planning and Policy for Thai Tourism Product Model
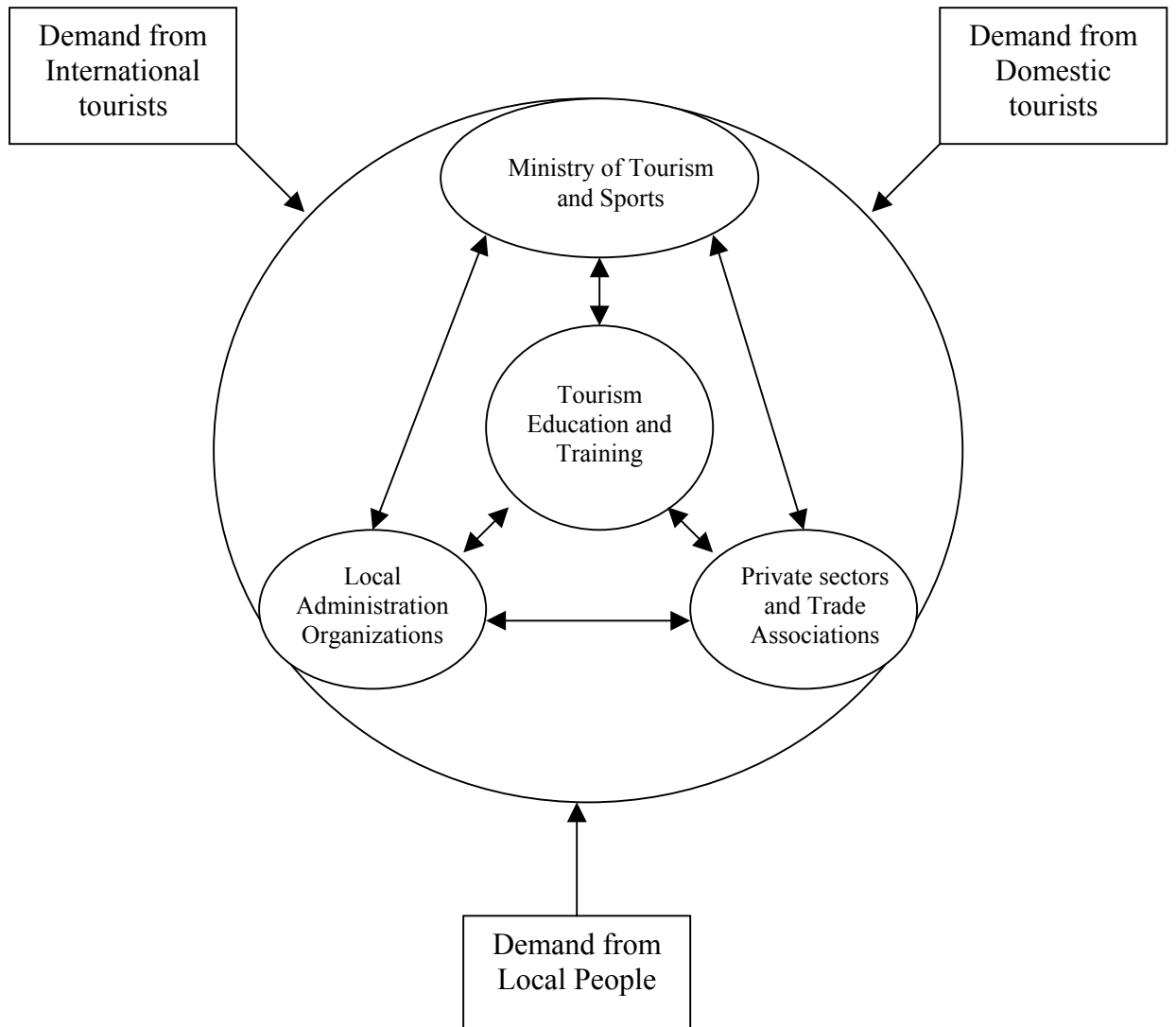
(Source: Chaisawat, M.(2004), The 6th ADRF General Meeting Proceedings)

2.8   Hospitality and Tourism Education in Thailand

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.   The joint-program for staff development. The major problem of the hospitality and tourism programs was lack of qualified teaching staff. To solve the problem, in the past, some institutions had sent their teaching staff aboard for further study. It costs over one million baht for graduate study per year per person in some countries. It was the times for the universities/institutions to sit down and discuss the problem together to find a more efficient and more economic way to solve the problem. The recommendation was, also, to propose an economical way to solve the teaching staff problem.

3.   The need for an association for coordination and development of the program. Different institutions under different ministries ran the hospitality and tourism programs. Under the constraints of financial support from the government and international competition, it required a coordinating body to set guide lines of operation in terms of input/output of the students, curriculum development, and quality assurance of the programs as well as accreditation of the programs. It was to ensure that the universities/institutions could produce graduates capable of excelling in any service-based sector within the Thai tourism industry to complete in the world market economy. The recommendation clearly suggested that it needed a strong efficient organization/meeting to support the program development. The other reason that it needed an organization at a national level was to have a national representative to participate in the regional or international hospitality and tourism organizations, such as, Asia Pacific Tourism Association (APTA), Asia-Pacific Education and Training Institute in Tourism (APETIT), established by ESCAP in September 1997, and other country national tourism associations, namely, the Council of Australia University Tourism and Hospitality Educators (CAUTHE), Tourism Sciences Society of Korea (TOSOK), Chinese Tourism Management Association, Taipei, Taiwan, ROC, etc. The Thai Hospitality and Tourism Educators Club (THATEC) could be the name of the proposed organization.

2.8.2   The Situation of Higher Education in Thailand

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

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

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

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

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

2.9   Institutional Framework

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

2.9.1 World Tourism Organization

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

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

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

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

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

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

2.9.2 World Trade Organization

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

2.9.3 ASEAN Tourism Agreement

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

1. To cooperate in facilitating travel into and within ASEAN.

2. To enhance cooperation in the tourism industry among ASEAN MEmber States in order to improve its efficiency and competitiveness.

3. To substantially reduce restrictions to trade in tourism and travel services among ASEAN Member States.

4. To establish an integrated network of tourism and travel services in order to maximize the complimentary nature of the region's tourist attractions.

5. To enhance the development and promotion of ASEAN as a single tourism destination with world-class standards, facilities and attractions.

6. To enhance mutual assistance in human resource development and strengthen cooperation to develop, upgrade and expand tourism and travel facilities and services in ASEAN.

7. To create favorable conditions for the public and private sectors to engage more deeply in tourism development, intra-ASEAN travel and investment in tourism services and facilities.

2.9.4 Asia Cooperation Dialogue (ACD) Tourism Business Forum

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

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

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

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

2.9.5 Economic Cooperation Strategy (ECS)

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

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

2.9.6 Thai National Tourism Plan

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

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

3. Tourism as a means to educate younger generation, for continuing education to people and as means to preserve, not destroy, natural culture and identity.

4. Tourism is a manner to offer employment opportunity, revenue generation and a process to strengthen the community.

5. To maintain international competitiveness, to increase the quality of management standard in both private and public sectors and to increase personal skills for the quality of international service standard.

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

1. Develop as well as promote sustainable tourism with the least environmental, natural, social and cultural impact, so as to preserve the existing national resources for the benefits of later generations.

2. Enhance the quantitative expansion of the tourism industry through the development as well as management of potential tourism resources in manner that generates the extreme benefits.

3. Standardize tourism products in order to attract quality tourists.

4. Use Thai uniqueness as the country's selling point while establishing a brand image for each region and push them to be developed accordingly.

5. Present the products from different points of view in order to meet the tourists' demands due to fact that 51 percent of tourist visitors to Thailand are repeaters.

6. Promote international sports events as a major tourist activity.

7. Develop an integrated management of information, public relations and customer relations through the use of information technology.

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

2.9.7 Informal Organization for Cooperation among Tourism Education Institutions

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

2.10 Conclusion

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

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

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

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

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

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

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

CHAPTER 3

METHODOLOGY

Introduction

To find number of institutes/universities and size of graduate output in the discipline of hospitality and tourism management at bachelor degree level and above as well as problems and obstacles in producing graduates in this field of study, the researcher designed to use questionnaire survey sending to all universities/institutes in Thailand, both public and private universities/institutes. Sources of names and addresses of universities/institutes are found from secondary data, the Ministry Education and Ministry of universities Affairs website, Tourism Authority of Thailand, Thai Tourism Research Website, and Thailand Research Fund (TRF). A sample of 194 questionnaires from a total population of the institutes, colleges and universities in Thailand (194) were distributed in February to May 2004.

3.1 Methodology

This research has involved studying number of institutes, colleges, universities in Thailand where offer hospitality/tourism in Baccalaureate and Graduate Degree. The stages of this process are as follows.

1. Population
2. Sample Size
3. Tools of Research
4. Set up & Determination Tools of Research
5. Data Collection
6. Data Analysis
7. Limitation of Data Collection

3.2   Population

The total population of this study covers both public and private institutes in Thailand in 2003 at 194 institutes.

3.3   Sample Size

To collect the primary data, the researcher used a questionnaire survey covering the total population of the institutes, colleges and universities in Thailand those offering or might be offering tourism and hospitality programs as follow:

3.3.1   21 Public Universities

3.3.2   29 Private Universities

3.3.2   41 Rajabhat Universities

3.3.3   38 Rajamangala Institutes of Technology

3.3.4   65 Public and Private Educational Institutes/Colleges

Total population = 194

3.4   Tools of Research

A structure questionnaire was adopted as a tool for study. Questionnaire was designed according to general information of each universities/institutes and deeply information about programs offering in hospitality and tourism. It was divided to 2 sections.

Section 1 includes general information of name and address of each universities/institutes, program offering, number of student inputs and outputs and number of teaching staffs.

Section 2 includes the information about number of researches and projects completed and problems and suggestion of the program.

Types of Questions

- Fill in the blank
- Checklist
- Open-ended

3.4.1.1   Fill in the blank

This is one, which let the respondent to answer the general information of the universities/institutes.

3.4.1.2   Checklist

This is one, which leaves it to the respondent to answer it as he/she chooses.

3.4.1.3   Open-Ended

This is one, which leaves it to the respondent to answer according to the reality problems and constraints running and the suggestions from him/her.

3.4.2   Scales of Measurement Use in the Research

- Nominal
- Ordinal

3.4.2.1   Nominal Scale

A nominal scale is one of which numbers are only used as tables and have no numerical sanctity. For example, in the research, the researcher categorizes Private University, Public University,

Private Educational Institute, Rajabhat University, and Rajamangala Institute of Technology. Moreover, the nominal scale variable can be used to do cross tabulations, one of the most popular methods of routine analysis. To repeat, simple tabulations (also called frequency tables) and cross tabulations can be done with nominal scale variables.

3.4.2.2 Ordinal Scale

Ordinal Scale variables are ones, which have a meaningful order to them. For example, in the research, the researcher ranked to academic rank of teaching staffs. These ranks are not interchangeable, as nominal scale labels are, so the statistics, which can be used with the ordinal scale.

3.5 Set up and Determination Tools of Research

3.5.1 Source of Data

In this research, the researcher use both primary data and secondary data.

3.5.1.1 Primary Data

Primary data were collected by surveying from all universities, institutes and educational institutes in Thailand. The questionnaires asked about the current program offering in hospitality and tourism program, number of student input/outputs, number of teaching staffs, number of research completed, and the problems and constraints in running the program. The purpose of this research is to recommend for producing graduates in hospitality and tourism fields of study that meet the human resource requirement sufficiently in both quality

and quantity, that can find work in different parts of the world under international economy.

3.5.1.2 Secondary data

- Searching data from Internet and related web sites that show names and addresses of universities and institutes in Thailand.

3.6 Data Collection

Qualitative and Quantitative methods of study will be used for this study. The data collection will cover documents, data, statistics and interviewing people, who are in hospitality and tourism education and who are in hospitality and tourism industries. Most of data from hospitality and tourism educational institute are from questionnaire surveying and interviewing.

3.6.1 Data Analysis

The research involved collecting 194 questionnaires and using The Statistical Package for Social Science for Windows (SPSS Program) to analyze and conclude the result for this research. This program can be categorized to:

3.6.1.1 Simple Frequency

Measure the distribution of the data to describe Frequency Statistics to find out number of universities and institutes and program offering in hospitality and tourism.

3.6.1.2 Joint Frequency Distribution (Cross Tabulation)

To find out the majors and programs provides by different types of universities and institutes, where offering hospitality and tourism program.

3.6.2 Manual Tabulation

To analyze the open-ended questions such as the question which ask about problems and constraints running and the recommendations.

3.7 Limitation of Data Collection

Sending questionnaire survey to universities and institute a time-consuming and had low responding rate. The researcher continued to use fax and telephone interviewing, which are better but more expensive. Some of information is confidential for private universities, for example wage and salary for teaching staffs.

In summary,

Objectives	Methodology (Population: 194 institutes) (Sample size:194 institutes) **Tool, Data Analysis**	Expected Outputs
To know the numbers of institutes and size or level of graduate output in the discipline of hosp.& tour. management at bachelor degree level and above.	Tool: Questionnaire Surveys Data Analysis: 1) Frequency Statistics 2) Joint Frequency Distribution	1. To find out number of universities and institutes and program offering in hosp. & tour. 2. To find out the majors and programs provides by different types of universities/institutes, where offering hosp. & tour. program.
2. To see the problems and obstacles in producing graduates in the hosp. & tour. fields of study.	Tool: Questionnaire Surveys, Interviewing from hosp. & tour instructors and students, and entrepreneurs who were in hosp. & tour. industries. Data Analysis: Manual Tabulation	To find out problems and constraints running in hosp. & tours. study.
3. To propose recommendations for producing graduates in hosp. & tour. fields of study,	Tool: Analyze the given information from open-ended questions and information from interviewing Data Analysis: Manual Tabulation	Recommendations that meet the human resource requirement needs sufficiently in both quality and quantity.

CHAPTER 4

FINDINGS

4.1 Introduction

The 194 questionnaires were sent by mail to all universities and institutes in Thailand from the 26th to 28th February 2004. The questionnaires should return back within 15th March 2004, but the researcher still waiting until 30th April 2004. Only 106 questionnaires were replied. Later, from 25th April 2004 – 12th May 2004, the researcher continued to used telephone interviewing and fax to the rest universities/institutes. In the end of May 2004, total responding in terms of number of questionnaire returned was 142 questionnaires or about 73.20 per cent. The result from questionnaire surveying was 59 universities/institutes offered Baccalaureate and Graduate Degrees in Tourism and Hospitality in 2003 and 11 universities/institutes are going to offer the program within the year 2006. However, the researcher had analyzed secondary data (source: Thai Tourism Research, the Ministry of Education, and Thailand Research Fund (TRF)). They showed that there are another 19 universities/institutes already offered hospitality/tourism, and 2 universities are going to offer the programs within the year 2006 (please see more detail in appendix 1). It can be assumed that the rest 31(194-142-19-2) universities/institutes do not offer hospitality/tourism program.

4.2 The Findings

The conclusion from questionnaires survey and from secondary data (source: Thai Tourism Research, the Ministry of Education, and Thailand Research Fund (TRF)) are presented as follow:

4.2.1 Universities / Institutes offering Bachelor Degree in Hospitality and Tourism program during 2003-2006

Table 4.2.1   Types of Universities / Institutes Offering Hospitality and Tourism during 2003-2006

Types of University/Institute	2003	2004	2005	2006
Public University	15	15	17	17
Private University	17	17	17	17
Rajabhat University	33	35	35	35
Rajamangala Institute of Technology	11	13	13	14
Private Educational Institute/College	1	4	5	5
Total	**77**	**84**	**87**	**88**

By the year 2003, there are 77 universities/institutes offered hospitality/tourism programs in bachelor degree.   33 institutes or 42.86 per cent offered by Rajabhat Universities, private university accounted for 17 or 22.08 per cent, followed by public university at 15 or 19.47 per cent and the rest are Rajamangala Institute of Technology (11 or 14.29 per cent) and private college (1 or 1.30 per cent).   Within the year 2006, another 2 public universities, 2 Rajabhat Universities, 3 Rajamangala Institute of Technology, and 4 private educational institutes/colleges are going to offer hospitality/tourism program.   Total hospitality/tourism program until the year 2006 are 88 universities/institutes.

4.2.2 Universities / Institutes Offering Master Degree and above in Hospitality and Tourism during 2003-2006

Table 4.2.2 Types of Universities / Institutes Offering Mater Degree in Hospitality and Tourism during 2003-2006

Types of University/Institute	2003	2004	2005
Public University	6	7	8
Private University	2	2	2
Total	**8**	**9**	**10**

In 2003, there are 8 universities offered hospitality/tourism programs in master degree (6 public universities or 75.00 per cent, and 2 private universities or 25.00 per cent). Within the year 2005, another 2 public are going to offer hospitality/tourism program.

4.2.3 Summary of Bachelor Degree, and Master Degree are to be offered during 2003-2006

Table 4.2.3 **Types of University / Institute Offering Hospitality and Tourism during 2003-2006**

Types of University/Institute	2003	2004	2005	2006
Public University	17	18	21	21
Private University	17	17	17	17
Rajabhat University	33	35	35	35
Rajamangala Institute of Technology	11	13	13	14
Private Educational Institute/College	1	4	5	5
Total	**79**	**87**	**91**	**92**

Up to year 2006, there will be 21 public universities, or 22.83 per cent, 17 private universities, or 18.48 per cent, 35 Rajabhat Universities, or 38.04 per cent, 14 Rajamangala Institutes of Technology, or 15.22 per cent, and 5 private educational institutes/colleges, or 5.43 per cent, offering Hospitality/Tourism in bachelor and master degree. Therefore, there are 92 Universities, Institutes all together. Beside those 92 Universities, Institutes, 88 of them offer Bachelor Degree and 10 of them offer Master and Doctoral Degree.

Note: The number of universities/institutions in this table is not equal to table 4.2.1 plus 4.2.2 because some universities/institutions offered both bachelor degree and above bachelor degree, it counted only one.

4.2.4   Names of Degree offering during 2003-2006

Table 4.2.4   Degree Offering by Universities / Institutes in Hospitality and Tourism during 2003-2006

Degree	2003	2004	2005	2006
B.A.	67	73	76	77
B.B.A	21	22	22	22
M.A.	4	4	5	5
M.B.A.	2	3	3	3
Other	3	3	3	3
Total	**97**	**105**	**109**	**110**

In year 2003, there were 97 programs in hospitality/tourism field of study. There were 67 B.A. programs, or 69.07 per cent, and were planned to offer 10 programs up to 2006. 21 B.B.A. programs were offered in 2003 and was planned to offer 1 program in 2004. 4 M.A. programs were offered in 2003 and were planned to offer 1 program in 2005. M.B.A. program was offered in 2 institutes in 2003 and planned to have 1 in 2004. And the rest 3 programs in 2003 were 1 Ph.D. program at Silpakorn University, 1 Ph.D. program at Chulalongkorn University and 1 B.Sc. program at Dhurakij Pundit University.

Table 4.2.4.1 B.A. Degree Offering by Universities / Institutes in
Hospitality and Tourism during 2003-2006

Types of University/Institute	2003	2004	2005	2006
Public University	14	15	17	17
Private University	11	11	11	11
Rajabhat University	33	35	35	35
Rajamangala Institute of Technology	9	11	11	12
Private Educational Institute/College	0	1	2	2
Total	**67**	**73**	**76**	**77**

There were 67 B.A. programs offered in 2003. in terms of institution, B.A. were offered by 33 Rajabhat Universities (49.25 per cent), 14 public universities (20.90 per cent), 11 private universities (16.42 per cent) and 9 Rajamangala Institutes of Technology (13.43 per cent).   Up to year 2006, there were another 10 B.A. programs will offered, most of program will offer in the year 2004. Total programs of B.A. in hospitality/tourism until the year 2006 are 77 programs.

Table 4.2.1.2 B.B.A. Degree Offering by Universities / Institutes in Hospitality and Tourism during 2003-2006

Types of University/Institute	2003	2004	2005	2006
Public University	6	6	6	6
Private University	9	9	9	9
Rajamangala Institute of Technology	2	2	2	2
Private Educational Institute/College	4	5	5	5
Total	**21**	**22**	**22**	**22**

In 2003, 21 B.B.A programs were offered: 9 (42.86 per cent) by private university, 6 (28.57 per cent) by public university, 2 (9.52 per cent) by Rajamangala Institute of Technology and the rest 4 (19.05 per cent) by Private Educational Institute/College. Only one was planned to offer in 2004.

Table 4.2.4.3 M.A. Degree Offering by Universities / Institutes in Hospitality and Tourism during 2003-2006

Types of University/Institute	2003	2004	2005	2006
Public University	3	3	4	4
Private University	1	1	1	1
Total	**4**	**4**	**5**	**5**

There were 4 programs offer in M.A. degree in hospitality/tourism in 2003. 3 Public university, or 75.00 per cent offered most of them, another one program was offered by private university. One program was planned to offer in 2005 by public university.

**Table 4.2.4.4 M.B.A. Degree Offering by Universities / Institutes in
Hospitality and Tourism during 2003-2006**

Types of University/Institute	2003	2004	2005	2006
Public University	1	2	2	2
Private University	1	1	1	1
Total	**2**	**3**	**3**	**3**

Only 2 M.B.A were offered in 2003, each one by public and private universities. There is 1 program planned to offer in 2004.

**4.2.5   Summary of Certificates and Degrees Offering in Hospitality and
Tourism during 2003-2006**

**Table 4.2.5   Summary of Certificates and Degrees Offering in Hospitality and
Tourism during 2003-2006**

Certificate	2003	2004-2006
Two years Certificate	3	3
Four year Certificate	5	5
Advance Certificate	14	16
Graduate Certificate	1	1
Bachelor Degree Certificate	89	100
Master Degree Certificate	6	8
Doctoral Degree Certificate	2	2
Total	**120**	**135**

4.2.6   Student Statistics in 2003

Table 4.2.6   Student Figures of the Hospitality and Tourism Degrees in 2003

Characteristics	2003
Number of yearly entrants	6,279
Number of male student	1,507
Number of female student	4,772
Proportion of male to female student	0.24/0.76
Number of yearly graduation	4,155
Total number of graduation up to 2003	23,117

* The number is based on 63 institutes

In 2003, the total input of the students into the programs were 6,279 with maximum number of 1,000 students at Suan Dusit Rajabhat University and minimum number of 12 students at Rajamangala Institute of Technology.   The proportion of male to female student was at 0.24/0.76.   The number of graduated students in 2003 were 4,155 which equivalent to 66.17 per cent of input students of that year.   Total number of graduated students accumulated to 2003 was 23,117.

Table 4.3.1 indicated that 33 Rajabhat Universities offered the major of Tourism Industries.   Public and private universities mostly offered Hospitality/Tourism Management programs.   The other major, Hospitality, Tourism, Hospitality and Tourism, Service Industries, and others (Tourism Development (1) and Food Business (1)) were offered by private and public universities/institutes.

Note for table 4.3.4

In summary,

In 2003, there were 97 hospitalities/tourism programs offered in Thailand. The members of Rajabhat University mainly paid attention to Bachelor of Art in Tourism Industries, 33 universities (34.02 per cent of total programs).

The management-approached programs at bachelor degree were 31 (31.96 per cent) in the form of 'Bachelor of Business Administration' (B.B.A.) 14 programs, 'Bachelor of Art' (B.A.) 12 programs. At a 'Master of Art' (M.A.) 3 programs and 2 programs as a 'Master of Business Administration' (M.B.A.).

15 programs, majoring in Tourism, were offered as a Bachelor of Arts 12 program and a Bachelor of Business Administration, 3 programs.

The rest of the programs were offered at different concentration as follow: 6 programs in Hospitality and Tourism, B.A. (3), B.B.A. (2), and B.A. & B.Sc. (1); 3 programs in Hospitality, B.A. 3 programs in Service Industries, B.A. (1) and B.B.A. (2); other 5 programs, B.A. (Tourism Development), B.A. (Food Business), M.A. (Eco-Tourism Management, one Ph.D. program in Cultural Tourism Management and one Ph.D. program in Cultural Heritage Management)

4.3 Types of Major of Study at Bachelor Degree and Offering Universities / Institutes in 2003 at Bachelor Degree

Table 4.3.1 Relationship between Universities / Institutes and Majoring in Hospitality and Tourism in 2003

Majoring	Types of Institute					Total
	Public University	Private University	Rajabhat University	Rajamangala Institute of Technology	Private Educational Institute/ College	
Hospitality	1	1	0	2	0	**4**
Tourism	3	4	0	8	0	**15**
Hospitality & Tourism	1	4	0	1	0	**6**
Hospitality/Tourism Management	11	10	0	0	4	**25**
Service Industries	2	1	0	0	0	**3**
Tourism Industries	0	1	33	0	0	**34**
Others	2	0	0	0	0	**2**
Total	**20**	**21**	**33**	**11**	**4**	**89**

Table 4.3.2 Relationship between Universities / Institutes and Majoring in Hospitality and Tourism during 2004-2006

Majoring	Types of Institute				Total
	Public University	Rajabhat University	Rajamangala Institute of Technology	Private Educational Institute/ College	
Tourism	1	0	2	1	**4**
Hospitality & Tourism	1	0	1	0	**2**
Hospitality/Tourism Management	0	0	0	2	**2**
Tourism Industries	0	2	0	0	**2**
Others	0	0	0	1	**1**
Total	**2**	**2**	**3**	**4**	**11**

The planned programs to be offered during 2004 to 2006 are tourism (4), hospitality and tourism (2), hospitality/tourism management (2), tourism industries (2), and others (1) (English for Tourism at Rajapark College).

Table 4.3.3   Relationship between universities and majoring in Hospitality and Tourism at Master Degree Level and above in 2003

Majoring	Type of Institute		Total
	Public University	**Private University**	
Hospitality/Tourism Management	2	2	**4**
Service Industry Management	1	0	**1**
Others	3	0	**3**
Total	**6**	**2**	**8**

6 programs, offered by public universities, were offered majoring in Hospitality/Tourism Management 2 program, majoring in Service Industry Management 1 program, others 3 programs (Eco-Tourism Management (1), Cultural Heritage Management (1), and Cultural Tourism Management (1)). The rest 2 programs offered by private universities majoring in Hospitality/Tourism Management.

Two public universities were planned to offered hospitality/tourism; first Khonkaen University planned to offer M.B.A. majoring in Hospitality and Tourism Management in 2004. Second, Tamasat University planned to offer M.A. majoring in Service Industry Management in 2005.

Table 4.3.4   Relationship between Degree Offering and Majoring in Hospitality and Tourism in 2003

Major Field of Studies/Degrees	B.A.	B.B.A	M.A.	M.B.A.	Others	Total
Hospitality	3	0	0	0	0	**3**
Tourism	12	3	0	0	0	**15**
Hospitality and Tourism	3	2	0	0	1[*2]	**6**
Hospitality/Tourism Management	12	14	3	2	0	**31**
Service Industries	1	2	0	0	0	**3**
Tourism Industries	34	0	0	0	0	**34**
Others	2[*1]	0	1[*3]	0	2[*4]	**5**
Total	**67**	**21**	**4**	**2**	**3**	**97**

Note: Please see the explanation on page 67.

*Other1 = B.A. Tourism Development,

　　　　　B.A. Food Business

*Other2 = B.A. & B.Sc. Hospitality & Tourism

*Other3 = M.A. Eco-Tourism Management

*Other4 = Ph.D. Cultural Heritage Management,

　　　　　Ph.D. Cultural Tourism Management

Table 4.3.5   Degree offering and majoring in Hospitality and Tourism during 2004-2006

Major Field of Studies/Degrees	B.A.	B.B.A	M.A.	M.B.A.	Total
Hospitality	4	0	0	0	4
Hospitality and Tourism	2	0	0	0	2
Hospitality/Tourism Management	1	1	1	1	4
Tourism Industries	2	0	0	0	2
Others	1	0	0	0	1
Total	**10**	**1**	**1**	**1**	**13**

The planned programs during 2004 to 2006 will be offered at bachelor degree level for 11 programs in the forms of B.A. (10) and B.B.A (1) at different concentration Hospitality (4), Hospitality and Tourism (2), Hospitality/Tourism Management (2), Tourism Industries (2), and other (1). There are only 2 master programs to be offered in this period.

Table 4.3.6   Relationship between Types of Universities / Institutes and Certificate offering in Hospitality and Tourism in 2003

Type of Institutes/Certificate Offering	Two years Certificate	Four Years Certificate	Advance Certificate	Graduate Degree	Bachelor Degree	Master & Doctor Degree	Total
Public University	0	1	3	1	20	6	**31**
Private University	0	0	2	0	21	2	**25**
Rajabhat University	0	2	3	0	33	0	**38**
Rajamangala Technology Institute	3	2	5	0	11	0	**21**
Private Educational Institute/College	0	0	1	0	4	0	**5**
Total	**3**	**5**	**14**	**1**	**89**	**8**	**120**

In year 2003, 89 programs or 74.17 per cent of total programs (120 programs) offered at Bachelor Degree level. At this level, public and private universities accounted at 46.07 per cent (41 of 89 programs), Rajabhat Universities at 37.08 per cent (33 of 89 programs), and the rest were at Rajamangala Institute of Technology (11), and Private Educational Institute/College (4). Public university plays the major role in offering master and doctorate degreed at 75.00 per cent (6 of 8 programs)

Table 4.3.7 **Relationship between Type of university/institute and Program offering in Hospitality and Tourism during 2003-2006 by Using Cross tabulation**

Characteristics	2003		2004-2006	
	International/ English Program	Thai Program	International/ English Program	Thai Program
Public University	4	23	4	28
Private University	7	15	7	15
Rajabhat University	1[*1]	32	1	34
Rajamangala Technology Institute	2[*2]	9	4[*3]	10
Private Educational Institute/College	0	4	1	6
Total	**14**	**83**	**17**	**93**

Note: Please see the explanation on page 67.

4.4   Characteristics of Teaching Staff in Hospitality and Tourism Programs in 2003

Table 4.4.1   Teaching Staff without Hospitality / Tourism Qualification for Hospitality / Tourism Programs

and Universities / Institutes in 2003

Number of total staffs without Hosp.&Tour. Qualification	Public Universities	Private Universities	Rajabhat University	Rajamangala Institutes of Technology	Institutes/Colleges	Total
Male	12	21	16	8	3	60
Female	22	29	33	22	5	111
Total	34	50	49	30	8	171
Proportion of male to female staff	**0.35/0.65**	**0.42/0.58**	**0.33/0.67**	**0.27/0.73**	**0.38/0.62**	**0.35/0.65**

The number is based on 12 public universities, 11 private universities, 26 Rajabhat University, and 10 Rajamagala

Institute of Technology, and 4 private educational/college

Average number of staff (without hosp./tour qualification) /public university = 2.83:1

Average number of staff (without hosp./tour qualification) /private university = 4.55:1

Average number of staff (without hosp./tour qualification) /Rajabhat university = 1.88:1

Average number of staff (without hosp./tour qualification) / Rajamangala Institute of Technology = 3:1

Average number of staff (without hosp./tour qualification) / institutes/colleges = 2:1

Maximum male and female teaching staffs is 18, at Kasem Bundit University

Table 4.4.2   Teaching Staff with Hospitality/Tourism Qualifications for Hospitality / Tourism Programs and Universities / Institutes in 2003

Number of staff with Hosp. & Tour. Qualifications	Public Universities	Private Universities	Rajabhat University	Rajamangala Institutes of Technology	Institutes/Colleges	Total
Male	22	19	18	7	2	68
Female	29	39	70	13	6	157
Total	51	58	88	20	8	225
Proportion of male to female staff	**0.43/0.57**	**0.33/0.67**	**0.20/0.80**	**0.35/0.65**	**0.25/0.75**	**0.30/0.70**

The number is based on 12 public universities, 11 private universities, 26 Rajabhat University, and 10 Rajamagala Institute of Technology, and 4 private educational/college Total from table 4.4.1.+ 4.4.2 = 396 staffs

Average number of staff (with hosp./tour qualification) /public university = 4.25 :1

Average number of staff (with hosp./tour qualification) /private university = 5.27:1

Average number of staff (with hosp./tour qualification) /Rajabhat university = 3.38:1

Average number of staff (with hosp./tour qualification) / Rajamangala Institute of Technology = 2:1

Average number of staff (with hosp./tour qualification) / institutes/colleges = 2:1

Maximum male and female teaching staffs is 17, at Suan Dusit Rajabhat University

Table 4.4.3 Degree Achievements of Teaching Staff for Hospitality / Tourism Programs in 2003

Characteristics / Degree achievement	Public Universities	Private Universities	Rajabhat University	Rajamangala Institutes of Technology	Institutes/Colleges	Total
Bachelor degree	10	28	21	12	1	72
Master degree	62	74	102	37	14	289
Doctorate degree	13	6	14	1	1	35
Total	85	108	137	50	16	396
Degree Ratio: Ph.D. : M. : B.	**1 : 4.77 : 0.77**	**1 : 12.33 : 4.67**	**1 : 7.29 : 1.50**	**1 : 37 : 12**	**1 : 14 : 1**	**1 : 8.26 : 2.06**

*The number is based on 12 public universities, 11 private universities, 26 Rajabhat University, and 10 Rajamagala

Institute of Technology, and 4 private educational/college

Maximum bachelor degree teacher is 16, at Kasem Bundit University

Maximum master degree teacher is 27, at Suan Dusit Rajabhat University

Maximum doctor degree teacher is 3, at Phetburi Rajabhat University, Moobaan Jombueng Rajabhat University, and

Walailak University

Table 4.4.4   The Academic Ranks of Teaching Staff for Hospitality / Tourism Programs in 2003

Academic Rank	Public Universities	Private Universities	Rajabhat University	Rajamangala Institutes of Technology	Institutes/Colleges	Total
Lecturer	57	107	118	44	14	340
Assistant Professor	11	1	19	4	1	36
Associate Professor	15	0	0	2	0	17
Professor	2	0	0	0	1	3
Total	85	108	137	50	16	396

Note: Please see the explanation on page 72

*The number is based on 12 public universities, 11 private universities, 26 Rajabhat University, and

14 Rajamangala Institute of Technology, and 4 private educational/college

Note for table 4.3.7

The above information is based on Bachelor degree, Master degree and Ph.D.

Phuket Rajabhat University offered Thai-English Program [*1]

Rajamangala Institute of Technology, Phranakon Si Ayutthaya Wasukri Campus offered English Program [*2]

Rajamangala Institute of Technology, Borpitpimuk Chakrawad Campus offered English Program [*2]

Rajamangala Institute of Technology, Tak Campus offered English Program, in the year 2004 [*3]

Rajamangala Institute of Technology I-Saan, Khonkaen Campus offered English Program, in the year 2006 [*3]

In terms of International program and Thai program, in 2003, there were 14 international/English programs or at a ratio 1 : 5.9 During 2004-2006, there are 3 international/English program and 10 Thai programs being planned to offer at this period or at the ratio 1 : 5.5.

Note for table 4.4.4

Average number of teaching staff /public university = 7.08 : 1

Average number of teaching staff /private university = 9.82 : 1

Average number of teaching staff /Rajabhat university = 5.27 : 1

Average number of teaching staff / Rajamangala Institute of Technology = 3.57 : 1

Average number of teaching staff / institutes/colleges = 4:1

Maximum number of lecturer is 30, by Suan Dusit Rajabhat University

Maximum number of assistant professor is 5, by Moobaan Jombueng Rajabhat University

Maximum number of associate professor is 7, by Sukhothai Thammathirat University

Maximum number of professor is 1, by Chiang Mai University, Rajapark College, and Maejo University

Table 4.4.5   Salaries of Teaching Staff for Hospitality / Tourism Programs

                     in 2003

Salary	Universities	Institutes/Colleges	Average
Average Salary	24,654	12,288	17,985
Maximum Salary	27,114	20,089	24,867
Minimum Salary	12,162	9,315	11,954

The number is based on 61 universities/institutions

Table 4.4.6   Research-completed in Hospitality / Tourism in 2003

Research	Universities	Institutes/Colleges	Total
Research –Projects	56	148	204

The number is based on 43 universities/institutions

4.5   Suggestions and Recommendations from the Questionnaires

Table 4.5.1   Problems and Constraints in Running Hospitality/Tourism

                     Programs in Universities/Institutes in 2003

Issues	Number	Percent
1. Insufficiency of financial support from the government	54	35.76
2. Shortage of qualified and experienced teaching staffs	34	22.52
3. Low quality of students	23	15.23
4. Improper curriculums	15	9.93
5. High investment for this program	13	8.61
6. Gab between training/education institution's training capacity and industry's actual needs.	8	5.30
7. Shortage of oversea staffs	4	2.65
Total	**151**	**100**

The number is based on 59 universities/institutions

Table 4.3.5   Degree offering and majoring in Hospitality and Tourism during 2004-2006

Major Field of Studies/Degrees	B.A.	B.B.A	M.A.	M.B.A.	Total
Hospitality	4	0	0	0	4
Hospitality and Tourism	2	0	0	0	2
Hospitality/Tourism Management	1	1	1	1	4
Tourism Industries	2	0	0	0	2
Others	1	0	0	0	1
Total	**10**	**1**	**1**	**1**	**13**

The planned programs during 2004 to 2006 will be offered at bachelor degree level for 11 programs in the forms of B.A. (10) and B.B.A (1) at different concentration Hospitality (4), Hospitality and Tourism (2), Hospitality/Tourism Management (2), Tourism Industries (2), and other (1). There are only 2 master programs to be offered in this period.

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Private University	0	0	2	0	21	2	**25**
Rajabhat University	0	2	3	0	33	0	**38**
Rajamangala Technology Institute	3	2	5	0	11	0	**21**
Private Educational Institute/College	0	0	1	0	4	0	**5**
Total	**3**	**5**	**14**	**1**	**89**	**8**	**120**

In year 2003, 89 programs or 74.17 per cent of total programs (120 programs) offered at Bachelor Degree level. At this level, public and private universities accounted at 46.07 per cent (41 of 89 programs), Rajabhat Universities at 37.08 per cent (33 of 89 programs), and the rest were at Rajamangala Institute of Technology (11), and Private Educational Institute/College (4). Public university plays the major role in offering master and doctorate degreed at 75.00 per cent (6 of 8 programs)

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Total	**14**	**83**	**17**	**93**

Note: Please see the explanation on page 71.

Note for table 4.3.7

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In terms of International program and Thai program, in 2003, there were 14 international/English programs or at a ratio 1 : 5.9 During 2004-2006, there are 3 international/English program and 10 Thai programs being planned to offer at this period or at the ratio 1 : 5.5.

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Proportion of male to female staff	**0.35/0.65**	**0.42/0.58**	**0.33/0.67**	**0.27/0.73**	**0.38/0.62**	**0.35/0.65**

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The number is based on 12 public universities, 11 private universities, 26 Rajabhat University, and 10 Rajamagala Institute of Technology, and 4 private educational/college Total from table 4.4.1.+ 4.4.2 = 396 staffs

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Note: Please see the explanation on page 76

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Note for table 4.4.4

Average number of teaching staff /public university = 7.08 : 1

Average number of teaching staff /private university = 9.82 : 1

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7. Shortage of oversea staffs	4	2.65
Total	**151**	**100**

The number is based on 59 universities/institutions

CHAPTER 5

CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

5.1   Conclusions

The Current Status of Hospitality/Tourism Education in Thailand in 2003-2006

The total number of universities (including Public Universities, Private Universities and Rajabhat Universities) offering hospitality/tourism program in 2003 is 65 or 84.41 per cent and will increase to 69 within the year 2006. The total number of Rajamangala Institute of Technology offering hospitality/tourism in 2003 is 11 or 14.29 per cent and will increase to 14 within the year 2006. The total number of Private Educational Institute/College offering hospitality/tourism in 2003 is only one or 1.30 per cent and will increase to 5 within the year 2006. Therefore total numbers of universities/institutes/colleges offering hospitality/tourism in 2003 were 77 and will increase to 88 within the year 2006.

The 77 universities/institutes/colleges offering hospitality/tourism program in 2003, 11 universities/institutes/colleges located in the North, 2 universities/institutes/colleges located in the East, 10 universities/institutes/colleges located in the Northeast, 2 universities/institutes/colleges located in the Northwest, 46 universities/institutes/colleges located in the Central, and 6 universities / institutes / colleges located in the South.

In 2003, there were 97 hospitality/tourism programs offered in Thailand. Fields of studies were classified into six main majors, which are Hospitality, Tourism, Hospitality and Tourism, Hospitality/Tourism Management, Service Industries and Tourism Industries, and four main degrees offering, which are Bachelor of Art, Bachelor of Business Administration, Master of Art and Master of Business Administration.

The degreed offered by those institutes were:
Bachelor of Art (B.A.) in Hospitality (3) or 3.09 per cent, Tourism (12) or 12.37 per cent, Hospitality and Tourism (3) or 3.09 per cent, Hospitality/Tourism Management

(12) or 12.37 per cent, Service Industries (1) or 1.03 per cent, Tourism Industries (34) or 35.05 per cent, Tourism Development (1) or 1.03 per cent, and Food Business (1) or 1.03 per cent. Therefore, total B.A. in hospitality/tourism programs are 67 or 69.07 per cent.

- Bachelor of Business Administration (B.B.A.) in Tourism (3) or 3.09 per cent, Hospitality and Tourism (2) or 2.06 per cent, Hospitality/Tourism Management (14) or 14.43 per cent, and Service Industries (2) or 2.06 per cent. Therefore, total B.B.A. in hospitality/tourism programs are 21 or 21.65 per cent.

- Master of Art (M.A.) in Hospitality/Tourism Management (3) or 3.09 per cent, and Planning of Tourism Environmental Reservation (1) or 1.03 per cent. Therefore, total M.A. in hospitality/tourism programs are 4 or 4.12 per cent.

- Master of Business Administration (M.B.A.) in Hospitality/Tourism Management (2) or 2.06 per cent.

- Others degree in hospitality/tourism are Bachelor of Art and Bachelor of Science (B.A. & B.Sc.) in Hospitality & Tourism (1), Ph.D. in Cultural Heritage Management (1), and Ph.D. in Cultural Tourism Management (1). Therefore, total others degrees in hospitality/tourism programs are 3 or 3.09 per cent.

There were 77 bachelor degrees programs in hospitality/tourism offered by universities/institutes/colleges in 2003 and will increase to 88 programs within 2006. There were 6 master degree programs in hospitality/tourism offered by universities/institutes/colleges in 2003 and will increase to 8 programs within 2006. There are two public universities offered Ph.D. in Hospitality and Tourism field of study; Sipakorn University, offered Ph.D. in Cultural Heritage Management and Chulalongkorn University offered Ph.D. in Cultural Tourism Management. Most of International and English programs are offered by private university (7), public university (4), Rajabhat University (1) (Thai-English program offered by Phuket Rajabhat University), and Rajamangala Institute of Technology (2) Pranakorn Si Ayutthaya Wasukri Campus, and Borpitpimuk Chukrawad Campus).

The numbers of student inputs and outputs, the yearly inputs students in 2003 were 6,279; the yearly outputs students were 4,155. Therefore graduation percentage

is 66.17 per cent.   Proportion of male to female student is 0.24 to 0.76. Total number of student in hospitality/tourism graduation until the year 2003 was up to 23,117.

The number of teaching staffs in hospitality/tourism without hospitality/tourism qualification was 171, which include number of teaching staffs in universities (84), Rajabhat University (49) and institutes/college (38).   The total number of male teaching staffs is 60, which include number of teaching staffs in universities (33), Rajabhat University (16) and institutes/college (11).   The total number of female teaching staffs is 111, which include number of teaching staffs in universities (51), Rajabhat University (33) and institutes/college (27). Proportion of male to female teaching staff is 0.35 to 0.65.

The number of teaching staffs with hospitality/tourism qualifications was 225, which include number of teaching staffs in universities (109), Rajabhat University (88) and institutes/college (28). The total number of male teaching staffs is 68, which include number of teaching staffs in universities (41), Rajabhat University (18) and institutes/college (9).   The total number of female teaching staffs is 157, which include number of teaching staffs in universities (68), Rajabhat University (70) and institutes/college (19). Proportion of male to female teaching staff is 0.30 to 0.70.

Therefore, total number of teaching staffs was 396 (number of teaching staffs both with and without hospitality/tourism qualifications).

The number of teaching staff qualifications in terms of academic backgrounds in 2003, 72 with bachelor degrees, 289 with master, and 35 with doctorate degrees. The academic ranks of teaching staffs for hospitality/tourism programs, lecturer (340), assistant professor (36), associate professor (17), and professor (3).

There were 204 research projects completed in 2003, universities (56) and institutes/college (148).

The problems and constraints running in that were suggested by the hospitality/tourism instructors of each institute: insufficiency of financial support from the government (35.76%), shortage of qualified and experienced teaching staffs (22.52%), low quality of students (15.23%), improper curriculums (9.93%), high investment for this program (8.61%), gab between training/education institution's training capacity and industry's actual needs (5.30%), and shortage of oversea staffs (2.65%).

5.2   Discussions

5.2.1   Comparison between 1999 Study and 2003 Study

From the finding in 2003 and Chaisawat's study in 1999 Baccalaureate and Graduate Degrees in Tourism and Hospitality Studies in Thailand: The Comparative Studies Between 1996 and 1999, we can found some implications as follows:

Table 5.2.1.1 shows that the last 4 years the number of universities/institutes those offered hospitality and tourism programs increased from 51 in 1999 to 77 (+50.98%) in 2003. 11 universities/institutes are being planned to offer the program during 2004 to 2006. Number of public university increased from 11 in 1999 to 15 in 2003 (+36.36%), private university increased from 15 to 17 (+13.33%), institute/college increased from 25 to 45 (+80.00%) (Including Rajabhat University).

Table 5.2.1.1 Number of Universities/Institutes Offering
Hospitality/Tourism Programs in 1999 and 2003

Types of University/Institute	1999	2003	Percent Change
Public University	11	15	+36.36
Private University	15	17	+13.33
Institutes/College*	25	45	+80.00
Total	**51**	**77**	**+50.98**

Including Rajabhat University

Table 5.2.1.2 shows degrees offered by those universities/institutes were in Bachelor of Art (B.A.) increased to 67 in 2003 from 39 in 1999 (+71.79%). B.A. in Hospitality increased to 3 in 2003 from 1 in 1999, B.A. in Tourism increased to 12 in 2003 from 1 in 1999, B.A. in Hospitality and Tourism increased to 3 in 2003 from 2 in 1999, B.A. in Hospitality/Tourism Management decreased to 12 in 2003 from 16 in 1999, B.A. in Tourism Industries increased to 34 in 2003 from 19 in 1999. There

were new majors being offered in this period. There are B.A. in Service Industries, B.A. Tourism Development and B.A. in Food Business.

Table 5.2.1.2 Hospitality/Tourism Degree Offering by
Universities/Institutes in 1999 and 2003

Majors of Studies/Degrees	1999		2003				
	B.A.	B.B.A.	B.A.	B.B.A.	M.A.	M.B.A.	Others
Hospitality	1	0	3	1	0	0	0
Tourism	1	0	12	3	0	0	0
Hospitality & Tourism	2	0	3	2	0	0	1
Hospitality/Tourism Management	16	13	12	13	3	2	0
Service Industries	0	0	1	2	0	0	0
Tourism Industries	19	0	34	0	0	0	0
Others	0	0	2	0	1	0	2
Total	**39**	**13**	**67**	**21**	**4**	**2**	**3**
Percent Change			**+71.79**	**+61.54**	**-**	**-**	**-**

As well as Bachelor degree of Business Administration were increased to 21 in 2003 from 13 in 1999 (+61.54%). There were new majors being offered in this period. There are 1 B.B.A. in Hospitality, 3 B.B.A. in Tourism, 2 B.B.A. in Hospitality and Tourism, and 2 B.B.A. in Service Industries. Hospitality/Tourism Management remained to same level at 13.

There were 4 new majors offered Master of Art (M.A.), 2 new majors offered Master of Business Administration (M.B.A.), and others two new majors were 1 Ph.D. in Cultural Heritage Management, 1 Ph.D. in Cultural Tourism Management and 1 B.A. & B.Sc. in Hospitality & Tourism.

Table 5.2.1.3 shows characteristics of hospitality and tourism degrees offered by universities/institutes, Advance Certificate increased to 14 in 2003, Graduate degree increased to 1, Bachelor degree increase from 50 in 1999 to 89 in 2003

(+78.00%), Master degree increased from 1 to 6 (+500.00% over 4 years), and two new Doctorate degree. International and English programs were increased from 6 to 14 over last 4 years (+133.33%), as well as Thai program were increased from 47 to 65 (+34.04%).

Table 5.2.1.3 Other Characteristics of Hospitality/Tourism Degrees Offering by Universities/Institutes in 1999 and 2003

Certificate	1999	2003	Percent Change
Advance Certificate	0	14	-
Graduate Certificate	0	1	-
Bachelor Degree Certificate	50	89	+78.00
Master Degree Certificate	1	6	+500.00
Doctorate Degree Certificate	0	2	-
Thai Program	47	65	+38.30
International/English Program	6	14	+133.33

In terms of students input and outputs, as shown in Table 5.2.1.4, the yearly inputs increased from 5,136 students in 1999 to 6,279 students in 2003 (+22.25%) over last 4 years. The yearly outputs from program increased from 2,485 students in 1999 to 4,155 students in 2003 (+67.20%) over last 4 years. The total numbers of graduated students from hospitality and tourism programs up to 2003 were 23,117 students (+46.98%) over last 4 years. The proportion of male to female students was 0.24 to 0.76 in 2003, changed from 0.28 to 0.72 in 1999. It means that number of female students increased more than male students.

Table 5.2.1.4 Student figures of Hospitality/Tourism Degrees Offering by Universities/Institutes in 1999 and 2003

Characteristics	1999	2003	Percent Change
Number of yearly entrants	5,136	6,279	+22.25
Proportion of male to female student	0.28/0.72	0.24/0.76	-
Number of yearly graduation	2,485	4,155	+67.20
Total number of graduation up to	15,728	23,117	+46.98

In terms of teaching staff for the hospitality and tourism programs, as shown in Table 5.2.1.5, the total staff increased from 429 in 1999 to 440 in 2003 (+2.56%). The number of staffs who were educated in hospitality and tourism disciplines increased from 204 in 1999 to 250 in 2003 (+22.55%). The proportion of male to female staff was 0.32 to 0.68 in overall staffs and 0.30 to 0.70 in hospitality and tourism staff.

Table 5.2.1.5 (Con't) shows teaching staff qualification in terms of proportion of academic backgrounds and academic ranks as well as monthly remuneration and academic work in these two periods. The overall figures showed that more qualified teaching staff with master and doctorate degrees increased significantly in 2003 when compared to 1999. In overall, teaching staffs with master degree increased from 262 in 1999 to 321 in 2003 (+22.52%), teaching staffs with doctorate degree increased from 22 in 1999 to 39 in 2003 (+77.27%). The proportion of degree in overall was 1: 8.2 : 2.1 : 0.   In terms of academic ranks, the major teaching staffs were in junior staff with lecturer position, up to 85.91%. More research had been done or was in progress during these two periods. The average salary was increased at 24.53% or 6.10% annually. The overall staff/student ratio increased from 1:46.62 in 1999 to 1:56.82 during 2000-2003. In terms of teaching staff with hospitality and tourism qualification the ratio still increased from 1:98.04to 1:100 at the same period. The ratio implied that the workload of teaching staff was not up to generally accepted level at 1:20.

Table 5.2.1.5 Teaching Staff for Hospitality/Tourism Programs in Universities/Institutes in 1999 and 2003

Characteristics/Year	Universities			Institutes/Colleges**			Total		
	1999	2003*	%Change	1999	2003*	%Change	1999	2003*	%Change
Number of total teaching staff									
Male	95	82	-13.68	50	60	+20.00	145	142	-2.07
Female	154	133	-13.64	130	165	+26.92	284	298	+4.93
Total	249	215	-13.65	180	225	+25.00	429	440	+2.56
Proportion of male to female staff	0.38/0.62	0.38/0.62	-	0.28/0.72	0.27/0.73	-	0.34/0.66	0.32/0.68	-
Number of staff with Hosp. & Tour. Qualifications									
Male	50	45	-10.00	22	30	+36.36	72	75	+4.17
Female	78	76	-2.56	54	99	+83.33	132	175	+32.57
Total	128	121	-5.47	76	129	+69.74	204	250	+22.55
Proportion of male to female staff	0.39/0.61	0.37/0.63	10-	0.29/0.71	0.23/0.77	-	0.35/0.65	0.30/0.70	-

All numbers by the year 2003 are revised based on 70 universities

**Including Rajabhat Universities*

Table 5.2.1.5' (Continued) Teaching Staff for Hospitality/Tourism Programs in Universities/Institutes in 1999 and 2003

Characteristics/Year	Universities			Institutes/Colleges**			Total		
	1999	2003*	%Change	1999	2003*	%Change	1999	2003*	%Change
Degree Achievement									
Under Bachelor Degree	3	0	-	0	0	-	3	0	-
Bachelor Degree	77	42	-45.45	73	38	-47.95	150	80	-46.67
Master Degree	155	151	-2.59	107	170	+58.88	262	321	+22.52
Doctorate Degree	14	21	+50.00	8	18	+125.00	22	39	+77.27
Degree Ratio : Ph.D.:M.:B.:B.-	1:11.1:5.5:0.2	1:7.2:2:0	-	1:13.4:9.1:0	1:9.4:2.1:0	-	1:11.9:6.8:0.14	1:8.2:2.1:0	-
Academic Rank									
Lecturer	230	182	-20.87	139	196	+41.00	369	378	+2.44
Assistant Professor	7	13	+85.71	34	27	-20.59	41	40	-2.44
Associate Professor	10	17	+70.00	4	2	-50.00	14	19	+35.71
Professor	0	2	-	0	1	-	0	3	-
Salary									
Average Salary	15,958	24,654	+54.49	13,707	12,288	-10.35	14,833	18,471	+24.53

Characteristics/Year	Universities			Institutes/Colleges**			Total		
	1999	2003*	%Change	1999	2003*	%Change	1999	2003*	%Change
Maximum Salary	26,090	27,114	+3.92	23,660	20,089	-15.09	24,875	23,602	-5.12
Minimum Salary	10,806	12,162	+12.55	7,428	9,315	+25.40	9,117	10,739	+17.79
Research									
Research-completed	12	68	+466.67	14	264	+1785.71	26	332	+1176.92
Number of Student VS Staffs (both universities and institutes)									
Estimated 4 yrs. students	20,000	25,000	-	-	-	-	-	-	-
Total number of staffs	429	440	-	-	-	-	-	-	-
Number of staffs (h&t)	204	250	-	-	-	-	-	-	-
Student/Staff Ratio	46.62	56.82	-	-	-	-	-	-	-
Student/Staff (h&t) ratio	98.04	100.00	-	-	-	-	-	-	-

*All numbers by the year 2003 are revised based on 70 universities

**Including Rajabhat Universities

Table 5.2.1.6 suggested that, there were more supported the unsolved problems and constraints in running hospitality and tourism programs in universities/institute. The issues were as following: insufficiency of financial support from the government at 35.76% as opposed to 8.33% in 1999, shortage of qualified and experienced teaching staffs at 22.52% as opposed to 48.33% in 1999, low quality of students at 15.23% as opposed to 15.00% in 1999, high investment for this program at 8.61% as opposed to 15.00% in 1999, shortage of oversea staffs at 2.65% as opposed to 1.67% in 1999, improper curriculums and gab between training/education institutions' training capacity and industry's actual needs were the new issue emerged from this study showed at 5.30% and 9.93% respectively.

Table 5.2.1.6 Problems and Constraints Running in Hospitality/Tourism
Programs in Universities/Institute in 1999 and 2003

Issues	1999	Percent	2003	Percent
1. Shortage of qualified and experienced teaching staffs	29	48.33	34	22.52
2. Shortage of oversea staffs	1	1.67	4	2.65
3. Insufficiency of financial support from the government	9	8.33	54	35.76
4. Low quality of students	9	15.00	23	15.23
5. High investment for this program	1	15.00	13	8.61
6. Gab between training/education institutions' training capacity and industry's actual needs.	-	-	8	5.30
7. Improper curriculums	-	-	15	9.93
8. Negative attitude of the students/parents to the industry	1	8.33	-	-
9. Insufficient practical training place for students	5	1.67	-	-
10. Lack of textbooks in this are of study	5	1.67	-	-
Total	**60**	**100.00**	**151**	**100.00**

5.2.2 Existing Work Force: Manpower Demand and Supply in Hospitality and Tourism Industries

Table 5.2.2.1 shows number of existing work force in hospitality and tourism in Thailand in between 2001 and 2003. The table shows overall number of work force was increased from 182,984 in 2002 to 192,149 in 2003 (+5.00%), and will increase to 196,061 in 2004 and after that the figure continue to increase to 202,036 in 2005, 208,399 in 2006, 215,123 in 2007, 222,430 in 2008, and 229,693 in 2009 respectively, as shown in Table 5.2.2.2. The levels of education required by hospitality industry in 2003 were 73.57 per cent in low level, 15.66 per cent in middle level, and 10.77 per cent in high level. The requirement of tourism industry for the levels of education were more in low level at 48.29 per cent, middle level at 13.71 per cent and high level at 38.00 per cent (see appendix2). However, the information from appendix 9 also suggested that manpower demand in high-level education both in hospitality and tourism still keep increasing from 2004 to 2008.

Table 5.2.2.1 Work Force in Hospitality and Tourism in Thailand

between 2001 and 2003 (Categorized by Level of Education)

Characteristics	Number of Work Force		
	2001	**2002**	**2003**
Hospitality Industries			
Below High School	78,440	30,988	34,018
High School	32,145	12,573	14,339
Certificate	15,134	16,947	16,206
Diploma	14,590	18,693	20,404
Bachelor	21,151	78,712	78,155
Above Bachelor	528	525	591
Total	**161,998**	**158,439**	**163,712**
Tourism Industries			
Below High School	9,776	9,667	9,451
High School	5,216	4,130	4,281
Certificate	1,081	1,112	3,130
Diploma	2,356	1,598	769
Bachelor	7,029	7,945	10,373
Above Bachelor	412	93	432
Total	**25,870**	**24,545**	**28,437**

(Source: Thailand Development Research Institute (TDRI))

Table 5.2.2.2 Forecast Work Force in Hospitality and Tourism in Thailand between 2004 and 2009 (Categorized by Level of Education)

Characteristics	Forecast of Increasing Number of Work Force					
	2004	2005	2006	2007	2008	2009
Hospitality Industries						
Middle Level Education	2,471	1,978	2,063	2,153	2,375	2,354
High Level Education	2,906	3,491	3,638	3,898	4,180	4,163
Tourism Industries						
Middle Level Education	(233)	173	190	179	208	206
High Level Education	(1,232)	334	472	494	544	540
Total						
Middle Level Education	2,238	2,151	2,253	2,332	2,583	2,560
High Level Education	1,674	3,824	4,110	4,392	4,724	4,703

(Source: Thailand Development Research Institute (TDRI))

Low Level Education = Below High School and High School

*Middle Level Education = Certificate And Diploma

*High Level Education = Bachelor and Above

From the Tourism Authority of Thailand analysis and the study of Thai Competitive Advantage Development suggested that actual manpower need in hospitality and tourism industries in terms of quantity are enough for the demand, as shown in appendix 3. From the study, number student outputs in high education level (bachelor degree and above) in 2003 were 4,155 students (the number is based on 63 universities/institutes). It is estimated that the student outputs form 78 universities should be about 5,144 students. Demand of manpower in hospitality and tourism in practical level were 5,286, and middle-high managerial level 175. *Therefore, the existing universities and institutions offering hospitality and tourism program, in the year 2003, can produce graduates, in terms of quantity to meet manpower needs of the country.*

However, there were some problems in terms of quality of student outputs. The result from 'The In-depth study of the labor force situation among middle- and high-level personnel within the tourism industry in order to increase productivity and capability of the national competitiveness' (National Economic and Social Development Board (NESDB)) surveys suggested that the current hospitality and tourism curriculums are emphasized mostly on course syllabus but not provided enough practical training periods for the students. The current curriculum provided very few proportion practical period when compared to studying period, which are only 3 per cent in public universities, and 11 per cent in private universities. From this study we found that improper curriculums in hospitality and tourism programs in 2003 was one of the major problems, 9.93 per cent of total seven problems, as mentioned earlier. From the entrepreneurs' point of views, most of the currents students' outputs were lack of experience resulting in insufficient of overall working competency and were unable to solve problems during working. However, gap between training/education institutions' training capacity and industry's actual needs were 5.30 per cent, it means that there is not enough practical training capacity for hospitality/tourism students during their studies.

Shortages of students with language and communication skill are another problems occurring in hospitality/tourism student. 'The In-depth study of the labor force situation among middle- and high-level personnel within the tourism industry in order to increase productivity and capability of the national competitiveness'

(National Economic and Social Development Board (NESDB)) research also suggested that in hospitality and tourism industries really need manpower with foreign language and communication skills, 59.80 per cent in hospitality industries and 81.80 per cent in tourism industries, secondly, it was the need for manpower with hospitality and tourism training work shop, 34.90 per cent in hospitality industries and 56.90 per cent in tourism industries, lastly, it was the need for manpower with hospitality and tourism certificate, 28.60 per cent in hospitality industries and 56.10 per cent in tourism industries (see appendix 4). Most of those students had low English based knowledge and low foreign language based knowledge since their high schools. And most of programs offered in hospitality/tourism in Thailand in 2003 were Thai program (85.57%). Only 14 programs in hospitality and tourism out of 97 programs offered in International/English. Therefore, student outputs with foreign language and communication skills in each year are around 600 students (14.43 per cent to total student outputs), which was very low when compared to Thai program student outputs (around 3,356 students).

From the university/institute instructors' points of views from the surveying found that most of student outputs are lacking of computer and ICT skill (Information, Communication and Technology skills). It also found that most of currently computers and ICTs supply in some universities/institutes are out of date. This is because of insufficiency of financial support from the government in terms of investment in computer lab and IT and lacking of new technology innovation. Most of software using in hospitality and tourism are high technology and go very fast therefore, the manpower working in this areas need to be regularly emulate. The software using in this areas are such as Abacus, Amadeus program using worldwide by tour operation and Fidelio Program is using worldwide in hotel reservation system. Most of universities/institutes do not provide those courses; students have to take extra course with extra money. In order to develop students with computer and ICT knowledge based effectively, not only investing in new technology computer and ICT stuffs, but also investing in training teaching staffs in how to use those programs and also need to invest in textbooks and documents to support student knowledge. Training for teaching staffs should be keep regularly in order to update new knowledge, which nowadays is rapidly grown.

Some universities/institutes don't have any food and beverage labs, which is very important to hospitality students to practicing. Most universities/institutes have those labs but not enough to the number of students and haven't got efficiency equipments and materials. This may cause of low students quality to supply in these industries. However, food and beverage labs, and equipments and materials in this program are very high cost to invest, caused of 8.61 per cent of overall problems and constrains.

In 2003 as shown in table 4.2.4, indicated that only 23 universities/institutes out of 96 universities offered hospitality and tourism programs in business administration fields, 23.96 per cent. Thai Research Fund research finding shows the opinions from the experienced supervisors in the hospitality and tourism industry that most of student outputs in this area are lack of knowledge in management skill especially in marketing skill, financial skill, economies skill, and accounting skill. However, this study showed that most of universities/institutes are shortage of teaching staffs with business administration knowledge and also found that most of currently teaching staffs in this field are lack of experience.

When comparing the above problems and constrains running in hospitality and tourism programs with the core competencies that the entrepreneurs and universities/institute's instructors in hospitality and tourism industries actual needed, we found that most of core competencies are not really meet what they wanted. The core competencies demand by the entrepreneurs, for example; management skill, language and communication skill, computer and ICT skill, hospitality and tour operational skill, etc. all are related to problems which mentioning in chapter 4. *Therefore, the existing universities and institutions offering hospitality and tourism program, in the year 2003, can not produce qualified graduates, in terms of quality, to meet manpower needs of the country.*

In summary,

The finding of this study related to the number of universities and institutes offering hospitality and tourism programs in Thailand in 2003 and being planned to the year 2006, were increased as compared to Chaisawat's studied (1999), indicated in

appendix 2, 3 and 4. At the same time during this four years (1999-2003) number of student inputs were increased, +22.25 per cent, number of student outputs are also increased, +67.20 per cent, as indicated in appendix 5, as well as the number of research project cover also increased (see appendix 6). Therefore, in terms of quantity, numbers of student outputs are enough to satisfy the actual need of the industry, as mention above.

However, the very important issues are related directly to the quality of graduates, and the problems and constraints in running the hospitality and tourism education, still exist. Most of problems and constraints in running hospitality and tourism education are related directly to the quality of graduation. The problems and constrains are referred to number and quality of qualified and experienced teaching staffs, quality of inputs students, the curriculum that would produce graduated, resulting to quality of outputs students, best fit to the requirements of hospitality and tourism industries and shortage of financial support from government for the programs. Appendix 6 shows number of teaching staffs both with and without hospitality and tourism qualification.   Table 6 (Con't) shows the academic background ratio of teaching staffs with hospitality and tourism education in 2003, doctorate degree: master degree: bachelor degree (1 : 8.26 : 2.06) was increased when compared to the year 1999, however it was still far below the generally accepted standard (2.5 : 5.5 : 2). And most of those staffs are new staffs (number of lecturer staffs are up to 85.86 per cent).

The unattractiveness of low compensation of Thai teaching staff when compare to the average compensation of those overseas countries, such as Singapore, Hong Kong, Taiwan, and America, has enormous effect on attracting or losing working and on the other hand, the shortage of qualified workforce is endangered.

The average salary of teaching staffs in hospitality and tourism program in 2003 was 18,471 or 221,652 baht per year. Chaisawat (1997), indicated that in 1996 the yearly compensation for a lecturer position in bachelor degree in Singapore was between 1,024,560 to 1,306,620 baht. Yearly average compensation for lecturer with bachelor degree in the US was 1,210,680 baht. And yearly average compensation for a lecturer position in hotel and tourism management field in Hong Kong in 2002 was

around 607,323 baht (Source: The Hong Kong Polytechnic University, Student Affaires Office. (2003). Graduate employment survey 2002.).

The overall staff to students ratio was 1 : 48.15 and 1 : 56.82 in 1999 and 2003 respectively. But staff with hospitality and tourism background, we found that the staff to students ratio went up to 1 : 98.04 and 1: 100 in 1999 and 2003 respectively. This ratio was also lower than the generally accepted staff to students ratio in social science faculties, of 1 : 20, Chaisawat (1999).

The number of graduate program in hospitality and tourism are satisfactory in terms of quantity, which increased from one program, offered by Chaing Mai University, in 1999 up to eight programs in 2003. Those eight programs offered by seven universities including, five public universities and two private universities; 1) Chiang Mai University, 2) Naresuan University, 3) Srinakharinwirot Universities, 4) Prince of Songkla University, 5) Silpakorn Universities, 6) Assumption University of Thailand, and 7) Siam University (see more detail in appendix 1). However, most of master programs offered by both public and private universities are needed to be more practical in nature, with an emphasis on unique courses such as brand management and development. They would also like a required industry work component in a curriculum. Since managers are responsible for the finances of their companies, a course on capital management and more emphasis on accounting were considered to be crucial (DeFranco-Mok, 1999).

Financial supporting from government during 1999 to 2003 had changed a lot, for example Rajabhat University had grant funding to teaching staffs to further study in master degree and above especially in hospitality and tourism education to increase qualified teaching staffs in this area. The Ministry of Education also established and invested in Pilot Project, which advantages both for students and entrepreneur in these areas in terms of internship and training to give opportunities to the students to trained management skill. Moreover, during this period, the student can also earned income and got fixed working schedules like students from those in western countries.

The topmost target set by the government that Thailand will become the Tourism Capital of Asia within 3 years, starting from 2004 to 2006, cannot be achieved unless most of the problems being addressed in this study are brought into

consideration and sought cooperation among all parties involved in hospitality and tourism education.

5.3. Recommendations

Tourism and hospitality educators in Asia Pacific today face more difficult task than ever before, as the tourism industry in the region is growing fast and becoming increasingly important. Nowadays, there are more competitive and ensure sustainable development in hospitality and tourism industries. Students, employers and alike are more demanding and experiencing in terms of buying educational products from colleges and universities. The challenge for the tourism industry is to find enough people of appropriate quality to staff all of this expansion. The key element for the continuous growth is the manpower needed in hospitality and tourism industry, and the hospitality and tourism education offered by the hospitality/tourism departments in each university plays an important role, at the same time.

The following recommendations are created to solve the problems and constraints in running hospitality and tourism education in educational institutes' point of views and at the same time to provide manpower accordingly to the entrepreneurships' actual needed.

1. It is recommended to review and develop new curriculum to respond the career needs of the industry because the curricular play a critical role, and partly have a crucial effect on the quality of the graduates' performance. Improper curricular in hospitality and tourism was one major problem, which still exist, because curriculums which offered in educational institutes referred to the productivity, or quantity and quality, of student outputs. Educational institute have to ensure that their curriculum reflects the needs of the industry that their graduates will launch their career. In order to compete the competitors in the international tourism market, the curriculum should be created for the purpose of enhancing graduates' critical thinking skills, computer and technology skills, strategic management skills, problem solving skills, interpersonal communication skills, implementation skills, operational skills, and other functional skills, for examples, economies, marketing, financial, and accounting.

Therefore, increasing the share management courses focusing on hospitality and tourism management should be in considerations.

The category of foreign language courses is also considered most useful due to the characteristics in tourism industry. The educational institutes should add more English and foreign languages communication skill courses. English and foreign communication skill offered by educational institute should be already apply and focus to use in the career in hospitality and tourism industries. Most of foreign language (except English), which are important to hospitality and tourism nowadays, for example Russian, Korean, Mandarin, and Japanese, should be add to courses outline for the student. However, the educational should set the standard of courses and quality of student outputs by testing their language skill in order to make sure that the students are able to communicate efficiency and effectively.

The educational institutes should also more emphasized on training and practicing, by adding more proportion of training and internship period into the programs. Training is really important to the student outputs in enhancing experience, which require by the entrepreneurship. Self-learning and learning by doing are essential for working life, especially for front line staffs. Those training and internship programs are enable student outputs in enhancing working competencies in operational skill and also help them to enhance problem-solving skills. Tourism educational institute should keep an eye on the practical sectors to observe and detect the actual needs and desires in the tourism industry

Students in this program should involve in teamwork project and making discussion among them and teaching staffs. This assists them to be more critical thinking and them also able to exchange their ideas and cultural exchange with their classmate. Teamwork project also help them to enhance self-learning. The advancement of information technology and it's readily available in most of the Asian Pacific countries, flexible learning through incorporating technology. E-learning is very useful in this situation because most of hospitality and tourism need software and

technology in operation, for example e-ticketing, e-reservation. Investing in this area will be useful for the students for practicing before working.

Increasing the courses in higher education, master degree and above, should be in consideration because nowadays most of management teams in chain hotel and tour operator are the foreigners. In order to added more Thai to work in this area we need to develop to course to be more intensive. The courses for graduate should be consider to develop graduates with, for example, leadership skills, interpersonal communication, presentation skills, human and financial resource management skills, proficiency in computer and technology, critical thinking skills, supervision, problem solving skills and conflict management skills. The students in this field should be able to analyze the problems and are able to recommend the solution of those problems from direct experience by letting them to work with projects, for example case study-based learning.

2. There is needed for cooperation at the national and local level among 1) educational institutes, 2) governmental department, and 3) private sector including employers, trade associations and other agencies also will have to communicate in the tourism and hospitality program to reflect the varying needs of the industry. The communication should state the problems and constraints from each of those sectors including in hospitality and tourism. The communication should do regularly because it is importance in designing the curriculum and other activities and also importance for positive feedback of the employers like meet the demand needed by the employers in terms of working competencies, and skills needed from workforce. The over production of tourism and hospitality graduates and the shortage of skilled workforce in these industries have to be seriously analyzed. The aims of doing cooperation are to ensure that graduates in these areas are to be employed after their studies and ensure that they will not shift to another field of industry.

3. The need for staff development and training, especially teacher training, should be highlighted. It is important that the government sector should support and invest more in staff development and training. It is not necessary to sent them aboard

because it will cost a lot. The suggestion in this point is that government sector should increase graduate programs in hospitality and tourism in Thailand, especially in master and doctoral degree, in order to solve both teaching staff problem, both in quality and quantity, and also to solve economic problem. This can also increase number of manpower in management level (high-level education), to supply in the industry. Government sectors should regularly provide studied work shop to enhance experiencing of teaching staffs in this program in order to sustaining teaching and learning quality and challenging the image of tourism and hospitality industry.

The motivation for teaching staffs is also important; the government should provide more attractive compensation for teaching staffs both in terms of salary and compensation in researches or projects.

4. Human resources development is especially important in tourism because service activity depending in large part for it success on the quality of personnel working in tourism. Persons working in the many aspects of tourism must be properly trained. Not only students in tourism but also general public and people living in tourism areas, and local people, must be educated about tourism. The formal university programs, priority should be given to educating informally the general public and residents in tourism areas. Even the tourists themselves must be informed about their destination. Government sector should invest to educate people living in tourist areas, and local people as well as tourists about the tourism areas' geography, history, cultural pattern and society through each Sub District Administration Organization of those destinations. The aims of educating are to encourage those people to respect with the resource. This strategy will support the main principle of the tourism policy as established, by the Ministry of Tourism and Sports during 2003-2006. Aim of this point is to stimulate the human resource in this industry to be regularly self-development in order to increase theirs competency equally to the international standard, as well as increasing number of middle and high managerial level Thai manpower.

In summary,

The finding of this study related to the number of universities and institutes offering hospitality and tourism programs in Thailand in 2003 and being planned to the year 2006, were increased as compared to Chaisawat's studied (1999), indicated in appendix 2, 3 and 4. At the same time during this four years (1999-2003) number of student inputs were increased, +22.25 per cent, number of student outputs are also increased, +67.20 per cent, as indicated in appendix 5, as well as the number of research project cover also increased (see appendix 6). Therefore, in terms of quantity, numbers of student outputs are enough to satisfy the actual need of the industry, as mention above.

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The average salary of teaching staffs in hospitality and tourism program in 2003 was 18,471 or 221,652 baht per year. Chaisawat (1997), indicated that in 1996 the yearly compensation for a lecturer position in bachelor degree in Singapore was between 1,024,560 to 1,306,620 baht. Yearly average compensation for lecturer with bachelor degree in the US was 1,210,680 baht. And yearly average compensation for a lecturer position in hotel and tourism management field in Hong Kong in 2002 was around 607,323 baht (Source: The Hong Kong Polytechnic University, Student Affaires Office. (2003). Graduate employment survey 2002.).

The overall staff to students ratio was 1 : 48.15 and 1 : 56.82 in 1999 and 2003 respectively. But staff with hospitality and tourism background, we found that the staff to students ratio went up to 1 : 98.04 and 1: 100 in 1999 and 2003 respectively. This ratio was also lower than the generally accepted staff to students ratio in social science faculties, of 1 : 20, Chaisawat (1999).

The number of graduate program in hospitality and tourism are satisfactory in terms of quantity, which increased from one program, offered by Chaing Mai University, in 1999 up to eight programs in 2003. Those eight programs offered by seven universities including, five public universities and two private universities; 1) Chiang Mai University, 2) Naresuan University, 3) Srinakharinwirot Universities, 4) Prince of Songkla University, 5) Silpakorn Universities, 6) Assumption University of Thailand, and 7) Siam University (see more detail in appendix 1). However, most of master programs offered by both public and private universities are needed to be more practical in nature, with an emphasis on unique courses such as brand management and development. They would also like a required industry work component in a curriculum. Since managers are responsible for the finances of their companies, a course on capital management and more emphasis on accounting were considered to be crucial (DeFranco-Mok, 1999).

Financial supporting from government during 1999 to 2003 had changed a lot, for example Rajabhat University had grant funding to teaching staffs to further study in master degree and above especially in hospitality and tourism education to increase

qualified teaching staffs in this area. The Ministry of Education also established and invested in Pilot Project, which advantages both for students and entrepreneur in these areas in terms of internship and training to give opportunities to the students to trained management skill. Moreover, during this period, the student can also earned income and got fixed working schedules like students from those in western countries.

The topmost target set by the government that Thailand will become the Tourism Capital of Asia within 3 years, starting from 2004 to 2006, cannot be achieved unless most of the problems being addressed in this study are brought into consideration and sought cooperation among all parties involved in hospitality and tourism education.

5.3. Recommendations

Tourism and hospitality educators in Asia Pacific today face more difficult task than ever before, as the tourism industry in the region is growing fast and becoming increasingly important. Nowadays, there are more competitive and ensure sustainable development in hospitality and tourism industries. Students, employers and alike are more demanding and experiencing in terms of buying educational products from colleges and universities. The challenge for the tourism industry is to find enough people of appropriate quality to staff all of this expansion. The key element for the continuous growth is the manpower needed in hospitality and tourism industry, and the hospitality and tourism education offered by the hospitality/tourism departments in each university plays an important role, at the same time.

The following recommendations are created to solve the problems and constraints in running hospitality and tourism education in educational institutes' point of views and at the same time to provide manpower accordingly to the entrepreneurships' actual needed.

1. It is recommended to review and develop new curriculum to respond the career needs of the industry because the curricular play a critical role, and partly have a crucial effect on the quality of the graduates' performance. Improper curricular in hospitality and tourism was one major problem, which still exist, because curriculums which offered in educational institutes referred to the productivity, or quantity and quality, of student outputs. Educational institute have to ensure that their curriculum reflects the needs of the industry that their graduates will launch their career. In order to compete the competitors in the international tourism market, the curriculum should be created for the purpose of enhancing graduates' critical thinking skills, computer and technology skills, strategic management skills, problem solving skills, interpersonal communication skills, implementation skills, operational skills, and other functional skills, for examples, economies, marketing, financial, and accounting. Therefore, increasing the share management

courses focusing on hospitality and tourism management should be in considerations.

The category of foreign language courses is also considered most useful due to the characteristics in tourism industry. The educational institutes should add more English and foreign languages communication skill courses. English and foreign communication skill offered by educational institute should be already apply and focus to use in the career in hospitality and tourism industries. Most of foreign language (except English), which are important to hospitality and tourism nowadays, for example Russian, Korean, Mandarin, and Japanese, should be add to courses outline for the student. However, the educational should set the standard of courses and quality of student outputs by testing their language skill in order to make sure that the students are able to communicate efficiency and effectively.

The educational institutes should also more emphasized on training and practicing, by adding more proportion of training and internship period into the programs. Training is really important to the student outputs in enhancing experience, which require by the entrepreneurship. Self-learning and learning by doing are essential for working life, especially for front line staffs. Those training and internship programs are enable student outputs in enhancing working competencies in operational skill and also help them to enhance problem-solving skills. Tourism educational institute should keep an eye on the practical sectors to observe and detect the actual needs and desires in the tourism industry

Students in this program should involve in teamwork project and making discussion among them and teaching staffs. This assists them to be more critical thinking and them also able to exchange their ideas and cultural exchange with their classmate. Teamwork project also help them to enhance self-learning. The advancement of information technology and it's readily available in most of the Asian Pacific countries, flexible learning through

incorporating technology. E-learning is very useful in this situation because most of hospitality and tourism need software and technology in operation, for example e-ticketing, e-reservation. Investing in this area will be useful for the students for practicing before working.

Increasing the courses in higher education, master degree and above, should be in consideration because nowadays most of management teams in chain hotel and tour operator are the foreigners. In order to added more Thai to work in this area we need to develop to course to be more intensive. The courses for graduate should be consider to develop graduates with, for example, leadership skills, interpersonal communication, presentation skills, human and financial resource management skills, proficiency in computer and technology, critical thinking skills, supervision, problem solving skills and conflict management skills. The students in this field should be able to analyze the problems and are able to recommend the solution of those problems from direct experience by letting them to work with projects, for example case study-based learning.

2. There is needed for cooperation at the national and local level among 1) educational institutes, 2) governmental department, and 3) private sector including employers, trade associations and other agencies also will have to communicate in the tourism and hospitality program to reflect the varying needs of the industry. The communication should state the problems and constraints from each of those sectors including in hospitality and tourism. The communication should do regularly because it is importance in designing the curriculum and other activities and also importance for positive feedback of the employers like meet the demand needed by the employers in terms of working competencies, and skills needed from workforce. The over production of tourism and hospitality graduates and the shortage of skilled workforce in these industries have to be seriously analyzed. The aims of doing cooperation are to ensure that graduates in these areas are to be

employed after their studies and ensure that they will not shift to another field of industry.

3. The need for staff development and training, especially teacher training, should be highlighted. It is important that the government sector should support and invest more in staff development and training. It is not necessary to sent them aboard because it will cost a lot. The suggestion in this point is that government sector should increase graduate programs in hospitality and tourism in Thailand, especially in master and doctoral degree, in order to solve both teaching staff problem, both in quality and quantity, and also to solve economic problem. This can also increase number of manpower in management level (high-level education), to supply in the industry. Government sectors should regularly provide studied work shop to enhance experiencing of teaching staffs in this program in order to sustaining teaching and learning quality and challenging the image of tourism and hospitality industry.

The motivation for teaching staffs is also important; the government should provide more attractive compensation for teaching staffs both in terms of salary and compensation in researches or projects.

4. Human resources development is especially important in tourism because service activity depending in large part for it success on the quality of personnel working in tourism. Persons working in the many aspects of tourism must be properly trained. Not only students in tourism but also general public and people living in tourism areas, and local people, must be educated about tourism. The formal university programs, priority should be given to educating informally the general public and residents in tourism areas. Even the tourists themselves must be informed about their destination. Government sector should invest to educate people living in tourist areas, and local people as well as tourists about the tourism areas' geography, history, cultural pattern and society through each Sub District Administration

Organization of those destinations. The aims of educating are to encourage those people to respect with the resource. This strategy will support the main principle of the tourism policy as established, by the Ministry of Tourism and Sports during 2003-2006. Aim of this point is to stimulate the human resource in this industry to be regularly self-development in order to increase theirs competency equally to the international standard, as well as increasing number of middle and high managerial level Thai manpower.

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Appendix 1

Appendix 1.1

Names of Public University offering Hospitality/Tourism Programs at Bachelor Degree Level in 2003

Number	Names	Degrees	Majors
1	Kasetsart University	B.A.	Tourism
		B.A.	Hospitality
		B.A.	Hospitality/Tourism Management
2	Khonkaen University	B.B.A.	Hospitality/Tourism Management
3	Ramkhamhaeng University	B.B.A.	Service Industries
4	Naresuan University	B.A.	Tourism
		B.A.	Hospitality/Tourism Management
		B.A.	Hospitality/Tourism Management (International)
5	Burapha University	B.A.	Hospitality/Tourism Management
6	Mahasarakham University	B.A.	Hospitality & Tourism
7	Mahidol University	B.B.A.	Hospitality/Tourism Management (International)
8	Maejo University	B.A.	Tourism Development
9	Mae Fah Luang	B.B.A.	Hospitality/Tourism Management
10	Walailak University	B.A.	Hospitality/Tourism Management
11	Srinakharinwirot University	B.A.	Hospitality/Tourism Management
12	Silpakorn University	B.A.	Hospitality/Tourism Management (International)
13	Prince of Songkla University, Phuket Campus	B.B.A.	Service Industries (International)
14	Sukhothai Thammathirat	B.A.	Food Business
		B.A.	Hospitality/Tourism Management
15	Ubon Rajathanee University	B.B.A.	Tourism

Appendix 1.2

Names of Private University offering Hospitality/Tourism Programs at Bachelor Degree Level in 2003

Number	Names	Degrees	Majors
1	Bangkok University	B.A.	Hospitality & Tourism
		B.A.	Hospitality/Tourism Management
2	Kasem Bundit University	B.A.	Hospitality & Tourism
3	Dhurakij Pundit University	B.Sc.	Hospitality & Tourism
4	Payap University	B.B.A.	Hospitality/Tourism Management
5	Rangsit University	B.B.A.	Hospitality & Tourism
		B.B.A.	Tourism
		B.B.A.	Hospitality/Tourism Management
6	Vongchavalithul University	B.B.A.	Hospitality/Tourism Management
7	Sripatum University	B.A.	Service Industries
8	Siam University	B.B.A.	Hospitality/Tourism Management
		B.A.	Hospitality/Tourism Management
9	University of the Thai Chamber of Commerce	B.B.A.	Hospitality/Tourism Management
10	Assumption University of Thailand	B.B.A.	Hospitality/Tourism Management
11	Saint John University	B.A.	Tourism
12	Eastern Asia University	B.A.	Hospitality/Tourism Management
13	Christian university	B.A.	Tourism Industries
14	Stampford International University	B.A.	Hospitality/Tourism Management
15	Yonok University	B.A.	Tourism
16	Rattana Bundit University Science & Technology	B.B.A.	Hospitality/Tourism Management
17	Huachiew Chalermprakiet University	B.A.	Tourism

Appendix 1.3

Names of Rajabhat University offering Hospitality/Tourism Programs

at Bachelor Degree Level in 2003

Number	Names	Degrees	Majors
1	Chiang Rai Rajabhat University	B.A.	Tourism Industries
2	Chiang Mai Rajabhat University	B.A.	Tourism Industries
3	Kampangpeth Rajabhat University	B.A.	Tourism Industries
4	Udon Thani Rajabhat University	B.A.	Tourism Industries
5	Ubon Rajathani Rajabhat University	B.A.	Tourism Industries
6	Lampang Rajabhat University	B.A.	Tourism Industries
7	Nakhon Sawan Rajabhat University	B.A.	Tourism Industries
8	Phibunsongkram Rajabhat University	B.A.	Tourism Industries
9	Mahasarakarm Rajabhat University	B.A.	Tourism Industries
10	Nakhon Rajasima Rajabhat University	B.A.	Tourism Industries
11	Nakhon Si Thammarat Rajabhat University	B.A.	Tourism Industries
12	Burirum Rajabhat University	B.A.	Tourism Industries
13	Rajanakarin Rajabhat University	B.A.	Tourism Industries
14	Thepsatri Rajabhat University	B.A.	Tourism Industries
15	Pranakhonsri Ayutthaya Rajabhat University	B.A.	Tourism Industries
16	Queen Rambhai Bharni Rajabhat University	B.A.	Tourism Industries
17	Karnchanaburi Rajabhat University	B.A.	Tourism Industries
18	Nakhon Pathom Rajabhat University	B.A.	Tourism Industries
19	Phuket Rajabhat University	B.A.	Tourism Industries
20	Surat Thani Rajabhat University	B.A.	Tourism Industries
21	Chandrakasem Rajabhat University	B.A.	Tourism Industries
22	Thonburi Rajabhat University	B.A.	Tourism Industries
23	Suan Dusit Rajabhat University	B.A.	Tourism Industries
24	Suan Sunandha Rajabhat University	B.A.	Tourism Industries
25	Phetburi Rajabhat University	B.A.	Tourism Industries
26	Phetchaboon Rajabhat University	B.A.	Tourism Industries
27	Loei Rjabhat University	B.A.	Tourism Industries
28	Sakon Nakhon Rajabhat University	B.A.	Tourism Industries
29	Walai Alongkorn Rajabhat University	B.A.	Tourism Industries
30	Phranakhon Rajabhat University	B.A.	Tourism Industries
31	Bansomdejchaopraya Rajabhat University	B.A.	Tourism Industries
32	Surin Rajabhat University	B.A.	Tourism Industries
33	Mooban Jombueng Rajabhat University	B.A.	Tourism Industries

Appendix 1.4

Names of Rajamangala Institute of Technology offering Hospitality/Tourism Programs

at Bachelor Degree Level in 2003

Number	Names	Degrees	Majors
1	Rajamangala Institute of Technology Bangkok Technical Campus	B.A.	Tourism
2	Rajamangala Institute of Technology Borpitpimuk Chakrawat Campus	B.B.A.	Tourism
3	Rajamangala Institute of Technology Lanna Campus	B.A.	Tourism
4	Rajamangala Institute of Technology Phra Nakhon Si Ayutthaya	B.A.	Tourism
5	Rajamangala Institute of Technology Wangkhaikangwon Campus	B.A.	Tourism
6	Rajamangala Institute of Technology Southern Campus	B.A.	Tourism
7	Rajamangala Institute of Technology Borpitpimuk Mahamek Campus	B.A.	Tourism
8	Rajamangala Institute of Technology Pranakhon Bangkok Commercial Campus	B.A.	Hospitality
9	King Mongkut's Institute of Technology North Bangkok	B.B.A.	Hospitality & Tourism
10	Rajamangala Institute of Technology Chiang Rai Campus	B.A.	Tourism
11	King Mongkut's Institute of Technology South Bangkok	B.A.	Hospitality

Appendix 1.5

Names of College offering Hospitality/Tourism Programs

at Bachelor Degree Level in 2003

Number	Names	Degrees	Majors
1	Dusit Thani College	B.B.A.	Hospitality/Tourism Management
		B.B.A.	Hospitality/Tourism Management
		B.B.A.	Hospitality/Tourism Management
		B.B.A.	Hospitality/Tourism Management

Appendix 1.6

Names of University offering Hospitality/Tourism Programs at Master Degree Level and Above in 2003

Number	Names	Degrees	Majors
1	Chiang Mai University	M.A.	Hospitality/Tourism Management
2	Naresuan University	M.A.	Hospitality/Tourism Management (International)
3	Srinakharinwirot University	M.A.	Eco-Tourism Management
4	Prince of Songkla University, Phuket Campus	M.B.A.	Hospitality/Tourism Management (International)
5	Siam University	M.B.A.	Hospitality/Tourism Management (International)
6	Assumtion University of Thailand	M.A.	Hospitality/Tourism Management
7	Silpakorn University	Ph.D.	Cultural Heritage Management
8	Chulalongkorn University	Ph.D.	Cultural Tourism Management

Appendix 1.7

Names of University/Institute offering Hospitality/Tourism Programs

at Bachelor Degrees Level during 2004-2006

Number	Names	Degrees	Majors	Year
1	Chaing Mai University	B.A.	Tourism	2005
2	Prince of Songkla University, Songkla Campus	B.A.	Hospitality & Tourism	2005
3	Songkla Rajabhat University	B.A.	Tourism Industries	2004
4	Utradit Rajabhat University	B.A.	Tourism Industries	2004
5	North Bangkok College	B.A.	Hospitality/Tourism Management	2004
6	Far Eastern College	B.B.A.	Hospitality/Tourism Management	2004
7	Southern College of Technology	B.A.	Tourism	2004
8	Rajamangala Institute of Technology I-Saan, Surin Campus	B.A.	Tourism	2004
9	Rajamangala Institute of Technology, Tak Campus	B.A.	Tourism	2004
10	Rajamangala Institute of Technology, Khonkaen Campus	B.A.	Hospitality & Tourism	2006
11	Rajakark College	B.A.	English for Tourism	2005

Appendix 1.8

Names of University offering Hospitality/Tourism Programs

at Master Degree Level and Above during 2004-2006

Number	Names	Degrees	Majors	Year
1	Khonkaen University	M.B.A.	Hospitality/Tourism Management	2004
2	Tammasat University	M.A.	Hospitality/Tourism Management	2005

ภาคผนวก 1

ภาคผนวก 1.1

รายชื่อมหาวิทยาลัยรัฐบาลที่มีการจัดการเรียนการสอนเกี่ยวกับการโรงแรม/การท่องเที่ยว ระดับปริญญาตรี ปี 2546

ลำดับที่	รายชื่อสถาบัน	คณะ	ปริญญาบัตร	วิชาเอก
1	มหาวิทยาลัยเกษตรศาสตร์	มนุษยศาสตร์	ศิลปศาสตร์บัณฑิต	การเดินทางและการท่องเที่ยว
		มนุษยศาสตร์	ศิลปศาสตร์บัณฑิต	การโรงแรม
		วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	การจัดการโรงแรมและการท่องเที่ยว
2	มหาวิทยาลัยขอนแก่น	วิทยาการจัดการ	บริหารธุรกิจบัณฑิต	การจัดการโรงแรมและการท่องเที่ยว
3	มหาวิทยาลัยรามคำแหง	บริหารธุรกิจ	บริหารธุรกิจบัณฑิต	อุตสาหกรรมบริการ
4	มหาวิทยาลัยนเรศวร	มนุษยศาสตร์และสังคมศาสตร์	ศิลปศาสตร์บัณฑิต	การท่องเที่ยว
		มนุษยศาสตร์	ศิลปศาสตร์บัณฑิต	การจัดการธุรกิจท่องเที่ยว (ต่อเนื่อง)
		มนุษยศาสตร์	ศิลปศาสตร์บัณฑิต	การจัดการโรงแรมและการท่องเที่ยว (นานาชาติ)
5	มหาวิทยาลัยบูรพา	มนุษยศาสตร์และสังคมศาสตร์	ศิลปศาสตร์บัณฑิต	การบริหารโรงแรม
6	มหาวิทยาลัยมหาสารคาม	มนุษยศาสตร์และสังคมศาสตร์	ศิลปศาสตร์บัณฑิต	การท่องเที่ยวและการโรงแรม
7	มหาวิทยาลัยมหิดล	มนุษยศาสตร์	บริหารธุรกิจบัณฑิต	การบริหารอุตสาหกรรมการท่องเที่ยว (นานาชาติ)
8	มหาวิทยาลัยแม่โจ้	ธุรกิจการเกษตร	ศิลปศาสตร์บัณฑิต	พัฒนาการท่องเที่ยว
9	มหาวิทยาลัยแม่ฟ้าหลวง	สำนักวิชาวิทยาการจัดการ	บริหารธุรกิจบัณฑิต	การจัดการท่องเที่ยว
10	มหาวิทยาลัยวลัยลักษณ์	สำนักวิชาวิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	การจัดการท่องเที่ยว
ลำดับที่	รายชื่อสถาบัน	คณะ	ปริญญาบัตร	วิชาเอก

11	มหาวิทยาลัยศรีนครินทรวิโรฒ ประสานมิตร	สังคมศาสตร์	ศิลปศาสตร์บัณฑิต	การจัดการท่องเที่ยวและการโรงแรม
12	มหาวิทยาลัยศิลปากร	สถาปัตยกรรมศาสตร	สถาปัตยกรรมศาสตร์บัณฑิต	การจัดการมรดกทางสถาปัตยกรรมกับการท่องเที่ยว
		มนุษยศาสตร์	ศิลปศาสตร์บัณฑิต	การจัดการโรงแรม (นานาชาติ)
13	มหาวิทยาลัยสงขลานครินทร์ วข.ภูเก็ต	บริหารธุรกิจ	บริหารธุรกิจบัณฑิต	อุตสาหกรรมบริการ
14	มหาวิทยาลัยสุโขทัยธรรมาธิราช	มนุษยศาสตร์	ศิลปศาสตร์บัณฑิต	ธุรกิจอาหาร (ต่อเนื่อง)
		มนุษยศาสตร์	ศิลปศาสตร์บัณฑิต	การจัดการท่องเที่ยว (ต่อเนื่อง)
15	มหาวิทยาลัยอุบลราชธานี	บริหารธุรกิจ	บริหารธุรกิจบัณฑิต	การท่องเที่ยว

ภาคผนวก 1.2

รายชื่อมหาวิทยาลัยเอกชนที่มีการจัดการเรียนการสอนเกี่ยวกับการโรงแรม/การท่องเที่ยว ระดับปริญญาตรี ปี 2546

ลำดับที่	รายชื่อสถาบัน	คณะ	ปริญญาบัตร	วิชาเอก
1	มหาวิทยาลัยกรุงเทพ	มนุษยศาสตร์	ศิลปศาสตร์บัณฑิต	การท่องเที่ยวและการโรงแรม
		มนุษยศาสตร์	ศิลปศาสตร์บัณฑิต	การบริหารการโรงแรมและการท่องเที่ยว
2	มหาวิทยาลัยเกษมบัณฑิต	มนุษยศาสตร์	ศิลปศาสตร์บัณฑิต	ธุรกิจการโรงแรมและการท่องเที่ยว
3	มหาวิทยาลัยธุรกิจบัณฑิต	มนุษยศาสตร์	ศิลปศาสตร์บัณฑิตและวิทยาศาสตร์	การท่องเที่ยวและการโรงแรม
4	มหาวิทยาลัยพายัพ	บริหารธุรกิจ	บริหารธุรกิจบัณฑิต	การจัดการโรงแรมและการท่องเที่ยว
5	มหาวิทยาลัยรังสิต	บริหารธุรกิจ	บริหารธุรกิจบัณฑิต	การท่องเที่ยวและอุตสาหกรรมบริการ
		บริหารธุรกิจ	บริหารธุรกิจบัณฑิต	การท่องเที่ยว
		บริหารธุรกิจ	บริหารธุรกิจบัณฑิต	การจัดการโรงแรม
6	มหาวิทยาลัยวงษ์ชวลิตกุล	บริหารธุรกิจ	บริหารธุรกิจบัณฑิต	การจัดการธุรกิจการท่องเที่ยว
7	มหาวิทยาลัยศรีปทุม	มนุษยศาสตร์	ศิลปศาสตร์บัณฑิต	อุตสาหกรรมบริการ
8	มหาวิทยาลัยสยาม	บริหารธุรกิจ	บริหารธุรกิจบัณฑิต	การจัดการท่องเที่ยวและการโรงแรม
		มนุษยศาสตร์	ศิลปศาสตร์บัณฑิต	การจัดการท่องเที่ยวและการโรงแรม
9	มหาวิทยาลัยหอการค้าไทย	บริหารธุรกิจ	บริหารธุรกิจบัณฑิต	การจัดการโรงแรมและการท่องเที่ยว
10	มหาวิทยาลัยอัสสัมชัน	บริหารธุรกิจ	บริหารธุรกิจบัณฑิต	การจัดการโรงแรม
11	มหาวิทยาลัยเซนต์จอห์น	มนุษยศาสตร์	ศิลปศาสตร์บัณฑิต	การท่องเที่ยว
ลำดับที่	รายชื่อสถาบัน	คณะ	ปริญญาบัตร	วิชาเอก

12	มหาวิทยาลัยอิสเทิร์นเอเชีย	มนุษยศาสตร์	ศิลปศาสตร์บัณฑิต	การจัดการท่องเที่ยว
13	มหาวิทยาลัยคริสเตียน	มนุษยศาสตร์	ศิลปศาสตร์บัณฑิต	อุตสาหกรรมการท่องเที่ยว
14	มหาวิทยาลัยนานาชาติชิลเลอร์-แสตมฟอร์ด	ศิลปศาสตร์	ศิลปศาสตร์บัณฑิต	การจัดการท่องเที่ยวและการโรงแรม
15	มหาวิทยาลัยโยนก	ศิลปศาสตร์	ศิลปศาสตร์บัณฑิต	การท่องเที่ยว
16	มหาวิทยาลัยรัตนบัณฑิต	บริหารธุรกิจ	บริหารธุรกิจบัณฑิต	การจัดการโรงแรมและการท่องเที่ยว
17	มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ	ศิลปศาสตร์	ศิลปศาสตร์บัณฑิต	การท่องเที่ยว

ภาคผนวก 1.3

รายชื่อมหาวิทยาลัยราชภัฏที่มีการจัดการเรียนการสอนเกี่ยวกับการโรงแรม/การท่องเที่ยว ระดับ

ปริญญาตรี ปี 2546

ลำดับที่	รายชื่อสถาบัน	คณะ	ปริญญาบัตร	วิชาเอก
1	มหาวิทยาลัยราชภัฏเชียงราย	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
2	มหาวิทยาลัยราชภัฏเชียงใหม่	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
3	มหาวิทยาลัยราชภัฏกำแพงเพชร	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
4	มหาวิทยาลัยราชภัฏอุดรธานี	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
5	มหาวิทยาลัยราชภัฏอุบลราชธานี	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
6	มหาวิทยาลัยราชภัฏลำปาง	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
7	มหาวิทยาลัยราชภัฏนครสวรรค์	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
8	มหาวิทยาลัยราชภัฏพิบูลสงคราม	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
9	มหาวิทยาลัยราชภัฏมหาสารคาม	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
10	มหาวิทยาลัยราชภัฏนครราชสีมา	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
11	มหาวิทยาลัยราชภัฏนครศรีธรรมราช	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
12	มหาวิทยาลัยราชภัฏบุรีรัมย์	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
13	มหาวิทยาลัยราชภัฏราชนครินทร์	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
14	มหาวิทยาลัยราชภัฏเทพสตรี	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
15	มหาวิทยาลัยราชภัฏพระนครศรีอยุธยา	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
16	มหาวิทยาลัยราชภัฏรำไพพรรณี	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
17	มหาวิทยาลัยราชภัฏกาญจนบุรี	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
18	มหาวิทยาลัยราชภัฏนครปฐม	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
19	มหาวิทยาลัยราชภัฏภูเก็ต	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
20	มหาวิทยาลัยราชภัฏสุราษฎร์ธานี	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
21	มหาวิทยาลัยราชภัฏจันทรเกษม	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
22	มหาวิทยาลัยราชภัฏธนบุรี	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
23	มหาวิทยาลัยราชภัฏสวนดุสิต	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
24	มหาวิทยาลัยราชภัฏสวนสุนันทา	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
25	มหาวิทยาลัยราชภัฏเพชรบุรี	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
26	มหาวิทยาลัยราชภัฏเพชรบูรณ์	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
27	มหาวิทยาลัยราชภัฏเลย	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว

ลำดับที่	รายชื่อสถาบัน	คณะ	ปริญญาบัตร	วิชาเอก
28	มหาวิทยาลัยราชภัฏสกลนคร	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
29	มหาวิทยาลัยราชภัฏวไลยอลงกรณ์	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
30	มหาวิทยาลัยราชภัฏพระนคร	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
31	มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
32	มหาวิทยาลัยราชภัฏสุรินทร์	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว
33	มหาวิทยาลัยราชภัฏหมู่บ้านจอมบึง	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว

ภาคผนวก 1.4

รายชื่อสถาบันเทคโนโลยีราชมงคลที่มีการจัดการเรียนการสอนเกี่ยวกับการโรงแรม/การท่องเที่ยว ระดับปริญญาตรี ปี 2546

ลำดับที่	รายชื่อสถาบัน	คณะ	ปริญญาบัตร	วิชาเอก
1	สถาบันเทคโนโลยีราชมงคล วข. เทคนิคกรุงเทพ	ศิลปศาสตร์	ศิลปศาสตร์บัณฑิต	การท่องเที่ยว
2	สถาบันเทคโนโลยีราชมงคล วข. บพิตรพิมุข จักรวรรดิ	บริหารธุรกิจ	บริหารธุรกิจบัณฑิต	การท่องเที่ยว
3	สถาบันเทคโนโลยีราชมงคล วข. ภาคพายัพ	ศิลปศาสตร์	ศิลปศาสตร์บัณฑิต	แผนกวิชาการท่องเที่ยว
4	สถาบันเทคโนโลยีราชมงคล วข. พระนครศรีอยุธยา	ศิลปศาสตร์	ศิลปศาสตร์บัณฑิต	การท่องเที่ยว
5	สถาบันเทคโนโลยีราชมงคล วข. วังไกลกังวล	ศิลปศาสตร์	ศิลปศาสตร์บัณฑิต	การท่องเที่ยว
6	สถาบันเทคโนโลยีราชมงคล วข. ภาคใต้สงขลา	วิชาอุตสาหกรรมการท่องเที่ยว	ศิลปศาสตร์บัณฑิต	การท่องเที่ยว
7	สถาบันเทคโนโลยีราชมงคล วข. บพิตรพิมุข มหาเมฆ	ศิลปศาสตร์	ศิลปศาสตร์บัณฑิต	การท่องเที่ยว
8	สถาบันเทคโนโลยีราชมงคล วข. พณิชยการพระนคร	ศิลปศาสตร์	ศิลปศาสตร์บัณฑิต	การโรงแรม
9	สถาบันเทคโนโลยีราชมงคล วข. พระนครเหนือ	บริหารธุรกิจ	บริหารธุรกิจบัณฑิต	การโรงแรมและการท่องเที่ยว
10	สถาบันเทคโนโลยีราชมงคล วข. เชียงราย	ศิลปศาสตร์	ศิลปศาสตร์บัณฑิต	การท่องเที่ยว
11	สถาบันเทคโนโลยีราชมงคล วข. พระนครใต้	ศิลปศาสตร์	ศิลปศาสตร์บัณฑิต	การโรงแรม

ภาคผนวก 1.5

รายชื่อวิทยาลัยเอกชนที่มีจัดการเรียนการสอนเกี่ยวกับการโรงแรม/การท่องเที่ยว ปี 2546

ลำดับที่	รายชื่อสถาบัน	คณะ	ปริญญาบัตร	วิชาเอก
1	วิทยาลัยดุสิตธานี	บริหารธุรกิจ	บริหารธุรกิจบัณฑิต	การจัดการ
		บริหารธุรกิจ	บริหารธุรกิจบัณฑิต	การจัดการครัวและภัตตาคาร
		บริหารธุรกิจ	บริหารธุรกิจบัณฑิต	การจัดการท่องเที่ยว
		บริหารธุรกิจ	บริหารธุรกิจบัณฑิต	การจัดการโรงแรม

ภาคผนวก 1.6

รายชื่อมหาวิทยาลัยที่มีการจัดการเรียนการสอนเกี่ยวกับการโรงแรม/การท่องเที่ยว ระดับบัณฑิตศึกษา ปี 2546

ลำดับที่	รายชื่อสถาบัน	ปริญญาบัตร	วิชาเอก
1	มหาวิทยาลัยเชียงใหม่	ศิลปศาสตร์มหาบัณฑิต	การจัดการอุตสาหกรรมการท่องเที่ยว
2	มหาวิทยาลัยนเรศวร	ศิลปศาสตร์มหาบัณฑิต	การจัดการโรงแรมและการท่องเที่ยว
3	มหาวิทยาลัยศรีนครินทรวิโรฒ ประสานมิตร	ศิลปศาสตร์มหาบัณฑิต	การวางแผนและจัดการการท่องเที่ยวเพื่ออนุรักษ์สิ่งแวดล้อม
4	มหาวิทยาลัยสงขลานครินทร์ วข. ภูเก็ต	บริหารธุรกิจมหาบัณฑิต	การจัดการโรงแรมและการท่องเที่ยว
5	มหาวิทยาลัยสยาม	บริหารธุรกิจมหาบัณฑิต	การจัดการโรงแรมและการท่องเที่ยว (นานาชาติ)
6	มหาวิทยาลัยอัสสัมชัน	ศิลปศาสตร์มหาบัณฑิต	การจัดการท่องเที่ยว
7	มหาวิทยาลัยศิลปากร	ปริญญาเอก	การจัดการทางมรดกทางสถาปัตยกรรมการท่องเที่ยว
8	จุฬาลงกรณ์มหาวิทยาลัย	ปริญญาเอก	การจัดการวัฒนธรรมการท่องเที่ยว

ภาคผนวก 1.7

รายชื่อมหาวิทยาลัยที่มีกำลังจะเปิดการจัดการเรียนการสอนเกี่ยวกับการโรงแรม/การท่องเที่ยว ระดับปริญญาตรี ปี 2547-2549

ลำดับที่	รายชื่อสถาบัน	คณะ	ปริญญาบัตร	วิชาเอก	เปิดหลักสูตรครั้งแรกปี
1	มหาวิทยาลัยเชียงใหม่	มนุษยศาสตร์	ศิลปศาสตร์บัณฑิต	การท่องเที่ยว	2548
2	มหาวิทยาลัยสงขลานครินทร์ วข.สงขลา	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	การโรงแรมและการท่องเที่ยว	2548
3	มหาวิทยาลัยราชภัฏสงขลา	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว	2547
4	มหาวิทยาลัยราชภัฏอุตรดิตถ์	วิทยาการจัดการ	ศิลปศาสตร์บัณฑิต	โปรแกรมวิชาอุตสาหกรรมท่องเที่ยว	2547
5	วิทยาลัยนอร์ทกรุงเทพ	มนุษยศาสตร์	ศิลปศาสตร์บัณฑิต	การจัดการโรงแรมและการท่องเที่ยว	2547
6	วิทยาลัยฟาร์อีสเทอร์น	บริหารธุรกิจ	บริหารธุรกิจบัณฑิต	การจัดการท่องเที่ยว	2547
7	วิทยาลัยเทคโนโลยีภาคใต้	มนุษยศาสตร์	ศิลปศาสตร์บัณฑิต	การท่องเที่ยว	2547
8	สถาบันเทคโนโลยีราชมงคล วข. สุรินทร์	ศิลปศาสตร์	ศิลปศาสตร์บัณฑิต	การท่องเที่ยว	2547
9	สถาบันเทคโนโลยีราชมงคล วข. ตาก	ศิลปศาสตร์	ศิลปศาสตร์บัณฑิต	การท่องเที่ยว	2547
10	สถาบันเทคโนโลยีราชมงคล วข. ขอนแก่น	ศิลปศาสตร์	ศิลปศาสตร์บัณฑิต	การโรงแรมและการท่องเที่ยว	2549
11	วิทยาลัยรัชภาคย์	ศิลปศาสตร์	ศิลปศาสตร์บัณฑิต	ภาษาอังกฤษเพื่อการท่องเที่ยว	2548

ภาคผนวก 1.8

รายชื่อมหาวิทยาลัยที่กำลังจะเปิดการจัดการเรียนการสอนเกี่ยวกับการโรงแรม/การท่องเที่ยว
ระดับบัณฑิตศึกษา ระหว่างปีปี 2547-2549

ลำดับที่	รายชื่อสถาบัน	ปริญญาบัตร	วิชาเอก	เปิดหลักสูตรครั้งแรกปี
1	มหาวิทยาลัยขอนแก่น	บริหารธุรกิจมหาบัณฑิต	การจัดการโรงแรมและการท่องเที่ยว	2547
2	มหาวิทยาลัยธรรมศาสตร์	ศิลปศาสตร์มหาบัณฑิต	การบริหารธุรกิจบริการ	2548

Appendix 2   Proportion of Manpower Working in Hospitality and Tourism Industries in 2003 (Categorized by Working Level: Low Level, Middle Level, And High Level)

Hospitality Industries

- 10.77%
- 15.66%
- 73.57%

Low Level   Middle Level   High Level

Tourism Industries

- 38.00%
- 48.29%
- 13.71%

Low Level   Middle Level   High Level
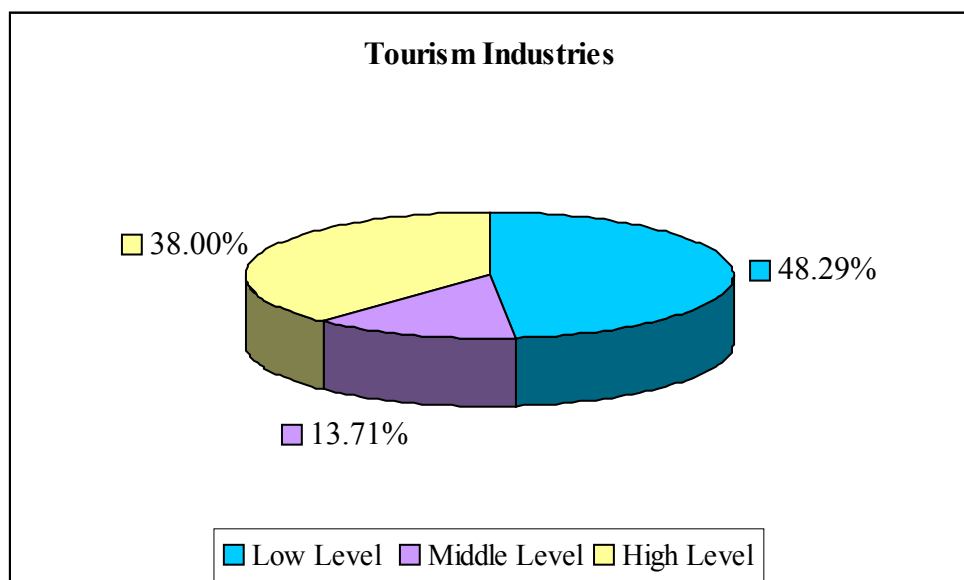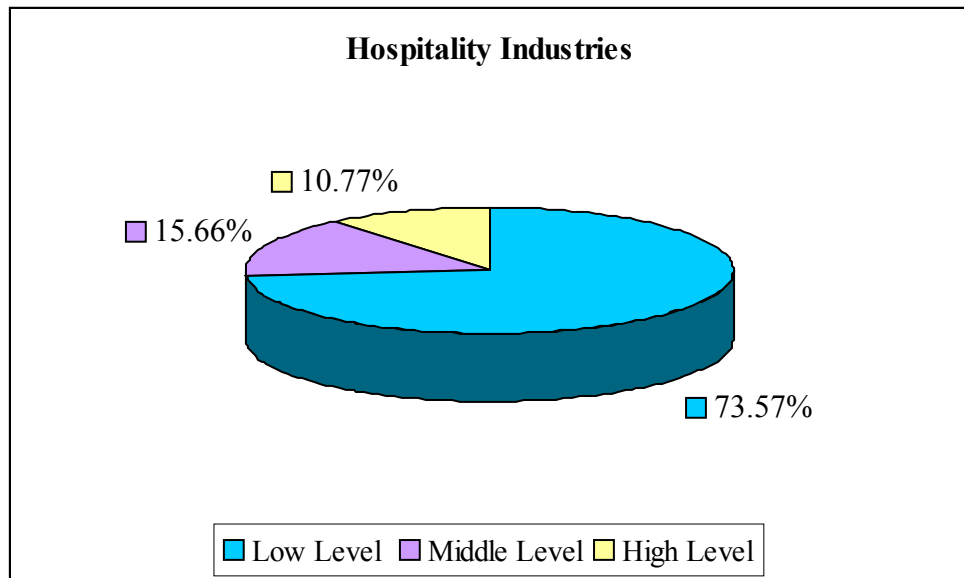
Appendix 3   Manpower Demand in Hospitality and Tourism

(Categorized by Practical Level and Management Level)
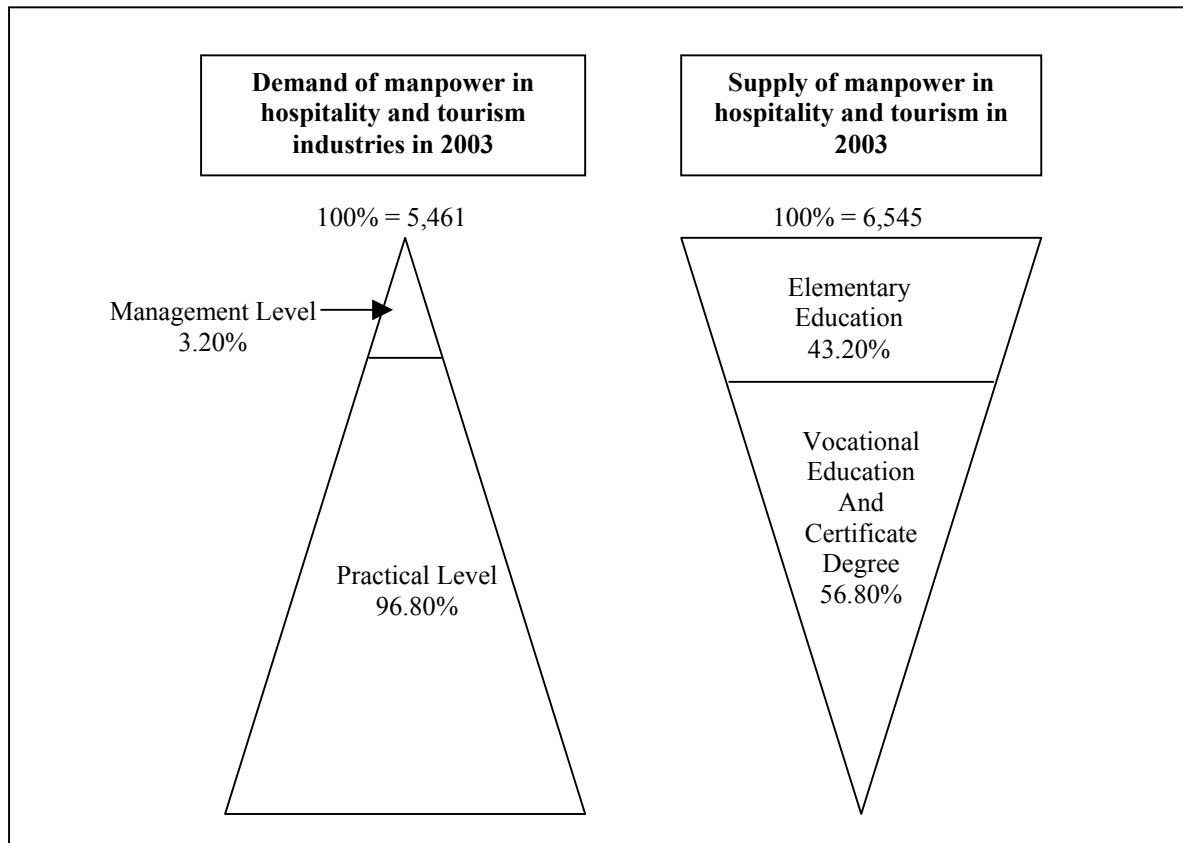
(Source: Manpower Need in Tourism Industries, Tourism Authority of Thailand and Thai Competitive Advantage Development)

Appendix 4   Manpower Qualification as Required by the Hospitality and Tourism Entrepreneurs

(Source: Tourism Authority of Thailand)

Appendix 5

Questionnaire Survey

The Current Situation of Hospitality and Tourism Education in Thailand

1. **The university/institute provide hospitality/tourism program or related program or not?**

    ☐   Yes   ☐   No

    (If Yes is an answer, please continue to question 3-6. If No is an answer, please continue to question 2)

2. **The university/institute plan to provide hospitality/tourism program or related program or not?**

    ☐   Yes   ☐   No

    (If Yes is an answer, please continue to question 3 and 4)

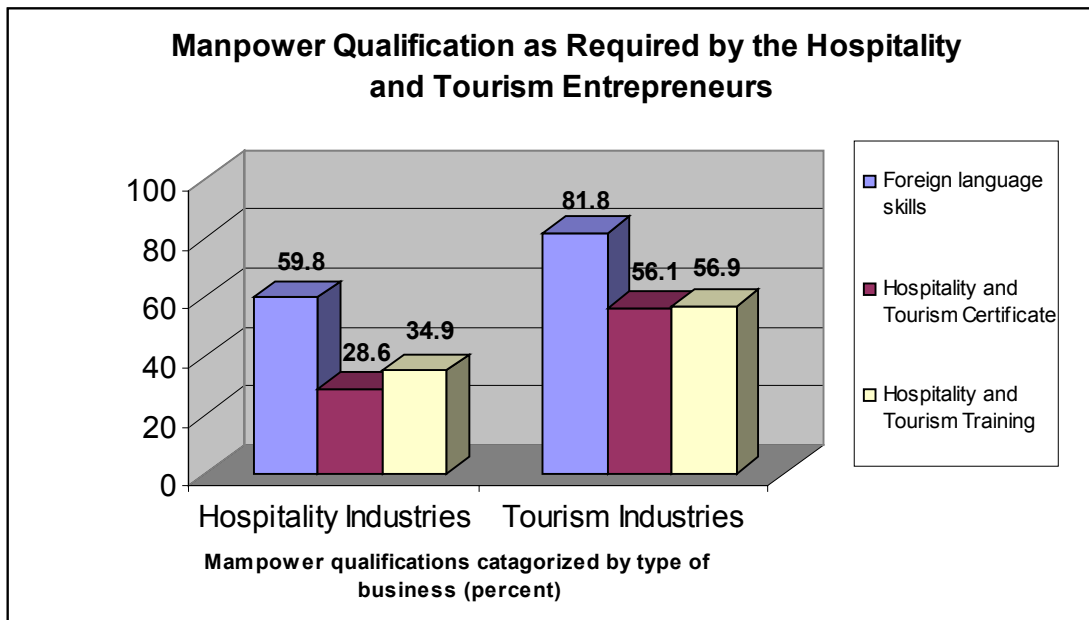3. **General Information**

    Faculty…………………………………..University/Institute…………………

    Director Name…………………………...Address……………………………

    ………………………………………………………………………………………

    Tel…………………Fax…………………e-mail address………………………

4. **Degree/Certificate offering**

    4.1 Degree   ☐   Bachelor of Art

    ☐   Hospitality Management

    ☐   Bachelor of Business Administration

    ☐   Hospitality/Tourism Management

    ☐   Others (specify)……………….

    ☐   Travel Management

    ☐   Certificate

    ☐   Graduate Degree   ☐   Others (specify)…………

    4.2 Certificate   ☐   Certificate…years   ☐   Bachelor Degree

    ☐   Advance Degree   ☐

    Graduate Degree   ☐

Certificate Degree

4.3 Program

☐ International Program

☐ English Program

☐ Thai Program

☐ Others (specify)………………

4.4 Year opening…………………...

5. Number of Students

5.1 Number of Yearly Entrants …………..

5.2 Proportion of Male to Female Student   Male….%,   Female…..%

5.3 Number of Oversea Student………….

5.4 Number of Yearly Graduation…………..

5.5 Total Number of Graduation up to 2003…………………

6. Number of Teaching Staffs

6.1 Number of Teaching Staff……….   Male………Female……….

6.2 Number of Teaching Staff with Hosp./Tour. Qualification…………

Male………Female……….

6.3 Academic Rank

☐ Lecturer……..

☐ Assistant Professor……...

☐ Associate Professor………

☐ Professor ………

6.4 Degree Achievement

☐ Under Bachelor Degree……….

☐ Bachelor Degree………

☐ Master Degree………

☐ Doctorate Degree……….

6.5 Salary (average)…………./month

Maximum………./month   Minimum………./month

7. Research Projects in Hospitality and Tourism Field

Project Name	Year Published	Source of Fund

8. Problems and Constraints Running in Hospitality/Tourism Program and Suggestions

……………………………………………………………………………………………

………….………………………………………………………………………………

………………………….…………………………………………………………………

……………………….…………………………………………………………………

ภาคผนวก 6

แบบสำรวจสภาพปัจจุบันการจัดการเรียนการสอน

สาขาวิชาการโรงแรมและการท่องเที่ยว

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1. มหาวิทยาลัย/สถาบันมีการจัดการเรียนการสอนเกี่ยวกับการโรงแรมและการท่องเที่ยวหรือสาขาอื่นๆที่เกี่ยวข้องหรือไม่

        มี   ไม่มี

    (ถ้ามีกรุณาตอบข้อ 3-6 แต่ถ้าไม่มีกรุณาตอบข้อ 2)

2. มหาวิทยาลัย/สถาบันมีโครงการจะเปิดการเรียนการสอนเกี่ยวกับการโรงแรมและการท่องเที่ยวหรือสาขาอื่นๆที่เกี่ยวข้องหรือไม่

        มี   ไม่มี

    (ถ้ามีกรุณาตอบข้อ 3 และ 4)

3. ข้อมูลเบื้องต้น

ชื่อคณะ..มหาวิทยาลัย/สถาบัน..

ชื่อภาควิชา/สาขาวิชา ที่รับผิดชอบ...

ชื่อผู้รับผิดชอบหลักสูตร..ที่ติดต่อ...................................

....

โทรศัพท์.........................โทรสาร...........................e-mail address.....................................

4. หลักสูตรและปริญญา/ประกาศนียบัตร

4.1 ชื่อปริญญา   ศิลปศาสตร์บัณฑิต (B.A) วิชาเอก   การจัดการ โรงแรม

                     บริหารธุรกิจบัณฑิต (B.B.A.)   การจัดการ โรงแรมและ

                     อื่นๆ (ระบุ)......................................   การท่องเที่ยว

                     ประกาศนียบัตร   การจัดการการเดินทาง

                     ปริญญาโท............................   อื่นๆ (ระบุ)...................

4.2 หลักสูตร   ประกาศนียบัตร......ปี   ปริญญาตรี 4 ปี

                     ปริญญาตรีต่อยอด 2 ปี   ปริญญาโท

                     ประกาศนียบัตรบัณฑิต

4.3 ลักษณะการเรียนการสอน   หลักสูตรนานาชาติ

                                 ใช้ภาษาอังกฤษเป็นสื่อหลักในการเรียนการสอน

                                 หลักสูตรภาษาไทย

                                 อื่นๆ (ระบุ)..

4.4 เปิดหลักสูตรเมื่อปี พ.ศ...................

5. นักศึกษา

5.1 จำนวนนักศึกษาที่รับจริง ปีละ...........คน

5.2 สัดส่วนนักศึกษา ชาย...........%   หญิง............%

5.3 นักศึกษาต่างชาติ...........คน(หลักสูตรนานาชาติ/ภาษาอังกฤษ)

5.4 จำนวนนักศึกษาจบ/ปี...........คน

5.5 จำนวนนักศึกษาจบตั้งแต่เริ่มหลักสูตร ถึงปี 2546..............คน

6. อาจารย์

6.1 จำนวนอาจารย์ประจำหลักสูตรโดยตรง.............คน   ชาย.............คน หญิง...............คน

6.2 วุฒิการโรงแรมและการท่องเทียวโดยตรง..........คน   ชาย.............คน หญิง...............คน

6.3 ตำแหน่งทางวิชาการ   อาจารย์   จำนวน...........คน

                              ผู้ช่วยศาตราจารย์   จำนวน...........คน

                              รองศาตราจารย์   จำนวน...........คน

                              ศาตราจารย์   จำนวน...........คน

6.4 วุฒิการศึกษา   ต่ำกว่าปริญญาตรี   จำนวน...........คน

                              ปริญญาตรี   จำนวน...........คน

                              ปริญญาโท   จำนวน...........คน

                              ปริญญาเอก   จำนวน...........คน

6.5 เงินเดือนอาจารย์(เฉลี่ย)......................บาท/เดือน

       สูงสุด.......................บาท/เดือน   ต่ำสุด...........................บาท/เดือน

7. ผลงานวิจัยเกี่ยวกับสาขาการโรงแรม/การท่องเที่ยว ที่ทำแล้ว...............เรื่อง ประกอบด้วย

ชื่อเรื่อง	ปีที่เผยแพร่	แหล่งเงินทุน

(เขียนไม่พอใช้เนื้อที่ด้านหลัง)

8. ปัญหาในการจัดการเรียนการสอนและข้อเสนอแนะ (เขียนไม่พอใช้เนื้อที่ด้านหลัง)

....

....