

## **CHAPTER V**

### **CONCLUSIONS**

#### **Introduction**

This chapter outlines the research in to employers' expectation and perception of vocational tourism and hospitality graduates. The conclusions related to eight aspects including for skills, knowledge, ethics and morality of vocational and hospitality students. It presents the summary, discussion of the findings, and recommendations. Firstly, the summary, discussion of the hypotheses testing are reported. Then, the recommendations, limitations of the study and suggestions for future research are discussed.

#### **Summary of the findings**

The purposes of this study were to identify employers' expectations of vocational student graduates between expectations and perceptions on working in 2-5 star hotel and tour agent, to identify employers' perceptions of vocational tourism and hospitality student graduates in 2-5 star hotel and tour agent, and to determine a difference between employers' expectation and employers' perceptions of tourism and hospitality skills and knowledge.

One hundred and ninety-eight questionnaires were distributed and one hundred eighty-eight questionnaires were returned. Thus, the number of questionnaires for analysis was 188. For the data analysis process, the statistical techniques were used including independent sample mean t-test, paired mean t-test, and One Way Analysis of Variance (ANOVA).

In terms of personal characteristics of all employers, there were more female than male employers who had been manager. The majority of the employers were 30-39 years old. About half of employers had college and university graduate degrees.

In terms of employers who worked in hotel and tour agents, more than half of the employers were single. About three quarters of the employers had experience in hotels and tourism of more than ten years. Most of the employers worked at 4 star

hotel and most of them were front office manager, followed by human resource manager and food and beverage manager. More than half of the employers had been the trainer for 1-3 years. Almost half of the employers worked at Phuket, Thailand.

Most of employer who worked as the manager in the hotel and tour agent at Phuket, Nakhon Ratchasima, Nongkai, Udanthani, Khonkean and Chonburi were Thai. More than half of the employers had solid expectations and perceptions of industry knowledge and skills levels.

The investigation of employers' expectation towards vocational tourism and hospitality found that the employers' expectation level was high. For the aspect 1 (professional demeanor), the employer had the highest expectation on "appear business-like" and "has a positive attitude toward the job and the hotel". They also had relatively high expectations of "report to work on time" and "recognizes positive and negative aspects of the job". However, the employers had low expectation on "possesses maturity in judgment" and "maintain control and composure in different situation". Most of employers had high overall expectation with vocational tourism and hospitality students.

In term of aspect 2 (Congenial nature), the finding of employers' expectation towards vocational tourism and hospitality found that the employers' expectation level was high. For the aspect 2 (Congenial nature), the employer had the highest expectation on "smile readily". They also had relatively high expected on "exhibits cordial and pleasant customer approach". Most of employers had high overall expectations with vocational tourism and hospitality students.

For the aspect 3 (helpful attitude), the finding of employers' expectations towards vocational tourism and hospitality found that the employers' expectations level was much. For the aspect 3 (helpful attitude), the employer had the highest expectations on "possess a sense of humor" and "is sensitive to the guest need". They also had relatively high expectations on "demonstrates creativity". However, the employers had low expectations on "practice good and listening skills" and "respond and speak intelligently". Most of employers had high overall expectations with vocational tourism and hospitality students.

In the aspect 4 (flexibility), the finding of employers' expectation towards vocational tourism and hospitality found that the employers' expectation level was

much. For the aspect 4 (flexibility), the employer had the highest expectation on “works well with guests and hotel staff; team player” and willing to try new ways of doing things: innovation”. They also had relatively high expectations on “willing and able to accept a different work shifts if necessary”. Most of employers had high overall expectation with vocational tourism and hospitality students.

For the aspect 5 (general knowledge), the finding of employers’ expectation towards vocational tourism and hospitality found that the employers’ expectation level was high. For the aspect 5 (general knowledge), the employer had the highest expectation on “Apply the basic business principle work and daily life”, “exhibits cordial and pleasant customer approach”. They also had relatively high expectations on “Manage the environment, vocational hygiene, and security in organizations and community”, “Manage the environment, vocational hygiene, and security in organizations and community”, “Use the computer package and information technology system to develop the business”, “Use the computer package and information technology system to develop the business”, “Develop oneself and society according to the principles of religions, human rights, culture and economics”. However, the employers had low expectation on “Communicate using Thai, English and other languages in daily life and career”, “Develop oneself and career solve problems by using the scientific and processes mathematics”, “Develop oneself and career solve problems by using the scientific and processes mathematics”. Most of employers had high overall expectation with vocational tourism and hospitality students.

For the aspect 6 (specification; hospitality), the finding of employers’ expectation towards vocational tourism and hospitality found that the employers’ expectation level was much. For the aspect 6 (specification; hospitality), the employer had the highest expectation on “Promote good personality, spoken and written skills, and team working”. They also had relatively high expectations on “Prepare equipment and use service skills as guide assistant”, “Understand the principles and work processes of hotel front office, housekeeping, kitchen, and food & beverage services creativity”. However, the employers had low expectation on “Develop skills in hotel front office service, using language for communication, cleaning rooms and public areas, linen and florist, using kitchen equipment, and food & beverage preparation and

service”. Most of employers had moderate overall expectation with vocational tourism and hospitality students.

In terms of employers’ perceptions, the employers had the highest positive perception towards the character of vocational tourism and hospitality graduates as “polite and clean” and “being treat all guest equally and harmonious”. They also had the highest positive perception on ethic and morality. However, the character of “accept criticism” and “helping other workers” was not strong in the employers’ mind.

The research findings highlighted that the employers’ expectations toward vocational tourism and hospitality graduates were much in the professional demeanor aspect—appear businesslike, and have a positive attitude toward the job and the hotel. However, the employers had low expectations in possessing maturity in judgment, and maintaining control and composure in different situations. The study also found that the employers’ perceptions toward vocational tourism and hospitality graduates were agreed on congenial nature aspect in smiling readily, and flexibility aspect in team player. On the other hand, the employers’ perceptions toward vocational tourism and hospitality graduates were disagree on professional demeanor in reporting to work on time, and maintaining control and composure in different situations.

### **Discussions of the findings**

The findings showed that the difference of educational institute (governor high school and private university of employers) was significant difference toward professional demeanor, congenial nature, helpful attitude, flexibility, general knowledge, hospitality knowledge, tourism knowledge. Most of them graduated from state university. On the other hand, the difference type of hotel of the respondents was significant difference in vocational graduates’ skills, knowledge and ethics. The 4 and 5 star hotel had highest perceptions on general knowledge in hospitality and tourism. For 3, 4 and 5 star hotel had highest on congenial nature of jobs. All type of hotel had highest expectations on congenial nature (smile readily) and had lowest expectations on specification hospitality knowledge. In addition, all type of hotel had highest perceptions on congenial nature (smile readily) and flexibility. The lowest perceptions were professional demeanor (report to work on time, maintain control and composure in different situation).

The result of this study found that most of the employers had high overall expectation with vocational tourism and hospitality graduates. They had the highest expectation on congenial nature and flexibility. They also relatively high expected helpful attitude and general knowledge. This result is essential to contribute the Ministry of Education and Vocational Education Commission to construct tourism and hospitality curriculum to relate with workplace and ASEAN Community.

According to Fullan (1992, p. 109) asserts “educational change is technically simple and socially complex”. Whatever the plans on paper, the process of leading people through change on such a scale presents challenges which require micro-political as well as pedagogic skills. Changes in policy for vocational education are linked to national aspiration and achievements in human resource development and economic growth worldwide. The Thai government has continued to enhance the capacity of vocational education sector in order to meet the increasing demands for skilled manpower. In 2007, Thailand’s Ministry of Education aims to achieve a 20% increase in the number of vocational students’ enrolment. The government has seen the necessity to adapt the educational system to the development and labour needs of the country.

Technical and vocational education and training (TVET) refers to a range of learning experiences which are relevant to the world of work and which may occur in a variety of learning contexts, including educational institutions and the workplace. It includes learning designed to develop the skills for practicing particular occupations, as well as learning designed to prepare for entry or re-entry into the world of work in general. TVET has been given much promotion and priority and support to enhance the new policy changes. Various types of training programs are offered and administered by the Thai Vocational Education Commission. Eight levels of studies ranging from semi-skilled level, offered to students who have completed the lower secondary level, to technical teacher training programs (degree level), open to holders of Higher Certificates of Technical Education with high academic records and a desire to become technical teachers at colleges and vocational training centres have been programmed by the Ministry of Education to suit the student's previous academic background.

## **Recommendations**

As discussed on the employers' expectation on vocational tourism and hospitality had expected low on "Communicate using Thai, English and other languages in daily life and career", "Develop oneself and career solve problems by using the scientific and processes mathematics", "Develop oneself and career solve problems by using the scientific and processes mathematics". "Communicate using Thai, English and other languages in daily life and career", "Develop oneself and career solve problems by using the scientific and processes mathematics", "Develop oneself and career solve problems by using the scientific and processes mathematics". It is shown that the students who study in hotel and tourism have been supported and regulated between colleges, Vocational Education Commission, Ministry of Education and Thai Hotel Association to construct the curriculums for the workplace needs.

## **Limitation of the study**

The survey was conducted only two weeks that was a short period, thus the respondents' view would only be those of a small area not cover all regions in Thailand.

The sample group of this study included only the vocational students had been worked at the hotel and tour agent. Thus excluded the employers who not been the training of vocational students worked.

This study used the purposive sampling to collect the data at only 47 and 10 tour agent. Thus the survey was limited to the small group in some area and exclude in potential employers.

## **Further research**

As the result of this study can provide the expectation and perception on vocational tourism and hospitality that should be construct hotel and tourism curriculum along with ASEAN workplace and ASEAN Community.

Thus, further research should study vocational students who will be the trainee in the workplace by using "case study" along the ASEAN curriculum.