

# TOURISM MANAGEMENT PROGRAMMES IN HIGHER EDUCATION: PAST, PRESENT AND FUTURE

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**Abstract**— The tourism industry has experienced tremendous growth both in size and complexity during the latter half of the twentieth century. Global tourism today provides employment for more than 222 million people worldwide, or approximately one in every twelve workers, and it is widely believed that service industries are one of the major potential growth areas of post-industrial societies (Brackenbury, 2002). Tourism represents a significant portion of the world economy at macro level, as well as a generator of economic growth in countries at micro level (Padurean & Maggi, 2009). It is also worth noting that tourism, as an industry, supports and stimulates directly or indirectly a number of related economic sectors. Consequently tourism occupies a considerable space in the agendas of both developed and developing countries and governments pay considerable importance to the tourism sector, which potentially can drive a countries' economy forward. The growth of tourism in turn fueled a dramatic increase in the number and types of programmes offered in colleges and universities around the world (Riegel & Dallas, 1999). In addition, changes in the work environment, increased competition, a demanding and increasingly sophisticated clientele, advances in technology and the changing expectations of investors, employers and employees have profoundly impacted education and training as it relates to the industry (International Labor Organization, 2001). As the industry continues to evolve, programme curricula have come under intense scrutiny from key stakeholders namely educators, alumni, students, and industry professionals, and a key reason for this is the need to satisfy institutional and industry demands (Martin, Ryan, Regna, & Regna, 2002). From the point of view of human capital theory, tourism education aims to enhance people's ability in dealing with uncertainties in the tourism industry and managing future changes in the tourism labour market globally. Tourism education, often as the starting point in the training and development of human capital to undertake occupations in the tourism industry, not only adds value, raises personnel quality and infuses a sense of tourism professionalism, but also serves to sustain the local communities that underpin successful tourist destinations. Higher education in Tourism tends to focus on enabling students for future careers in the industry. There has been no attention given to the meaning of tourism education in higher education, and certainly no elaboration has been provided regarding careers in philosophical tourism, or tourism education as a career. Therefore the paper analysis tourism programmes in higher education by examining past, present and future trends and industry demands in tourism management and higher education. The paper also elaborates on the perspective of providing students with a philosophical and sociological foundation for decision making strategies, as well as for professional philosophical industry preparation.

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**Index Terms**— Education Challenges, Employability, Future Education, Tourism Management.

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## I. INTRODUCTION

The tourism industry has experienced tremendous growth both in size and complexity during the latter half of the twentieth century. Global tourism today provides employment for more than 222 million people worldwide, or approximately one in every twelve workers, and it is widely believed that service industries are one of the major potential growth areas of post-industrial societies (Brackenbury, 2002). Tourism represents a significant portion of the world economy at macro level, as well as a generator of economic growth in countries at micro level (Padurean & Maggi, 2009). It is also worth noting that tourism, as an industry, supports and stimulates directly or indirectly a number of related economic sectors. Consequently tourism occupies a considerable space in the agendas of both developed and developing countries and governments pay considerable importance to the tourism sector, which potentially can drive a countries' economy forward. The growth of tourism in turn fueled a dramatic increase in the number and types of programmes offered in colleges

and universities around the world (Riegel & Dallas, 1999). In addition, changes in the work environment, increased competition, a demanding and increasingly sophisticated clientele, advances in technology and the changing expectations of investors, employers and employees have profoundly impacted education and training as it relates to the industry (International Labor Organization, 2001). As the industry continues to evolve, programme curricula have come under intense scrutiny from key stakeholders namely educators, alumni, students, and industry professionals, and a key reason for this is the need to satisfy institutional and industry demands (Martin, Ryan, Regna, & Regna, 2002).

From the point of view of human capital theory, tourism education aims to enhance people's ability in dealing with uncertainties in the tourism industry and managing future changes in the tourism labour market globally. Tourism education, often as the starting point in the training and development of human capital to undertake occupations in the tourism industry, not only adds value, raises personnel quality and infuses a sense of tourism professionalism, but

also serves to sustain the local communities that underpin successful tourist destinations.

Higher education in Tourism tends to focus on enabling students for future careers in the industry. There has been no attention given to the meaning of tourism education in higher education, and certainly no elaboration has been provided regarding careers in philosophical tourism, or tourism education as a career. Therefore the paper analysis tourism programmes in higher education by examining past, present and future trends and industry demands in tourism management and higher education. The paper also elaborates on the perspective of providing students with a philosophical and sociological foundation for decision making strategies, as well as for professional philosophical industry preparation.

Procedure for Paper Submission

## II. THE PAST: A HISTORICAL BACKGROUND

The tourism industry has experienced tremendous growth both in size and complexity during the latter half of the twentieth century (Jafari, 1997). That growth in turn fuelled a dramatic increase in the number and types of programmes offered within Higher Education institutions (Riegel & Dallas, 1999). As demand increases from both the industry and enthusiast learners, programme curricula receive more scrutiny as to the level of materials offered and the quality of education received (Regna, & Regna, 2002). Before the mid-1980s, the development of tourism education was restrained by the limited use of commercial tourism infrastructure and services, as the majority of travellers were business travellers, who went to the major cities (King and Craig-Smith, 2005).

Tourism education is closely related to the tourism industry from an individual perspective in terms of employment, and from an organisational perspective in terms of the labour supply (Ladkin, 2005). The growth in tourism education is reflected by the growth in tourism education research (Airey and Johnson, 1999). Tourism education has reached maturity (Cooper, 2002) and has provided a number of fields for research. Lectures are an essential element of higher education due to the challenging forces of economic competency, institutional apathy or simply just personal habits (Huxham, 2005). Lectures reach large numbers of students and deliver hefty amounts of material in a short period of time and are therefore popular in academic departments (Huxham, 2005). On the contrary, Bligh (1998) argues that lecturers are being criticized for their humble method of encouraging thoughts and altering student attitudes. Bligh (1998) further argues that students in higher education have verified their feelings against such a mode of delivery by not going to their lectures (Bligh, 1998). Similarly, Reece and Walker (2001) suggest

that the biggest difficulty and challenge that lecturers face is the passiveness of students in classrooms but also suggests that lectures are still providing the essential learning foundation that students require (Reece and Walker, 2001). In the early 1990s, the educational climate changed to focus on teacher professionalism. Teachers' roles were enlarged to include roles as curriculum developers, assessors of classroom progress, and researchers into classroom and school problems (Cochran-Smith and Lytle, 1999). Teachers were encouraged to make decisions about curriculum at the most detailed level of specificity, for they were closest to the student. Teachers ultimately decide the actual events concerning what is to be taught, how it is to be taught, and why it is to be taught (Tanner and Tanner, 2007). Teacher professionalism has been recognised for the purpose of curriculum improvement.

The growth in tourism education is reflected by the growth in tourism education research (Airey and Johnson, 1999). Tourism education has reached maturity (Cooper, et al., 1996) and has provided a number of fields for research. A rapid growth in tourism education research has been visible especially in the 1980s and the 1990s. By the end of 2001, a stock of about 300 articles researching tourism education emerged in the literature, which addressed the problem of lack of data (Tribe, 2005). Thus, statistics regarding tourism in education, and tourism education itself peaked in the mid-1990s.

Tourism education prior to 1950 concentrated on skills training. As the industry expanded and the need for more qualified employees grew, educational efforts in the 1950s and 60s focused on the associate degree which emphasized operational knowledge along with some business skills. In the 1970s and 80s as the industry rapidly evolved reflecting the need for a highly skilled workforce, there was a sharp increase in the number of four year programmes. In the 1990s the industry continued to increase in complexity and so did the demand for knowledgeable and highly skilled managers with graduate degrees (Fletcher, 1991).

## III. TOURISM EDUCATION AT PRESENT

University lecturers are seen as appropriate and valued tools that provide essential knowledge to students (Payne, 2003). Students recognize theory as opposites of reality because they may not predict how theory can be engrained into reality. Bacon and Novotny (2002) argue that students might have difficulties understanding theories and might not find them thrilling, and therefore do not interact with them. According to Heylings and Tariq (2001), lecturers implement teaching methods that involve workshops and discussions. The authors state that lecturers assess course requirements and provide them accordingly. Byrne (2002) suggests that lecturers crucially

understand the learning behaviours of students which lead to the development of teaching strategies that improve student experience. Charlton (2006) argues that despite the availability of inexpensive and more suitable alternative qualifications from reputable distance learning institutions which have grown-up to exploit new communication technologies as they were invented, students still prefer lecture-based teaching. Charlton (2006) further suggests that lecturers are effective due to them being an important aspect of spoken communication that gets delivered to students by a visible person which they can directly interact with. Charlton then states that lecturers improve student learning as they create a formally-structured social event that fits human nature and operates human psychology. Moreover, Crosby (2000) suggests that lecturers act as role models to students by fulfilling their roles as teachers in the classrooms. The author further suggests that the lecturer has an exceptional opportunity to share some of the "magic", as he describes it, of the subject with the students. Crosby (2000) concludes that the lecturer is no longer seen mainly as a distributor of information or a walking tape recorder, but rather as a facilitator or manager of the students' learning.

On the contrary, literature indicates that most tourism management programmes were designed by educators with little or no empirical input from the industry (McKercher, 2002), and that the undergraduate tourism curriculum lacks standardisation and relevance to the tourism industry's needs (Koh, 1995). There is definitely a lack of confidence among professionals as to the knowledge and skills provided by university tourism programmes. Ellias (1992) argues that a tourism management degree is short on credibility profession. Cooper et al. (1996) indicate that the tourism industry is dominated by small businesses and run by managers who mainly have no formal tourism education or training. There is a lack of understanding by industry of the new generation of tourism courses. Thus, there is a need for the industry and education providers to bridge the gap and to work closely together. Industry and education must work in partnership to promote the professionalisation of tourism as an activity.

According to Ntuli (2007) tourism management graduates are expected to find employment as soon as they graduate, but many can't. Ntuli (2007) argues that there is a wave on the labour market between skill shortages and unemployed high numbers of graduates. Ntuli (2007) blames the high number of unemployed graduates in the tourism industry to the lack of employability skills. Coll and Zegwaard (2006) state that "analytical skills" are required to employ graduates. Barrie (2006) explains how students are usually not ready for the workplace, as indicated by many employers, and advises universities to deliver more employable graduates by providing them with

the skills required for their careers. Moss and McKellan (2007) argue that student's knowledge on the subject in general is often acceptable and suggest that if student's competency skills are developed in universities then they would become much more employable. Yorke and Harvey (2005) suggest that employers expect graduate students to be ready to work after graduating and demand a set of skills from them in order to employ them. The authors then state that universities should offer these set of skills to students and prepare them for real life experiences before they graduate.

Moreover, Hodges and Burchell (2003) referred to "work integrated programmes" and suggested that these programmes are aimed at preparing students to work and provide them with competency skills that employers require. The authors argue that "work integrated programmes" should include technical skills that are an outcome of a programme and not simply skills that students can demonstrate in class. Hodges and Burchell (2003)'s suggestion relates directly to tourism management as the nature of this degree requires certain set of skills that could be applied in a workplace.

According to Crebert (2004), universities that offer tourism management contain the facilities that permit technical skills to be taught to students and applied in workplaces. Fleming and Eames (2005) explain how skills taught to students in universities through work integrated learning can be applied to work environments by obligating students to perform a compulsory semester at a real work place. Waryszak (1999) similarly illustrates the latter by explaining how students that spending time in real life situations get the opportunities required to apply theoretical concepts that they learn in classrooms. Tovey (2001) approaches this concept in a similar but more interesting manner by stating that students can apply the skills gained in the classroom to a real life situation in the workplace rather than role playing or being told about experiences in a classroom. Furthermore, Sivan (2000) suggests that governments are now expecting higher education to further develop in order to implement enduring learning strategies, and therefore students are being required to be more self-managed. Sivan (2000) then stresses the importance of guest lecturers in higher education as they develop problem solving skills which enable them to become more self-managed. Pintrich and Zusho (2002) state that student learning is an active constructive process whereby learners set goals for their learning and regulate, and control their cognition, motivation, and behaviour, guided and constrained by their goals and the contextual features of the environment. Pintrich and Zusho (2002) therefore suggesting that it is a student's responsibility to learn, whether being taught by an experience driven lecturer or an academic lecturer. The authors further

suggest that it is an academic's duty to monitor student's behaviours as academics encompass the knowledge of monitoring students unlike experience derived tutors. The following suggests that academic tutors are essential in delivering tourism management programmes as academic lecturers can provide the theories necessary for the programme and encompass the ability to monitor and guide students.

#### IV. EDUCATION AND REAL LIFE EXAMPLES

Primary data and analysis presented in the below section are collected from a renowned European Higher Education institution which delivers a Tourism Management programme based in the Middle East. For the anonymity of the institution and the individuals employed within, the institution is henceforth referred to as University X.

##### *A. Background*

In October 2013, The Times Higher Education highlights the rise in corruption amongst Universities worldwide based on a report conducted by the anti-corruption agency Transparency International. The report states

"The very structure and culture of colleges and universities, as well as the current constraints under which many...operate, can create conditions that facilitate fraud."

Recruitment and admission is an area particularly ripe for fraudulent activity, according to the report, which cites examples in a number of countries where students feel they have to pay bribes to get places. The report also gives examples of financial fraud being carried out within universities themselves. Case studies include a former administrative assistant at the University of Vermont who pleaded guilty in 2014 to depositing University cheques worth about \$46,000 into her personal account, and a "skimming" scheme at the University of Montana, in which an employee stole more than \$300,000 of student rent payments over seven years.

The report concludes that "many institutions are under pressure to find funds in order to maintain...standards, especially in situations in which government funding is contracting. Higher education institutions should not assist abusive officials or their families in attempts to launder their images or legitimise their regimes in exchange for funds."

Moreover, in a paper presented by Ian O'Connor, the Vice Chancellor of Griffith University, O'Connor (2007) emphasizes the role that administrative and academic support services play in the deterioration of academic quality. O'Connor refers to the fully automated system used by Griffith University for students such as enrolment processing and timetabling. Other services remain entirely personal because they require a high level of interaction with

expert advisers. O'Connor proposes a "bimodal system" that reduces the high level of interaction between students and administrative services.

It takes any new employee at University X several days to realise that the University encloses several blunders, especially when transferring from worldwide renowned institutions. After several months, the apparent blunders transpire to be covert secrets of a faulty system that employees find tremendously complex in discussing. Complexity lays, according to many, not in the fear of whistle blowing, but from the experience of bunged ear lending. In a typical world, introducing colleagues to one another is a burden, getting to strike up conversations and discussions are a difficult task and getting to know one another takes months and sometimes years. In University X, ask a colleague what problems they face and you find yourself in an in-depth personal conversation that at times lasts hours. Problems, however, vary and begin from the pettiest aspects such as paper in printers, noise of air-conditions and flexible working hours, to more serious aspects such as salaries and misconduct, which impacts on employee motivations and leads the institution to high employee turnover. A list of problems is presented below.

##### *B. Institutional*

- Coordination and communication amongst campuses
- Inefficiency of ICT and study tools
- Lack of flexibility in teaching materials
- Lack of guidance and assessment rubrics
- Various rules and regulations among three BBA programmes

##### *C. Organisational*

- Streamlining amongst programmes
- A non-existent electronic system for student enrolments and results entry
- Lack of student progress monitoring
- Non consistent study materials
- Poor student facilities

The problems listed above do not indicate that the University is in crisis and requires some sort of emergency changeround or it might otherwise face closure. Every organisation and specifically educational institutions face similar complications to say the least. It is therefore vital to commend University X for acknowledging such problems and beginning to resolve the above mentioned obstacles.

Regardless of the problems, University X, a diminutive openhearted institution with less than 50 members of staff employed at the institution necessitates a basic problem solving approach prior solving strategic problems and issues. This requires the implementation of a long term and a short term institutional vision where the long term strategy resolves issues and implements measures between the

main campus and the branch campus and looks at materials being delivered amongst campuses. The long term strategy also takes into consideration the development of facilities and educational tools in University X and the implementation of strategic industrial partnerships and academic cooperation.

The short term strategy, on the contrary, resolves internal issues within University X. Resolving short term issues will act as concrete basis for long term development at University X. Short term issues are reflected via cultural barriers among employees. There tends to be a strong culture of blaming and shaming, deliberate trouble causing and undesired/inaccurate gossip between various staff members. Examples of the latter are many, but are undesired in these findings, such as the actions themselves within the institution, and therefore will not be referred to. Such matters arise in small institutions but require detailed attention and astute attention from judicious management.

In the past year, management addressed several issues and blunders, and University X witnessed a vast improvement.

#### *D. University X Management*

Management at University X in recent months addressed several issues in an effort to enhance academic standards at the institution. Strict IELTS 6 as a minimal entry requirement into the University was applied and improved assessment methods for students were applied. Streamlining among programmes was addressed and newer ICT facilities, payment facilities and student results systems were implemented. University X is slowly but certainly transforming as a reputable higher education institution by recognising concerns and implementing relevant strategies by taking correct actions. University X management is constantly taking action to address outstanding issues, specifically in relation to the quality of education provided. More communication with the main campus has been attained and streamlining the quality of education is certainly in progress. In the past year, an experienced database and software expert was recruited from the home campus in order to address database issues and create systematic software that would relieve academics from administration burdens and resolve academic and academic support communicational issues currently transparent in the loss of records and information. An experienced Human Resource specialist was also recruited in an effort to address staff issues and re-write staff contracts and reconsider various legal documents.

This is certainly a great step forward towards an enhanced institution as transformation in higher education often goes through a series of phases that requires considerable length and time (Kotter, 1995, 59).

However, as a measurement in the transform process, University X resulted in closing down an Academic Bridge Programme which prepares students for Higher Education and adhered stricter university entry requirements for potential students. This, including several other issues, such as compulsory travel and increase in fees, resulted in the lack of intake onto the Tourism Management programme, although the programme is currently one of a kind in the country and endures no current competition in this field. This raises more concern and requests a call for immediate action. Kaufman (1995) clearly emphasised that promoting organizational change is neither good nor bad, or beneficial nor injurious (p. 8); rather, he claims that organisational change is necessary for organisational survival.

From the latter perspective, organisational change was implemented by University X. New executive management and highly experienced academics were recruited. Latest learning tools, enhanced rules and regulations, and relevant communication instruments and strategies were implemented. However, such change did not transform University X; neither to the level needed, nor to the quality required, and is still lacking progress as a renowned international and valuable institution. This is highly related to the negative culture currently existing among staff members. The culture that was earlier referred to by a strong culture of blaming and shaming, deliberate trouble causing and undesired/inaccurate gossip between various staff members. This is a great weakness within University X that requires working on in order to move forward with strategic development and enhancement of education quality. The latter negative culture, paralleled with various issues previously mentioned, impacted student intake numbers on the Tourism Management programme.

#### *E. The tourism management programme*

The Tourism Management programme has witnessed a decline in student intake in the past years. Such decline can be attributed to the lack of understanding by University X towards the mentality of local students. Students expect material that is based on local culture and traditions. When such an aspect does not exist, gaining authentic experiences is then thought of. However, providing authentic experiences whilst taking into consideration strict religious culture has proven to be unattainable. The Tourism Management programme seeks creating new initiatives such as practical components of modules that entail fieldtrips. Although such fieldtrips proved their complications due to guardian restrictions, they took place and are set to enhance in the future.

Nevertheless, local culture assesses programmes based on names rather than standards and personal future desires. If a student achieves IELTS 6 and good grades in high school then they would choose

disciplines such as engineering, medicine or business. Tourism is related to students that cannot achieve good grades but must attend University. When asked on their first day of introduction at University X, Tourism Management students stated that it was the only degree available that would accept them with the grades attained. None stated that it is something they desire as a future career, although the future of local country is Tourism based with global tourism based events set to take place. University X requires a major transformation from being the only option to students that cannot gain access to other institutions, to an institution that is highly desired by student and their guardians, and is highly commended by the local community.

In 2014 and 2015, it was noticeable that more than 80% of Tourism Management students had not achieved the desired IELTS level 6 required. The preparation programme was a great solution for students to surpass such obstacles, but with the closure of such programme it has become impossible. Students with IELTS 6 can register at other preferred universities as they would gain more recognition from the society by studying there. IELTS became a key barrier for interested applicants. European institutions and British Universities require IELTS level 6, but also introduce several options as alternative means. A student with IELTS 5.5 is required to attend a 3 month English course prior commencing studies on the required programme, while a student with IELTS 5 is required to attend the English course for six months, and students with 4.5 IELTS attend a full year of English. University X requires similar approaches. Furthermore, general entry requirements that are alike across all universities are also off-putting for students. Students that can achieve such requirements would prioritise other disciplines over a tourism one. This is the case in the Middle East specifically, and hence a closer look is now taken at Higher Education in the Middle East in general.

## V. HIGHER EDUCATION IN THE MIDDLE EAST

In order to grasp student interest or lack of interest onto a programme such as Tourism Management, one must study the local community, specifically the mentality and demands of the local community. The country hosting the branch campus university will be referred to as country Z for the anonymity of the country.

Country Z's comprehensive educational policy is based on firm principles of preserving the nation's heritage and identifying the discrete nature of the individual, while continuing to enhance the development of curricula and the educational system and benefiting from the achievements of the times and the latest technological innovations (Watt, 2013).

The government launched its initiative of developing higher education in country Z under the slogan "education for a new era", which aims to provide the best educational programmes for the sons and daughters of country Z in order to prepare them to meet the requirements of the economic and social development process of the country (Dutta, 2008).

As an international institution with a strategic international view, and under the vision of Internationalisation, University X currently lacks in preserving country Z's heritage and discrepancy among students. The University also lacks in technological innovations, thus, repelling parents from registering their children in a University that does not adhere to key national principles. Such issues can be easily addressed by offering tailored local minor and short courses to the local community.

Moreover, when comparing University X to country Z's national University, it is clear that University X lacks in such prospective. Country Z's national University is working hard to continue developing its instructional plans; introduce new scientific sections and units; follow up and assess the compatibility of programmes and curricula at the faculties with the needs and concerns of the community, and support local PhD holders and members of the teaching staff, among whom there are many females (QCensus, 2010). University X requires a brave and strategic approach to addressing the latter burden by implementing postgraduate courses, such as a Masters programme in Tourism Management.

Moreover, in an article titled "Understanding Corruption" by Rosen (2010), the author emphasises on the misunderstanding that occur between Western and Arab cultures. Rosen (2010) states: Ask Americans what the opposite of tyranny is and most will undoubtedly say "freedom" or "liberty." Ask the same question of Arabs and they will reply "chaos." Many sayings support this contrast: "Tyranny is preferable to chaos"; "an unjust government is better even than corruption"; "to make a person live in chaos is worse than killing him." This is the context in which corruption, understood as the failure to share with one's dependents, becomes the fearful solvent that renders social ties vulnerable to dissociation and death.

Seen from this perspective, forms of interdependence that Westerners would regard as corrupt are commonly regarded in the Arab and Middle Eastern worlds as constitutive of a workable preservation of social order. Rosen (2010) concludes: "god loves those who hide their sins. It sounds hypocritical to most Western ears, but for the Arabs it implies faithfulness and bravery".

The key understanding in this context is not corruption. Instead, it is understanding mentality that leads to certain behaviour. It is essential for Western employees to understand the behaviour of local

students, and other members of staff, prior prejudice that leads to chaos within the wider community. The Tourism Management programme intake is highly influenced and dependent on the mentality of the local community. Blame students that they are corrupt, and you will never see them or their relatives again. The key to University X's success is word of mouth within the small community. When such a community is wrongly blamed for corruption from colleagues that lack understanding of their culture, we tend to all fail. 'All' refers to the student, staff members, and University X as a whole.

Baring the latter in mind, a solution that takes community mentality into consideration must be applied.

## VI. DRAWING CONCLUSIONS AND PREDICTING THE FUTURE

Deriving from the above mentioned example and illustration of a Tourism Management programme one can only expect to witness bigger challenges in Higher Education in general and within Tourism programmes more specifically due to various factors which include, 1- higher competition and a rapid increase in new institutions, 2- an increase in qualified academics which leads to the decrease in demand and packages provided, this always acting as a motive for academics, 3- the increase of newly developed programmes within higher education which can be more appealing to new students, 4- investments of institutions in technologies which rapidly change leaving big investment burdens on higher education institutions, 5- keeping up with trends which requires the constant training of academics.

Nworah (2005) describes branding as the continuous process of creating a unique identity, while Buckman (2000) describes rebranding as promotion by creating a new image. Tourism Management programmes are in fraught need of establishing a brand that is desired by the host society and a rebrand of the current programme by establishing a new image that appeals to the local community.

Furthermore, as current generations are more of an "E" generation that is constantly using social media to connect to the outer world, Tourism Management programmes require a social Media appearance. By this meaning that the curricula should implement E-teaching methods which are diverted towards the use of technology.

Negativity is a big issue within any institution especially within higher education institution. Academics are seen as parents and students and the children, and if a relationship between the parents is negative, children tend to get negatively impacted by such actions and behaviour. Negativity between staff members is undesirable and could be improved. Institutions now focus on happy work environments.

This has not yet been implemented within higher education institutions and is yet to be visible in the near future.

If the moral purpose of education is to make a positive difference to students' lives (Fullan, 2003: 18), and the purpose of higher education is to help students develop their potential as fully as possible at this level, then enabling students to be creative should be an explicit part of their higher education experience. Successful people do not necessarily have strengths in all areas, but they find ways to exploit whatever pattern of abilities they may have in any given situation or context and align them in a way that value and meaning is created in their lives and in the communities they inhabit in any given situation or context. Higher education needs to see creativity within the important role it plays in preparing people for an uncertain and ever more complex world of work; a world that requires people to utilise their creative as well as their analytical capacities.

Students will always remain "dynamic learners" as suggested by McCarthy (1996). They will choose what is best for them and will pursue their needs and desires. Students will always set their own goals, learn and motivate themselves (Pintrich and Zusho, 2002). Students are the desirers of reality. Real practical stories can be an appeal. However, theoretical knowledge is also a reality. Theory is required as the basis of knowledge in order to be applied in the related industrial field. Employers seek knowledgeable graduates in a specific field with some basic practical experience. Practical experience gained in the form of knowledge provided in classrooms would then prove irrelevant. Knowledge based on theory, coupled with practice in the industry itself is what employers would find appealing and desirable.

Moreover, students today and in the near future are the hands on students that desire practical education rather than theoretical. Practice and theory combined is desired through technology. Hence, the development of new technology applications for students to learn from, coupled with hands on practical experiences and international fieldtrips are the future of Tourism Management programmes and they only way forward if success is truly desired.

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