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## **Relationship of Tourism academic, Employability Abilities & Skills and Human Resource Development in Nepalese Tourism Industry**

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### **ABSTRACT**

Every country requires skilled human power to develop. The key to skilled human power is quality education and training. One of the utmost importance area is tourism and hospitality sector. Tourism stakeholders are required to realize that the power of such untapped tourism potentialities can be mobilized at the human will through a proper planning only. Natural resources remain in the same form unless human uses it. Moreover, human resource is essential to provide service to others and help others. Likewise, in the Nepalese context, tourism higher education also faces great challenges in the development of human capital for the tourism industry economy. Hence, the development of human resource is very much needed in Nepal to explore the full potentiality in tourism. Thus, this study emphasized to analyze the need of educated and skilled human resource for the development of tourism sector in Nepal. Convenience sampling technique was used for the selecting the sample. Respondent were selected among educators (64 nos.), scholars(53 nos.) from educational institutes and tourism industry representatives (84 nos.) from various tourism organization situated in Kathmandu valley. It is focused towards two constructs (i) Tourism specific academic knowledge (education) and (ii) Tourism employability specific skills & abilities and their relationship with human capital development for tourism industry. The finding of the results indicates that there is a positive relationship between Tourism Specific Academic Knowledge (education), Tourism Employability Specific Skills and Human Capital Development for tourism industry.

**Keywords:** Tourism employability specific skills & abilities, Tourism Specific Academic Knowledge, Human Capital Development, tourism industry, Nepal

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### **INTRODUCTION**

The development of a knowledge-based economy in the 21<sup>st</sup> century has given rise to a revolution in higher education, allowing the implementation of social progress and economic development through knowledge management and application (Pan, 2004). The importance of tourism and hospitality employment in both developed and developing countries is attested to by the World Travel and Tourism Council (WTTC), who suggest that travel-and tourism-related activities account for over 296.2 million jobs, or 9.2 per cent of jobs worldwide by 2018(Goeldner & Ritchie, 2009). Tourism stakeholders are required to realize that the power of such untapped tourism potentialities can be mobilized at the human will through a proper planning only. Natural resources remain in the same form unless human uses it. Thus, they may not alone benefit people. It is human resource who produces raw materials and goods from them. Moreover, human resource is essential to provide service to others and help others. Development of infrastructure of development also falls under them. A country may not have enough natural resources and good geography but if its human-resource is good then development can be brought. Similarly, tourism higher education, as a major platform for human capital development for the tourism industry (Ladkin, 2005), has a very close relationship with the economic development of the tourism industry. In the Nepalese context, tourism higher education also faces great challenges in the development of human capital for the tourism industry economy. Hence, the development of human resource is very much needed in Nepal to explore the full potentiality in tourism. Until the human resource of the country is developed, tourism of that country cannot be developed. For the proper development of human resource education is very important.

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Education has a high impact on the role and management of human resources in tourism (primarily relating to work and employment) and provides evidence of significant change within the sector. The changing interpretations of skills within tourism can only be brought by education. Human resource capacity building is a key developmental tool and it is a strategic investment that is very timely, much needed and extremely relevant to the local tourism industry. Education helps in the development of quality human resource in any country. Only quality human resource can provide quality tourism.

Every country requires skilled human power to develop. The key to skilled human power is quality education and training. Education adds other qualities in the person. Educated people are creative, responsible, cooperative, competent, self-reliant and rational. For development, a country needs human power in different fields, human power alone is not sufficient to develop the country. A country also needs the means and resources for its development. Only the skilled human power can make proper utilization of the available means and resources of a country. For example, in order to develop the tourism sector, we require skilled workers, ticketing officers, airlines manager etc. similarly, we required different kinds of human power for the development of different sectors like education, industry, tourism, transport, etc.

## **RESEARCH OBJECTIVES**

The overall objective of the present study was to analyze the need of educated and skilled human resource for the development of tourism sector in Nepal. This study focused towards two constructs (i) Tourism specific academic knowledge (education) and (ii) Tourism employability specific skills & abilities and their relationship with human capital development for tourism industry

## **HYPOTHESIS OF THIS STUDY**

**H<sub>0</sub>1:** There is no relationship of overall Tourism Higher Education and Human Capital Development for tourism industry

**H<sub>0</sub>2:** There is no relationship of Tourism employability specific Skills & Abilities and Human Capital Development for tourism industry

**H<sub>0</sub>3:** There is no relationship of Tourism Specific Academic knowledge (Education) and Human Capital Development for tourism industry

**H<sub>0</sub>4:** A change in Tourism Specific Academic Knowledge (Education) will not improve Human Capital Development for tourism industry

**H<sub>0</sub>5:** A change in Tourism Employability Specific Skills & abilities will not improve Human Capital Development for tourism industry

## **LITERATURE REVIEW**

**History of Tourism Education:** Tourism education emerged from vocational education in Europe, where students were trained in critical areas of hospitality and business (Morgan, 2004). As the tourism industry evolved, tourism educators started to redefine tourism education to include the skills necessary for employability in the industry (Inui, Wheeler, & Lankford, 2006; Tribe, 2001, 2002). The emphasis placed on vocational education was seen as redundant, and the debate on the relevant pedagogy for tourism education examined the design of the tourism curriculum (Airey, 2005; Croy & Hall, 2003; Morgan, 2004; Tribe, 2001). Tribe (2002) argued that tourism education should be flexible enough to enable a —balance between satisfying the demands of business and those of the wider tourism society and world (p. 340). The shift to a more fluid pedagogy would include —some non-vocational aspects (Tribe, 2001). (Charles, 2012)

**Dimensions for Tourism Education:** Literature provides an understanding of the vocational characteristics of tourism education, tourism research, and tourism education models.

**Vocational Characteristics of Tourism Education:** This approach to tourism education is usually supported by many business organizations and vocationally oriented groups for economic reasons (Gonizi, et al., 1990). As education has become more closely linked to the economy, subject areas have become more vocationally based (with, for example, the development of tourism management degrees) (Cooper, 2002). Acquiring skills and knowledge is considered an important task for vocationally orientated education. Even though this may be narrow in a technical functionalism

approach, it fits the vocational nature of a tourism education. Many examples in the world suggest that tourism education is highly vocationally oriented. The most common purpose of tourism undergraduate programs is to prepare students to work in the tourism industry (Stuart-Hoyle, 2003). In the UK, tourism education at the higher education level started in the mid-1960s, as optional components within undergraduate diploma and degree programs in Hotel and Catering Administration. At the end of the 1960s, two Higher National Diploma (HND) (Tourism) programs were provided as part of a business course with a specific vocational focus (Airey, 1979). In North America, tourism subjects started in the 1980s (Koh, 1994). The Council on Hotel, Restaurant and Institutional Education highlights the key attributes of tourism and hospitality programs at undergraduate level which provide career education (in combination with a broad general studies component and advanced learning skills) (CHRIE, 2004). Likewise, in Australia, tourism courses and programs at higher education level were offered from the mid-1970s (King and Craig-Smith, 2005).

#### **Relationship of Tourism Education and Human Resource Development for Tourism Industry:**

The rapid growth of the tourism industry creates large numbers of jobs. As tourism plays an important role in the economy, there is a need to examine tourism education in relation to human resource development in tourism industry. Riley et al. (2002) indicate that the tourism industry includes a number of sectors and activities. There is debate as to whether tourism can be seen as an industry in its own right, rather than an area of economic activity (Amoah and Baum, 1997). Despite the rapid growth of the tourism industry, the subsequent increase in the number of jobs and the growth in educational courses, the theory of undertaking further education and developing these jobs into careers is a relatively new trend. Consequently, few studies about education needs for the tourism industry are reported in the literature and little information is available to those who are involved in human resource management in the tourism industry (Ayres, 2006). While the tourism industry produces considerable employment opportunities, the growth of tourism is rigorously limited due to the lack of adequately trained personnel, which has been the major determinant diluting the positive economic benefits of tourism in a country's economy (Liu, 2002). The tourism industry has started to see the need for a more sophisticated approach to human resource management, and this is reflected in a new approach to education and training of the workforce. Education has become increasingly important. As Amoah and Baum (1997) indicate, education programs have emerged in response to the following needs for human resource development in a challenging environment: Keeping the industry abreast with the latest technology and trends, The availability of qualified replacement staff at all times, Raising the image of careers in tourism, Staffing new and growing tourist industries, Employment regulation, Reduction of foreign labour and Responding to increasingly demanding service and communications requirements of customers. Tourism education is closely related to employment and careers in the industry. Like any form of vocationally orientated education, tourism education has to balance three imperatives: the need to promote individual development, the need to advance knowledge, and the need to be practical and relevant to industry (Riley et al., 2002). As Riley et al. (2002) state, tourism education seems to favour the deeper and broader context of understanding of the phenomenon of tourism. On the one hand, the tourism industry relies heavily on the quality of its labour to develop the quality of the tourism product; on the other, tourism education plays an important role to meet the higher and deeper levels of knowledge required by the industry to develop human capital. According to the review of literature about the core body of knowledge for tourism, a number of bodies have modified and developed the core areas of study for tourism (Riley et al., 2002; Tribe, 2005). An important framework was initiated by the UK National Liaison Group for Higher Education in Tourism (NLG). The NLG aim was to seek “some consensus on the body of knowledge which would be acceptable to both academics and practitioners in the tourism industry” (Holloway, 1995). The NLG (1995) core comprised: The meaning and nature of tourism; The structure of the industry; The dimensions of tourism and issues of measurement; The significance and impacts of tourism; The marketing in tourism; Tourism planning and development; and Policy and management in tourism (Tribe, 2005).

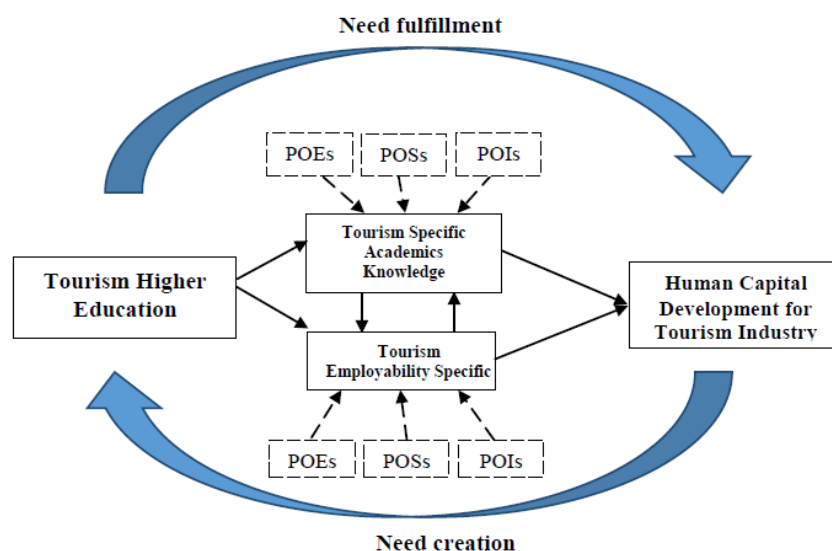
Billington (2006), focuses the Knowledge of Tourism Specific Education into 21 key areas. These specific subject areas were listed by Billington with reference to the USA universities and used for his doctoral studies, developed the survey instrument based on the classification. The list of the subjects are: Tourism development, Structure of the Industry, Environmental impacts, Product knowledge, Development policies, Sustainable tourism, Principles of planning and design, Tourism facility planning, Tourism economics, Visitor safety issues, Cultural & heritage tourism, Transportation

planning, Community involvement, Eco-tourism, River/coastal management, Economic impact of tourism, Property development, Resource management, General tourism operations, Crisis management and Education.

Likewise, the dimensions of skills and abilities were broadly classified by several studies. According to Graetz and Beeton (2001), five broad areas in which the skills of people working in tourism and hospitality might need upgrading are: business, hospitality, management, language and culture, and sales and service. If tourism education is to provide a valuable starting point for the development of human capital, then greater dialogue between industry and education would be useful (Ladkin, 2005). In the tourism sector, tourism employers target candidates with particular skills and attributes for jobs. The quality of graduates is reflected by their knowledge, skills and abilities which enable them to function as a sophisticated professional in an information rich society (Pearce, 2002). Similarly, The SCANS report (1991) identified three fundamental skills and five workplace competencies that workers must have in order to succeed in the dynamic workforce. The three fundamental skills are: basic skills (literacy, numeracy, communication); thinking skills (decision making, problem solving); and personal qualities (responsibility, integrity, self-esteem, self-regulation). The five competencies are classified as follows: resources (identifies, organizes, plans, and allocates resources); interpersonal (works with others); information (acquires and evaluates information); systems (understands complex interrelationships); and technology (works with a variety of technologies). Similarly, in the study of Charles (2012) contains 26-item skills, the construct further classified these fundamental skills in five parts namely (i) tourism-specific skills, (ii) interpersonal skills, (iii) basic skills, (iv) thinking skills, and (v) personal qualities. Further, according to American Society for Training and Development (1990) six skills groups across all job families, which seems categorization of the various skills for tourism industry: Basic competency skills – reading, writing, computation; Communication skills – speaking, listening; Adaptability skills – problem solving, thinking creatively; Developmental skills – self-esteem, motivation and goal-setting, career planning; Group effectiveness skills – interpersonal skills, teamwork, and negotiation and Influencing skills – understanding organizational culture, sharing leadership.

### CONCEPTUAL FRAMEWORK FOR THIS STUDY

The conceptual framework for this study was drawn from a broad research tradition which links from the above literature review. The conceptual model illustrated in Figure no 1 below explains the framework of the research process used in this study. The study adopted Billington (2006), which focuses the Knowledge of Tourism Specific Education into 21 key areas. Likewise, in the study of Charles (2012) contains 26-item skills adopted for the construct of Skills and Ability for Tourism employability. Further, the above two separated outline of Tourism Higher Education that is Tourism specific academics/education and Tourism specific skills is evaluated with three perspective of Educators, Scholars and the need of industry.



*POEs=Perceptions of Educators; POSs=Perceptions of Scholars; POIs=Perceptions of Industry*

**Figure no.1.** Conceptual framework for the study



## **RESEARCH METHODOLOGY**

**Research Design:** The research design adopted in this study was descriptive and analytical. The descriptive and explanatory research design as a fact finding operation and exploring the relationship between tourism education and human capital development for tourism industry evaluation was conducted in order to get the views of the tourism sector and the education provider, scholars on the nature of the relationship.

**Sample:** Convenience sampling technique was used for the selecting the sample. Respondent were selected among educators, scholars from educational institutes and tourism industry representatives from various tourism organization situated in Kathmandu valley.

**Measures:** In this study, three different scales were used to measure the constructs of the study. These three construct included the measures of Tourism Specific Academics Knowledge (Education) required in tourism sector employment, the other construct of Skills and Abilities required in tourism sector employment and the third construct measures perception on Human Capital Development for Tourism Industry. Beside these three construct, questionnaires contain variables to collect demographic information about the respondents, including age, sex, education, job position, scholars academic level and were also used. To understand the perception on Tourism Specific Academics Knowledge (Education), construct of Billington (2006) was adopted. The construct focuses towards Knowledge of Tourism Specific Education into 21 key areas. These twenty (21) items, 3-point Likert type scale was used to measure the perceptions. The three-point scale was (1) Not important, (2) Important (3) Very important. The Cronbach alpha for the 21 items was 0.617. Likewise, to understand the perception on Skills and abilities required in Tourism Sector Employment, Charles (2012) contains 26-item skills. These twenty-six (26) items, 3-point Likert type scale was used to measure the perceptions. The Cronbach alpha for the 26 items was 0.646. In the same manner, to understand the perception on contribution of Tourism Specific Academics Knowledge (Education) and Tourism Employability Specific Skills towards Human Capital Development for Tourism Industry three opinion statement were developed. These three (3) items, 3-point Likert type scale was used to measure the perceptions. The Cronbach alpha for the 3 items was 0.764.

The detail reliability analysis is placed to Table no.1.

**Table1.** Reliability of Independent variables and Dependent variable (Cronbach's Alpha)

<b>Independent Variables</b>		<b>Cronbach's Alpha</b>	<b>N of Items</b>
<i>TSS</i>	<i>Tourism- Specific Skills</i>	0.709	7
<i>IPS</i>	<i>Interpersonal Skills</i>	0.641	4
<i>BS</i>	<i>Basic Skills</i>	0.610	5
<i>TS</i>	<i>Thinking Skills</i>	0.681	4
<i>PQ</i>	<i>Personal Qualities</i>	0.861	6
<b>TOTALSA</b>	<b>Skills and abilities Required in Tourism Sector Employment</b>	<b>0.646</b>	<b>26</b>
<b>TSAK</b>	<b>Tourism Specific Academics Knowledge (Education)</b>	<b>0.617</b>	<b>21</b>
<b>Dependent Variable</b>			
<b>HCD</b>	<b>Human Capital Development for Tourism Industry</b>	<b>0.764</b>	<b>4</b>

**Data Collection Process:** A total of 300 questionnaires (100 questionnaires each) were distributed among educators, scholars and among tourism industry representatives. The response rate was Educator was 64%, Scholars-53% and Industry was 84%. The data was collected from the period of August to October 2015.

**Statistical Analysis:** Responses for quantitative research include coding, categorizing, and reducing data to numbers for statistical analysis manipulation (Cooper & Schlinder, 2008). The collected data has been statistically analyzed using Statistical Package Social Sciences Software (SPSS v.23) and Microsoft Excel 2016. For this research purpose Exploratory Factor Analysis was done for the construct of Skills and abilities required in Tourism Sector Employment. Further, descriptive statistics, reliability analysis, correlation analysis and regression analysis were performed in order to accomplish the objectives of the study.

## RESULTS

### Exploratory Factor Analysis of Dimensions of Skills and Abilities Required in Tourism Sector Employment

The skills and abilities that required in tourism sector employment according to Charles (2012) with 26 attributes broad manifest variables of i) tourism-specific skills, (ii) interpersonal skills, (iii) basic skills, (iv) thinking skills, and (v) personal qualities was used for the study. These 26 manifest variables were put in factor analysis with Principal Component Analysis, component rotated with Varimax with Kaiser Normalization, confirms gives manifest 26 variables into 5 factors. This confirms Charles (2012) 5 latent variables. The output which is placed in Table 2, presents results relating to the test for sampling adequacy (KMO) and the Bartlett’s test of sphericity. KMO statistics was 0.845, which suggests that a factor analysis can be performed with a data set of the number of observations and the variables. Likewise, the Bartlett’s test of sphericity suggests that, with the overall statistical significance of the correlations among the observed variables, we can perform factor analysis. The Chi-square value (1731.61, 199) is statistically significant at (p=0.001). Table 2, summarizes the communalities for all the variables used in the analysis. All the factor opinion statements are extracted with principal Component Analysis method. The extracted communalities are all less that the initial value. The total variance explained by the different factors opinions shows all the factors extractable from the analysis along with their eigenvalues (8.264, 2.224, 1.858, 1.32, and 1.03 for factors 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> respectively). The total variance is explained by the five factors, the first factor account for 32.017%, second for 15.198%, third for 10.899%, forth for 8.371% and fifth for 6.096%. Using Eigenvalues cut-off of 1.0, there were 5 factors that explain cumulative variance of 72.581%. Likewise, the factor loadings after rotation using a significant factor criterion of cut-off less than value of 0.5, the rotated component matrix showed the factor loading and each variable loaded strongly on five factors. Detail EFA is placed at table 2.

Furthermore, the descriptive and inferential analysis is based on these classifications of latent variables towards understanding of **Skills and Abilities Required in Tourism Sector Employment**.

**Table 2.** Exploratory Factor Analysis (EFA) Skills and Abilities Required in Tourism Sector Employment.

Sl. No.	Opinion Statements (Key words only)	Factor Loading	Communalities (h <sup>2</sup> )
<b>Factor 1: Tourism-Specific Skills</b>			
Q1 (TSS1)	Operational skills	0.746	0.705
Q2 (TSS2)	Ability to deal with guests’ complaints effectively	0.701	0.854
Q3 (TSS3)	Knowledge of company’s goals and operational procedures	0.566	0.668
Q4 (TSS4)	Ability to deal with international clientele	0.843	0.856
Q5 (TSS5)	Knowledge in terms of history, attractions, geography, and complementary services.	0.62	0.592
Q6 (TSS6)	Ability to sell the tourism product and facility	0.856	0.802
Q7 (TSS7)	Knowledge of the tourism industry	0.577	0.586
<b>Eigenvalues</b>	<b>8.264</b>		
<b>Percentage of Variance</b>	<b>32.017</b>		
<b>Cumulative Percentage</b>	<b>32.017</b>		
<b>Cronbach’s Alpha</b>	0.709(n=7)		
<b>Factor 2: Interpersonal Skills</b>			
Q8 (IPS1)	Willingness to work as a team member	0.664	0.684
Q9(IPS2)	Ability to make guests feel welcome	0.643	0.606
Q10 (IPS3)	Ability to deal sensitively and affectively with multicultural issues	0.686	0.626
Q11 (IPS4)	Knowledge of international business etiquette	0.521	0.651
<b>Eigenvalues</b>	<b>2.224</b>		
<b>Percentage of Variance</b>	<b>15.198</b>		
<b>Cumulative Percentage</b>	<b>47.215</b>		
<b>Cronbach’s Alpha</b>	0.641(n=4)		
<b>Factor 3: Basic Skills</b>			
Q12 (BS1)	Ability to speak fluently and confidently	0.776	0.723

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Q13 (BS2)	Computer literacy	0.914	0.913
Q14 (BS3)	Foreign language skills	0.701	0.854
Q15 (BS4)	Good academic qualifications	0.695	0.709
Q16 (BS5)	Qualifications in vocational education	0.577	0.664
<b>Eigenvalues</b>	<b>1.858</b>		
<b>Percentage of Variance</b>	<b>10.899</b>		
<b>Cumulative Percentage</b>	<b>58.114</b>		
<b>Cronbach's Alpha</b>	0.610 (n=5)		
<b>Factor 4: Thinking Skills</b>			
Q17 (TS1)	Willingness to learn new skills	0.508	0.803
Q18 (TS2)	Critical thinking	0.695	0.699
Q19 (TS3)	Problem solving skills	0.577	0.664
Q20 (TS4)	Creativity	0.776	0.723
<b>Eigenvalues</b>	<b>1.32</b>		
<b>Percentage of Variance</b>	<b>8.371</b>		
<b>Cumulative Percentage</b>	<b>66.485</b>		
<b>Cronbach's Alpha</b>	0.681(n=4)		
<b>Factor 5: Personal Qualities</b>			
Q21(P1)	Friendly	0.805	0.681
Q22(P2)	Reliable and trustworthy	0.702	0.754
Q23(P3)	Cheerful, polite, and helpful at all times	0.914	0.913
Q24(P4)	Clean and tidy appearance	0.843	0.856
Q25(P5)	Positive attitude	0.724	0.694
Q26(P6)	Willingness to take responsibility	0.779	0.808
<b>Eigenvalues</b>	<b>1.03</b>		
<b>Percentage of Variance</b>	<b>6.096</b>		
<b>Cumulative Percentage</b>	<b>72.581</b>		
<b>Cronbach's Alpha</b>	<b>0.861 (n=6)</b>		
<b>Kaiser-Meyer-Olkin (KMO) = 0.845</b>			
<b>Bartlett's Test of Sphericity (Approx. Chi-Square=1731.61, df=199, p=0.001)</b>			
Extraction Method: Principal Component Analysis, 5 components extracted. Rotation Method: Varimax with Kaiser Normalization. Rotation converged in 7 iterations.			

## DEMOGRAPHIC PROFILES OF THE RESPONDENTS

**Table3.** Demographic Profile of the respondents

	Total		Educator		Industry		Scholars	
<b>Age Group</b>								
	N	%	N	%	N	%	N	%
Below 20 years	14	7	2	3.1	6	7.1	6	11.3
20 to 25 Years	75	37.3	11	17.2	32	38.1	32	60.4
25 to 30 years	8	4	3	4.7	5	6	15	28.3
30 to 35 years	86	42.8	43	67.2	28	33.3	0	0
35 to 40 years	8	4	3	4.7	5	6	0	0
40 years and above	10	5	2	3.1	8	9.5	0	0
<b>Total</b>	<b>201</b>	<b>100</b>	<b>64</b>	<b>100</b>	<b>84</b>	<b>100</b>	<b>53</b>	<b>100</b>
<b>Gender</b>								
<b>Gender</b>	N	%	N	%	N	%	N	%
<b>Male</b>	113	56.2	50	78.1	50	59.5	83	60.6
<b>Female</b>	88	43.8	14	21.8	34	40.5	54	39.4
<b>Total</b>	<b>201</b>	<b>100</b>	<b>64</b>	<b>100</b>	<b>84</b>	<b>100</b>	<b>137</b>	<b>100</b>
<b>Educational Level of the Educators</b>			<b>Educational Level of the Industry representatives</b>			<b>Academic Level of the Scholars</b>		
<b>Level</b>	N	%	<b>Level</b>	N	%	<b>Level</b>	N	%
<b>Diploma</b>	8	12.5	<b>Diploma</b>	5	6			
<b>BD</b>	14	21.9	<b>BD</b>	44	52.4	<b>UG</b>	38	71.7
<b>MD</b>	38	59.4	<b>MD</b>	35	41.7	<b>MDR</b>	15	28.3

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<b>M.Phil/PhD</b>	4	6.3	-	-	-	-	-	-
<b>Total</b>	<b>64</b>	<b>100</b>	<b>Total</b>	<b>84</b>	<b>100</b>	<b>Total</b>	<b>53</b>	<b>100</b>
<b>Working Position of Educators</b>			<b>Working Position of Industry Representatives</b>					
Position	N	%	Position	N	%			
Professor	1	1.6	Top Level Management	11	13.1			
Associate Professor	2	3.1	Mid-Level Management	33	39.3			
Assistant Professor	8	12.5	Lower Level Management	40	47.6			
Lecturer	31	48.4	-	-	-			
Instructor	22	34.4	-	-	-			
<b>Total</b>	<b>64</b>	<b>100</b>	<b>Total</b>	<b>84</b>	<b>100</b>			

**BD:** Bachelors' Degree; **MD:** Masters' Degree; **UG:** Undergraduates; **MDR:** Masters' Degree running

The respondents' profile includes age, sex, education, job position and scholars' academic level. Majority of the respondents represents 30-35 years' age group (42.8%). Similarly, 37.3% respondents were from 20 to 25 years of age group, 7% respondents represent below 20 years of age group. Likewise, age group 40 years and above represented by 5 % respondents and 4% each from the age-group of 25 to 30 years and 35 to 40 years. Where, the majority of them represented 30-35 years' age group of 67.2% in educator group, 20-25 years' age group of 38.1% in industry representative group and 20-25 years' age group of 60.4% in scholars group. Likewise, male respondents consist of 56.2% and female respondents 43.8%. The majority representation was of male with 78.1% in educator group, 59% of male respondents in industry representative group and 60.6% of male respondents in scholars group. Similarly, majority of the respondents falls within the Masters' degree level category that is 59.4% respondents in educator group. Likewise, in the group of industry representatives, majority of the respondents falls within the category of Bachelors' degree level that is 52.4% of respondents. In the group of scholars, majority of the respondents falls within the category of undergraduates' level that is 71.7% of respondents. Furthermore, the working position of respondents' shows that majority of the respondents in the group of educators are Lecturers with 48.4%. Majority of the respondents of industry representatives works in Lower-Level management with 47.6%. The detail results are presented in table no. 3, separately for the three groups of respondent that is educator, industry representatives and scholars.

**IMPORTANCE OF TOURISM SPECIFIC ACADEMICS- STATUS OF RESPONDENT'S PERCEPTION**

The respondents responded their individual perception of overall Tourism Specific Academics Knowledge (Education). The perception was on the importance of tourism specific academic subjects that are important for developing human resource for tourism industry. Among all the 21 important subjects' lineup, all of the respondents scaled the importance of the tourism specific subjects. The mean value is between the scale of important and very important. The results indicated that all the respondents perceived Tourism Specific Academics Knowledge/education are important with a mean value of 2.32 (SD=0.174), which indicated that all the respondents (N=201) had an agreeableness towards the importance of Tourism specific academics/education and the subjects' lineup. The result shows that 17 no. of subjects on the list of importance according to the respondents that are listed from the highest to the lowest Mean ranking. The top five rankings are: Economic impact of tourism ranked 1<sup>st</sup> with a Mean value of 2.88 (SD=0.325), Product knowledge ranked 2<sup>nd</sup> with a Mean value of 2.79 (SD=0.411), Tourism facility planning ranked 3<sup>rd</sup> with a Mean value of 2.79 (SD=0.411), Eco-tourism ranked 4<sup>th</sup> with a Mean value of 2.75 (SD=0.433), Cultural & heritage tourism ranked 4<sup>th</sup> with a Mean value of 2.69 (SD=0.465), and Property development ranked 5<sup>th</sup> with a Mean value of 2.68 (SD=0.51). Similarly, in educators' perceptions (N=64) ranked Tourism Planning and development as 1<sup>st</sup> with a Mean value of 2.97 (SD=0.18), Sustainable tourism ranked 2<sup>nd</sup> with a Mean value of 2.88 (SD=0.33), Property development ranked 3<sup>rd</sup> with a Mean value of 2.81 (SD=0.39), Eco-tourism ranked 4<sup>th</sup> with a Mean value of 2.77 (SD=0.43), Tourism facility planning ranked 5<sup>th</sup> with a Mean value of 2.75 (SD=0.44). Similarly, Industry representatives/professionals (N=84) ranked Economic impact of tourism ranked as 1<sup>st</sup> with a Mean value of 3 (SD=0), Tourism facility planning ranked 2<sup>nd</sup> with a Mean value of 2.88 (SD=0.33), Product knowledge ranked 3<sup>rd</sup> with a Mean value of 2.81 (SD=0.4), Eco-tourism ranked 4<sup>th</sup> with a Mean value of 2.71 (SD=0.45), and Property development ranked 5<sup>th</sup> with a Mean value of 2.67 (SD=0.57). Likewise, Scholars (N=53)



ranked Cultural & heritage tourism ranked as 1st with a Mean value of 2.96 (SD=0.19), Product knowledge ranked 2nd with a Mean value of 2.89 (SD=0.32), Economic impact of tourism ranked 3rd with a Mean value of 2.89 (SD=0.32), Environmental impacts ranked 4th with a Mean value of 2.81 (SD=0.39) and Eco-tourism ranked 5th with a Mean value of 2.79 (SD=0.41). The detail ranking is placed in table no. 4 separately for all categories of the respondents.

**Table4.** Ranking of importance of Tourism specific academic subjects

Code	Opinion statement	Total (N=201)		Educator (N=64)		Industry (N=84)		Scholars (N=53)	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
TAK1	Tourism Planning and development	2.61	.564	2.97	0.18	2.42	0.66	2.49	0.50
TAK2	Structure of the Industry	2.13	.716	2.59	0.50	1.62	0.66	2.38	0.49
TAK3	Environmental impacts	2.35	.590	2.25	0.44	2.13	0.64	2.81	0.39
TAK4	Product knowledge	2.79	.411	2.67	0.47	2.81	0.40	2.89	0.32
TAK5	Development policies	2.28	.531	2.41	0.50	2.24	0.61	2.19	0.39
TAK6	Sustainable tourism	2.42	.534	2.88	0.33	2.14	0.47	2.32	0.47
TAK7	Principles of planning and design	2.16	.422	2.11	0.31	2.27	0.45	2.06	0.46
TAK8	Tourism facility planning	2.79	.411	2.75	0.44	2.88	0.33	2.68	0.47
TAK9	Tourism economics	1.77	.529	1.88	0.33	1.42	0.50	2.19	0.39
TAK10	Visitor safety issues	2.42	.604	2.61	0.49	2.36	0.72	2.28	0.45
TAK11	Cultural & heritage tourism	2.69	.465	2.70	0.46	2.50	0.50	2.96	0.19
TAK12	Transportation planning	2.33	.679	2.39	0.58	2.08	0.76	2.64	0.48
TAK13	Community involvement	1.73	.447	2.00	0.00	1.57	0.50	1.64	0.48
TAK14	Eco-tourism	2.75	.433	2.77	0.43	2.71	0.45	2.79	0.41
TAK15	River/coastal management	1.43	.496	1.47	0.50	1.11	0.31	1.89	0.32
TAK16	Economic impact of tourism	2.88	.325	2.72	0.45	3.00	0.00	2.89	0.32
TAK17	Property development	2.68	.510	2.81	0.39	2.67	0.57	2.53	0.50
TAK18	Resource management	2.60	.492	2.72	0.45	2.55	0.50	2.53	0.50
TAK19	General tourism operations	2.13	.451	2.22	0.42	2.08	0.54	2.09	0.30
TAK20	Crisis management	2.31	.465	2.56	0.50	2.14	0.35	2.28	0.45
TAK21	Education	1.57	.516	2.00	0.00	1.17	0.37	1.68	0.55
<b>TAK</b>	<b>Tourism Specific Academics Knowledge (Subjects)</b>	<b>2.32</b>	<b>.174</b>	<b>2.45</b>	<b>0.13</b>	<b>2.18</b>	<b>0.15</b>	<b>2.39</b>	<b>0.07</b>

## **IMPORTANCE OF SKILLS AND ABILITIES REQUIRED IN TOURISM SECTOR EMPLOYMENT- STATUS OF RESPONDENT’S PERCEPTION**

The skills and abilities required in Tourism sector employment were classified in five parts as *tourism-specific skills, interpersonal skills, basic skills, thinking skills, and personal qualities*. The ratings for the 26-item skills and abilities were analyzed by computing the mean and standard deviation for each item. The results are presented in table 5. The results indicate that all of the respondents perceived Skill and Abilities are important with a mean value of 2.55 (SD=0.09), which indicated that all the respondents (N=201) had an agreeableness towards the importance of Skill and Abilities required in Tourism specific employment. Among all five parts of Skill and Abilities required in Tourism specific employment, Tourism-Specific Skills ranked 1<sup>st</sup> with a Mean value of 2.76 (SD=0.15), Interpersonal Skills ranked 2<sup>nd</sup> with a Mean value of 2.71 (SD=0.18), Personal Qualities ranked 3<sup>rd</sup> with a Mean value of 2.64 (SD=0.19), Thinking Skills ranked 4<sup>th</sup> with a Mean value of 2.34 (SD=0.29) and Basic Skills ranked 5<sup>th</sup> with a Mean value of 2.3 (SD=0.19). Likewise, Educators (N=64) ranked-Tourism-Specific Skills 1<sup>st</sup> with a Mean value of 2.86 (SD=0.09), Personal Qualities ranked 2<sup>nd</sup> with a Mean value of 2.75 (SD=0.11), Interpersonal Skills ranked 3<sup>rd</sup> with a Mean value of 2.66 (SD=0.17), Thinking Skills ranked 4<sup>th</sup> with a Mean value of 2.58 (SD=0.24), and Basic Skills ranked 5<sup>th</sup> with a Mean value of 2.38 (SD=0.22). Similarly, Industry representatives/ professionals (N=84) ranked - Interpersonal Skills ranked 1<sup>st</sup> with a Mean value of 2.73 (SD=0.18), Tourism-Specific Skills ranked 2<sup>nd</sup> with a Mean value of 2.71 (SD=0.15), Personal Qualities ranked 3<sup>rd</sup> with a Mean value of 2.6 (SD=0.21), Basic Skills ranked 4<sup>th</sup> with a Mean value of 2.26 (SD=0.16), and Thinking Skills ranked 5<sup>th</sup> with a Mean value of 2.23 (SD=0.25). Further, Scholars (N=53) ranked Interpersonal Skills as 1<sup>st</sup> with a Mean value of 2.75 (SD=0.18), Tourism-Specific Skills ranked 2<sup>nd</sup> with a Mean value of 2.72 (SD=0.15), Personal Qualities ranked 3<sup>rd</sup> with a Mean value of 2.6 (SD=0.19), Basic Skills ranked 4<sup>th</sup> with a Mean value of 2.25 (SD=0.16) and Thinking Skills ranked

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5<sup>th</sup> with a Mean value of 2.23 (SD=0.24).The results further indicate, Operational skills, Willingness to work as a team member, Ability to speak fluently and confidently, Willingness to learn new skills, and Friendliness ranked top in respective classes in individual dimensions of the skills and abilities. The detail result is presented in table 5.

**Table5.** Ranking of importance of skills and abilities required in Tourism Sector Employment

Code	Opinion statement	Total (N=201)		Educator (N=64)		Industry (N=84)		Scholars (N=53)	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
TSS1	Operational skills	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00
TSS2	Ability to deal with guests' complaints effectively	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00
TSS3	Knowledge of company's goals and operational procedures	2.66	0.47	3.00	0.00	2.48	0.50	2.55	0.50
TSS4	Ability to deal with international clientele	2.69	0.46	2.89	0.31	2.61	0.49	2.58	0.50
TSS5	Knowledge in terms of history, attractions, geography, and complementary services.	2.54	0.50	2.81	0.39	2.40	0.49	2.42	0.50
TSS6	Ability to sell the tourism product and facility	2.91	0.29	2.70	0.46	3.00	0.00	3.00	0.00
TSS7	Knowledge of the tourism industry	2.53	0.50	2.63	0.49	2.48	0.50	2.49	0.50
<b>TSS</b>	<b>Tourism-Specific Skills</b>	<b>2.76</b>	<b>0.15</b>	<b>2.86</b>	<b>0.09</b>	<b>2.71</b>	<b>0.15</b>	<b>2.72</b>	<b>.15</b>
IPS1	Willingness to work as a team member	2.97	0.18	2.89	0.31	3.00	0.00	3.00	0.00
IPS2	Ability to make guests feel welcome	2.97	0.18	2.89	0.31	3.00	0.00	3.00	0.00
IPS3	Ability to deal sensitively and affectively with multicultural issues	2.50	0.50	2.63	0.49	2.44	0.50	2.43	0.50
IPS4	Knowledge of international business etiquette	2.41	0.54	2.22	0.58	2.46	0.50	2.55	0.50
<b>IPS</b>	<b>Interpersonal Skills</b>	<b>2.71</b>	<b>0.18</b>	<b>2.66</b>	<b>0.17</b>	<b>2.73</b>	<b>0.18</b>	<b>2.75</b>	<b>.18</b>
BS1	Ability to speak fluently and confidently	2.69	0.47	2.67	0.47	2.71	0.45	2.66	0.48
BS2	Computer literacy	2.32	0.47	2.44	0.50	2.27	0.45	2.26	0.45
BS3	Foreign language skills	2.45	0.50	2.48	0.50	2.44	0.50	2.43	0.50
BS4	Good academic qualifications	2.18	0.39	2.22	0.42	2.18	0.39	2.15	0.36
BS5	Qualifications in vocational education	1.84	0.45	2.11	0.31	1.70	0.46	1.74	0.45
<b>BS</b>	<b>Basic Skills</b>	<b>2.30</b>	<b>0.19</b>	<b>2.38</b>	<b>0.22</b>	<b>2.26</b>	<b>0.16</b>	<b>2.25</b>	<b>.16</b>
TS1	Willingness to learn new skills	2.65	0.48	3.00	0.00	2.48	0.50	2.49	0.50
TS2	Critical thinking	2.17	0.72	2.30	0.77	2.12	0.70	2.11	0.70
TS3	Problem solving skills	2.28	0.50	2.44	0.64	2.20	0.40	2.23	0.42
TS4	Creativity	2.25	0.44	2.59	0.50	2.11	0.31	2.08	0.27
<b>TS</b>	<b>Thinking Skills</b>	<b>2.34</b>	<b>0.29</b>	<b>2.58</b>	<b>0.24</b>	<b>2.23</b>	<b>0.25</b>	<b>2.23</b>	<b>.24</b>
P1	Friendly	2.59	0.49	2.78	0.42	2.50	0.50	2.49	0.50
P2	Reliable and trustworthy	2.93	0.26	2.78	0.42	3.00	0.00	3.00	0.00
P3	Cheerful, polite, and helpful at all times	2.94	0.24	2.81	0.39	3.00	0.00	3.00	0.00
P4	Clean and tidy appearance	2.55	0.50	2.92	0.27	2.38	0.49	2.38	0.49
P5	Positive attitude	2.40	0.49	2.41	0.50	2.39	0.49	2.40	0.49
P6	Willingness to take responsibility	2.46	0.50	2.78	0.42	2.30	0.46	2.32	0.47
<b>PQ</b>	<b>Personal Qualities</b>	<b>2.64</b>	<b>0.19</b>	<b>2.75</b>	<b>.11</b>	<b>2.60</b>	<b>0.21</b>	<b>2.60</b>	<b>.19</b>
<b>TSA</b>	<b>Total Skill and Abilities</b>	<b>2.55</b>	<b>0.09</b>	<b>2.65</b>	<b>.07</b>	<b>2.50</b>	<b>0.05</b>	<b>2.51</b>	<b>.04</b>

**CORRELATION BETWEEN TOURISM HIGHER EDUCATION AND HUMAN CAPITAL DEVELOPMENT FOR TOURISM INDUSTRY**

Correlation analysis, using Pearson correlation was conducted on all independent and dependent variables. The sample size for this research study was 201 participants which includes educators, industry representatives and scholars. The result of correlation analysis indicates that there is a moderate to strong positive relationship of Tourism higher education and human capital development for tourism industry. Likewise, the result of correlation analysis indicates that there is a strong positive correlation relationship between Tourism Specific Academic Knowledge (education) and Human Capital Development for tourism industry. Further, the result of correlation analysis indicates that there is a moderate to strong positive relationship between Tourism Employability Specific Skills and Human Capital Development for tourism industry. The results of the correlation analysis are presented in Tables 6, 7, 8 and 9, with hypothesis testing.

**Hypotheses Testing in Terms Correlation**

**H<sub>0</sub>1: There is no relationship of overall Tourism higher education and human capital development for tourism industry**

The result of correlation analysis represents statistically significant positive relationship between overall Tourism higher education and human capital development for tourism industry. It is statistically significant with  $r(201) = 0.421$ ,  $p = 0.047$ . Hence, the null hypothesis is **REJECTED**. So, there is a positive relationship between the overall Tourism higher education and human capital development for tourism industry.

**Table6.** Correlation analysis of Overall Tourism higher education and human capital development for tourism industry

		Human Capital Development for Tourism Industry
Overall Tourism higher education	<i>r</i>	0.421*
	<i>p</i>	0.047
*. Correlation is significant at the 0.05 level (2-tailed).		
N=201		

**H<sub>0</sub>2: There is no relationship of Tourism specific academic knowledge (education) and human capital development for tourism industry**

The result of correlation analysis represents statistically significant positive relationship between Tourism specific academic knowledge (education) and human capital development for tourism industry. It is statistically significant with  $r(201) = 0.590$ ,  $p = 0.02$ . Hence, the null hypothesis is **REJECTED**. So, there is a positive relationship between Tourism specific academic knowledge (education) and human capital development for tourism industry.

**Table7.** Correlation analysis of Tourism specific academic knowledge (education) and human capital development for tourism industry

		Human Capital Development for Tourism Industry
Tourism Specific Academics Knowledge (Education)	<i>p</i>	0.590*
	<i>r</i>	.020
*. Correlation is significant at the 0.05 level (2-tailed).		
N=201		

**H<sub>0</sub>3: There is no relationship of Tourism employability specific skills and human capital development for tourism industry**

The result of correlation analysis represents statistically significant positive relationship between Tourism employability specific skills and human capital development for tourism industry. It is statistically significant with  $r(201) = 0.429$ ,  $p = 0.038$ . Hence, the null hypothesis is **REJECTED**. So, there is a positive relationship between Tourism employability specific skills and human capital development for tourism industry.

**Table8.** Correlation analysis of Tourism employability specific Skills and Abilities and human capital development for tourism industry

		Human Capital Development for Tourism Industry
Tourism employability specific Skills and Abilities	<i>r</i>	0.429*
	<i>p</i>	0.038
*. Correlation is significant at the 0.05 level (2-tailed).		
N=201		

In further analysis, we can see a significant relationship between the dimensions of Tourism employability specific skills and human capital development for tourism industry. Tourism-Specific Skills has  $r(201) = 0.322$ ,  $p = 0.040$ , this indicates the relationship as moderate correlation coefficients. Interpersonal Skills has  $r(201) = 0.323$ ,  $p = 0.001$ , this indicates the relationship as moderate correlation coefficients. Basic Skills has  $r(201) = 0.469$ ,  $p = 0.001$ , this indicates the relationship as moderate to strong correlation coefficients. Thinking Skills has  $r(201) = 0.237$ ,  $p = 0.032$ , this indicates the relationship as moderate correlation coefficients. And Personal Qualities has  $r(201) = 0.357$ ,  $p = 0.042$ , this indicates the relationship as moderate correlation coefficients.

**Table9.** Correlation analysis of Tourism employability specific skills and human capital development for tourism industry

		<b>Human Capital Development for Tourism Industry</b>
<i>Tourism-Specific Skills</i>	<i>r</i>	0.322*
	<i>p</i>	.040
<i>Interpersonal Skills</i>	<i>r</i>	0.323**
	<i>p</i>	.001
<i>Basic Skills</i>	<i>r</i>	0.469**
	<i>p</i>	.000
<i>Thinking Skills</i>	<i>r</i>	.237
	<i>p</i>	.032
<i>Personal Qualities</i>	<i>r</i>	0.357*
	<i>p</i>	.042
**. Correlation is significant at the 0.01 level (2-tailed).		
*. Correlation is significant at the 0.05 level (2-tailed).		
N=201		

## INFLUENCE OF TOURISM HIGHER EDUCATION AND HUMAN CAPITAL DEVELOPMENT FOR TOURISM INDUSTRY

### Hypothesis Testing

For a deeper understanding of the relationship between Tourism higher education and Human Capital Development for tourism industry, regression analysis model was conducted. The following section is presented the H<sub>04</sub> and H<sub>05</sub>.

#### **H<sub>04</sub>: A change in Tourism Specific Academic knowledge (education) will not improve Human Capital Development for tourism industry**

The result of the regression analysis presented in table 10&11 shows that there is Tourism Specific Academics Knowledge (Education) significantly influence Human Capital Development for Tourism Industry. The result indicates the value of  $R= 0.591$ , which means that the model is 59.1% fit. It is considered as good being as it is more than 50% mark.  $R$  value also indicates the relationship are stronger in between the independent variables and dependent variable ( $F=1.655$ ,  $df=1, 199$ ,  $p=0.001$ ). It signifies that model is statistically significant. Similarly,  $R$ -square value of 0.408 that signifies 40.8% change in Human Capital Development for Tourism Industry by Tourism Specific Academics Knowledge (Education).

Hence, the null hypothesis is **REJECTED**.

It signifies that a change in Tourism Specific Academic knowledge (education) will improve human capital development for tourism industry.

#### **Linear Regression Model: $\hat{Y} = \alpha + \beta_1 X_1 + e_i$**

Where,

$\hat{Y}$  = Dependent variable (Human capital development for tourism industry)

$X_1$  = Independent Variables (Tourism Specific Academic knowledge -education)

$\alpha$  = Constant

$\beta_1$  = (Beta value) Coefficient of slope of regression model

$e_i$  = Error term

**As a result of multiple regression analysis the following equation can be formulated as:**

$$\hat{Y} = 2.439 + 0.346X_1$$

**Table10.** Multiple Regression analysis of Tourism Specific Academic knowledge (education) to Human capital development for tourism industry (Model Summary)

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	F	Sig.
1	.591 <sup>a</sup>	.408	.403		.27909	1.655	.002 <sup>b</sup>
a. Predictors: (Constant), Tourism Specific Academics Knowledge (Education),							



**Table11.** Multiple Regression analysis Tourism specific Academic knowledge (education) to Human capital development for tourism industry

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.439	.264		9.229	.001
	Tourism Specific Academics Knowledge (Education) (X1)	.346	.113	.091	1.287	.02

a. Dependent Variable: Human Capital Development for Tourism Industry

According to the respective Coefficient ( $\beta$  value), Tourism Specific Academics Knowledge (Education) (34.6%) has predictability towards Human Capital Development for Tourism Industry. Likewise, t-value are statistically significant in 0.05 levels,  $t=1.287$ ,  $p=0.02$ . Thus, it was shown that there is significant correlation between independent variables and dependent variable in this study and significantly predict Human Capital Development for Tourism Industry.

Hence, there is ample evidence to **REJECT** the  $H_0$ .

**H<sub>0</sub>5: A change in Tourism employability specific skills will not improve Human Capital Development for tourism industry**

The result of the regression analysis presented in table 12&13, shows that there is **Tourism employability specific skills** significantly influence Human Capital Development for Tourism Industry. From the table no. 12, the value of  $R$  is 0.549, which means that the model is 54.9% fit. It is considered as good being as it is more than 50% mark.  $R$  value also indicates the relationship are stronger in between the independent variables and dependent variable ( $F=1.799$ ,  $df=1, 199$ ,  $p=0.001$ ). It signifies that model is statistically significant. Similarly,  $R$ -square value of 0.493 that signifies 49.3% change in Human Capital Development for Tourism Industry by Tourism employability specific skills. Hence, the null hypothesis is **REJECTED**. It signifies that a change in Tourism employability specific skills will improve human capital development for tourism industry.

**Multiple Regression Model:**  $\hat{Y} = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + e_i$

Where,

$\hat{Y}$  = Dependent variable (Human Capital Development for Tourism Industry)

$X_1$  = Independent Variables (Tourism-Specific Skills)

$X_2$  = Independent Variables (Interpersonal Skills)

$X_3$  = Independent Variables (Basic Skills)

$X_4$  = Independent Variables (Thinking Skills)

$X_5$  = Independent Variables (Personal Qualities)

$\alpha$  = Constant

$\beta_1$  = (Beta value) Coefficient of slope of regression model

$e_i$  = Error term

**As a Result of Multiple Regression Analysis the Following Equation can be formulated as:**

$\hat{Y} = 2.923 + .157X_1 + .394X_2 + .637X_3 + .072X_4 + .105X_5$

**Table12.** Multiple Regression analysis of Tourism employability specific skills to Human Capital Development for Tourism Industry: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.549 <sup>a</sup>	.493	.483	.237	16.799	.001 <sup>b</sup>

a. Predictors: (Constant), Personal Qualities, Basic Skills, Thinking Skills , Interpersonal Skills , Tourism-Specific Skills

**Table13.** Multiple Regression analysis of Tourism employability specific skills to Human Capital Development for Tourism Industry

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.923	.572		5.114	.001
Tourism-Specific Skills (X1)	.157	.133	.084	1.174	.042
Interpersonal Skills (X2)	.394	.099	.254	3.972	.001
Basic Skills(X3)	.637	.091	.430	7.028	.001
Thinking Skills (X4)	.072	.059	.076	1.231	.020
Personal Qualities (X5)	.105	.104	.071	1.005	.016

a. Dependent Variable: Human Capital Development for Tourism Industry

According to the respective Coefficient ( $\beta$  value), Tourism employability specific skills (54.9%) has predictability towards Human Capital Development for Tourism Industry. Likewise, t-value are statistically significant in 0.01 and 0.05 level. Thus, it was shown that there is significant correlation between independent variables and dependent variable in this study and significantly predict Human Capital Development for Tourism Industry.

Hence, there is ample evidence to **REJECT** the  $H_0$ .

## **CONCLUSION AND THE WAY FORWARD**

"Human Resources Development" is increasingly gaining attention from human resource specialists, academicians and employees alike. The importance of HRD will undoubtedly increase further. There is likely to be a knowledge exploration in HRD in the next decade. The study, reveals that there is a moderate to strong correlation of the Tourism higher education and human capital development for tourism industry. There is also a strong correlation between Tourism Specific Academic knowledge (education) and human capital development for tourism industry. Likewise, there is a strong correlation between Tourism employability specific skills & abilities and human capital development for tourism industry. A change in Tourism Specific Academic knowledge (education) and Tourism employability specific skills, improves human capital development for tourism industry. Broadly, educational institutions, whether it is public or private sector having multiple roles to play towards Tourism higher education and human capital development for tourism industry in Nepal. Needs to take a crucial part of facilitating the concerned institutions/individuals in developing appropriate environment for human capital development for tourism industry. Being tourism as a labor intensive industry or a 'people industry', HR plays an important role in managing, operating, planning and promoting tourism industry. Therefore, HRD efforts in tourism industry require a major transformation in the attitudes, behavior and values of educators, tourism professionals, government and management. This can be possible if appropriate conditions are provided by the organization to make HRD successful and introduce it as a total system within the industry. Thus, Tourism specific Academic knowledge (education) and Tourism employability specific skills & abilities has a major role to play for the human capital development for tourism industry. HRD should be taken on a priority basis and adequate planning measures should be done accordingly because efficient human resources can increase customer satisfaction, and create a competitive edge in this globalize world.

In line with the research findings, it can be recommended that the Government should accord it the status of a priority sector, after reviewing the growing tourist arrivals and the socio- economic benefits of the tourism phenomenon. The Government should also ensure more resource allocation for the overall development of this sector in terms of education and training institution all over the country. As tourism being a highly labor intensive industry, there should be an integrated HRD system with both public and private sector participation to develop human resources to meet the requirements of the tourism industry. To maintain international standards, manpower resource division of public and private sector organizations should see that educational and training programmes are conducted with foreign collaborations. The educational and training establishments should have foreign exchange programmes (personnel) to ensure quality training in successive development of human resource. Zonal manpower resource center or regional educational institution and training institutions should be established to recognize tourism as a factor for regional development of Human resources for tourism sector. These educational institution and training institutions should conduct studies on the availability of skilled and semi-skilled human resources in their respective regions. To churn out the best human resources from various educational institutions including universities. There is a need to incorporate more diversified tourism related academic and training programmes to create human resource from all over the country. There should be awareness programmes and career orientation lectures to encourage youth to opt for careers in the different segments of the tourism industry. Last but not the least, Seminars, workshops should be conducted to discuss problems and prospects of HRD at the national and international level.

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