ADMINISTRATORS' PERCEPTION ON TOURISM EDUCATION IN HIGHER LEARNING INSTITUTIONS WITH SPECIAL REFERENCE TO SIVAGNGAI DISTRICT – AN EVALUATIVE STUDY

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ABSTRACT

The purpose of this study is to analyze the Administrators' perception towards tourism Education in Higher Learning Institutions. The impact of tourism education factors on administrators' perception towards tourism education in HLI have been studied with the help of primary data collected from the Heads of Departments (HODs) and Teachers who belongs to the Arts and Science Colleges in Sivaganga region were chosen. This study explores the provision of tourism education at HLIs, with special reference to the Curriculum Development, Encouraging teachers and Support mechanisms, teaching and assessment methods to ascertain whether they are appropriately developed by administrators to prepare students for tourism area as a career option. With regard to correlation analysis there is a low relationship between curriculum development, encouraging teachers by administrators, support mechanism for students' new venture creation and overall administrators' perception of tourism education. Multiple Regression analysis shows that the encouraging teacher towards tourism education is the most influencing factors of tourism education on administrators' perception in HLI.

Key words: Administrators' perception, Tourism Education (TE), Higher Learning Institution (HLI), tourism teaching.

Introduction

Today, tourism is one of the largest and dynamically developing sectors of external economic activities. Its high growth and development rates, considerable volumes of foreign currency inflows, infrastructure development, and introduction of new management and educational experience actively affect various sectors of economy, which positively contribute to the social and economic development of the country as a whole. Most highly developed western countries, such as Switzerland, Austria, and France have accumulated a big deal of their social and economic welfare on profits from tourism. According to recent statistics, tourism

provides about 10% of the world's income and employs almost one tenth of the world's workforce.

All considered, tourism's actual and potential economic impact is astounding. Many people emphasize the positive aspects of tourism as a source of foreign exchange, a way to balance foreign trade, an "industry without chimney" — in short, manna from heaven. For decades tourism industry growth has been a major contributor to increased economic activity throughout the world. It has created jobs in both large and small communities and is a major industry in many places. It is the dominant economic activity in some communities.

Hence, the present study is an attempt to study the administrators' perception towards tourism education in HLI by analyzing the factors responsible for an effective tourism education.

Review of Literature

Many researchers have conducted several studies on various aspects of administrators' perception on Different streams in HLI in the past. This study before analyzing the Primary data makes an attempt to understand the contents of studies undertaken by various authors.

> **Isidore Ekpe et. al. (2012)** the objective of this study was to examine the moderating effect of social environment on the relationship between entrepreneurial orientation and entrepreneurial intentions of undergraduate female students of Nigerian Universities. A quantitative research method (survey) was used to solicit responses from 120 final year undergraduate female students of three University Business Schools in the North, East and West regions of Nigeria. Data were analyzed using descriptive statistics and hierarchical regression. The results indicated that entrepreneurial orientation (self-efficacy and education) had significant positive influence on entrepreneurial intention among female business students in Nigeria. It was also found that social environment (friends' agreement) moderated the relationship between entrepreneurial orientation (education) and entrepreneurial intentions among the students.

> **Abdul Jumaat bin Mahajar (2012)** this study was undertaken to explore the inclination towards entrepreneurship among university

Pendidikan Sultan Idris students The population for the study was UPSI's final year students from faculty of business and economic. The total population in this study was 181.The respondent were selected by using simple random sampling. Descriptive analysis (such as frequencies, means and standard deviations) was used to analyze the respondents' demographic characteristics such as age, race, religion, educational level and working experience. Descriptive analysis (frequencies, percentages, means) and inferential analysis (one-way ANOVA) were employed to analyze the data.. In this study it was discovered that there are two aspect of demographic that was qualification and programmed of study that showed a relationship and has a positive significant on inclination towards entrepreneurship. It could be concluded that the role of universities in promoting entrepreneurship, entrepreneurial curriculum and content and role models had significant impact on the inclination of the students towards entrepreneurship. The role model such as friends and lecturers are the main factor which influenced students on inclination towards entrepreneurship.

➢ **Rajeev Aggarwal et. al. (2012)** analyzed the potential of Technology and Business Incubation as a potential for promoting technology entrepreneurship and innovation in Rwanda. This paper is in the context of how Universities in Africa can use business incubation as a tool to support MSMEs in order to promote Entrepreneurship in Africa with a focus on young entrepreneurs. This paper is based on the case study from Rwanda. The research instrument was analyzed by use of descriptive statistics as well as inferential statistics. Analysis of the study focus on examining how university graduates succeeded to become successful Entrepreneurs with the support they received from Technology and Business Incubation Facility (TBIF). Based on research findings Business Incubation bring several benefits for the whole community and can reduce poverty. Promoting Technology entrepreneurship models among young University Graduates are more suitable for investment requiring little capital or in efforts of mobilizing resources. Nevertheless, the implementation of Business Incubation can challenge, especially concerning engaging the local community and creating a sense of ownership.

➢ **Bhanu Sree Reddy et. al. (2012)** examined the factors that influence women in choosing the entrepreneurship as their career in Indian context. Main objective of this study is to find out how far women are being provided with opportunities in having entrepreneurial intent in the context of their socio cultural background to have an entrepreneurial Intent. 60 samples from south Indian management students is collected to evaluate their entrepreneurial intent. Simple percentage analyses have been taken as a statistical tool to derive a conclusion empirically. Findings show that caste system and marriage have its major role in women life in determining their career in becoming entrepreneur in spite of their real interest to become entrepreneur. A result also shows that family support plays a vital role for women to participate in entrepreneurial activities.

➢ **Mazura Mansor (2011)** In this research, a program called CoBLAS (consulting-based learning model) was introduced and experimented in order to observe the benefits and potential of this learning method in increasing entrepreneurship culture and interest among HEIs' students. This study is an action research that used qualitative and quantitative approaches. A group of eight students who were taking entrepreneurship education course were selected to be the respondents of the study. They are Masters of Business and Entrepreneurship Education students who have background of business studies. The findings of this study indicates that respondents with entrepreneurial interest before getting involved as training consultants, enhances their passion and intention to become entrepreneurs after they gone through this program. The results shows that students were able to perform certain business tasks and their entrepreneurial interests were enhanced at the end of the program.

Research Gap

Many of the researchers all around the world have focused various streams of the education and its impacts on higher learning Institution. Very few only focused tourism education and none of them in India. Hence the researcher has chosen the tourism education.

Objectives of The Study

General objective:

To examine the Administrators' perception on Tourism Education in Higher Learning Institutions.

Specific Objectives:

➢ To find out the Administrators perception on the relationship between Curriculum Development and Tourism Education in HLI.

➢ To find out the Administrators perception on the relationship between Encouraging teachers and tourism Education in HLI.

➢ To find out the Administrators perception on the relationship between Support mechanism and Tourism Education in HLI.

➢ To analyze the influencing factors of Tourism Education in HLI.

Statement of the Problem

After graduation many graduates coming out of the Universities & Colleges are either unemployed or underemployed due to lack of innovative skills. If the same trend continues, this will lead to a disastrous situation on the Indian Economy. It is lighten that the Universities & Colleges have to create not unemployable graduates. Even though many researchers have made attempts in this area, no major study has been done regarding the assessment of administrators' perception on special reference to Indian Higher Learning Institutions. In the light these facts, this study which aims at assessing administrators' perception on tourism education in HLI is to be considered as very appropriate.

Hypotheses

➢ **H_0^1**: There is no significant difference between genders towards Administrators' Perception on Tourism Education in Higher Learning Institutions.

➢ **H_0^2**: There is no significant difference between the Administrators belonging to different age groups and Tourism Education in Higher Learning Institutions.

➢ **H_0^3**: There is no significant relationship between Curriculum Development and Tourism Education on Administrators' perception

- ➢ **H_o^4:**   There is no significant relationship between Encouraging teachers and Tourism Education on Administrators' perception
- ➢ **H_o^5:** There is no significant relationship between support mechanism and Tourism Education on Administrators' perception
- ➢ **H_o^6:** There is no significant impact on Tourism Education factors and Tourism Education in Higher Learning Institutions on Administrators' Perception.

Research Methodology

Data Source
The study is based on primary data and personal survey method is used to collect the data with the help of the structured questionnaire from 50 Administrators who are teaching tourism subject to their students.

Research Methods
To achieve the aforementioned research objectives **Mann-Whitney U Test** is employed for testing **H_o^1** and **Kruskal Wallis H Test** is used for testing **H_o^2.** Further, **Correlation** is used for testing **H_o^3** to **H_o^5,** and **Regression** is used for testing **H_o^6.**

I. MANN-WHITNEY U TEST

Mann–Whitney U Test is used to study whether there is a significant difference between genders with regard to factors influencing the Administrators' Perception on tourism Education in HLI.

Mann–Whitney U Test formula is as follows:

Where,

U=Mann-Whitney U test U

n1 = sample size one

n2= Sample size two

Ri = Rank of the sample size

$$U1 = n_1 n_2 + \frac{n_1(n_1+1)}{2} - R_1$$

$$U2 = n_1 n_2 + \frac{n_2(n_2+1)}{2} - R_2$$

II. KRUSKAL WALLIS H TEST

Kruskal Wallis H Test is used for comparing more than two samples that are independent, or not related. This test is used to study whether then administrators perception is vary with age. Kruskal Wallis H Test formula is as follows:

$$H = \left\{ \frac{12}{N(N+1)} \sum_{J=1}^{k} \frac{R_j^2}{n_j} \right\} - 3(N+1)$$

Where,

R = Sum of rank of each group

N = Total number of observations

n = Number of observations in each group

k = Number of groups

IV CORRELATION AND REGRESSION MODEL

Correlation analysis is used to find out the relationship between the variables. This study is used to study the relationship between Tourism Education factors and overall administrators' perception on Tourism Education. **Regression analysis** is used to study the influencing factors of tourism education from the administrators' perception.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \ldots + \beta_n X_n + \varepsilon$$

Y = is the dependent variable

β = are the regression model coefficents determined in the analysis

X = are the dependent variable

e = is the residual error or the difference between the observed and estimated dependent variable.

RESULTS AND DISCUSSION

Reliability Test:

The research conducts the pre- testing to ensure the questionnaire's reliability and to make sure that measures are free from error and therefore yield

consistent result. The reliability of the questions for each variables are obtained when cronbach's alpha is at least 0.6. And the consistency and reliability of the questions will be higher, if the result is near to 1.

Here, the reliability value was found to be 0.951 (see table1 (a)). As the reliability value is more than 0.6. It is considered good. Thus the validity of the questions in the schedule was found to be high.

Table 1(a) result of Reliability test

Cronbach's Alpha	Items
0.951	22

Factor Analysis:

Factor analysis using principal component, varimax rotation is applied on the raw scores of 22 items related to tourism education on administrators' perception in HLIs. To reduce the items in the questionnaire this test is employed. Based on the factor loading the 22 questions were divided into three factors, they named as Curriculum Development, Encouraging teachers, Support mechanism. The factors and their cronbach's alpha value are given in table 1(b)

Table 1(b) shows the factors

Factors	Cronbach's Alpha
Curriculum Development	0.972
Encouraging teachers	0.986
Support mechanism	0.949

Descriptive analysis:

Table 2 shows the descriptive statistics of the variables. This shows the average indicators of variables computed from the surveyed data.

Table 2 Result of Descriptive statistics

Particulars		Respondents	%	Cumulative%
Gender	Male	36	75.0	75.0
	Female	14	25.0	100.0
	Total	**50**	**100.0**	
Age	30-35	15	29.0	29.0
	36-40	17	34.0	53.0
	41-45	11	20.0	73.0
	>46	7	13.0	100.0
	Total	**50**	**100.0**	**87.5**
Teaching experience	<20 yrs	33	67.0	67.0
	21-30	7	13.0	80.0
	31-40	10	20.0	100.0
	Total	**50**	**100.0**	

Table 2 shows the total number of sample size in Administrators dimension collected was 4 out of which 36 (75 %) were male administrators and 14 (25 %) were female administrators. The majority of the participants were male administrators. Next the age group of the respondents is shown in the table, we can see 29 % (n=15) respondents were between the age group of 30-35 years, 34 % (n=17) respondents were between the age group of 36-40, 20 % (n = 11) respondents were between the age group of 41-45 years and 13 % (n = 7) respondents were > 46. The last item is teaching experience it is having 67% (n = 33) were < 20 years, 13 % (n=7) were 21-30 years and 20 % (n=10) were 31-40 years respectively.

RESULTS OF MANN WHITNEY U

H_0^1: There is no significant difference between gender towards administrators' perceptions on Tourism Education in Higher Learning Institutions.

Mann Whitney U test is used to study whether there is any significant difference in TE on gender of the students of HLIs. The result of the analysis is given in table 3(a) and 3(b).

Table 3 (a) shows the result of Mann Whitney U test

Particulars		N	Mean Rank	Sum of Ranks
Curriculum Development	Male	39	30.00	60.00
	Female	11	20.00	40.00
	Total	50		
Encouraging teachers	Male	12	19.50	30.00
	Female	38	30.50	70.00
	Total	50		
Support mechanism	Male	37	31.50	55.00
	Female	13	18.50	45.00
	Total	50		

Table 3(b) shows Test Statistics of Mann Whitney U test

Particulars	Curriculum Development	Encouraging teachers	Support mechanism
MannWhitney U Test	1.000	.000	2.000
Wilcoxon W	4.000	3.000	5.000
Z	-.775	-1.549	.000
Asymp. Sig(2tailed)	.439	.021	1.000

Source: Computed result based on survey data. Grouping Variable: Gender
*Significant @5% level

The result of table 3(a) and (b) shows that there is a significant difference for "Encouraging teachers". Since the P value for encouraging teachers (0.021) is less than 0.05, the null hypothesis is rejected @ 5% levels. Curriculum development (0.439) and support mechanism (1.000) are insignificant. Therefore, it can be concluded that there is a significant relationship for one factor in TE on gender of the administrators in HLIs.

RESULTS OF KRUSKAL WALLIS TEST

H_0^2: There is no significant difference between the administrators belonging to different age groups and Tourism Education in Higher Learning Institutions.

Kruskal Wallis Test is used to study whether there is any significant difference in TE on different age group. The result of the analysis is given table4 (a) and (b).

Table 4 (a) shows the result of Kruskal Wallis test

Particulars		N	Mean Rank
Curriculum Development	30-35	21	32.00
	36-40	13	26.00
	41-45	11	22.00
	>46	5	2.67
	Total	50	
Encouraging teachers	30-35	25	39.00
	36-40	13	26.00
	41-45	17	28.00
	>46	5	2.67
	Total	50	
Support mechanism	30-35	18	28.00
	36-40	26	38.00
	41-45	5	2.67
	>46	1	2.33
	Total	50	

Table 4(b) shows Test Statistics Kruskal Wallis test

Particulars	Curriculum Development	Encouraging teachers	Support mechanism
Chi- Square	.200	1.800	.200

Df	1	1	1
Asymp. Sig(2tailed)	.655	.018	.655

Source: Computed result based on survey data. Grouping Variable: Age
*Significant @5% level

The result of table 4(a) and 4(b) shows that there is significant difference for "encouraging teachers". Since the P value for encouraging teachers (0.018) is less than 0.05, the null hypothesis is rejected @ 5% levels. Curriculum development (0.655) and support mechanism (0.655) are insignificant. Therefore, it can be concluded that different age groups of administrators has a less positive opinion on different factors of tourism education.

RESULTS OF CORRELATION

H_0^3: There is no significant relationship between Curriculum Development and Overall administrators' perception of Tourism Education in HLI.
Table 5 shows result of Correlation

Particulars		Curriculum Development	Overall administrators' perception of Tourism Education in HLI
Curriculum Development	Pearson correlation Sig.(2tailed) N	1 50	**.516** 0.000 50**
Overall administrators' perception of Tourism Education in HLI	Pearson correlation Sig.(2tailed) N	**.516** 0.000 50**	1 50

Source: Computed result based on survey data. **significant @1%

Table 5 shows the analysis of the relationship between Curriculum development and tourism Education factors. The above table's significance (p) value is less than 0.01, the null hypothesis is rejected. The correlation between Curriculum development and tourism Education factors is 0.561; it means there is a good relationship between them. So we can conclude that the administrators' perception on curriculum development towards tourism education is not satisfactory.

H_0^4:   There is no significant relationship between Encouraging teachers and Overall administrators' perception of Tourism Education in HLI.

Table 6 shows result of Correlation

Particulars		Encouraging teachers	Overall administrators' perception of Tourism Education in HLI
Encouraging teachers	Pearson correlation Sig.(2tailed) N	1 50	**.428**** **0.000** **50**
Overall administrators' perception of Tourism Education in HLI	Pearson correlation Sig.(2tailed) N	**.428**** **0.000** **50**	1 50

Source: Computed result based on survey data.   **significant @1%

Table 6 shows the analysis of the relationship between Encouraging teachers and Tourism Education factors. The above table's significance (p) value is less than 0.01, the null hypothesis is rejected. The correlation between Encouraging teachers and tourism Education factors is 0.428; it means there is a low relationship between them. So we can conclude that the teachers are low encouraged towards tourism education.

$H_0^{5:}$ There is no significant relationship between support mechanism and Overall administrators' perception of Tourism Education in HLI.

Table 7 shows result of Correlation

Particulars	Support mechanism		Overall administrators' perception of Tourism Education in HLI
Support mechanism	Pearson correlation Sig.(2tailed) N	1 50	**.434**** **0.001** **50**
Overall administrators' perception of TourismEducation in HLI	Pearson correlation Sig.(2tailed) N	**.434**** **0.001** **50**	1 50

Source: Computed result based on survey data.   **significant @1%

Table 7 shows the analysis of the relationship between Support mechanism and Tourism Education factors. The above table's significance (p) value is less than 0.01, the null hypothesis is rejected. The correlation between Support mechanism and tourism Education factors is 0.434; it means there is a low relationship between them. So we can conclude that the Support mechanism for students new venture creation is not satisfactory.

RESULTS OF REGRESSION ANALYSIS

$H_0^{6:}$ There is no significant impact on Tourism Education factors and Tourism Education in Higher Learning Institutions on Administrators' Perception.

The purpose of multiple regressions is to learn more about the relationship between one dependent variable and more than one independent variable.

Table 8 shows result Multiple Regression

Factors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-2.851	.000		.000	1.000
Curriculum Development	0.333	0.000	0.413	155.212	0.000
Encouraging teachers	0.333	0.000	0.560	163.625	0.000
Support mechanism	0.333	0.000	0.328	278.051	0.000
R					0.852
R^2					0.811
Adjusted R^2					0.785
F					(1.327) 0.000

In the above table Encouraging teachers aspect have the highest Beta (0.560) followed by Curriculum development (0.413), Support mechanism (0.328). this represents if the HLI encourage teachers towards tourism teaching then the tourism education is effective by 0.560, if the administrators develops curriculum which will also increase the effectiveness of tourism education. So from the result of multiple regression we can infer that the encouraging teachers are most influencing factors of tourism education on administrators' perception.

FINDINGS OF THE STUDY

➢ The objective of the study is to analyze the perception of administrators towards tourism education in HLI. For this purpose, Mann-Whitney U Test, Kruskal Wallis test, correlation analysis and multiple regressions were used.

➢ The findings of the study reveal that the encouraging teachers are influenced by tourism Education when compared with Gender and Age.

➢ With regard to correlation analysis there is a low relationship between curriculum development, encouraging teachers, support mechanism and overall perception of tourism education.

➢ Multiple Regression analysis shows that the encouraging teacher towards tourism education is the most influencing factors of tourism education on administrators' perception.

CONCLUSION

The primary objective of the study is to analyze the perceptions of administrators' towards tourism Education in Higher Learning Insitutions. Relatively, hypotheses were framed and tested using Mann-Whitney U Test, Kruskal Walli test, Correlation and Multiple Regression were used. The data (sample of 50 respondents) which are collected through the structured questionnaire method. The result proves that there is a significant influence on gender on Administrators' Perception on tourism Education in HLI and different age groups of administrators has a less positive opinion on different factors of tourism education. Correlation analysis conclude that the administrators' perception on curriculum development towards tourism education is not satisfactory, teachers are low encouraged towards tourism education, the Support mechanism for students new venture creation is not satisfactory. Multiple regression analysis concludes that encouraging teachers are most influencing factors of tourism education on administrators' perception.

LIMITATIONS OF THE STUDY
1. The sample size is limited to 50 respondents only.
2. The respondent contacted belongs to Sivaganga only.

SUGGESTIONS AND SCOPE FOR FURTHER STUDIES

Administrators who are teaching tourism education must take necessary steps to implement tourism activity in their colleges. From the administrators point of view the teachers are less motivated towards tourism activities and programmes for students. If the administrators motivated the teachers towards tourism education definitely that will reflect the improvements in students' career. And also the support mechanism for students new venture creation is very low so the administrators must take necessary steps for the availability of funds and loans from government and financial institution to the students for their new venture creation.

The present study is limited to the students in Sivanga Region; the result may vary, if conducted elsewhere. The study could also be extended to other regions,

by focusing on other aspects also. The present study focused only on Administrators' perception on Tourism Education in HLI. Hence, further studies could also be made by concentrating on several HLIs with large size sample.

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