
GLOBAL TOURISM CAREERS OPPORTUNITIES AND DILEMMAS FACING HIGHER EDUCATION IN TOURISM IN PAKISTAN

- A Case study of Gorakh Hill Dadu-Sindh-Pakistan

Dr. Anwar Ali Shah G. SYED

Pro-Vice Chancellor-MBBS-Campus Dadu University of Sindh

Assistant Professor Asad Raza Abdi

Assistant Professor Fayyaz Chandio

SALU-Khairpur Mirs

Assistant Professor Faiz M. Shaikh

SZABAC-Dokri-Larkana-Sindh-Pakistan

Abstract

This research investigates the Global Tourism Careers? Opportunities and Dilemmas Facing Higher Education in Tourism in Pakistan: A Case study of Gorakh Hill Dadu-Sindh-Pakistan. Data were collected from 300 respondents from Dadu district in and their vicinity from 2012 and 2013 and data is analyzed by using by E-view-6. It was revealed that development of Tourism industry in Ghorakh Hill provide opportunities for the small and Medium enterprises as well as hotel industry. It was further revealed that Tourism as a major subject in MBA program, so it help in enhancing knowledge of tourism in Pakistan. The international window could also be widened to give students more prospects and a greater practical understanding of their competencies in international enterprises and the global transition context.

Keywords: Higher education, careers, internationalization.

Introduction

The tourism sector provides many opportunities for well-qualified people aiming at international careers.

The myths and realities of globalisation have long influenced the philosophies and practices of tourism education (Hawkins, 1997; Go, 1994). The fact that tourism is a highly international activity, and that employees are frequently likely to meet foreigners in jobs at all levels, are two obvious reasons. In addition to this, the internationalisation of firms and the cross

-border influence of business standards and concepts add to the international imperative, including in the educational system. Students' own travel experiences prior to their studies – including working abroad – are a more recent trend that the providers of tourism education cannot ignore.

Worldwide, there are many university programmes for (predominantly managerial) careers in tourism, and many universities also have international departments, which attract students to full-time programmes or shorter exchange courses. Obviously, the market for student exchange has increased, hospitality courses being among the more popular (Jenkins, 1997; Richards, 1995). Tertiary education in tourism in particular has grown dramatically, driven by the notion that tourism enterprises are in desperate need of qualified staff (High Level Group, 1998; ILO, 2001; Leslie, 1993).

Compared with other western countries, Scandinavian universities have generally been late starters in the development and internationalisation of tertiary education in tourism. This reluctance is partly due to the fact that tourism has traditionally been included in the vocational training system, which has its own professionalization logic. However, their late entry on the scene, and the fact that they are unburdened by past experience, traditions and investment, make universities ideally placed to cope with the constraints that seem to be emerging for providers of tourism education in many countries, especially with regard to supply, lack of recognition, and unsatisfactory job prospects for graduates (Dewar et al., 2002). The focus of this study is thus on the prospects for a small, new provider.

The service sector, and not least the tourism industry, is characterized by a consistently high proportion of women employees (High Level Group, 1998). However, women aspiring to international careers are often at a disadvantage (Black, 1999). The study presented in this article discusses the gender implications of a global career and the possible responses of educational providers.

Methodology and data

Data were collected from 300 respondents from Dadu district and their vicinity and data is analyzed by using by E-view-6. The questionnaire was handed out to all 300 students on the Masters program. Most of the students chose to complete the questionnaire in the class. A total of responded 270, giving a highly acceptable response rate of 90 per cent.

Table 1 shows that the majority of students are women, most of who are between 20 and 25. Most students live in the Dadu. Although strongly encouraged by the MBA-evening MBBS-Campus Dadu

Sex and age of the survey population

Table 1

	Percentage
Male	70
Female	30
Under 20	6.3
20-24	19
25-29	64.
30-34	7
35 and over	2

Motivation

Table 2 shows the reasons for starting the program. Half of the population has previous work experience in the industry. Positive experience is obviously decisive for their choice of study program. As can be seen, male students are motivated by previous experience in the industry to a higher extent than female students.

What are the three most important motives for choosing the MSM programmed?

Table 2

	Percentage of students		
	All	Male	Female
I have previously worked in the industry, and am interested in	49	58	45
Obtaining higher qualifications			
I find the subjects very interesting	26	27	26
The industry is more likely to develop with more professional Managers	26	25	26
I prefer to work with people and/or communication	53	48	55
The job opportunities are good	13	4	17
A degree will enable me to start my own enterprise	11	13	11
This degree can be utilized in many trades and industries	38	31	41
The pay is good	23	17	25
Opportunities for international careers	30	38	26
Other motives	1	0	2

The opportunities to work with people and communication are other prime motives, slightly more important for female than male students. Ross (1997) obtains similar results with an Australian student population,

and other studies also support the findings to some extent (Airey and Frontistis, 1997; Clark, 1993; Tepeci and Bartlett, 2002; Szivas and Riley, 1999). Swedish students also consider it important that the degree in service management can be used in other sectors. Interestingly, in the program material published by the university, there is no mention of this aspect, which indicates that the students must have their own ideas about which sectors the degree can be used in. However, the University offers many other options, including Ph.D. program that follow the Master's program.

Slightly less than a third of the students mention international careers as a plus, though significantly more men than women. Thus, even in a population of young people from a country with a strong tradition for equal opportunities, traditional role models seem to prevail.

What are three most important features of a job?

Table 3

	Percentage of students		
	All	Male	Female
The job must be challenging	17	23	10
Learning opportunities that can be applied later in other jobs	13	15	12
Fast-track career opportunities	13	13	14
Possibilities for training and further education	28	32	26
Management open to fresh ideas and suggestions	52	54	51
Open and non-bureaucratic communication	51	42	54
The enterprise must have a good image	19	17	20
Technologically advanced enterprise	8	8	8
A good atmosphere among employees	64	67	62
Colleagues must be helpful and collaborative	50	48	51
It must be possible to make decisions and to work independently	42	33	39
Competitive salary	39	40	39
Bonus and fringe benefits	23	19	24
Compensation for overtime and extra work	30	25	32
Flexible working hours	22	21	23
Family policy	20	25	18
International career opportunities	36	25	41
Job stability	45	35	49

Female students are somewhat self-contradictory with regard to international career opportunities. All students imagine embarking on great international careers, but women obviously feel they have less freedom of movement here. Family obligations may be a legitimate reason for this, but it is also likely that women tend to 'imprison' themselves more than men in relation to careers (Drummond and Chell, 2001; Fornäs and Bolin 1995).

Studies of choice of occupation show that women generally consider a significantly narrower range of opportunities than men.

Preferred job and enterprise types

The students could be said to be somewhat pre-programmed for their future careers by their choice to register for the program. The MSM is about management, and the majority of the students see themselves in managerial jobs within ten years, as shown in Table 4.

What type of job do you expect to have in 2013

Table 4

	All	Percentage of students	
		Male	Female
Managing director (CEO)	46	57	42
Middle manager	31	22	35
Specialist function, consultant etc	16	17	16
Innovator, writer, politician	6	2	8
Researcher	1	2	0

There is a clear gender difference here: male students are more ambitious than their female colleagues, who more frequently aim at middle management. However, female students imagine themselves in non-standard roles on the fringe of the traditional tourism sector, e.g. journalism, consultancy and at headquarters, to a greater extent than their male colleagues.

What type of employer do you see yourself working for in 2013?

Table 5

	All	Percentage of students	
		Male	Female
Private Sector			
Hotel or restaurant	38	36	38
Tour operator, travel agency, Transportation	21	23	20
Marketing, PR, mass media	16	9	19
Private sector outside the above	30	7	2
Public Sector			
International organisations	3	2	3
Academia, training institutions	1	5	0
Public authorities	0	0	0
Prefer to start own enterprise	18	18	19

Even though 38 per cent of the students (Table 2) indicate that the program can be used in many trades and industries, they tend to stick to the areas defined by the Master's program, i.e. hotels, restaurants and travel businesses. Relatively few regard the media and marketing as realistic and attractive, although female students are more aware of job opportunities in these sub-sectors.

Students were also asked to name enterprises they found particularly attractive. SAS/Radisson received the highest score, followed by other well-known Scandinavian and international tourism enterprises, such as Hilton, Elite Hotel, SAS, Scandic, Fritidsresor, Wonderful Copenhagen, Choice Hotels, Copenhagen Airports, and Wing Resor. A crude calculation shows that the MSM program will supply the large hotel chains in the region with managing directors for many decades to come. Obviously, at some point in their studies or work careers, students will have to aim more broadly. The course providers are aware of this dilemma, however, and have started to include more general retail management issues in the program.

In Sweden, tourism is not confined to the private sector. There is substantial public involvement in destination management and marketing, policy and planning, and education/research (Berggren and Tydén, 2001). Opportunities to work on key tourism issues outside the core sector are also appearing, but so far students have not really discovered the potential for jobs in the public sector.

A fifth of the population of Master's program students see themselves as entrepreneurs in ten years' time.

Students are far more attracted to jobs in large enterprises and international enterprises than in small ones. This is consistent with other studies, which demonstrate that the media focus on large enterprises has a side effect on human resource issues (Universum, 2001). Employment at a well-known large employer is more likely to signal success on a job applicant's CV than the name of a relatively unknown small employer. Another consideration is that, in most sectors of the economy, large employers offer better wages and more favourable working conditions. The students' expressed wish for a good working environment with helpful colleagues reflects the need for workplaces of a certain size.

Female students are less attracted to very large enterprises, and tend more to opt for the medium-sized ones. This preference is also likely to have a negative side effect in terms of opportunities for international careers, as smaller enterprises operate more locally and are less often affiliated (Larsen, 2001).

What kind and size of enterprise do you prefer ?

Table 6

	Percentage of students		
	All	Male	Female
Large international corporation, 10,000 employees in many Countries	29	42	24
Enterprise with some international relations, around 1,000 Employees	39	34	41
Medium-sized national enterprise, around 100 employees	21	12	25
Small enterprise, around 30-50 employees	11	12	10
Micro enterprise, less than 10 employees	0	0	0

The prospects for micro enterprises being able to attract better-educated personnel seem rather bleak (Jameson, 2000). While not blaming the students, this might further aggravate the polarisation between professional, growth-oriented and advanced enterprises on the one hand, and the lifestyle-based small enterprises on the other. At the same time, it must be taken into account that the latter represent not only the large majority of enterprises, but also a very considerable financial turnover and employment rate in the sector.

International careers

The above sections have referred to several indications of internationalisation. Table 7 further illustrates the adventurous nature of male students, who are more inclined than female students to opt for international careers that lead to continual moves from country to country and from continent to continent. Quite a few of the students find it best to start their career at home, in order to gain experience, and then go abroad afterwards.

Would you like an international career in 2014?

Table 7

	Percentage of students		
	All	Male	Female
No, I want to stay in my home country and work for a local employer	3	0	4
No, I want to stay in my home country and work in my own enterprise	4	4	4
I want to work for an international corporation, but in my home country	13	7	15
I want to work for an international corporation and move from country to country	35	39	33
I want to settle in another country and work for various Enterprises	9	15	7
I want to go abroad to learn more, but I want to go home after a period of time	25	24	25
I want to start a career at home and go abroad later	11	11	11

International careers seem to be attractive, and many dreams and hopes are connected to working abroad. When compared with the other findings about motivations and likely job categories, however, these dreams and hopes are less likely to be realised. A control question shows that students tend to consider that the quality of life is best at home, close to home, or in countries that are not too culturally different, i.e., the Anglo-Saxon world. As can be seen from Table 8, students are less likely to take risks if jobs involve going to Third World countries or other countries ranking low in an imaginary prestige hierarchy. Other studies confirm that the best-qualified employees do not exactly queue up for expatriate posts in what are considered risky zones (Black et al., 1999).

Quite a number of the students say that the quality of life is best where they are at the moment, e.g. in the Skaane region, including Malmö, Lund and Helsingborg. It is a well-known phenomenon that the more acquainted people get with their environment, the harder it is for them to imagine that life could be better elsewhere. It is remarkable that such young people as in this survey population stress the quality of life in their home region so strongly.

Given your overall quality of life now, where would you like to live in ten years time? (first plus second choice)

Table 8

	Percentage of students		
	All	Male	Female
Copenhagen	14	15	14
Malmö/Lund	21	21	21
Helsingborg	19	13	22
Other parts of the Øresund region	11	11	11
The Stockholm region	16	13	17
Other parts of Sweden	19	15	22
Other parts of Denmark	1	2	0
Other Nordic countries	6	6	6
Other European countries ex UK	24	30	22
The Anglo-Saxon world (1)	30	32	29
Warm tourism countries (2)	24	30	22
Developing countries (3)	4	11	1
The rest of the world (4)	8	15	5

1) UK, Ireland, USA, Australia, New Zealand, Canada

2) Caribbean, Mexican Gulf, Pacific Islands, Thailand, Malaysia

3) Africa south of the Sahara, not South Africa, Central America, India, Pakistan

4) South America, China, Japan, North Africa, Middle East

Future prospects and employee turnover

The rate of turnover in the tourism sector is significantly high in most countries (Bonn and Forbringer, 1992), not least in the Nordic countries (Hjalager and Jeansson, 2002). Furthermore, employees with dedicated training in the hospitality and management sectors are likely to leave the sector within a number of years (Hjalager and Andersen, 2001). The reasons given are often salary, unsocial working hours, and lack of career opportunities (Emenheiser et al., 1998).

In Table 2, students indicated that the MSM program might be useful in industries other than tourism, although their guesses as to which are not entirely convincing. A third of the students thought that the qualifications acquired could be used elsewhere. One could say that the students are realistic in their evaluation of the human resource features of the sector, and they may also be aware that the high turnover could hamper their career in the sector. In addition, they are preparing themselves for the 'psychological contract' they

will have to make with their future employers (Kelly- Patterson and George, 2001), i.e. implicitly or explicitly to negotiate employment conditions for the duration of a job. Nevertheless, as Table 9 shows, the majority want to give tourism a fair chance.

In comparison, a cohort study from an Australian university shows that only 40 per cent of graduates were working in other sectors three to four years after graduation (McKercher et al., 1995). According to Purcell and Quinn (1996), one important reason for leaving the industry is ‘over education’ – graduates tend to quickly exhaust the learning potential in typical managerial jobs in the tourist industry and want to go on to new challenges.

Do you think you will be working in tourism in 2013?

Table 9

	All	Percentage of students	
		Male	Female
Yes	71	66	72
No	5	11	2
Don't know	25	23	27

Conclusion and discussion

The survey shows that the students are very enthusiastic about careers in tourism, and that they fully expect the degree to qualify them for attractive managerial jobs in Sweden and, to a lesser extent, abroad.

Despite this, students are fairly unimaginative in their job and enterprise orientation. They seem to lack a good overview of the more intrinsic opportunities in the ‘experience economy’ and the ‘new economy’. Students on this program seem to be unaware of job opportunities in the melting pot between the private and public sectors, and of jobs that bridge the gap between formerly disintegrated strands of the service sector. But these students are still young, it might be objected, and there are still two or three years to graduation. At that time they may discover opportunities that are not as obvious to them now.

However, the students are unlikely to develop their imaginative capabilities and become flexible unless they are supported by the program management and teachers. The MSM curriculum includes many of the usual core subjects, such as marketing, business finance and service management. A strong focus on cases and individual projects will, if supervision is geared to more creative interpretations, enable students to move beyond the more standardised types of hospitality studies (Dale and Robinson, 2001; Stuart,

2002) . The portfolio of business partners attached to the program is an indication of the rather traditional way of thinking about tourism within the MSM: most of the business partners are hotels, restaurant chains, travel services and destination management units. An interesting exception is IKEA. Retailing is already being taught more intensively in the course. As a result, only two years after the program was introduced, the university is already revising its previously strong focus on the core tourism industry.

References

- Black, J. S., Gregersen, H. B., Mendenhall, M. E. and Stroh, L. (1999) *Globalizing People Through International Assignments*. Reading, MA: Addison-Wesley.
- Bonn, M. A. and Forbringer, L.R. (1992) Reducing turnover in the hospitality industry: an overview of recruitment, selection and retention. *International Journal of Hospitality Management* 11(1), 47-63.
- Clark, M. (1993) Communication and social skills: perceptions of hospitality managers. *Employee Relations* 15(2), 51-60.
- Dale, C. and Robinson, N. (2001) The theming of tourism education: a three-domain approach.
 - *International Journal of Contemporary Hospitality Management*, 13(1), 30-34.
- Dewar, K., Sayers, J., Meyer, D. (2002) Hopes, dreams and reality: an investigation into the expectations and experiences of the tourism graduates. *Journal of Teaching in Travel and Tourism* 2(1), 1-18
- Drummond, H. and Chell, E. (2001) Life's chances and choices. *Personnel Review* 30(2), 186-202.
- Emenheiser, D. A, Clay, J. M. and Palakurthi, R. (1998) Profiles of successful restaurant managers for recruitment and selection in the US. *International Journal of Contemporary Hospitality Management* 10(2), 54-62.
- Fornäs, J. and Bolin, G. (eds.) (1995) *Youth Culture in Late Modernity*. London: Sage.
- Getz, D. (1994) Students' work experiences, perceptions and attitudes towards careers in hospitality and tourism: a longitudinal case study in Spey Valley, Scotland. *International Journal of Hospitality Management* 13(1) 25-37.
- Gilbert, D. and Guerrier, Y. (1997) UK hospitality managers past and present. *The Service Industries Journal* 17(1), 115-132.
- Go, F. M. (1994) Emerging issues in tourism education. In, W. F. Theobald (ed.) *Global Tourism. The next decade*. Oxford: Butterworth Heinemann, 330-346.
- Hawkins, D. (1997) Paradigm shifts and major trends influencing tourism education in the New Age of tourism. In WTO (ed.) *Human Capital in the Tourism Industry of the 21st Century*. WTO: Madrid, 75-87.
- High Level Group on Tourism and Employment (1998) *European Tourism and New Partnerships or Jobs. Conclusions and recommendation of the high level group on tourism and employment*. Bruxelles: EU-Commission.
- Hjalager, A-M. and Andersen, S. (2001) Tourism employment: contingent work or professional career? *Employee Relations* 23(1/2), 115-129.
- Hjalager, A-M. and Jeansson, N. R. (2002) *Turismens arbejdsmarked i Øresundsregionen*. København: Øresundsregionens Arbejdsmarkedspolitiske Råd <http://www.aforesund.org/aforesund/>.

-
- ILO (2001) *Human Resources Development, Employment and Globalization in the Hotel, Catering, and Tourism Sector*. Geneva: ILO.
 - Jameson, S. M. (2000) Recruitment and training in small firms. *Journal of European Industrial Training* 24(1), 43-49.
 - Jenkins, C. L. (1997) Tourism education systems, institutions and curricula: standardisations and certification. In WTO (ed.) *Human Capital in the Tourism Industry of the 21st Century*. WTO: Madrid, 215-221.
 - *Journal of Hospitality, Leisure, Sport and Tourism Education* 2(2), 26-38. 36
 - Hjalager, A-M. (2003) *Global Tourism Careers: Opportunities and Dilemmas Facing Higher Education in Tourism*
 - Jordan, F. (1997) An occupational hazard? Sex segregation in tourism employment. *Tourism Management* 18(8), 525-534.
 - Kelley-Patterson, D. and George, C. (2001) Securing graduate commitment: an exploration of the comparative expectations of placement students, graduate recruits and human resource managers within the hospitality, leisure and tourism industries. *Hospitality Management* 20, 311-323.
 - Ladkin, A. (2002) Career analysis: a case study of hotel general managers in Australia. *Tourism Management* 23(4), 379-388.
 - Larsen, H. H. (ed.) (2001) *Noget for noget? Rekruttering og fastholdelse af unge højtuddannede*. København: Berlingske Annoncecenter.
 - Leslie, D. (1993) Higher education for hospitality and tourism: A European dimension. *International Journal for Hospitality Management* 12(1), 101-107.
 - McKercher, B., Williams, A. and Coglean, I. (1995) Career progress of recent tourism graduates. *Tourism Management* 16(7), 541-545.
 - Purcell, K. (1996) The relationship between career and job opportunities: women's employment in the hospitality industry as a microcosm of women's employment. *Women in Management* 11(5), 17-24.
 - Purcell, K. and Quinn, J. (1996) Exploring the education-employment equation in hospitality management. *International Journal of Hospitality Management* 15(1), 51-68.
 - Richards, G. (ed.) (1995) *European Tourism and Leisure Education: Trends and prospects*. Tilburg: Tilburg University Press.
 - Richards, G. (2001) *Mobility in the European Tourism Sector. The role of transparency and recognition of vocational qualifications, Luxembourg*. Thessaloniki: Cedefop Panorama Series.
 - Ross, G. F. (1997) Hospitality/tourism job application and educational expectation. *International Journal of Contemporary Hospitality Management* 9(3) 124-127.
 - Ryan, C. (1995) Tourism courses: A new concern for new times? *Tourism Management* 16(2), 97-100.
 - Stuart, M. (2002) Critical influences on tourism as a subject in UK higher education: lecturer perspectives. *Journal of Hospitality, Leisure, Sport & Tourism Education* 1(1), 5-15.
 - Szivas, E. and Riley, M. (1999) Tourism employment during economic transition *Annals of Tourism Research* 26(4), 747-771.
 - Tepeci, M. and Bartlett, A. L. B. (2002) The hospitality industry culture profile: a measure of individual values, organizational culture, and person-organization fit as predictors of job satisfaction and behavioral intentions. *The International Journal of Hospitality Management*, 21(2), 151-171. Universum (2001) www.universum.se.
 - Westlander, G. (1999) *People at Work*. Lund: Studentlitteratur.
-