

Training and Employment for a Sustainable Hospitality and Tourism in Malaysia

Au Yong Hui Nee¹

ABSTRACT

Hospitality and tourism is one of Malaysia's main foreign exchange earners that generates revenues and contributes to employment. The dynamism of a sustainable hospitality and tourism industry demands highly creative experts to lift the industry in Malaysia to a higher level. The importance of human resource development to the economic viability of Malaysian hospitality and tourism is highlighted. There should be no presumption that training will lead to reduced profits. This paper examines the employment level in hospitality and tourism in Malaysia, and assesses the link between training and employment in a sustainable hospitality and tourism. Companies that invest in human resources are expected to maintain their competitive edge in the hospitality and tourism market. The paper will first describe the methodology approach then present a brief review about hospitality and tourism employment. This paper analyses the relationship between hospitality and tourism training and employment, and finally, presents a conclusion with proposal for the development and implementation of hospitality and tourism training policy and outlines strategies for further research.

Keywords: Education, Employment, Hospitality, Sustainable, Training, Tourism and Policy.

1. INTRODUCTION

Hospitality and tourism (H&T) industry is becoming the world's largest and fastest growing industry. The hospitality and tourism industry is one of the largest economic sector and job generators in the world contributing to 9.9% of the world's gross domestic product, and creating one in every twelve jobs worldwide. Hospitality and tourism industry is continually growing at 0.5% annually in 2010. It has generated an expected gross domestic product of US\$5.8 trillion and employing 236 million people in 2010 (WTTC, 2011). Even though Malaysia is a relatively new entrant into tourism activities as compared to its Association of South East Asian Nation (ASEAN) neighbours, the industry has grown tremendously over the years. Malaysia's National Tourism Policy was first proclaimed in the Sixth Malaysia Plan (1991-1995). Malaysia's broad policies for sustainable

¹ AU YONG HUI NEE, School of Management, Universiti Sains Malaysia, Penang, Malaysia, ayhn@yahoo.com.

development of tourism include (a) encouraging equitable economic and social development, (b) developing environment-friendly tourism products, as well as promotion of cultural and natural heritage, (c) Provision of soft loans for small-to medium-sized tourism-related projects; and (d) Adoption of an integrated approach to planning, continuing human resource development, and preservation and beautification of tourism and historical sites (Cruz, 2005).

The industry continues to an important sector as Malaysia remains a popular destination. An article in BERNAMA (January 26th, 2007) reported that in US, the country with the largest travel and tourism demand based on WTTC, that a UBS poll in 2006 has cited Malaysia as the World's Best Value-for-Money Destination. Tourism Malaysia's media release reported that US's Global Traveller Magazine (GTM) polls for consecutive three years until 2008 have cited Malaysia as the World's Leading Destination.

In 2010, the total number of tourist arrivals to Malaysia was 24.6 million with total tourist receipts of RM56.5 billion, continuing a seven-year rising trend. The percentage of short-haul tourists from ASEAN seven countries reached 76.6% in 2010. The highest number of tourist arrivals outside ASEAN was from China represented 4.6%. (Tourism Malaysia, 2011). Tourism industry becomes a key foreign exchange earner for Malaysia, contributing to 43.0% of the services account of the balance of payment in 2005 compared 32.7% five years earlier (EPU, 2006). The deficit in the services account can be reduced with higher inflows from tourism, education, transport, finance, health and professional services.

2. LITERATURE REVIEW

Jafari (2003) discusses four tourism research platforms of thinking on tourism in chronological order, firstly on economic prospects, secondly on socio-cultural aspects, thirdly on sustainable tourism and fourthly systemic research toward the formation of a body of knowledge. Siti-Nabiha et al (2008) discuss sustainable tourism development issues and examine policies, regulations and strategies to achieve sustainable tourism in Malaysia. Dale and Robinson (2001) propose that tourism education should become more specialists in nature and forward a three-domain model (Figure 1) of tourism education based on generic, functional, and product/market-based themed degree routes.

Amoah and Baum (1997) advocate the development and implementation of a specific tourism education policy to bring tourism education closer in line with British tourism policies. The main findings of Airey and Johnson (1999) are that there is a range of opinion about the need for a common core body of knowledge of the British H&T courses. Knowles, Teixeira and Egan (2003) make a comparative analysis between undergraduate level courses in tourism/hospitality in Brazil and those in the UK. Breakey and Craig-Smith (2008) reviewed the hospi-

tality and tourism education trends in Australia, and reported increase of international student demand, the geographic spread of program offerings, and more flexible program offerings allowing for an exit point at diploma level before final completion of the degree. A comparative study of Wang, Huyton, Gao and Ayres (2010) found that Australian tourism degrees tend to focus on a tourism specialisation with a business influence, whereas Chinese tourism degrees focus on business with a tourism influence.

Hjalager (2003) concluded that there was a real need for more career guidance, particularly in a country like Sweden, where careers in tourism are likely to be interrupted or changed due to industry constraints; it was particularly important that students were made aware of the career implications of new alliances in the industry in a global context. Lempert (2006) reviewed the tourism industry management education in Switzerland and suggested to integrate sustainability awareness and disaster preparedness and rescue methods into the education scheme. Charles (1999) reviews the tourism and hospitality education and training in the Caribbean. The paper concluded that there is a need to adopt a strategic approach to tourism education and training on the part of both educators and policy makers. Inui, Wheeler and Lankford (2006) suggested sociological and philosophical perspectives be addressed in curriculum development at the university level in the United States of America (USA).

Manat Chaisawat (2006) reviewed the hospitality and tourism programme in the Prince of Songkla University in Thailand and suggested improvement especially management skills and attitude, and ethics and etiquette of working. [Goldsmith and Zahari \(1994\)](#) discussed incentives provided by the government to meet the demand for skilled workers in the hotel sector and involvement of government agencies in co-ordinating training at all levels in Malaysia. Bagul and Marzuki (2007) reviewed the tourism and hospitality programme in Universiti Malaysia Sabah (UMS) and recommended to establish synergy and linkage between education path and career path.

There are related skills and training research in Commonwealth countries. Sindiga (1994) reports that Kenya has done rather well with middle level training especially for the hotel subsector. Training for high-level management of tourism enterprises has begun as well. Kaplan (2004) investigates the role of skills development in South Africa's tourism-led development strategy, and that lack of an integrated and co-ordinated approach to tourism skills development limits the potential of skills development to tourism transformation.

Compared with studies focus on H&T education or training, studies pertaining to employment in H&T industry are relatively limited. Evans (1993) found over-producing graduates in tourism and concluded that there is no strong evidence emerged to suggest that qualifications play a major part at management level within the industry in UK. Hjalager and Andersen (2001) investigate the profiles of employees and advantages in tourism career in Denmark and they found that

turnover is extremely high among the unskilled and significantly better retention rates are found among those with a professional or vocational tourism education. Davidson and Beesley (2010) studied the imbalance between skilled labour supply and demand in the hospitality industry of Australia.

In Malaysia, Jayawardena (2000) and Hanapiah (2002) found job requirements for hotel management positions as English proficiency, education, skills and knowledge (technical, human resources, finance and marketing), personality (dedication, creativity, sociability, adaptability and ambitious), leadership quality and work experience. Recent findings of Ahmad and Zainol (2011) reported more pronounced requirements of work experience and English language proficiency for managerial positions in five-star hotels. Zahari, Yusoff, Jamaluddin, Radzi and Othman (2010) investigated the level of employability among the hearing impaired graduates in the hospitality industry.

3. METHODOLOGY

This paper uses secondary data collected from public domain such as published data from private establishments and government agencies websites from 2009 to 2011 for document analysis. This paper examines the magnitude of employment, and describes the relationship between training and employment in H&T. The labour market issues and the role of apprenticeship in meeting future needs for the industry are examined. This paper also examines the development of tourism education and skill training in hospitality and tourism. This paper analyses programmes and other courses with hospitality, travel or tourism and specific fields. Development of high quality, efficient education and training that match the needs of tourism professionals is also examined.

4. KEY FINDINGS

4.1 Tourism Facilities

The development allocation for the tourism industry under the Ninth Malaysia Plan period amounting to RM1.8 billion focusing on the provision of adequate infrastructure, followed by environment, accommodation and others. The number of hotels expanded by 51.2 % from 1,492 in 2000 to 2,256 in 2005. Between 2000 and 2005, the total number of hotel rooms in Malaysia increased by 37.3% from 124,413 to 170,873 (EPU, 2006). The data shows most of the latest hotels are of the larger size category. In the KL Structural Plan 2020's for tourism, the data shows that majority of hotels in the Kuala Lumpur City are in the size category of 300 rooms and above. (DBKL, 2000). Travel and tour agencies increased substantially from 1,021 in 2000 to 2,383 in 2005, mainly located in major gateways such as Kuala Lumpur, Pulau Langkawi and Pulau Pinang (EPU,

2006). Among the Travel and tour agencies, 2,007 agencies has joined Malaysian Association of Tour and Travel Agents (MATTA, 2009) Licences issued to tour coach and car rental operators increased to 20,610 in 2005 (EPU, 2006).

4.2 Labour Market

Employment in the tourism industry reach 451,000 in 2005 where the bulk was concentrated as direct employment in the hotel industry which stood at 91,156 in 2005 and employment by tour and travel agencies was estimated at 13,028 in 2005 (EPU, 2006). According to the Labour Force Survey, as of 2008, they were 11.122 million employed persons. The number of employed people's data shows that the hotel and restaurant sector employs 763,200 persons (7.1%) of the work force (Department of Statistics, 2009a). The labour force breakdown by education was secondary (54.9%), tertiary (22.4%), primary (18.2%) and without formal education (4.5%). (Department of Statistics, 2009c) Statistics from Immigration Department of Malaysia cited by the Department of Statistics show that the trend of foreign workers working in Malaysia continued to increase from 2001 to 2007, and the number of foreign workers recorded in 2007 was 2.045 million workers (Department of Statistics, 2009b). According to the Department of Statistics, as of Q3/2008, 9.8% of employed persons are non-citizen (Department of Statistics, 2009c).

4.3 Academic Programmes

Hospitality and tourism programs gained momentum in the mid-1980s when rapid expansion hotel industry created a demand for skilled hotel staff (Khoo, 2003).

MOHE's polytechnics provide diploma programmes in Hotel and Catering Management, and Tourism at very affordable tuition fees to the secondary school leavers. Foundation programmes available are in the specification of Hospitality, and [Hospitality and Tourism](#). The certificate programmes in Hospitality Management provide specialisation in [Front Office Management](#), Accommodation Practice, Hospitality Studies, Hotel Operations, Culinary Art, Bakery, Pastry, [Food and Beverage Management](#). The certificate programmes in Tourism Management provide specialisation in [Travel Operations](#), Travel Tourism Management, Tourism and Travel. The duration of certificate programmes is four semesters or two years.

The diploma programmes in Hospitality Management provide specialisation in Hospitality Management, Hotel Management, Chef Training, Culinary Arts, Food Services, Hotel and Catering Management, and International Catering and Hospitality Management, while the programmes in Tourism Management provide specialisation Tourism and Travel Management, Hotel and Tourism Man-

agement, and Travel Tourism and Hospitality Management. The diploma programmes are to be completed in six to seven semesters (about two years eight months and above). Industrial training such as ticketing training, industrial placement, or hotel placement is typically integral components of the diploma programmes.

The focuses of bachelor degree programmes are in Hotel Management, Hospitality Management, International Hospitality Management, Entrepreneurship (Tourism), Tourism Management, International Tourism Management, Hospitality and Tourism Management, [International Hotel and Tourism Management](#), International Tourism and Hospitality Management, Hotel and Convention Management, Food Service Management, and Hotel and Restaurant Management. The duration of bachelor degree programmes is three to four years.

For graduate level, master of business administration (MBA) degree programmes are available in Hospitality Management, Tourism and Hospitality Management, while Master of Science programmes can be chosen among *Hotel Management*, Tourism Management, and *Food Service Management*. **Doctor of Philosophy** degree programmes provide specialisation in Tourism, and Hospitality and Tourism.

Under the Eight Malaysia Plan, RM383.8 million and RM4.4509 billion have been utilised for technical / vocational education, and training, and the allocation has been increased in Ninth Malaysia Plan to RM629.2 million and RM4.7926 billion respectively (EPU, 2006). The public universities that conduct academic and executives H&T programmes are University Malaya (UM), Universiti Malaysia Kelantan (UMK), University Malaysia Sabah (UMS), Universiti Malaysia Sarawak (UNIMAS), Universiti Sains Malaysia (USM), Universiti Teknologi Malaysia (UTM), Universiti Utara Malaysia (UUM) and Universiti Teknologi MARA Malaysia (UiTM), among which UiTM has got the widest range of programmes from certificate to up to doctorate level. Other government related institutions that offer H&T academic programmes are Kolej Tunku Abdul Rahman (KTAR), Open University Malaysia (OUM) and Universiti Industri Selangor (UNISEL).

Data collected shows that they are 164 H&T-related programmes, 100 is in hospitality, 32 is in tourism, and 32 is in hospitality and tourism; hospitality specialisation is overwhelmingly popular among the students. Analysed by level of studies, 55% is of diploma level, 20% is of bachelor level, 13% is of certificate level, 7% is of master level, 3% is of foundation level and 2% is of doctorate level.

4.4 Skills Training and Hotel Industry Apprenticeship Scheme (HIAS)

The effort to standardise and provide for professional service of the first-liner to the tourists i.e. the tour guide has been started earlier, followed by Tour Leading, International Travel and Tourism Management, IATA-UFTAA Foundation Dip-

loma and Electronic Booking Tool, IATA-UFTAA International Travel and Tourism Foundation Diploma, etc. Licensed tour guides are designated to lead tours within the bound of the country for the purpose of sightseeing excursion, business, convention and education. Among the tour guiding and related skills courses providers are Asian Tourism Institute (ATI), [Global Institute of Tourism](#) (GIT), Malaysian Association of Tour and Travel Agents (MATTA) School of Tourism (MST), Sentral Technology Institute, Taylor's University College, Travex Institute of Tourism and World-Point Academy of Tourism.

Department of Skills Development (DSD) has developed a total of 71 NOSS for tourism, travel, hotel, theme park and recreational activities. By 2005, more than 2,500 tourism-related training programmes were conducted utilising RM29.2 million from the Human Resource Development Fund (HRDF) accommodating 113,139 training places. A total of 2,735 trainees were trained with the Apprenticeship Scheme in 2001 – 2005 (EPU, 2006). The Hotel Industry Apprenticeship Scheme (HIAS) programme is designed to mitigate labour market issues by increasing the market of skilled workforce in meeting needs of the hospitality industry.

4.5 Executive Certificate, Diploma, Degree and MBA Programmes

Lately they are also executive programmes offer to working adults by specialised training providers such as Asian Hospitality and Tourism Association (AHTA), Carlton International Academy (CIA), EDU ACE or private university such as Asia E-University (AEU) and Universiti Industri Selangor (UNISEL) or training units of public universities such as University Malaya (UM), University Malaysia Sabah (UMS), Universiti Malaysia Sarawak (UNIMAS), Universiti Teknologi Malaysia (UTM) or Universiti Utara Malaysia (UUM). The executive certificate programmes in Hospitality Management provide specialisation in Hotel Operations, Banquet and Conference Management, Event Management, Front Office Management, Housekeeping Management, Bar and Beverage Management, Food and Beverage Cost Control, Food and Beverage Management, Food Service Management and Kitchen Management, and Tourism Management.

The executive diploma programmes in Hospitality provide specialisation in Club Management, Event Management, Front Office Management, Hospitality Management, Hotel Administration, Hotel Management, Housekeeping Operations, Resort and Club Management, Culinary Arts, Food and Beverage Management, Food Services and Entrepreneurship Management, Restaurant Management, and Tourism Management. The focuses of executive bachelor degree programmes are in Hospitality Management and Tourism Management while the *professional MBA degree programme is in Tourism and Hospitality Management.*

5. DISCUSSION

From the data collected, there is a total of 61 education and training institutions of higher education offer different programs at varying levels, including certificates or foundation, diplomas, and bachelor's degrees, master's degrees and doctorate degrees in tourism/hospitality courses.

From all the programmes, 60% is hospitality-themed (of which one-third specialised in food services), 20% is tourism-themed and another 20% is hospitality and tourism-themed. In terms of levels of study, 71% programmes of foundation to diploma level and 29% of bachelor degree and above. Among the hospitality programmes, one third of them focus on food service management and this may have contributed to the spill over to restaurant business and improvement in service delivery especially with the emerging of cafés or *kopitiams*.

The recent trend indicates that those involved in hotel operations began to involve as education providers probably to mitigate the difficulty to source qualified local talents to fill their hotel position openings. Among these institutions are such as Berjaya University College of Hospitality (Berjaya UCH), Flamingo International College, [Genting INTI International College \(GIIC\)](#), [Sunway University](#), Taylor's University College and YTL International College.

On top of the public universities and government related education providers, most of the education providers are private colleges and the rest are a handful of private universities / university colleges such as Berjaya UCH, HELP University College, Kuala Lumpur Metropolitan University College, Limkokwing University of Creative Technology, Management and Science University (MSU), Nilai University College, SEGI University College, [Sunway University](#), Taylor's University College and Universiti Tun Abdul Razak (UniRazak).

At the diploma level, latest trend observed is the inter-disciplinary nature of new programmes. Compared conventional hotel management or tourism management, nowadays the education institutions offer more exotic programmes such as Hotel and Tourism Management, Travel Tourism and Hospitality Management, Hotel and Catering Management, and International Catering and Hospitality Management.

Generally, the aims of the H&T courses are substantially vocational and business orientated. Compared with Dale and Robinson's three domains model of tourism education, the academic and executive certificate and diploma programmes can be categorised as functional tourism in nature while bachelor degree programmes and above are generic tourism. On the other hand, tourism skill training programme such as City / Local Nature Guide, Eco Host, Mesra Malaysia, Boat Operating and Budget Accommodation Management, etc. is the thrust of Product / Market Tourism. The executive programmes also provide knowledge of product

/ market tourism area such as [Banquet and Conference Management](#), [Bar and Beverage Management](#), [Event Management](#), Resort and Club Management. Locally, there is still lack of cultural heritage academic programme such as that are offered by University of East Anglia in United Kingdom or Flinders University in Australia. Exotic courses such as gaming management is available in other major Asian tourism destinations Hong Kong (e.g. by Hong Kong Polytechnic University) and Singapore (e.g. by [EASB Institute of Management](#)) due to their approximate closeness to major and emerging casino operations.

There is a growing role for apprenticeship in meeting manpower needs for the industry. These programmes are able to produce knowledgeable and skilled personnel in front-end such as Food and Beverage Service or back-end such as Kitchen Practice.

The post-Severe acute respiratory syndrome (SARS) period saw the emergence of a more professional Malaysian H&T industry. The education and training institutions have developed specialist departments that concentrate on particular themed tourism areas. Most of the executive or career programmes specialise in hospitality and tourism management and the rest from food service management offered by executive training arms of public universities.

6. CONCLUSIONS

Malaysia has already done rather well with entry-level training especially for the hotel sub-sector. Training for middle-level management of tourism enterprises has begun as well. With acceptance of more UNESCO world heritage sites, it is timely to encourage the education and training institutions to enhance on the depth and variety of product / market tourism programmes in order to prepare capable manpower for creation a higher value-added and sustainable H&T industry. Malaysia will probably need more knowledgeable and skilled manpower that can contribute not only to upkeep but also to preserve the UNESCO world heritage sites of natural (in Sabah and Sarawak) or cultural (in Malacca and Penang) attributes. A closer partnership between the educators and the industry is crucial to improve H&T professionalism in meeting tourists' expectation. National Tourism Human Resource Development Council (NTHRDC) can enhance its role to coordinate niche-based development of education and training institutions in meeting the national tourism policy. Sufficient local workers have to be matched to the industry demand in order to minimise dependency on foreign labour on both certificate to diploma-qualification skilled jobs that have extensive interface with tourists or degree-qualification management jobs that drive operations of H&T establishments.

This paper can be considered within the scope of Jafari's third tourism research platform. Further research needs to be done on the extent of tourism human re-

source requires specialist tourism skills and the demand for the themed tourism. These inputs will be able to boost efficiency of the human resource to the development of the industry, and also toward the formation of a body of knowledge as the fourth tourism research platform.

ACKNOWLEDGMENT

The paper was presented at the 2nd National Symposium on Tourism Research (NSTR2) organised by Universiti Sains Malaysia (USM).

REFERENCES

- Abdul-Hamid, Ibrahim. (2007). The Relationship between Tourism and Hospitality: Perception and Consequences for Tourism Education. *5th Tourism Educators' Conference on Tourism and Hospitality*. 3-4 August 2007. Penang, Malaysia.
- Ahmad, Rozila; and Zainol, Noor Azimin. (2011). What it takes to be a Manager: The case of Malaysian Five-Star Resort Hotels. In *Proceeding of 2nd International Conference on Business and Economic Research. (2nd ICBER)*. 14-16 March 2011. Langkawi, Kedah, Malaysia
- Airey, D. and Johnson, S. (1999). The content of tourism degree courses in the UK. *Tourism Management*. 20(2) 229-235.
- Amoah, V.A. and Baum, T. (1997). Tourism education: policy versus practice. *International Journal of Contemporary Hospitality Management*. 9 (1): 5-12.
- Bagul, Awangku Hassanah Bahar Pengiran and Marzuki, Kamarul Mizal. (2007). Tourism and Hospitality Education in Universiti Malaysia Sabah (UMS). In *Universiti Malaysia Sabah and Universitas Andalas - Joint Postgraduate Seminar*. 10 December 2007. Universitas Andalas, Padang, Republik Indonesia.
- Breakey, Noreen and Craig-Smith, Stephen J. (2008). Trends and Issues in Tourism and Hospitality Degree Education in Australia: Will the Bubble Burst? In *CAUTHE 2008 Conference: Where the Bloody Hell Are We?* 11-14 February 2008. Griffith University, Gold Coast, Australia.
- Chaisawat, Manat. (2006). The Hospitality and Tourism Education in Thailand: The Best Practice at Prince of Songkla University, Phuket Campus. In *Pacific*

Asia Travel Association Education and Training Forum. 22 April 2006. Pattaya, Thailand.

Charles, K.R. (1999). Tourism education and training in the Caribbean: preparing for the 21st century. *International Journal of Tourism Research*. 3(3): 189 - 197.

Cruz, Reil G. (2005). Toward the Development of Sustainable Tourism Indicators: An Analysis of Sustainable Tourism Programs and Practices Among ASEAN National Tourism Organizations. In Ramon Benedicto A. Alampay Ed. *Sustainable Tourism: Challenges for the Philippines*. Philippines: the Philippine APEC Study Centre Network (PASCN) and the Philippine Institute for Development Studies (PIDS).

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.

Davidson, Michael and Beesley, Lisa. (2010). Realigning the Imbalance between Skilled Labour Supply and Demand in the Australian Hospitality Industry. In *EuroCHRIE Conference*. 25-28 October 2010. Amsterdam, Netherlands.

Department of Statistics.(2009) *Selected Social Statistics Series 10*. Retrieved 1st June 2009 from <http://www.statistics.gov.my>

Department of Statistics. (2009). *Quarterly Report of Labour Force Survey, Second Half 2008*, Retrieved 1st June 2009 from <http://www.statistics.gov.my>

Department of Statistics. (2009). *Quarterly Report of Labour Force Survey, Third Quarter 2008*, Retrieved 1st June 2009 from <http://www.statistics.gov.my>

Dewan Bandaraya Kuala Lumpur (DBKL). (2000). *Kuala Lumpur Structure Plan 2020*. Kuala Lumpur, Malaysia.

Economic Planning Unit (EPU). (2006). *Ninth Malaysia Plan*. Retrieved 25th March 2009 from <http://www.epu.jpm.my/New%20Folder/development%20plan/mtr/mtr%20r m9/>

Evans, J. 1993. Tourism graduates: a case of over-production. *Tourism Management*. 14(4): 243-246.

Goldsmith, Alistair and Zahari, Mohd Salehuddin Mohd. (1994). Hospitality

- Education in Malaysia: Filling the Skill Gap, *International Journal of Contemporary Hospitality Management*. 6(6): 27 – 31.
- Hanapiah, M.F. (2002). English language and the language of development: A Malaysian perspective. In *Institut Perguruan Bahasa-Bahasa Antarabangsa (IPBA) International Conference: English Language and Development for Equity in the 21st Century*. 24-26 September 2002. Kuala Lumpur, Malaysia.
- Hjalager, A-M. and Andersen, S. (2001). Tourism Employment: Contingent Work or Professional Career? *Employee Relations*. 23 (2): 115 – 129.
- Hjalager, Anne-Mette. (2003). Global Tourism Careers? Opportunities and Dilemmas facing Higher Education in Tourism, *Journal of Hospitality, Leisure, Sport and Tourism Education*. 2(2): 26-38.
- Inui, Yuka; Wheeler, Daniel and Lankford, Samuel. (2006). Rethinking Tourism Education: What Should Schools Teach? *Journal of Hospitality, Leisure, Sport and Tourism Education*. 5(2): 25-35.
- [Jafari, J.](#) 2003. Research and scholarship: the basis of tourism education. *Journal of Tourism Studies*. 14(1): 6-16.
- Jayawardena, C. (2000). International hotel Manager. *International Journal of Contemporary Hospitality Management*. 12(1): 67-69.
- Kaplan, L. (2004). Skills development in tourism: South Africa's tourism-led development strategy. *Journal GeoJournal*. 60(3): 217-227.
- Khoo, Soo Peng. (2003). Issues in Hospitality and Tourism Education in Malaysia. In *the 2nd Tourism and Hospitality Educators Conference 2003*. Selangor, Malaysia.
- Knowles, T., Teixeira, R.M. and Egan, D. (2003). Tourism and hospitality education in Brazil and the UK: A comparison. *International Journal of Contemporary Hospitality Management*. 1: 45 – 51.
- Lempert, Zadok Severin.(2006). Curriculum and Educational Programme Design in Tourism Management, with Observation of Market Demands, Sustainable Tourism Practices; and Consideration of Current Industry Developments. In *Pacific Asia Travel Association Education and Training Forum*. 22 April 2006. Pattaya, Thailand.
- Malaysian Association of Tour and Travel Agents (MATTA). *Background*. Retrieved 27th May 2009 from http://www.matta.org.my/content.php?ctn_trans_id=862

- Malaysia Receives Global Traveller's Best International Destination Award for 2008. Media Release on 3 Feb 2009. *Tourism Malaysia*.
- Malaysia Voted Best Tourist Destination of 2006 Magazine Poll. (January 26, 2007). *BERNAMA*.
- Sindiga, I. (1994). Employment and Training in Tourism in Kenya. *The Journal of Tourism Studies*. 5(2): 45-52.
- Siti-Nabiha, A.K, Abdul Wahid, N., Amran, A., Che Haat, H. and Abustan, I. (2008). Towards a Sustainable Tourism Management in Malaysia: A Local Agenda for Action. In *International Conference on Environmental Research and Technology (ICERT 2008)*. 28-30 May 2008. Park Royal Penang, Malaysia.
- Tourism Malaysia, *Tourist Arrivals and Receipts*. (Retrieved 5th April 2011) from <http://www.tourism.gov.my/corporate/>
- Wang, Jie; Huyton, Jeremy; Gao, Xiaochun and Ayres, Helen. 2010. Evaluating undergraduate courses in tourism management: A comparison between Australia and China. *Journal of Hospitality, Leisure, Sport and Tourism Education*. 9(2): 46 – 62.
- World Travel and Tourism Council (WTTC), *Progress and Priorities 2009/10*. (Retrieved 5th April 2011) from <http://www.wttc.org>
- Zahari, Mohd Salehuddin Mohd.; Yusoff, Norhayati Mat; Jamaluddin, Mohd Raziff; Radzi, Salleh Mohd. and Othman, Zulhan. (2010). The Employability of the Hearing Impaired Graduates in Malaysia Hospitality Industry. *World Applied Sciences Journal*. 10 (Special Issue of Tourism and Hospitality): 126-135.

