

The Role of Education for Talents Development and Tourism Sustainability in Nepal: A Proposed Model

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Abstract:- Human resource development has been a part of long- term tourism development. Tourism sustainability is an essential contribution to meet sustainable development goal of the country. The key objective of this research is to propose conceptual model to study knowledge and talent development practices in academic tourism institutions and tourism organizations for improving education to develop human resource and employability to achieve tourism sustainability in Nepal. The descriptive analysis methodology has adapted for conducting intensive academic literature review. It analysis Governmental and non- government al report and other literature that relates to education, human resource development and tourism sustainability. The research exposed that it is vital to conducting in deep research in education and human resource development for tourism development in Nepal and propose proper conceptual model.

Keywords:- Education, Human Resource Development, Tourism Sustainability, Knowledge, Talent, Employability.

I. INTRODUCTION

Education is also one of the key factors to accelerate tourism and development. Al-Rabaani (2013) focused tourism linking to education as an important means for sustainable development while there is the establishment of positive attitudes of students and teachers towards tourism by avoiding negative influences on tourism work places and activities. He did not directly consider to the sustainable tourism but tourism has played vital role for sustainable development. The positive attitudes of individuals, workers, stake holders, institutions and organizations towards tourism are essential for sustainable tourism development.

Similarly, Sagdic & Şahin (2016) explored that the role of education, teachers' prospection, teaching materials and techniques, students learning environment, pedagogical activities and institutional surrounding have positive impact on sustainable development. The education, institutions and human resources cannot be apart for the sustainable development.

Human resource development has been a part of sustainable tourism development. Sustainable tourism is an essential contribution to meet overall mass tourism development of the country. Without skilled human personalities like other development sectors the tourism development sectors also become paralyzed. The knowledge and talents in tourism sector, the tourism academic institutions and tourism organizations have also close link to the sustainable tourism. The sustainable tourism development is also the result supporting by socio-economic, political, cultural and environmental development factors. IFTO, 1994, as sited in Sharpley (2000) that sustainable tourism development has become an important concept for tourism theorists and practitioners to fulfill the aims of tourism development policy and practice. Many tourism organizations have made sustainable tourism development principles and plans for the management of tourism destinations and industry sectors.

According to Sustainable Tourism for Development Guidebook (2013), tourism has both positive and negative impacts on development. The main positive effects of tourism are: developing trade, creating job opportunities, involvement of huge number of human resources, use of cultural and natural heritages, social and economic changes. But it can also pollute environment and society. So it demands sustainable tourism practices for the management of those drawbacks and challenges. In addition, Cronin (1990) took the economic activity as an important element of sustainable development policy. Similarly, the main theoretical root of sustainable tourism development is resulted by the concept of sustainability and combining development theory of economy, politics, culture, ecology and human development. So tourism is the means to achieve development (Sharpley, 2000).

Concerning Nepal Tourism Policy 2009, Government of Nepal has been emphasizing the tourism one of the essential development sectors to support overall development of the country. But it addressed that the policy should focus to improve services, revenue, programs, human resources and job creations in tourism to change the life style of the people. "Vision 2020 of tourism envisions increasing tourist arrival to two million and tourism related employment to one million" but " total trained manpower in the tourism sector has reached

to 60545 up to year 2015" (MoCTCA ,2015). This meant that Nepal still needs big transformation in education and human resource development for tourism development and sustainability.

Tourism sector in Nepal has been run by the combined efforts of Government, public/private organizations, non-government organizations, educational institutions and professionals. "Tourism industry is mainly HR based that need large number of trained people in diverse areas of tourism. National Academy of Tourism and Hotel Management is sole public institution that develops human resource in tourism sector" (Nepal Tourism Statistics 2015, p-103). However, the present available human resources are not enough to meet present demand and future development of overall tourism sector in terms of quality and quantity, and that also could not minimize present unemployment burden in Nepal. It needs the proper transformation in tourism education system, institutions, organizations and human resource development for sustainable tourism development.

II. PROBLEM STATEMENT

Nepal is very rich with cultural, natural heritages and geographical beauties. Nepal lies in between two emerging economy Asian countries India and China. With the huge potentialities for the tourism Nepal can't be developed as a proper tourism destination. Nepal is the country with highest peak Mt. Everest, Lumbini- birth place of Buddha, Pashupatinath- a centre of faith of Hindu, ten heritage cites of the world, many mountains over 8,000 meters, so many rivers, lakes, hills, forests, valleys, temples, wild life reserves, national parks, suitable climate, natural and cultural diversities. However, Nepal is facing with many problems in the management and development of tourism. Academic institutions and tourism organizations and other tourism development sectors are also trying to tackle with those problems but they are still being faced by the lack of skilled human resources and others social, political and economical problems. Nepal wants to gain economic prosperity from tourism. By the cause of inefficient management, lack of proper use of tourism resources, tourism quality education, employment opportunities, policy and planning, and management strategy tourism sector of the country has not been running smoothly. By the lack of government effort and the organizations and academic institutions are unable to enhance quality education and create enough new job opportunities and every year thousands of youth are being declined to foreign nations for jobs instead of doing work in native land.

The root problem of tourism sectors is weak practices in knowledge, skill, and competence for talents development. The academic tourism institutions and tourism organizations have a great challenge to create proper environment to develop required competitive talents. Learning environment and practices for knowledge transformation and talent development are not properly maintained and outcome has become poor. In present context of Nepal, knowledge and skills for the talents are not properly developed because of the poor environment in education, learning and practices. Many researches of many areas of the study have also better effect for talent development but in Nepal there is no attentive trend and environment of research in academic, business and service fields to be expertise. The skilled human resources or talents require knowledge, skills, competence and employability in tourism education sectors, organizations, infrastructure, and management and development sectors.

III. RESEARCH OBJECTIVES

The general objective of this research is to explore the role of education for talent development and tourism sustainability in Nepal. The specific objective of this study is to investigate talent development practices in academic tourism institutions and organizations in Nepal.

IV. LIMITATIONS OF THE RESEARCH

The findings of the research study are restricted to tourism education, human resource development and tourism sustainability alone. This research is limited in Nepal. This research mainly focuses on ' knowledge and talent development practices in Nepal'.

V. CONCEPTUAL FRAMEWORK

This study will be forwarded with the following framework. Both knowledge and talent development practices variables that are depended on the four major independent variables including their five components of each: individual (self efficacy, interest, freedom, habit, labor), institution (management, teaching/learning, teacher, facility, technology), organization (program, plan, policy, opportunity, culture), government policy (educational, organizational, industrial, employment, tourism). The outcomes of their relation are expected to achieve human resource development and employability for tourism sustainability.

➤ *Talent Development Framework*

Individual	Institution	Organization	Government Policy
self efficacy	management	program	educational
interest	teaching/learning	plan	organizational
freedom	teacher	policy	industrial
habit	facility	opportunity	employment
labor	technology	culture	tourism

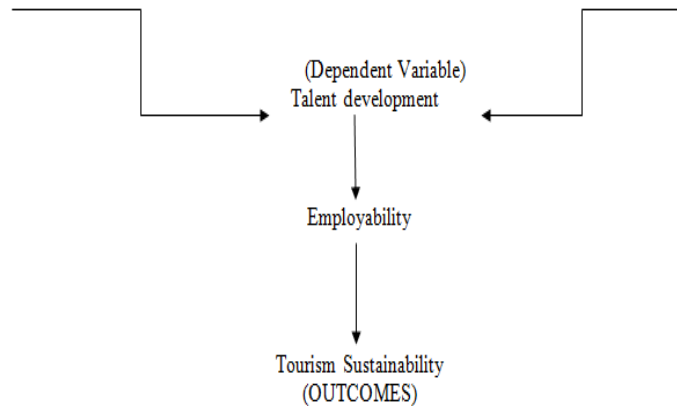


Fig 1:- The conceptual framework of knowledge and talent development practices in Nepal (Independent Variable)
Source: Author

➤ *Research Methodology*

The aim of this study is to link knowledge and talent development practices for tourism sustainability in Nepal. This section will briefly discuss about research paradigm, research design, types of data, sampling design, data analysis and interpretation techniques and explains ethical considerations

➤ *Research Paradigm and Approach*

This study will apply the descriptive research design. The descriptive research will be used to characterize the problem, situation, service, and phenomenon and offers information about the living conditions of a community or characterize the problem (Thyer, B.,2009). And, it is employed to identify the connection that exists among the variables. This research is based on primary data along with secondary data. Research design for this research is based on the mixed research design that is, researcher’s approach is to collect some data based on qualitative approach where as some data are collected by quantitative approach to fulfill the objectives of research.

Simple random sampling and purposive sampling will be the basic sampling techniques to accomplish collecting information of this study. Simple random sampling is a fair way to select a sample, it is reasonable to generalize the results from the sample back to the population for quantitative analysis and purposive sampling is used to collect information

according to the researcher's purpose to meet the research questions and objectives. The primary data is gathered from the respondents. In this study, primary data is gathered from the respondents of tourism academic institutions and tourism organizations of Nepal in this study. For this research the primary data is collected from observation, structured questionnaire and interviews.

The researcher must ensure that the instrument chosen is valid and reliable. The validity and reliability of any research project depends to a large extent on the appropriateness and suitability of the research instruments. Research instruments are the types of tool which researcher use to collect the data for doing their research. There are various types of research instruments used to collect data either for primary or secondary data based on the objectives of research. Questionnaire, observation, interview and focus group discussion will be the research instruments for getting primary source of information of this study.

This study will use SPSS (Statistical Package for Social Sciences) software, a computer program research analytical tools that address the entire analytical process, planning, data collection, analysis, reporting, and deployment. Mainly mean, median, co-relation and regression will be used in this research.

Validity and reliability of this research is based on the feedback retrieved from pilot test and supervisor. The necessary improvement of research instrument will be done based on feedback received from pilot testing, thesis supervisor & co-supervisor and related expert of that field.

No one will be forced, compelled, discriminated and biased for getting information, interview, documents and it will be maintained the persons' privacy and secrecy in the process of data collection. There will be no falsifying, or misrepresenting research data to promote the truth and minimize error. I will honestly report data, results, methods and procedures, and publication status. Relevant institutional rules and government's policies will be properly followed.

VI. MODEL DISCUSSION

The present competitive world demands huge skilled professionals for the management of tourism that can be fulfilled from tourism institutions by the continuous innovation in education and teaching experiments. Scientific studies of professional skill, cognitive development, office management, industrial application with various dimensions have been identified for teaching and learning in the institutions for tourism professionalism (Hu, Zhang, & Xiang, 2014).

Ackehurst and Loveder (2015) revealed that in present time tourism sectors have been demanding skilled professionals for its sustainability. It is only fulfilled by the

product of human resources with the development of various professional skills by the combined help of education, training centers and industrial sectors. "Across the tourism, travel and hospitality industry a number of core skill sets appear to be in growing demand, including digital skills, customer service skills, literacy and numeracy (LLN) and employability skills, complementary skills, and competency requirements" (p-14).

According to Putro, Eko, Sukirno, Budi, and Didik (2016) the quality of human resource is one of the responsible factors to eradicate poverty of the marginal community developing the place as tourism destination with its potentialities and vocational tourism training is the strategy to maintain human resource quality too, and advised that government, ministry of education and local communities have to focus vocational training and education for the people to develop tourism.

Some of the scholars viewed a sustainable tourism development has the close connection to the environment and natural resources. Ecotourism is a sustainable tourism strategy that is empowering local people with their participation of its development, and it also needs the conservation of natural resource, infrastructure, human resources and institutional development (Siswanto, 2015). Similarly, Kachniewska (2015) found that sustainable tourism resulted from the close relationship of ecotourism among the quality of natural, environmental resources, local people and their inputs. Likewise, Sharpley (2000) pointed that sustainable tourism has not only encompassed with the ecotourism but also local social, economic, political to a global context.

On the root of rapid growth of economic activities of the nation, sustainable tourism development can be forwarded. Singh (1997) got tourism is the powerful means to gain foreign currency. The rapid development of tourism has been possible in Asia Pacific region because of the increase of individual's income, increase trend of travelling, change habit of expenditure, development of air travelling, transformation of tourism law barriers, growth in economy, enhancing tourism promotion, political stability, production of goods for export, consistency value of currency, high investment to expanding tourism trade and business, finance and market, and development of infrastructures.

Sustainable tourism has been one of the crucial parts of the body of sustainable development. 'Sustainable development' is a growth that meets the economic, environmental, and social needs of the present, in particular the essential needs of the poor, without compromising the ability of future generations to meet their own needs"(World Commission on Environment and Development, 1987, p-43).

Even private tourism organizations and enterprises helped indirectly for social, economic, health, education development, employment generation and poverty reduction of the country. The different types of tourism organizations

have contributed in human resources development and income generation opportunities accordingly their size and scale of programs (Hu, Zhang, & Huang (2014).

Heung and Deniz (2013) tried to present sustainable tourism as named "wellness tourism" has benefitted to tourism marketing and development gained by the development of infrastructures, considering natural and cultural resources, better destination policy and planning, skilled human resources with the combined efforts of public and private sectors.

Sagdıç and Şahin (2016) highlighted the role of education, teachers and teaching performance, and problems for sustainable development. The study found that teachers' positive beliefs, sufficient instructional teaching materials, well school learning environment have contributed for sustainable development. It acquired not only providing knowledge to the students but also the institutions should make them skilled, responsible and professional human resources.

William E. E. and Godfrey U. U. (2015) focused the role of youth has been very essential for sustainable development. By the empowerment of youths potentialities through proper education, training and professional skills in higher education in the developing nations they obviously contribute either being employers or employed to the sustainable development. They suggested that only qualitative education, best policy, public awareness, government and stakeholder efforts, youths can be empowered to sustain the development.

Ekene, O. G. and Suleh, O. E. (2015) stated that education plays vital role to make the person work efficient manpower who can change and manage all the development sectors because education provides needed skills and knowledge. Higher academic institutions: college and universities need to provide better and productive education opportunities widely for all the students so that it can fulfill the demand of labor market to sustain the development.

Similarly, Wattanacharoensil (2014) studied the development of tourism curriculum of higher education of last 20 years of American and European contexts with global tourism perspective and found that the present curriculum has not met the expectation of creating skilled and multi-dimensional tourism talents who can handle the balanced tourism development and fulfill the current demands and conditions. He suggested the present tourism curriculum needs to extend into large social paradigm to create qualitative human resources to develop tourism.

Sanchez, Aujla, and Nordin-Bates (2013) found that social, cultural, family, environment and economic support were important for dance students' psychological well being feelings, self confidence and motivation helped their aptitudes in to talent development. Training, performance opportunities,

physical exercise, transport and other facilities also forced them to work hard.

The future high economic growth and competitive country only would be resulted by the effort of highly skilled human resources. Talent development policy of Malaysia proposed to provide highly academic and educated talent by the efforts of higher academic institutions, universities as intellectuals (Azman, Sirat & Pang 2016).

Orosz and Ferenc (2015) introduced integrative model of sport talent and found psychological factors such as concentration, confidence, out of anxiety, social and coping skills were responsible to promote personal efficiency for developing football talent.

Gagne, F. (2015), stated the development of academic talent according to educational system and formally defined academic talent development in terms of practices and principles of sports, music and education, and also characterized talent development programs. Author focused separate daily basis curriculum, selection of high ability full-time students for proper academic talent development.

Development of talent contributed employability in the context of human resource development practices with training and development, suggested a talent model that included individual, institutional and organizational as social dimensions and identified talent by different concepts such as knowledge, competency and employability. For the employee performance and organizational success, employability including individual competency played vital role (Nilsson & Ellstrom, 2012).

Providing opportunities for the talent development played important role for the future society and advocating was the key element for talent development in different disciplines such as science, technology, engineering and mathematics. Identifying educator, advocating plan, time of advocacy, clear message and way of advocacy was essential for talent development (Roberts, 2012).

VII. CONCLUSIONS AND RECOMMENDATIONS

The conclusions were reached to the vitality of conducting in deep research on the area of tourism education and human resource development with knowledge and talent development practices in Nepal. It is important to fill the lack of studies that trying to solve the weak practices of academic tourism institutions and organization in knowledge and talent development areas to support tourism sustainability of Nepal. The research exposed that it is vital to of conducting in deep research:

1. To identify the underlying common practices talent development in academic tourism institutions and organizations of Nepal.
2. To examine the role of education for human resource development and tourism sustainability in Nepal.
3. To analyze how employability support for tourism sustainability in Nepal.
4. To propose a model for talent development to achieve employability in tourism of Nepal.

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