

THE EXPECTATIONS OF LECTURERS AND EMPLOYERS TOWARDS WORK-INTEGRATED LEARNING IN THE FIELDS OF HOSPITALITY AND TOURISM EDUCATION

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ABSTRACT

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Work-Integrated Learning (WIL) is an instructional method that integrates the requirements of the employment sector into curriculum design, blending academic and practical training. The key drivers of this type of learning management are lecturers and employers. This study aims to compare expectations in WIL, classified by occupation and work experience. Data were collected from two groups of stakeholders, including lecturers from six higher education institutes using WIL learning management, and supervisors responsible for overseeing learners during their practical training period in the hospitality and tourism field. Fieldwork was conducted with employers in managerial positions at nine hotels in Thailand, using cluster random sampling to obtain the 19 participants. The research instrument was an assessment form evaluating the performance expected of learners upon graduation. The statistics used to analyze the data included mean ($\bar{x}$), standard deviation (SD), and two-way analysis of variance (ANOVA). The findings indicate that lecturers and employers have the highest expectations for WIL learning in the hospitality and tourism field ($\bar{x} = 4.63$, $SD = 0.27$), with different occupations and experiences having similar expectations for WIL learning. These results offer new insights into identifying stakeholder groups as informants for data collection and need analysis in designing or improving curricula. Additionally, the findings can guide curriculum developers in selecting main stakeholders for data collection and need analysis used in curriculum design.

Keywords: Expectations of lecturers and employers; hospitality and tourism; Thailand; work integrated learning (WIL)

1. INTRODUCTION

Education is critical for developing the workforce to meet evolving economic, societal, and technological demands. The United Nations has established Sustainable Development Goals (SDGs) concerning Quality Education, focusing on holistic education to drive social change (United Nations, n.d.). Additionally, it

promotes increasing skills in professional fields to enhance future job opportunities. The crucial aspect of advancing education is to concentrate on transforming and developing learners to fulfill the needs of employers or industries. The critical process of outcome-based learning management involves analyzing stakeholders' needs to serve as initial data for curriculum development (Crespo et al., 2010). Once the expected outcomes are identified, they will inform instructors on designing learning processes, assessment methods, and evaluation criteria to achieve the desired learner outcomes (Wiggins & McTighe, 2005). However, it is found that, in the current situation, undergraduate learners who have completed their education still need to gain skills and readiness to work in their professional field, resulting in an imbalance of abilities in new graduates who cannot immediately start working after graduation. When entering the actual work environment, this requires time for on-the-job learning.

Learning management is an essential part of human resource development. Multiple European countries have adapted integrated learning management systems (Cooper et al., 2010), whose curriculum development is aligned with the needs of employers. This allows students to learn through practical experience, trial and error. It also allows students to solve problems in real-world working environments, similar to that they might encounter after graduation. Commonly referred to as 'Work-Integrated Learning' (WIL) (Winborg & Hägg, 2023), is a type of learning that incorporates theory along with hands-on experience. In addition to practice, WIL allows learners to apply their abilities to their professional disciplines, interspersed with classroom learning. This type of learning helps learners develop professional skills and prepares them for employment after graduation.

This is consistent with Wheeler's (2012) idea, which claims that doing things accounts for 40% of what learners can do, 30% relates to interactions and the exchange of learning with others, and 20% to mentors who encourage others' work. Only 10% is derived from classroom learning. Moreover, WIL learning differs from other learning styles in that learning management is not just carried out by educational institutions but includes teachers and learners from four groups, including educational institutions, lecturers, learners, and employers (Martin & Hughes, 2009). In addition, the curriculum design occurs by using the employer's needs or expectations as the initial data in the curriculum design (Baum, 2002). At the same time, theoretical learning management is still the responsibility of instructors, who are also in charge of transferring knowledge to learners for application in practice. Therefore, both employers and lecturers combine to influence learning management (Du Plessis, 2011).

Assessing learners' skills can help validate the quality and success of learning management. In the context of Work-Integrated Learning (WIL), it is essential for instructors and employers, who are critical stakeholders in the learning management process, to serve as assessors. Their assessments provide valuable information for improving and developing learning management, enabling learners to be better prepared for post-education pursuits (Ferns & Moore, 2012).

Assessing learners' skills is part of the curriculum evaluation process, aiming to identify and address incomplete areas or enhance and complement them further. This involves comparing the curriculum outcomes with the expected goals (Sinlarat, 2019). Therefore, it is imperative to prioritize studying the expectations of lecturers and employers to apply educational outcomes towards improving or developing effective learning management, thus producing graduates who are ready to enter the workforce in relevant professional fields.

2. RESEARCH OBJECTIVE AND RESEARCH APPROACH

The experience gained from practical training during studies will confirm learners' abilities, but it does not guarantee that all learners will perform equally (Fleming & Pretti, 2019). Therefore, outcome assessment in learning management is necessary for curriculum implementation to ensure all learners achieve the expected results. Previous research has shown that evaluation often focuses solely on the teaching dimension to improve learning management processes. However, more understanding is needed regarding how WIL is designed to meet employers' needs.

Stakeholders in the learning management process include lecturers and employers, each bringing different professions and experiences to the table. The WIL learning management process aims to prepare learners and equip them with immediate work skills upon completion of their studies. Collaboration between lecturers and employers in the workplace is a crucial mechanism contributing to the success of WIL learning (Fleming et al., 2018). Curriculum developers need to understand the extent to which teachers and employers, with their varied experiences, have expectations for the learning management process. Therefore, this study aims to compare expectations for WIL learning management categorized by profession and work experience.

3. LITERATURE REVIEW

This research is based on the fundamental principles of enhancing and developing learning management for employment needs. It is essential to incorporate relevant principles and theories in education on various issues to guide the implementation.

3.1 Curriculum design principles

Developing a new curriculum requires an analysis of the requirements to determine the desired outcomes, knowledge, skills, and attitudes necessary for a particular profession. This analysis is conducted through three primary sources of important information include gathering a broad range of data to better understand changes in the profession and the necessary abilities for the future. Factors such as economic, social, and technological aspects should be considered.

Other factors such as new opportunities, skills, or qualifications required must be considered in the curriculum produced. Other key aspects include identifying the target labor market and determining the skills and competencies that employers in the field require. This can be achieved by conducting in-depth interviews with employers and developing a curriculum to meet industry needs by designing specific objectives based on the desired outcomes. This process has become known as 'Outcome-Based Education.' Once the goals or desired outcomes are established, the next step in the curriculum design process is to select learners with the desired qualifications and design the learning processes, assessment methods, and evaluation criteria. This approach is often referred to as 'Backward Curriculum Design' (BCD) (Crespo et al., 2010).

Backward Curriculum Design (BCD) is a framework developed by Wiggins and McTighe (2005) and has played a significant role in managing higher education in Thailand for nearly two decades. The authors suggested that there are three steps in designing a backward curriculum. The first step is defining the goals or expected outcomes of learning, with instructors specifying the knowledge and abilities expected to be achieved by learners upon completing the curriculum. The second step involves defining the evidence of proficiency that learners must demonstrate or perform to ensure they have the knowledge and abilities outlined in the expected outcomes, as well as specifying the tools used for measurement and assessment. The third step designs teaching strategies and learning management techniques to enable learners to achieve the anticipated outcomes of the curriculum.

However, BSD is unlike other curriculum designs, such as 'Forward Curriculum Design (FCD),' which focuses on learning activities, teaching techniques for content delivery, and assessing learning activities to link them to the intended goals. Unlike, FCD, BCD starts with setting the goals or expected outcomes of learning and the skills required after completing the curriculum. Learning activities, assessment, and evaluation are then designed to align with these goals or expected outcomes (Sinlarat, 2019).

Furthermore, curriculum evaluation improvement research conducted by Songserm et al. (2018) found that curriculum design must establish clear objectives and have a plan for effective learning management. This includes providing learning support materials and tools for learners to engage in practical learning actively, enabling them to solve problems systematically. This hands-on approach aligns with Gyeltshen's (2021) research, which states that teachers play a crucial role in delivering quality education. If teachers are dedicated and plan their teaching according to set objectives, it helps learners meet the curriculum's expectations. With this method, although teachers may lack prior work experience, their dedication and effort enable learners to achieve their goals.

3.2 Workplace learning management integration

Experiential learning, which involves learners actively engaging in hands-on practice, is an educational approach that encourages the application of knowledge and skills in various contexts. Integrating learning with workplace activities is a form of experiential learning that aims to bridge theoretical knowledge with practical application. This is consistent with Wheeler (2012) who reported that 40% of learning comes from practical experience.

Through this approach, learners have opportunities to practice and apply their learning in real-life settings throughout the course duration. This helps them develop skills in their chosen profession, while facing challenges and gaining experiences in a realistic work environment (Atkinson, 2016; Billett et al., 2008). Additionally, it aids in developing other relevant skills such as communication, teamwork, problem-solving, and time management, which are essential for future employment and immediate career readiness upon completion of their education (Du Plessis, 2011).

As previously discussed, WIL learning management employs a BCD that begins with identifying the desired outcomes (Korotchenko et al., 2015). Employers' requirements (Baum, 2002) and the relevant organizations associated with learners in their professional disciplines provide crucial input for curriculum

design, according to Pratis (2023). The learning management process is then defined to align with these desired outcomes.

Designing learning outcomes requires input from instructors, who are the driving force behind the learning mechanism. This collaboration indicates that employers and instructors play significant roles in the successful implementation of WIL learning management. Moreover, Martin and Hughes (2009) emphasized that this learning management can only be effectively implemented through the interaction of educational institutions and the learners themselves.

Furthermore, Du Plessis (2011) has emphasized that the purpose of implementing WIL as a learning approach is to prepare graduates for the real world of work. Through practical work placements, learners can learn and develop skills in their chosen professions. This process involves using the knowledge gained in classrooms and applying it in real-life work settings for continuous skill development. The critical function of this type of learning approach is to gather employer needs as preliminary data for curriculum design and to establish a learning management system for learners to engage in practical experiences (Baum, 2002).

In addition, it has been found that identifying learner outcomes, which determine if they have achieved the curriculum's learning objectives, is an important task to carry out. This is consistent with Ferns and Moore (2012) who assessed learner outcomes in fieldwork placements during the learning process and determined that it helps to reflect on each learner's abilities during their on-the-job training practice. Lecturers can then use this information to improve and develop the learning process, ensuring learners are prepared for future professional work.

Additionally, Schumacher and Ifenthaler (2018) state that WIL is a learning management method designed to meet the needs of the workplace. Manuti et al. (2015) have added that one benefit of WIL learning management is that it prepares individuals with skills for professional work. Employers can expect learners to have teamwork skills, effective communications skills, critical thinking skills, and problem-solving skills. Additionally, WIL learners are expected to gain knowledge and skills in using data and technology, translating terminology, taking responsibility, having accountability, demonstrating professionalism, and social skills, and seeking new knowledge and perspectives (Hajkowicz et al., 2016).

On the other hand, educators have expectations regarding supporting factors for successful learning management, such as institutions collaborating with employers to provide workplace training opportunities for learners. Moreover, educational institutions are expected to create systems to support and monitor learners during their workplace training, including establishing systems for tracking and evaluating learners to assess if they have achieved the desired outcomes according to the curriculum (Skinner & Whyte, 2004).

Therefore, lecturers and employers have the same goals in WIL management, which include producing highly trained graduates. During the learning process, there should be an ongoing process of assessing learners' skills and abilities. This helps facilitate the improvement and development of the WIL learning management process.

3.3 WIL management learner assessment

The WIL approach integrates theoretical knowledge with practical application in real work environments, aiming to provide learners with experiences and skills relevant to their professional fields. Educational institutions should design curricula and assessment methods that align with employers' needs (Cooper et al., 2010). The traditional goal-based evaluation process, which focuses on measuring outcomes according to predefined objectives, may not provide the necessary information for effective evaluation in WIL learning management. This approach is unsuitable for WIL, which aims for outcome-based skills.

According to Abma and Stake (2001), evaluation should be goal-free and emphasize the benefits of using evaluation results that respond to stakeholders' needs. They proposed the Responsive Evaluation Model, which involves gathering evaluation data from multiple sources to produce findings that reflect the issues being addressed. Before conducting an evaluation, it is crucial to understand the expectations or objectives, such as those from employers for learning outcomes or skills after the learning process, and from teachers who are involved in the teaching process. This approach is consistent with the research of Ferns and Moore (2012), which states that evaluation components in WIL learning management should align with the curriculum's learning process and the abilities or skills of learners to meet employers' expectations.

Oliver (2011) emphasizes that assessing learning outcomes to meet the curriculum's expectations is a crucial foundation that must be considered in conjunction with curriculum design. This aligns with Knight and Yorke (2004) and Cooper et al. (2010), who suggest that WIL is a learning approach connected to various activities impacting learners' outcomes in both classroom and real-world settings. These authors convey that defining a specific structure and components in the assessment process aligns with the desired learning approach and can serve as a tool to verify learners' readiness for work.

Knight and Yorke (2004) explained that WIL in the workplace consists of three components: (1) workplace assessment, (2) learner guidance and tracking, and (3) reflection on skills gained from the WIL

process. Additionally, Race and Pickford (2007) stated that providing feedback to learners after assessment helps them improve and develop their readiness for their future careers. Govender and Taylor (2015) added that collaboration with industry or employers is a critical factor contributing to the success of WIL. Therefore, assessments that respond to stakeholders' needs enable educators to design learning processes that align with employers' expected outcomes. Furthermore, assessment results contribute to reflecting on and improving oneself to develop the necessary skills and competencies outlined in the curriculum.

From the literature review, it can be observed that the variables used to measure expectations in WIL learning management can consist of four aspects. These include: (1) learning environment/atmosphere (learning atmosphere management, learning management characteristics); (2) factors influencing learning management success (management administration, communication); (3) learning management process (pre-learning activities, in-learning activities, and post-learning activities); and (4) evaluation of learner skills or competencies. These four aspects are interrelated and impact the expectations of teachers and employers, as shown in Figure 1.

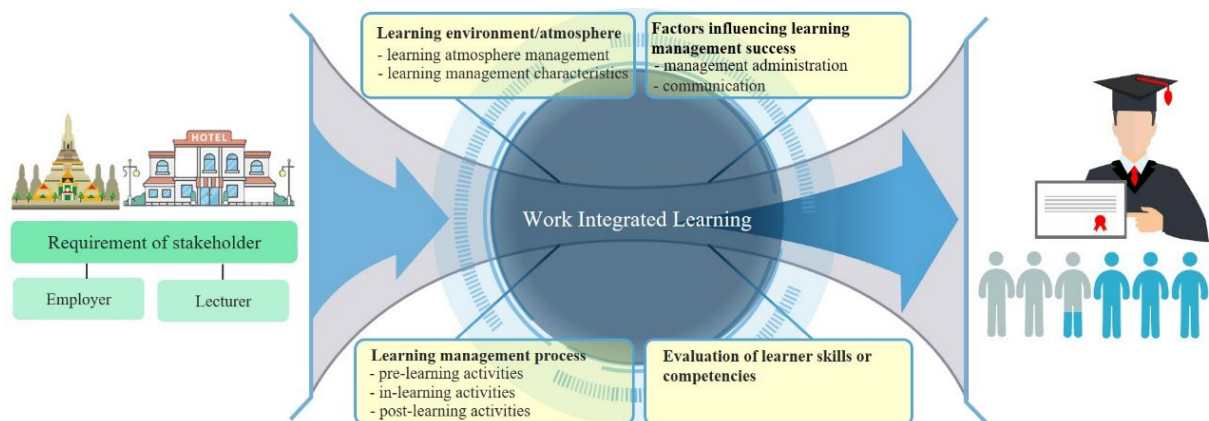


Figure 1: Variables used to measure expectations in WIL learning management (Kanta et al., 2024)

4. METHODOLOGY

This research evaluated lecturers' and employers' expectations towards Work-Integrated Learning (WIL) management in the field of Hospitality and Tourism. The research procedures were delineated in the following details.

1. Literature review and component synthesis:

A review of literature and previous studies related to the expectations of lecturers and employers in WIL learning management in Hospitality and Tourism was conducted. Components and indicators for evaluation were synthesized based on this review. Four key items for assessment (Kanta et al., 2024) were identified:

- Learning environment/atmosphere (learning atmosphere management and learning management characteristics)
- Success factors of learning management (management and communication)
- Learning management process (pre-learning activities, in-learning activities, and post-learning activities)
- Evaluation of learning skills or competencies

After identifying these components and indicators, the researchers developed the research instruments for data collection.

2. Research instrument development:

The research instrument was an expectation assessment form using a 5-point Likert scale. The assessment levels and their interpretations were as follows (Leekitwattana, 2015):

- | | |
|---|----------------------------------|
| 5 | Expectation at the highest level |
| 4 | Expectation at a high level |
| 3 | Expectation at a moderate level |
| 2 | Expectation at a low level |
| 1 | Expectation at the lowest level |

3. Validation of research tools:

The developed research tools were validated by five experts specializing in measurement and evaluation, and WIL learning management in the field of Hospitality and Tourism. The consistency of the instrument was analyzed using the index of item congruency (IOC).

4. Data collection:

Data were collected from two sample sources using the validated tools. The first source comprised instructors from six Thai higher education institutions. These included the Panyapiwat Institute of Management, Kasetsart University (Kamphaeng Saen Campus), Sripatum University, Suan Dusit University, Suan Sunandha Rajabhat University, and Southeast Bangkok University. The second source was a group of employers holding managerial positions in the hospitality and tourism industry. Nine employers participated, including the Bangkok Marriott Marquis Queen's Park Hotel, the Centre Point Hotel Pratunam, the At Mind Group Hotel, the River Life Resort Kanchanaburi, the Royal City Hotel, the Riverside Chiangkhan Resort, the Ray Hotel, and the Phanomrungpuri Hotel.

Cluster random sampling was used to select the sample, and informed consent was obtained from participants following ethical research principles before data collection. Given the need for expertise in organizing WIL learning for Hospitality and Tourism, a sample size of 19 was employed to minimize expected rate fluctuations and ensure stability (Macmillan, 1971).

4.1 Research instrument

The tool used for data collection was an evaluation questionnaire, consisting of two parts. The first part assessed the respondent's status as an evaluator, while the second part evaluated the expected level of performance of learners upon completion of their studies in the field of hospitality and tourism. The researchers presented the questionnaire to five qualified individuals, to assess the compatibility of the evaluation items with the research objectives, before using it for data collection. The results showed that the compatibility ranged from 0.60 to 1.00, with a reliability score of 0.82 (Leekitwattana, 2015).

4.2 Data collection

The researchers revised the validated assessment questionnaire based on the suggestions received from experts. They then implemented it to collect data from lecturers and employers by emailing them the online questionnaire. Each participant was given two weeks to complete and submit the assessment to the researchers.

4.3 Data analysis

1) The quality of tools used was checked by calculating the IOC and by selecting the IOC value equal to or greater than 0.5 (Leekitwattana, 2015).

2) The general data of the respondents was analyzed by finding the average ($\bar{x}$) and the percentage of the expected level of performance toward learners' learning outcomes after completing the educational program. The data was then analyzed by finding the $\bar{x}$ and the standard deviation (SD) compared to the following criterion (Leekitwattana, 2015).

Average score level and result interpretation criteria:

4.50 – 5.00	The highest expectation
3.50 – 4.49	High expectation
2.50 – 3.49	Moderate expectation
1.50 – 2.49	Low expectation
1.00 – 1.49	The lowest expectation

3) The difference in the average values between the variables of occupation and work experience that affect the expectations of WIL learning management in hospitality and tourism professions was compared using two-way analysis of variance (ANOVA) (Rattanaolarn, 2020).

4.4 Ethical approval

The conduct of this procedural research involving human subjects was in accordance with the international standards for ethical research in human subjects, such as the Declaration of Helsinki, the Belmont Report, the CMOS Guideline, and the International Conference on Harmonization in Good Clinical Practice (or ICH-GCP), and was certified by Human Research Ethics at King Mongkut's Institute of Technology; Ladkrabang, with approval number EC-KMITL_66_004.

5. RESULTS

The respondents of the assessment consisted of two groups: lecturers from 6 Thai universities (a total of 10 individuals) and employers from various managerial positions in different organizations (a total of 9 individuals). In total, there were 19 participants. The work experience was categorized into two groups: less than ten years and more than ten years. The percentage of work experience for each group is shown in Figure 2.

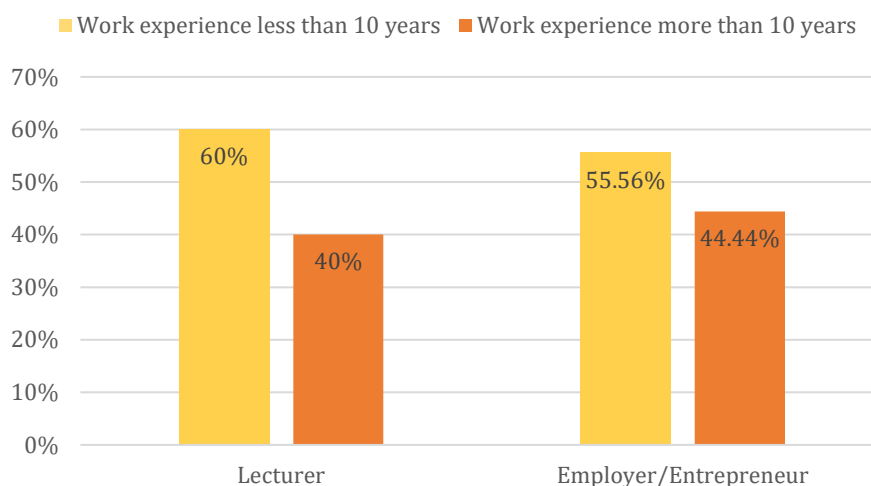


Figure 2: Percentage of respondents according to work experience

Table 1 shows the results of the evaluation of the expected performance of learners after completion of their studies in the hospitality and tourism sector. Results indexed that, overall, the expected performance was at the highest level ($\bar{x} = 4.63$, $SD = 0.27$), with those with more than ten years of experience having the highest average expected performance ($\bar{x} = 4.74$, $SD = 0.30$). Similarly, instructors with more than ten years of work experience had the highest level of expectations ($\bar{x} = 4.90$, $SD = 0.57$), as well as employers from the industry with more than ten years of work experience, who also have the highest level of expectations ($\bar{x} = 4.60$, $SD = 0.37$).

Table 1: Mean and SD of the expected performance of learners by instructors and employers upon completion of studies in the hospitality and tourism profession

Occupation	Work Experience (Years)	n	$\bar{x}$	SD	Expected Outcomes
Lecturer	Less than 10 years	6	4.60	0.16	Highest expectation
	More than 10 years	4	4.90	0.57	Highest expectation
	Total	10	4.72	0.20	Highest expectation
Employer/Entrepreneur	Less than 10 years	5	4.50	0.32	Highest expectation
	More than 10 years	4	4.60	0.37	Highest expectation
	Total	9	4.54	0.33	Highest expectation
Total	Less than 10 years	11	4.55	0.24	Highest expectation
	More than 10 years	8	4.74	0.30	Highest expectation
	Total	19	4.63	0.27	Highest expectation

From Table 2, it is noted that due to the small sample size (less than 30 participants), the researchers conducted a test of normality using the Shapiro-Wilk statistic. The results indicate that occupation and work experience significantly influenced the implementation of WIL management, with significance at .05 level, indicating a normal distribution of the data. Therefore, parametric statistical analysis can be applied to analyze the data (Rattanaolarn, 2020).

Table 2: Test of normality using Shapiro-Wilk statistic

Occupations		Shapiro-Wilk		
		Statistic	df	Sig.
Expectation Level	Lecturer	0.94	10	0.55
	Employer/Entrepreneur	0.87	9	0.11

Sig > 0.05

The results of the analysis of the relationship between profession and work experience affecting expectations in WIL learning management in the field of hospitality and tourism, as shown in Table 3, reveal that there is no interaction between occupation and work experience influencing expectations in WIL learning management. When considering the main effects of occupation and work experience, it is found that different occupations and work experiences do not significantly differ in their expectations of WIL learning management. This observation is further supported by the data presented in Figure 3, where it is evident that there is no significant association between profession and work experience affecting expectations in WIL learning management in the field of hospitality and tourism.

Table 3: Results of two-way ANOVA examining the interaction between occupation and work experience on expectations in WIL-based learning management

Source	SS	df	MS	F	Sig
Occupation	0.18	1	0.18	2.82	0.16
Work Experience	0.18	1	0.18	2.71	0.15
Occupation* Work Experience	0.05	1	0.71	0.71	0.06
Error	0.97	15	0.06		

*p < .05

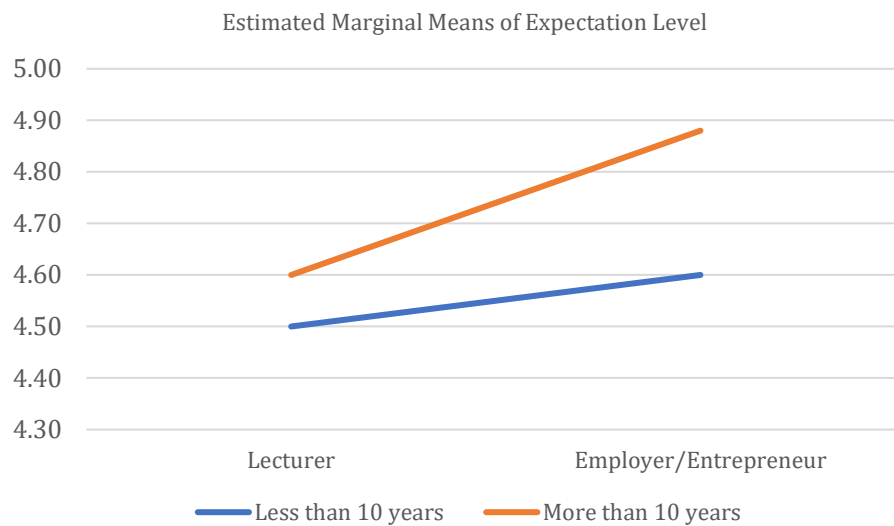


Figure 3: Relationship between profession and work experience impacting expectations in WIL learning

6. DISCUSSION

The results of the assessment of the expectations of lecturers and employers towards the management of WIL learning in the field of hospitality and tourism found that both lecturers and employers had the highest overall expectations ($\bar{x} = 4.63$, $SD = 0.27$). Individuals with more than ten years of work experience had higher expectations for learning management than those with less than ten years ($\bar{x} = 4.74$, $SD = 0.30$). This may be due to the effectiveness of their work, which affects customer satisfaction, resulting in individuals with more than ten years of work experience having higher expectations for graduates to be prepared for higher-level professional jobs compared to those with less than ten years.

This aligns with the findings of Manuti et al. (2015), who stated that employers expect learners to have skills relevant to their respective professions, including problem-solving, data and technology utilization, and the ability to work collaboratively with others. Furthermore, employer supervisor who have extensive expertise and experience tend to expect a high level of performance or results from their employees, which may lead them to have higher standards or greater expectations regarding the quality of work, skills, or outcomes they anticipate from their employees.

Furthermore, according to Hajkowicz et al. (2016), instructors anticipate that educational institutions and internship providers will offer support and resources to aid learners in acquiring the skills required by the workplace. This support includes creating systems to monitor learners' progress and assess their practical

skills, ensuring they align with the expectations outlined in the curriculum. Feedback obtained from these assessments is then provided to the learners, enabling them to identify and address any weaknesses or areas for improvement. Ultimately, upon completing their studies, learners are expected to possess the skills outlined in the curriculum and be fully prepared to enter the workforce.

This is consistent with Ferns and Moore (2012) who indicated that it is essential for WIL learning management to adopt an evaluation format that aligns with the expectations of the assessors corresponding to the learning management format. Notably, experienced instructors with over ten years of work experience demonstrate higher expectations for learning management compared to those with less than ten years ($\bar{x} = 4.90$, $SD = 0.57$). Similarly, employers with over ten years of work experience also exhibit higher expectations compared to those with less than ten years ($\bar{x} = 4.60$, $SD = 0.37$).

Adopting an appropriate evaluation format for the WIL learning management format will prove beneficial for all involved parties, including instructors and employers in the workplace where practical training is conducted. This format can be utilized for improvement or preparation for learning management. Additionally, learners themselves will have the opportunity to directly enhance their skills or develop themselves in alignment with the expected outcomes of the curriculum (Fleming et al., 2018).

The analysis of the relationship between occupation and work experience that affects expectations in managing WIL learning in the field of hospitality and tourism found no correlation between the variables of occupation and work experience that affect expectations in managing WIL learning. This could be because WIL learning is a results-oriented learning approach, consistent with Skinner and Whyte's (2004) findings that WIL learning is an approach that focuses on achieving the desired outcomes for learners.

Both lecturers and employers have expectations in managing learning to equip learners with skills in their respective professions and prepare them for work in their chosen fields (Knight & Yorke, 2004; Cooper et al., 2010). In addition, it was found that different occupations and work experiences have similar expectations for managing WIL learning. This may be because WIL learning emphasizes practical application.

The design of a curriculum for WIL learning is shaped by gathering input from lecturers and employers, known as backward design (Crespo et al., 2010). This informs lecturers about employers' expectations for the outcomes of the curriculum. Employers' requirements help lecturers create an appropriate learning environment and process to facilitate learners' achievement of the intended learning outcomes (Songserm et al., 2018). As a result, different occupations and work experiences have similar expectations for managing WIL learning because they have the same desired outcomes, aligning with the research findings of Gyeltshen (2021) that expectations for managing learning are not related to past work experiences.

7. CONCLUSION

According to the research results, it can be concluded that both lecturers and employers have the highest expectations for WIL learning management overall ($\bar{x} = 4.63$, $SD = 0.27$). Among those with more than ten years of work experience, there is a greater expectation for WIL learning management in hospitality and tourism ($\bar{x} = 4.74$, $SD = 0.30$) compared to those with less than ten years. Furthermore, when considering the profession, it was found that teachers have the highest overall expectations ($\bar{x} = 4.72$, $SD = 0.20$), which is higher than employers ($\bar{x} = 4.54$, $SD = 0.33$).

The analysis revealed that there is no correlation between profession and work experience that affects the expectations for WIL learning management, indicating that different professions and work experiences have differing expectations for WIL learning management. According to Gyeltshen (2021), this research reveals that both lecturers and employers have similar expectations for WIL learning management, regardless of their occupation and work experience (Cooper et al., 2010; Knight & Yorke, 2004;). Despite lecturers and employers having different experiences, they still share the same goal of producing graduates who meet the expected learning outcomes and possess the necessary skills in their respective fields.

8. LIMITATIONS AND FURTHER STUDIES

Although this research project has contributed to assessing the expectations of stakeholders, including educators and employers involved in Work-Integrated Learning (WIL) for the Hospitality and Tourism industry, there remain limitations regarding the small number of respondents (19 individuals). This is due to the limited number of educational institutions in Thailand that have implemented authentic WIL learning experiences. The researchers have collected data from stakeholders considered to be drivers of the learning process and have conducted preliminary agreement testing based on statistical principles. Consequently, it can be confidently stated that the collected data represents a good representation of the assessment.

According to the research findings, lecturers and employers have high expectations for WIL learning management at the highest level. Therefore, the researchers have suggestions for future research as follows.

1) To collect data about employers' needs, the informants can be divided into two groups: a group of service providers in the front-office department, and a group of service provider in the back-office department. The needs of each group can be analyzed and utilized for preparing appropriate environment and instruments as expected by employers.

2) To collect data about lecturers' needs, the informants can also be divided into 2 groups: a group of lecturers in private educational institutions, and a group of lecturers in public educational institutions. As both groups may have some different limitations, separating groups of these lecturers enables the researchers to obtain data useful for development according to their respective contexts.

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