

RESEARCH DIVERSITY AND TOURISM: AN OPEN AND DISTANCE HIGHER EDUCATION PERSPECTIVE

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ABSTRACT

This paper aimed to examine research diversity and tourism from a higher education perspective. This paper specifically analyzed potential sources of research diversity and tourism knowledge in higher education in the context of an Open and Distance Learning (ODL) institution. The methodology deployed involved desktop review, content analysis, and descriptive statistics. Key findings showed that most masters' dissertations were conducted in Arusha while Doctor of Philosophy (Ph.D.) theses were conducted in Zanzibar. Most dissertations and theses used mixed methods, while most topics were related to services and promotion, respectively. The practical implication is for ODL decision-makers to encourage research in other regions and new topic areas. Additionally, Ph.D. theses should expand to explore trending promotion topics related to e-learning in tourism, digital marketing, and artificial intelligence that can act as a tourism recovery option in the post-COVID-19 pandemic. This study concludes that location and mixed methods are potential sources of research diversity about tourism knowledge on services and promotion.

Keywords: higher education, Open and Distance Learning, research diversity, tourism

INTRODUCTION

Higher education has been the center of research activities with world-class universities in continents such as Africa, America, Asia, and Europe. Khair (2003) noted that the University of Timbuktu, which is referred to as the University of Sankore, is located in Mali in Africa and has been one of the world's famous learning centers during the middle ages. Similarly, the United Nations Educational, Scientific and Cultural Organization (UNESCO) mentioned Timbuktu in Mali as the home of the prestigious Sankore University (UNESCO, 2020). Hence, Africa is a continent with an important contribution to higher education in the world and other continents. In addition, research activities prevail in many higher education institutions, including Open and Distance Learning (ODL) institutions. Furthermore, in higher education, scholars such as Nerad et al. (2022) advocated for applying a global core value system in doctoral education within and outside Africa.

Other scholars highlighted challenges and opportunities in higher education regarding e-learning due to the Coronavirus Disease 2019 (COVID-19) global pandemic. Some of these challenges and opportunities include paradigm shift, higher education in the 21 century, e-learning via mookIT, inclusive education, community with ODL, virtual reality, and metrics as emphasized in studies by Akhter and Rahman (2022), Bordoloi and Das (2021), Daniel (2022), Garcha, Mkwizu and Sharma (2020), Mkwizu (2022), Mkwizu and Bordoloi (2022), Mkwizu and Kimeto (2022), Mkwizu and Mtae (2021), and Sharma and Sharma (2022). Given the existing challenges in higher education ranging from resources, research diversity to the current effects of COVID-19 pandemic, which forced universities and various institutions in higher education to close as well as travel bans affecting tourism in many economies, it is critical and timely to examine research diversity and tourism in higher education.

The connection between research and diversity is receiving increasing attention from scholars worldwide. For instance, Ramarajan and Thomas (2010) examined diversity from an organizational point of view and indicated positive findings of (intergroup equality, positive intergroup relations, and positive group outcomes) in diversity research and advocated for more research to understand aspects of differences. In tourism, the concepts of diversity and research have been studied with the concept of management. For example, the study by Kalargyrou and Costen (2017) examined diversity management research in hospitality and tourism. Similarly, in 2020, the concepts of diversity and tourism were analyzed by Saqib in relation to economic development (Saqib, 2020). In general, there are scant studies on research diversity and tourism in higher education.

Tourism worldwide experienced a decline due to the COVID-19 pandemic in 2020 and 2021, although growth in tourist numbers slowly started to grow again in 2022, as evidenced in reports by the United Nations World Tourism Organization (2022). The Organization for Economic Co-operation and Development (OECD) stated that the decline in international tourism in 2020 is estimated at 60% and is expected to rise to 80% if recovery is delayed until December 2020 (OECD, 2020). However, domestic tourism is expected to have a quicker recovery and is considered the main chance for driving recovery (OECD, 2020). Equally, the United Nations World Tourism Organization (UNWTO) pointed out that international tourism had declined by 22% in the first quarter of 2020 and is expected to decline by 60% to 80% over the whole year of 2020 (UNWTO, 2020, 2021). In Africa, the African Development Bank (2020) opined that the African economy, including tourism, is expected to contract due to the effects of the COVID-19 pandemic. Further, countries recorded as the largest economies in Africa, such as Algeria, Egypt, Morocco, Nigeria, and South Africa are expected to be drivers of the contraction of growth in Africa (African Development Bank, 2020).

However, there are limited studies on research diversity and tourism in higher education institutions. Most existing studies on research diversity have concentrated on research labs, conceptualization, public administration, language challenges, science communication, inclusion, and organization point of view (Ahmad et al., 2019; Carrizales & Gaynor, 2013; Judd & McKinnon, 2021; Mapes et al., 2020; Olzmann, 2020; Qin et al., 2013; Ramarajan & Thomas, 2010; Swartz et al., 2019; Willis et al., 2021). Notably, majority of these studies are within the field of medicine. Furthermore, studies such as Lynch and Baines (2004) examined higher education in the UK by applying the Resource Based View (RBV) theory to analyze strategy development. They concluded that knowledge-based and innovation are among the sources of sustained competitive advantage. However, research diversity was not mentioned as one of the sources of sustained competitive advantage in higher education. Therefore, in filling this knowledge gap and guided by the RBV theory, this paper aimed to examine research diversity and tourism in higher education with a specific objective of analyzing potential sources of research diversity and tourism knowledge from a higher education perspective in the context of ODL institutions.

LITERATURE REVIEW

RESEARCH DIVERSITY

Diversity is a terminology that has received various definitions. Edward (2014) stated that diversity is defined as a track record in terms of work across a wide range of sectors for a wide range of clients. Servaes, Choudhury and Parikh (2022) hinted that diversity could create a cohesive environment. A previous study by Wills (2020) confirmed that diversity is a challenge for the public relations profession and that a clear definition of diversity is critical for the success of diversity programs and policies. Besides, the definition of diversity is not only about public relations but also connected to the concept of research. For instance, research diversity is when scholars examine phenomena that exemplify a just, equal and close society in which difference is empowering (Ramarajan & Thomas, 2010). For this paper, research diversity is defined as a resource comprising different study areas, methods, research designs, instruments, analyses and software used in tourism research.

TOURISM

Tourism as a concept has been defined as a social, cultural, and economic phenomenon related to the movement of people to places outside their usual place of residence, with pleasure being the regular motivation (UNWTO, 2010). Tourism has also been defined in connection to travel. For example, UNWTO (2010) further defined tourism as the subset of travel. In 1994, UNWTO defined tourism as the

activities of persons travelling to and staying in places outside their usual environment for less than one consecutive year for leisure, business and other purposes (UNWTO, 1994).

The concept of tourism has also been connected to knowledge. For instance, other scholars have mentioned tourism knowledge, including Mansfield (2013) and Prichard et al. (2011). In this study, tourism is analyzed from a knowledge perspective thus adopting the concept of tourism knowledge. Therefore, for purposes of this study, tourism knowledge is defined as topics generated by masters' dissertations and Doctor of Philosophy (Ph.D.) theses of higher education in tourism.

THEORETICAL FRAME

The Resource-Based View (RBV) theory is used as the theoretical framing for this study. The RBV theory was developed by Barney (1991), who argued that to understand the sources of competitive advantage, the model should have two assumptions of firm resources which may be heterogeneous and immobile (Barney, 1991; El Shafeey & Trott, 2014). In management, the RBV theory is applied to determine the strategic resources that a firm can exploit to achieve sustainable competitive advantage (Barney, 1991). Despite the wide acceptability of RBV theory in management and particularly strategic management, the RBV theory has received criticism from scholars such as Sanchez (2008), who stated that RBV theory is static (El Shafeey & Trott, 2014).

In higher education, Sanders and Wong (2020) have applied the RBV theory to investigate international partner selection among higher education institutions. The study by Sanders and Wong (2020) found that twelve attributes influenced international partner selection for higher education institutions in the context of Hong Kong, Singapore, and Japan with further findings indicating that eleven of the identified attributes fit the RBV criteria areas of technical and managerial capabilities as well as intangible resources. Lynch and Baines (2004) also explored the use of RBV theory in examining strategy development in UK higher education. Lynch and Baines (2004) concluded that universities possess sustainable competitive advantages, particularly knowledge-based, reputational, innovative, and architectural-related advantages.

Based on studies by Lynch and Baines (2004) and Sanders and Wong (2020) that have applied RBV theory in higher education, this study similarly adopts the RBV theory to examine higher education in Tanzania, particularly research diversity and research diversity tourism in higher education. Research diversity was not included as a resource in the study by Lynch and Baines (2004), which used RBV theory. This study considers research diversity as a resource in higher education. Therefore, the specific objective was to analyze potential sources of research diversity and tourism knowledge from a higher education perspective in the context of ODL institutions.

RESEARCH DIVERSITY AND TOURISM IN HIGHER EDUCATION

Research in higher education is diverse and touches on various issues, from motives to the effectiveness of university research. For example, the study in Uganda by Kaweesi et al. (2019) commented that there is a lack of research on the nature of scientific knowledge researchers' motives in African Universities. Equally, Singh (2018) hinted at digital India, while Brownie and Shen (2017) stated that there is increased access to higher education in the Eastern Caribbean States. Nonetheless, the COVID-19 pandemic has affected higher education and tourism.

Tourism statistics further showed that for the first quarter of 2020, there was a negative trend in tourist arrivals. For example, UNWTO (2020) statistics recorded the first quarter of 2020, which was January to March 2020 as -13 million arrivals for Africa, -15 million arrivals for America, -35 million arrivals for Asia and the Pacific, -19 million arrivals for Europe, and - 11 million arrivals for the Middle East. This indicates that the negative impact is less in Africa and the Middle East than in America, Asia, the Pacific, and Europe. Therefore, the focus should be on knowledge as one of the recovery measures to be adopted by countries. For example, UNWTO (2020) mentioned that Spain is already prioritizing learning. Additionally, in tourism, the studies generated by scholars in higher education on tourism knowledge are heavily documented concerning development, knowledge management, tourism knowledge destination, tourism knowledge systems, education, residents, heritage tourism, knowledge transfer, knowledge sharing, and neocolonialism (Avdimiotis, 2012, 2016a, 2016b; Baggio & Cooper, 2010; Boluk et al., 2022; Chang, 2018; Clarke et al., 2009; Copper, 2018; Croy & Hall, 2008; Czernek, 2017; Del Chiappa & Baggio, 2015; Del Vecchio et al., 2018; Do Rosario Borges et al., 2012; Edward et al., 2017;

Evans et al., 2014; Firdaus et al., 2015; Fuchs et al., 2013, 2014; Gwalik & Puciato, 2015; Hopken et al., 2014; Kirilenko & Stepchenkova, 2018; Otowicz et al., 2021; Stylidis & Quintero, 2022; Tribe & Liburd, 2016; Wijesinghe et al., 2019; Zhang et al., 2022). This is evident that more studies are needed to increase the scope of study on tourism knowledge.

Contributing to the literature on tourism knowledge, Croy and Hall (2008) focused on examining tourism knowledge in rural areas mainly rural locations between students, staff, and the community within which such studies occur. On the other hand, Tribe and Liburd (2016) were more concerned with re-conceptualizing tourism knowledge in terms of its structure, systems, processes, and outcomes that define the field of tourism. In this study, tourism knowledge is confined to the definition of topics generated by masters' dissertations and Ph.D. theses in tourism. Previously, Mansfield (2013) centered on cultural and behaviour knowledge when investigating tourism knowledge and fieldwork. Mansfield (2013) noted that tourism knowledge is considered as providing leadership simply because it answers the question of "what shall we do?" and during fieldwork ethnography was used. On the other hand, giving a contemporary review of tourism knowledge, Cooper (2018) used a review approach method. He found that tourism has been slow to adopt a knowledge management approach partly due to the context of the tourism sector. Copper (2018) suggested a network gaze to achieve the benefits of knowledge management for tourism.

In Tanzania, tourism knowledge has been documented in a study by Batinoluho (2017), which focused on assessing the status and prospects of domestic tourism. Batinoluho (2017) applied qualitative and quantitative approaches and found that the level of awareness on tourism for learned people was higher than those who never or did not go to school. Batinoluho (2017) added literature on tourism knowledge, and the study examined schools, particularly school children. This study expands the literature on tourism knowledge by analyzing potential sources of research diversity and tourism knowledge in higher education, particularly from an ODL institution setting. The slow adoption of knowledge management approach, challenges of COVID-19 pandemic such as e-learning in preparation for post COVID-19 pandemic and limited studies on connecting research diversity and tourism is what motivated this study to examine research diversity and tourism from a higher education perspective by specifically analyzing potential sources of research diversity and tourism knowledge in higher education.

METHODS

A desktop review approach is adopted in this paper to avail information on research diversity and tourism knowledge. A review of masters' dissertations and Ph.D. theses were conducted to reveal potential sources of research diversity and tourism knowledge. This study follows a similar approach to Pelger and Grottko (2017) review. The methodological differences are in the review sample, whereby this study combines master's dissertations and Ph.D. theses, while Pelger and Grottko (2017) concentrated on doctoral theses to study research diversity. The selected ODL institution for this study is The Open University of Tanzania (OUT). The master's dissertations and Ph.D. theses are from the Department of Tourism and Hospitality, under the Faculty of Arts and Social Sciences at OUT.

A total of 33 masters' dissertations and 4 Ph.D. theses were retrieved from the OUT Repository for analysis and compiled as per Table 5.1, Table 5.2, Table 5.3, and Table 5.4. From the OUT Repository (2020), it is clear that the year 2016 was not shown. Therefore, due to this information not being made available on the repository, the masters' dissertations in this study were for 2013, 2014, 2015, 2017 and 2018. Similarly, the year 2014 and 2015 was not shown in the OUT Repository, hence this study has indicated Ph.D. theses for 2013, 2017, and 2018. The masters' dissertations and Ph.D. theses were subjected to content analysis to guide thematic themes of interest (study area, topic, research approach, research design, instruments, analysis, software) which provided a total of 33 research outputs of which 19 are masters' dissertation and 4 are Ph.D. theses.

The content analysis was also used to group the most common topics to least common topics from the titles of the masters' dissertation and Ph.D. theses. For masters' dissertation, the identified most common topics to least common topics were tourism activities, services, communities, marketing, development, conservation and cultural tourism as shown in Table 5.6 while for Ph.D. theses were marketing and promotion as indicated in Table 5.7 and Table 5.8. Descriptive statistics is the method of analysis used in this study so as to provide a description of research diversity in frequencies and percentages among the reviewed masters' dissertation and Ph.D. theses as potential sources for research diversity as well as the tourism knowledge in terms of topics.

Table 5.1. Masters' Dissertations in Tourism and Hospitality (2018-2017)

Year	Topic	Study Area	Methodology
2018	Tourism activities on the livelihoods of local communities in the Eastern Arc Mountains	Morogoro	Case Study, interviews, observations, FGD, descriptively using SPSS
2018	Growth of Cultural Tourism Enterprises	Arusha	Questionnaires, interviews, observations, SPSS, content analysis,
2018	Tourist Services Affect Promotion and Marketing of Tanzania National Parks	Iringa	Quantitative, qualitative, descriptively using SPSS, Ms. Excel, content analysis
2017	Quality Customer Service in Tourists Hotels.	Arusha	Qualitative, quantitative, descriptively
2017	Tour Guides' Competencies on the Quality of Guiding Services	Arusha	Qualitative, quantitative, descriptive statistics, content analysis
2017	Tourism Sector on the Livelihoods of Local Communities	Arusha	Questionnaires, interview, observation, SPSS
2017	Indigenous Peoples in the Development of Cultural Tourism.	Arusha	Questionnaires, FGD, interview, observation, descriptive statistics, SPSS
2017	Visitor's Satisfaction and Attitude Towards Tourism Services and Facilities	Arusha	Case study, interview, descriptive statistics
2017	Tourism Activities to the Local Community	Arusha	SPSS, Excel, content analysis
2017	Social Media Marketing Towards Increasing Hospitality Training Demand	Arusha	Qualitative, quantitative, descriptive statistics, ANOVA

Source: Compiled from OUT Repository (2020)

Table 5.2. Master's Dissertations in Tourism and Hospitality (2015)

Year	Topic	Study Area	Methodology
2015	Tourism activities on poverty alleviation	Zanzibar	Descriptive research design, qualitative, quantitative, questionnaires, interviews, observation
2015	Standard of Services Offered in Small and Medium Size Hotels.	Arusha	Survey research design, questionnaires, interview, FGD, descriptive statistics, SPSS, themes analysis
2015	Staff Training on Offering Quality Hospitality Services in Hotels	Dar es Salaam	Descriptive statistics, questionnaires, interview, direct observation, documentary literature review
2015	Local Peoples' Attitudes towards Conservation of Natural Tourism Resources among Communities	Arusha	Case study, quantitative, qualitative, questionnaires, interviews, direct observation, descriptive statistics, SPSS, Ms. Excel, content analysis
2015	Tourist hotels towards the provision of good customer service	Arusha	Descriptive research design, quantitative, qualitative, questionnaires, interview, direct observation, document review, SPSS, Ms. Excel, content analysis
2015	Women's Involvement in Tour Guiding Activities	Arusha	Descriptive survey, quantitative, qualitative, interview, questionnaires, FGD, Ms. Excel, SPSS
2015	Tourism activities on the livelihoods of communities in the villages	Kilimanjaro	Questionnaires, interview, observation, SPSS, content analysis
2015	Tourism Development in Poverty Alleviation	Zanzibar	Questionnaires, interview, quantitative, SPSS, qualitative, theme analysis
2015	Environmental Awareness, Sensitivity and Concerns of local communities towards natural Resources	Arusha	Case study, questionnaires, interview, direct observation, quantitative, SPSS, Ms. Excel, content analysis.
2015	Land use Activities in Protected Areas and its Implications for Conservation	Simiyu	Case study. interview, questionnaires, SPSS, thematic approaches
2015	Entrepreneurs to the Development of Tourism	Arusha	Case study research design, questionnaires, interview, descriptive statistics, SPSS, theme analysis
2015	Tourism on Local Community Wellbeing	Mwanza	Cross-sectional design, qualitative, quantitative, questionnaires, interview, FGD, descriptive analysis, content analysis
2015	Small Hotel Operators	Arusha	Descriptive research, qualitative, quantitative, questionnaires, interview, direct observation, document review, SPSS, content analysis
2015	Tourism activities to the local community	Arusha	SPSS, content analysis, Ms. Excel

2015	Community Based Tourism	Arusha	Case study research design, questionnaires, interview, descriptive statistics, SPSS, content analysis
2015	Tourism Activities towards Poverty Alleviation in Rural Areas	Arusha	Case study design, qualitative, quantitative, interview, observation, questionnaire, documentary reviews, SPSS, Ms. Excel, content analysis

Source: Compiled from OUT Repository (2020)

Table 5.3. Master's Dissertations in Tourism and Hospitality (2014-2013)

Year	Topic	Study Area	Methodology
2014	Marketing Strategies Tour Operators Use for Marketing and Promotion of Tourism Products.	Arusha	Quantitative, questionnaires, documentary SPSS, Ms. Excel
2014	Promoting Public Awareness on the Existing Cultural Heritage Tourism Sites.	Dar es Salaam	Descriptive research design, interview, questionnaires, descriptive statistics, SPSS, content analysis
2014	Agro-tourism in Diversification of Rural Economy	Iringa	Qualitative, quantitative, questionnaires, interview, FGD, observation, descriptive statistics, SPSS, content analysis
2014	Tourism on Natural Heritage Resources	Dar es Salaam	Qualitative, quantitative, questionnaires, interview, FGD, observation descriptive statistics, content analysis
2014	The impact of protected areas on the livelihoods of local communities	Morogoro	Questionnaires, FGD, observations, SPSS, descriptive statistics.
2014	Small and Medium Size Hotels	Dar es Salaam	Exploratory research design, qualitative, quantitative, interview, observation
2013	Local Television Programs in Promoting Domestic Wildlife Tourism	Dar es Salaam	Qualitative, quantitative descriptive statistics, content analysis

Source: Compiled from OUT Repository (2020)

Table 5.4. Ph.D. Theses in Tourism and Hospitality (2018, 2017, 2013)

Year	Topic	Study Area	Methodology
2018	Influence of Television Advertising on Domestic Tourism: A case of Southern Tourist Attractions in Tanzania	Morogoro Mbeya Iringa	Case Study, interviews, questionnaires, quantitative, qualitative, descriptive, binary logistic regression, content analysis, SPSS
2017	Assessment of Status and Prospect of Domestic Tourism in Schools in Tanzania	Arusha Dar es Salaam Manyara Zanzibar	Questionnaires, documentary review, qualitative, quantitative, Ms. Excel, SPSS, comparative analysis, Pearson's Chi-Square test, ANOVA, regression analysis
2013	Performing Arts and Promotion of Tourism in Tanzania: A study of the Bagamoyo and the Makuya Arts Festivals.	Bagamoyo Mtwara	Questionnaires, interviews, FGD, observation, quantitative, qualitative, survey, thematic content analysis, using SPSS, descriptive, Chi-square test, Pearson correlation,
2013	Dimensions for positioning Tourists' Destinations: The Case of Tanzania.	Zanzibar	Quantitative, questionnaires, exploratory and confirmatory analysis, Structural Equation Model (SEM), Analysis of Moment Structures (AMOS), SPSS

Source: Compiled from OUT Repository (2020)

RESULTS AND DISCUSSION

Table 5.5 shows that the majority of tourism and hospitality studies (Master's dissertations) were conducted in Arusha (68.4%), applied quantitative and qualitative approaches (52.6%), adopted survey research design (57.9%), and instruments used were interviews, questionnaires and observations (36.8%), descriptive analysis and content analysis (47.4%). They used SPSS software (38.6%) and Ms. Excel (38.6%).

Table 5.5. Potential Sources of Research Diversity (Masters Dissertation)

Potential Sources of Research Diversity	Frequency (n)	Percentage (%)
Study area:		
Arusha	13	68.4
Dar es Salaam	1	5.3
Kilimanjaro	1	5.3
Iringa	1	5.3
Morogoro	1	5.3
Zanzibar	2	10.5
Research approach:		
Quantitative	3	15.8
Qualitative	6	31.6
Quantitative and Qualitative	10	52.6
Research design:		
Case Study	4	21.1
Descriptive	4	21.1
Survey	11	57.9
Instruments:		
Interviews	2	10.5
Questionnaires	2	10.5
Interviews/questionnaires	3	15.8
Interview/questionnaires/observations	7	36.8
Interview/questionnaires/observations/FGD	1	5.3
Interviews/observations	1	5.3
Interviews/questionnaires	1	5.3
Interviews/questionnaires/FGD	2	10.5
Analysis:		
Descriptive statistics	6	31.6
ANOVA	1	5.3
Descriptive statistics/content analysis	9	47.4
Descriptive/thematic	3	15.8
Software:		
SPSS	7	36.8
SPSS/Ms. Excel	7	36.8
Software not indicated	5	26.4

Further findings in Table 5.6 revealed that a good number of tourism and hospitality studies covered the most common topics on services (36.8%), followed by tourism activities (26.3%), communities (10.5%) and cultural tourism (10.5%) to least common topics on marketing (5.3%), development (5.3%) and conservation (5.3%).

Table 5.6. Tourism Knowledge (Topics) for Masters' Dissertation

Tourism Knowledge	Frequency (n)	Percentage (%)
Topics:		
Tourism activities	5	26.3
Services	7	36.8
Communities	2	10.5
Marketing	1	5.3
Development	1	5.3
Conservation	1	5.3
Cultural tourism	2	10.5

Table 5.7 shows that most of the tourism and hospitality studies (Ph.D. theses) pertained to Zanzibar (50%). These adopted quantitative and qualitative (75%), case study (50%), and questionnaires (50%) approach. These carried out analysis comprising descriptive/binary logistic regression (25%), Pearson Chi-Square/ANOVA/regression (25%), descriptive/Chi-Square/Pearson correlation/Content/ Thematic (25%), and SEM and AMOS (25%), and SPSS (75%).

Table 5.7. Potential Sources of Research Diversity (Ph.D. Theses)

Potential Sources of Research Diversity	Frequency (n)	Percentage (%)
Study area:		
Morogoro/Mbeya/Iringa	1	25.0
Zanzibar	2	50.0
Arusha/Bagamoyo/Dar es Salaam/Mtwara	1	25.0
Research approach:		
Quantitative	1	25.0
Qualitative	0	0.00
Quantitative and Qualitative	3	75.0
Research design:		
Case Study	2	50.0
Descriptive	0	0.00
Survey	1	25.0
Exploratory	1	25.0
Instruments:		
Questionnaires	2	50.0
Interviews/questionnaires	1	25.0
Interview/questionnaires/observations/FGD	1	25.0
Analysis:		
Descriptive/Binary logistic regression	1	25.0
Pearson Chi-Square test/ANOVA/Regression	1	25.0
Descriptive, Chi-Square/Pearson Correlation/Content/ Thematic	1	25.0
SEM and AMOS	1	25.0
Software:		
SPSS	3	75.0
SPSS/Ms. Excel	1	25.0

The findings in Table 5.8 showed that the bulk of the sampled for tourism and hospitality Ph.D. theses had tourism knowledge from topics on promotion (75%) mainly for domestic tourism, followed by marketing (25%).

Table 5.8. Tourism Knowledge (Topics) for Ph.D. Theses

Tourism Knowledge	Frequency (n)	Percentage (%)
Topics:		
Marketing	1	25.0
Promotion	3	75.0

The findings of research diversity for masters' dissertations suggest that study areas in terms of location, survey research design, and mixed approaches scored higher percentages compared to instruments, analysis, and software as potential sources of research diversity. These findings also signify that location, survey research design, and mixed approaches are potential sources of research diversity about tourism knowledge in terms of knowledge production in topic areas of tourism activities and services. Furthermore, most studies were conducted in Arusha compared to other parts of the country, implying that research diversity concentration is mainly in the Arusha region.

Further findings on tourism knowledge for masters' dissertations suggest that topics on services are the most common tourism knowledge generated from the masters' dissertations. The results of this study contradict those of a similar survey on tourism knowledge by Mansfield (2013) conducted in the UK and France. The differences in outcomes are attributed to the concentration of topics whereby in this study, the findings revealed services and tourism activities while the study by Mansfield (2013) was on cultural and behavioural knowledge in tourism. The results of this study also differ from Batinoluho (2017). The variations are due to this study focusing on tourism knowledge from the perspective of masters' dissertations and Ph.D. theses while the study by Batinoluho (2017) conducted in Tanzania concentrated on tourism knowledge from the perspective of primary schools.

Findings on research diversity for the selected sampled Ph.D. theses suggest that the potential sources of research diversity are mainly quantitative and qualitative, case study, questionnaires. The analysis comprised descriptive/binary logistic regression, Pearson Chi-Square test, ANOVA, regression,

descriptive, Chi-Square, Pearson correlation, Content, Thematic, SEM and AMOS, SPSS. Majority of studies were conducted in Zanzibar. Findings also show that more than one analysis is used in a single study, hence enriching the research diversity in terms of analysis. The findings also differ from a study by Mansfield (2013) where fieldwork has shown ethnography as the application approach used by researchers. This current study has employed mixed methods approach such as application of both quantitative and qualitative and triangulation methods of analysis.

Most of the sampled Ph.D. theses had tourism knowledge from topics on promotion, mainly for domestic tourism. The findings imply that most of the tourism knowledge from Ph.D. is on the issues of promotion mainly for domestic tourism. These findings support reports and efforts worldwide to revamp tourism activities amid the COVID-19 pandemic by using domestic tourism as an alternative to the huge decline of international tourism. For example, OECD (2020) suggested that domestic tourism is expected to have a quicker recovery and is therefore considered the main chance for driving tourism recovery from the COVID-19 pandemic effects.

The results show that guided by RBV theory, the research diversity in tourism and hospitality as a resource in higher education in the context of an ODL institution is focused on the location. These use mixed methods for studies reported as masters' dissertations and Ph.D. theses about tourism knowledge ("services" and "promotion"). The sustained competitive advantage for the selected ODL institution is reflected in the utilization of the location and mixed methods as potential sources of research diversity about tourism knowledge from topics of services and promotion.

CONCLUSION

In examining research diversity and tourism in higher education, the results of this study suggest that "location" and "mixed methods" are potential sources of research diversity about tourism knowledge in terms of knowledge production in topic areas of services and promotion. Additionally, most of the masters' dissertations in tourism and hospitality were conducted in Arusha compared to other parts of the country, implying research diversity exists but it is concentrated in one location. The efforts to be made are to encourage research in other regions of Tanzania such as Dodoma, Geita, Katavi, Kigoma, Mbeya, Morogoro, Mwanza, Mtwara and Njombe. That would advance research diversity location-wise. In addition, the results further imply that tourism knowledge can be diversified by examining other topics like advertising, e-learning, climate, sustainable tourism, innovation, digital marketing, and the effects of COVID-19 pandemic on tourism.

Similarly, Ph.D. theses in tourism and hospitality mainly were carried out in Zanzibar and used quantitative and qualitative approaches with the application of SPSS while topics concentrated on the promotion of domestic tourism. Zanzibar is noted as the primary study location compared to other regions in the country, which means that in research diversity in terms of study areas, there are fewer Ph.D. theses from other sites in the context of OUT as an ODL institution. Equally, for Ph.D. theses through the promotion topic for domestic tourism as tourism knowledge is a positive trajectory and futuristic considering the post-COVID-19 pandemic where countries are advocating for dependency on domestic tourism for quick recovery compared to international tourism.

The policy and academic implications are for the higher education institutions such as OUT as an ODL institution to fully utilize potential sources of research diversity about tourism knowledge in terms of topics. The practical implications for higher education institutions such as OUT as an ODL institution is to encourage tourism and hospitality research in other study regions such as Dodoma, Geita, Katavi, Kigoma, Mbeya, Morogoro, Mwanza, Mtwara, and Njombe to increase research diversity location-wise as well as motivate Masters and Ph.D. students to use other research approaches that embrace not only quantitative and qualitative which are based on positivism and interpretivism but other research approaches with different research paradigms like ethnography.

In addition, topic-wise considerations for tourism knowledge should be emphasized in areas like e-learning, advertising, digital marketing, tourist experiences, artificial intelligence, climate resilience, virtual reality, augmented reality and mixed reality. Similarly, in diversifying software usage, the act of encouraging and training masters and Ph.D. students on using other software in research like RapidMiner, SmartPLS and EViews should be given priority. In addition, for diverse topics, potential Ph.D. theses can explore areas of e-learning via Augmented Reality (AR) and Virtual Reality (VR) for heritage, wildlife, and museum tourism to training users and facilitators of AR and VR technologies.

The limitations of this study were on the use of desktop review methods with content analysis and descriptive statistics. Therefore, future research can sample other higher education institutions to strengthen the validation of RBV theory in research diversity and tourism in higher education. Further different fields of study such as education, law and engineering can also be explored. It is recommended to make use of quantitative methods with inferential statistics.

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