PERCEPTIONS TOWARDS THE QUALITY OF TRAINING IN HOSPITALITY MANAGEMENT: A COMPARATIVE STUDY OF THE UNIVERSITY OF ELDORET AND KENYA UTALII COLLEGE, KENYA

BY

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DECLARATION

DECLARATION BY THE CANDIDATE

This study is my original work and has not been submitted to any higher learning institution for any academic award. Permission must be sought from the author or the University of Eldoret before any duplication is done.

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DEDICATION

This thesis is dedicated to my devoted uncle and aunt, Mr. and Mrs. Francis Mwangi Kimaru, who have held my hand unconditionally in my education. I also dedicate it to my wife Pauline Wanjiku who has been my source of strength throughout my studies, and to my precious daughter Kayla Nyokabi Kimaru; she is my source of inspiration.

ABSTRACT

Every graduate is always hopeful of being employed after school.However this has not been the case in the recent years. Employers are now keen on various factors before hiring employees. Studies have shown that there is a preference for hospitality graduates from Kenya Utalii College (KUC). There are more than 200 higher learning institutions offering hospitality programs in Kenya, out of which the KUC has more graduates working in the industry. KenyaUtalii graduates represent about 20% of the hotel employees in Kenya. This study aimed at establishing what makes employers to have a preference for graduates from Kenya Utalii College. The all-round educational quality and behavioral learning theories guided the study. This study is qualitative in nature and employed a narrative research design approach. The target population comprised of all hospitality lecturers and graduates from the University ofEldoret (UoE) and Kenya Utalii College in Nairobi. The target population comprised of 678 participants who were hospitality graduates and hospitality lectures from UoE and KUC. The study sample finally comprised of 18 participants; 5 graduates from each institution and 4 lecturers from each of the two institutions. The study utilized purposive and snowball sampling techniques to obtain the sample. The study utilized interviews and focus group discussions (FGD) for data collection. The graduates were engaged in interviews while the lecturers were involved in focused group discussions at their respective institutions. The document analysis technique was used to scrutinize content and structure of the hospitality curricula from the two institutions. Data collected was coded and analyzed to generate themes. The study revealed that learners' attitude, the curriculum, institutional culture and instructional resources influenced the quality of education in hospitality management. The influence of these factors have resulted to employers having preferences of graduates from KUC. Hence, learning institutions should ensure that they motivate learners to learn, regularly update their curricula, strive to maintain a positive institutional image and provide adequate instructional resources for training. Institutions should also ensure that they work closely with the industry to maintain an updated curriculum for training purposes. These results will guide hospitality institutions in Kenya towards offering quality training thereby producing quality graduates who fit in the job market.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ACROYNMS AND ABBREVIATION

FGDs: Focused group discussions

IBE: International Bureau for Education.

KUC: Kenya Utalii College.

NACOSTI: National Commission for Science Technology and Innovation.

TVETA: Technical and Vocational Education and Training Authority.

UNESCO: United Nations Educational Scientific and Cultural Organization.

UNWTO: United Nations World Tourism Organization.

UoE: University of Eldoret.

UoN: University of Nairobi

OPERATIONAL DEFINITIONS OF TERMS

Attitudes: It is an expression of a favorable or unfavorable evaluation of the quality of training in Hospitality Management. Attitude can be positive or negative.

Curriculum: These are instructional methods, learning experiences and students` assessment that are designed to bring out and evaluate the target learning outcomes of training in Hospitality Management.

Environment: This is the context under which training in Hospitality Management is offered. It comprises learner's attitudes, the curriculum, instructional resources and instructional culture.

Institutional culture: Entails the deeply embedded patterns of behaviour and the shared values, assumptions, beliefs or ideologies that hospitality lecturers and students from KUC and UoE have about training in their respective institutions.

Instructional resources: Are text-books, videos, softwares and other materials that lecturers use to train hospitality students as defined by their specific curricula.

Perception: This is the belief, opinion or intuition by a person over a certain issue in this case quality of training in Hospitality Management.

Quality Graduates: Represents graduates who have,skills, knowledge,values and all the necessesary atributes needed in the hospitality job market.

Quality training: This represents the quality of hospitality education offered by learning institutions to students which should meet the needs of the job market.

ACKNOWLEDGEMENT

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter focused on the following; the background of the study, problem statement, research objectives, statement of the problem, research questions, the scope of the study, limitations, and the assumption of the study.

1.2 Background of the Study

The hospitality industry is growing fast globally (Boella & Goss-Turner, 2013). This fact has resulted in the need for skilled staff. The growth of the industry has necessitated the need to have a quality curriculum which will offer students with required skills (Goeldner& Ritchie, 2009). According to Morrison and O` Mahoney, (2003), the current hospitality courses are incapable of producing the knowledge required in the fast growing industry. There is a significant difference between employers and the learning institutions on qualities' someone must have upon completion of studies (Mortimer&Nachmias, 2014)

Recently employers are considering the learning institution that one graduated from before hiring them. If one wants to succeed in the industry, they must be careful when choosing the institution they wish to study at (Guardia & Maina, 2021).

This means that you have to choose an institution that has the highest reputation of the degree you want to undertake (Korir, 2012). A study done by Barrows and Powers (2008), showed that employers are assessing the legitimacy of learning institutions and other measurements. Guardia and Mancini (2021), showed that only 49% of graduates from Kenyan universities are skillful enough to work in the industry. The peaceful and

stable economy in the country has influenced the rate at which the hospitality and tourism industry is growing in Kenya. According to a report by Kenya Tourism Board, (2018) international tourists' arrivals in Kenya rose with a margin of 37.33%.Domestictouristsforthe year 2018 were estimated at 3,974,274. This was a 9.03% increase compared to 2017 data of 3,645,243.

Thesestatistics exhibited the rise of Kenya being a good tourist destination. To give quality services to the tourists, the host country needs qualified staff. This reflects on universities and colleges training and the strategies the institutions adopt to produce skilled graduates.

The demand for hospitality services has influenced colleges and universities to update their hospitality curricula. Kenya Utalii College, established in 1975, is one of the oldest colleges to offer hospitality education. It offers bachelors and master's degrees in Hospitality Management in collaboration with the University of Nairobi. The collaboration with the University of Nairobi started in the year 2010 and resulted to the offering of two bachelor's degrees, namely Bachelor of Arts in (Hospitality Management) and Bachelor of Arts (Travel and Tourism Management).

Enrollment is through government and self-sponsored basis. Kenya Utalii also offers diploma and certificate courses, representing all the departments in the hotel industry. The courses offered each has a separate department meaning that at the KUC, Front Office, Food and Beverage Production, Food and Beverage Service, Housekeeping and Laundry and Hotel Management course are each offered as stand-alone courses under independent departments. At the UoE, the various courses are consolidated into one programme called hospitality management which is offered under one department.

The UoE was initially a large scale farmers training center established in 1946 by the colonialists. In 1990, it was taken over by Moi University as a constituent college and was renamed Chepkoilel Campus. The campus was upgraded in 2010 into a University College, and in 2013, it was given a charter, and named University of Eldoret. The institutionhas various schools, including school of Business and Management Sciences, which houses the department of Hotel and Hospitality Management. The department also offers a diploma in Hotel and Restaurant Management, and a master's degree in Hospitality Management. The study therefore compared what the bachelor's degrees in hospitality management offered inbothUoE and KUC.

1.3 Statement of the Problem

The dream of all graduates is to acquire skills in their careers and probably secure employment after completion of their studies. Unfortunately this have not been the case for hospitality graduates because majority are not able to secure jobs in the industry (Thetsane, 2020). In the recent past, employers areconsidering lot of factors while picking employees to work in their organizations. Studies show a high preference of hospitality graduates from the Kenya Utalii College by employers (Njoroge, 2015). Utalii College has trained over 60000 students (Yirbekyaa, 2021).Thesestudents' accounts for 20% of the hospitality working staff in the nation. They occupy top managerial positions in the industry worldwide (World Tourism Organization, 2017).

Gitau (2016), posits that no job seeker can equal a graduate from KUC.Mutisya (2018), conducted a study that found out that KenyaUtalii graduates scored highly in the following aspects, being neat and smart 80%, professional interaction with guests at 77.5%, ability to express themselves at 77.5% and ability to get along with co-workers

at 62.5%. This study showed that KUC graduates remains at the top in their skills representing 16% of the work force in the Kenyan Coast Province. There are no documented studies showing how graduates from UoE are doing in the industry. This shows that there exists a problem as there are many institutions offering hospitality courses in Kenya for one institution to be highly preferred than the rest means its practices are unique. KUC must bedoing something different from the others. After realizing that there was a gap and a preferential treatment for the KUC trained workforce, the researcher set out to find out the reasons that sets apart graduates from KUC hence this study.

1.4 Purpose of the Study

To explore perceptions towards the quality of training in Hospitality Management in the UoE and KUC in Kenya.

1.5 Study Objectives

1.5.1 General Objective

The main objective of the study was to establish perceptions towards the quality of training in hospitality management at the University of Eldoret and the Kenya Utalii College in Kenya.

1.5.2 Specific Objectives

The following specific objectives guided the study;

  i.   To investigate lecturers' and graduates' perceptions towards the influence of learners'attitude on quality of training in hospitality management.

  ii. To establish lecturers' and graduates' perceptions towards the influence of curriculum on quality of training in hospitality management.

iii. To find out lecturers' and graduates' perceptions towards the influence of institutional culture on quality of training in hospitality management.

iv. To investigate lecturers' and graduates' perceptions towards the influence of instructional resources on quality of training in hospitality management

1.6 Research Questions

i. What are lecturers' and graduates' perceptions towards the influence of learners'attitude towards quality of training in hospitality management?

ii. How does lecturers' and graduates' perceptions towards curriculum influence the quality of training in hospitality management?

iii. What are the lecturers' and graduates' perceptions towards the influence of institutional culture on the quality of training in hospitality management?

iv. How does lecturers' and graduates' perceptions towards instructional resources influence the quality of training in hospitality management?

1.7 Significance of the Study

Universities offering hotel and hospitality management programme in Kenya will benefit from the study. The findings will help them adopt strategies which will enable them to produce quality graduate who will work in the hospitality industry. The students will be keen when considering the institution they pursue their studies after their secondary school education.

The employers will also benefit because they will get qualified workforce from higher learning institutions. Universities will be producing graduates who are qualified for the

industry. The government will benefit from the taxes and revenue generated by hospitality workforce after securing jobs. Lastly hospitality guests will experience quality services in the sector provided by skilled hospitality graduates.

1.8 Scope of the Study

The study was conducted at UoE in UasinGishuCounty, Kenya, and KUC in Nairobi County, Kenya. The participants were hospitality graduates and hospitality lecturers from the two institutions of high learning. The study explored hospitality program at the two institutions of higher learning to explore the quality of training offered there.

1.9 Limitations of the Study

The participants were graduates from the two institutions who have already graduated. To track them down was a bit difficult. The researcher had to inquire when they were available and where they could meet with the researcher. The researcher had to be flexible to ensure that he met all the respondents in their time and place of choice. The researcher also had to consider the schedules of the lecturers in order to have the focused group discussions. Teaching was ongoing in the two institutions during the time of the study. Therefore the researcher opted to book appointment when the lecturers had departmental meetings all in an effort to avoid interfering with their schedules. The researcher thus met the lecturers after their respective departmental meetings. This ensured good attendance since majority of them turned up for the departmental meetings.

1.10 Assumptions of the study

The assumption was that lecturers and graduates from the two institutions of learning would be willing to take part in the study and give their honest opinions regarding the study variables. Another assumption is that graduates from UON in collaboration with KUC reflects the quality of training of Utalii College.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section focused on existing literature under these headings; the quality of training in hospitality management, perceptions towards learner's attitude, curriculum set up for hospitality education, institution culture, and instructional resources used for training on hospitality management.

2.2 Perceptions towards the Quality of Training in Hospitality Management

Perception is the organization, identification, and interpretation of sensory information to represent and understand the presented information or environment (Pomerantz, 2003). People`s attitude affect their reactions and how they adapt to their environments and how comfortable they are in these environments. Kunwar (2021), stated that attitude towards teaching and learning processes reflects to better learning approaches but negative perception results to a shallow learning approach by students.

Students who perform well have a positive attitude towards learning while those who perform poorly have a bad perception towards learning (Chew & Tan, 2021).The factors that influence student perception include; curriculum content, teaching methods, and how to conduct the learning life. Currently, less information is available on graduates' perception towards quality of training in hospitality management and less information has been documented.

2.3 Influence of Learner`s Attitude towards Quality of Training in Hospitality Management

The situation in the industry calls for an effective curriculum to train hospitality education to students in order to produce qualitygraduates (Airey, 2018). The reality of working life and early work experiences have had a major influence on students work-related attitudes and career behaviors' (Cutura & Mabic, 2018). Positive attitude serve a better comprehension of the nature of learning for the students. It also makes the students more open to learning, increase their expectations from learning process and reduce their anxiety levels. Learning aims not to remember knowledge but rather it aims to find out knowledge, make effort for learning and most importantly be able to use that knowledge (Wirth & Perkins, 2008).

The student has the first responsibility to create an understanding and knowledge and it is significant to know what kind of attitude he or she has towards learning. Hence, this study sought to establish perceptions of learners' attitude towards the quality of training in hospitality management.

2.4 The Curriculum Setup in Hospitality Education

Curricula is referred to as the reconstruction of skills and experience that enables the students to grow in exercising intelligent control of subsequent knowledge and experience (Lefevre & Tanner, 2007). This translates that curricula should consist of relevant content that equips learners with long lasting skills needed in the industry. Having realized that curricula play a key role in producing quality graduates, the researcher reviewed the curricula of the UoE and that of KUC.

This part focused on the curriculum and teaching methods of the hospitality program at the UoE and the KUC by expounding the course units and learning methods recommended.

2.4.1 The Curriculum Setup in University of Eldoret and KenyaUtaliiCollege

Acquisition of education is an expensive undertaking, it needs heavy commitment and output on resources involved. The stakeholders are therefore keen to understand the efficiency of the curriculum they support. The world expects higher education to provide knowledge, wisdom to solve the challenges encountered in daily life (Evans & Hoff, 2011). The world is evolving fast and so there is change of how things are done, higher education curricula easily becomes irrelevant if it is not reviewed to suit the emerging trends.

Table 2.1 The Curriculum Setup in UoE and KUC

UNIVERSITY OF ELDORET	KENYA UTALII COLLEGE
First year Semester 1	**First year Semester 1**
• Introduction to hospitality operations • Introduction to hotel economic • Introduction to tourism • Natural history of East Africa flora and fauna • Communication skills 1 • Development and concept application • Beginners French/Spanish/Elementary German I	• Food hygiene and human nutrition • Practical cookery 1 • Kitchen organization • Introduction to tourism • Food and beverages practical's • Introduction to hospitality management • Business ethics • Food and beverage service • Information technology for hospitality and tourism • Food knowledge • Housekeeping operations
First year Semester 2	**Fist year Semester 2**
• Introduction to computer application in hospitality • Introduction to accounting • Introduction to marketing • Principles of management • Academic field course 1 • Communication skills 2 • Quantitative skills 2 • French structure 1/Beginners Spanish II/Elementary German II	• Field attachment
Second year Semester 1	**Second year Semester 1**
• Food and beverage production • Food and beverage service • Food and beverage management • Introduction to food safety and hygiene • Principles of hospitality management • State and society development • French structure 2Spanish III/Elementary German III	• Marketing hospitality and tourism • Food and beverage costing and control • Bar and beverage management • Principles of accounting • Menu planning and engineering • Introduction to front office management
Second year Semester 2	**Second year Semester 2**
• Front office operations • Housekeeping operations and management • Business mathematics and statistics • Engineering and maintenance • Tourism product development • Academic field course 2 • Intermediate French/Intermediate Spanish II/Intermediate German I • Industrial attachment 1	• Field attachment
Third year Semester 1	**Third year Semester 1**
• Hospitality operations management	• Finance and accounting in hospitality and tourism

• Hospitality service management • Consumer behavior and service marketing • Service quality management • Operations management in tourism and travel • Entrepreneurship and small business management • French for tourism 1/Intermediate Spanish II/Intermediate German II	• Organizational behavior for hospitality and tourism • Destination management in hospitality and tourism • Foreign language level I • Foreign language level II • Sales and revenue management • Uniform systems and accounts • Entrepreneurship in hospitality and tourism • Housekeeping management
Third year Semester 2	**Third year Semester 2**
• Equipment planning and management • Human resource management • Marketing hotels and catering services • Facilities and property management • Research methods and data analysis • Information interpretation and presentation • French for tourism II/Intermediate Spanish II/Advanced German I • Industrial attachment	• Industrial attachment
Fourth year Semester 1	**Fourth year Semester 1**
• Hospitality law • Hospitality accounting • Senior project I • Financial management • Events and convention in management • Leisure and recreation management • Oral French French/Advanced Spanish/Advanced German II	• Environmental management for hospitality and tourism • Hospitality and tourism enterprise growth management • Hospitality and tourism economics • Interior design in hospitality • Management of hospitality operating systems • Foreign language level III • Foreign language level IV
Fourth year Semester 2	**Fourth year Semester 2**
• Seminars and contemporary issues in hospitality • Hotel economics • International marketing • Strategic management • Senior project II • Public relation in hospitality industry • Business French/Business Spanish II/German in the hotel industry	• Industrial attachment

(Source, Hospitality department of UoE and KUC, 2015)

The curriculum for University of Eldoret comprises of two semesters each year making it 8 semesters in four years. The students are also taught one foreign language either French, Spanish, or German. The foreign languageare introduced in the first years of study and are offered up to the fourth year.

Students from UoE go for their first attachment at the end of year two, and this allow them apply theories learnt in the classroom. It exposes the students into the real world of work where they get to practice what they learnt in class out in the industry.The-attachment is relevant tocoachstudent'shands on skills and influence them to have a liking for the industry prior employment (Renganathan & Karim, 2012). The second attachment is scheduled after year three; the students have an idea of what happens during attachments because they have attended one.

The curricula of the hospitality program at the UoE trains graduates to have skills in all the departments of the hotel, starting from the front office, housekeeping, kitchen, store-keeping, laundry, and all the activities that are undertaken in the hotel. Students are also supposed to undertake food and beverage production and service practical's in the hotel academia, where they prepare different dishes and learn how to serve guests. Practical's help the students to have more experience and gain more skills from their lecturers who supervise them.

Hospitality management at KUC, in collaboration with the UoN takes a period of four years (www.utalii.co.ke). The programme of study equips students with practical skills and general business skills useful in the operations of a hotel. The course is divided into two terms, whereby one term is for class work and the other term is for industrial at-tachment. The students go for four industrial attachment sessions during their study.

Kenya Utalii College has fewer units than the UoE who have a total of between 14 or 15 units each academic year. Kenya Utalii College has two practical units inthefirst year as opposed to UoE, which has no practical units in the curricula as a single unit, but as an extension of other units of food and beverage production and service. The University of Eldoret has categorized its courses into different themes each semester. The courses encompass all the departments in the hotel, with the first theme being tourism system studied at first year, service department studied in the second year of study,kitchenservice in third year , and food and beverage management in fourth year. Students from the UoE learn foreign languages starting from the first year of study to fourth year as opposed to KUC, which offers foreign language during the third year of study.

The curriculum for the first-year student for the UoE has 6 hospitality-related units, while KUC has 10 course units that touch on hotel related activities. Courses which are business oriented at the UoE are 5 and only 1 course unit at Kenya Utalii College, while the language-related courses are 4 for the UoE and none at KUC. The second-year also has 8 hospitality related courses, 3 business-related, and 2 languages related course units at the University of Eldoret.

Kenya Utalii College second-year has 5 hospitality related courses and 1 business-related course with no language-related course. The third year of study at the University of Eldoret has 6 hospitality related courses, 4 business-related courses, and 2 language-related courses. Kenya Utalii college third-year curriculum comprises of 5 hospitality related courses, 2 business-related courses, and 2 language-related courses.

The final year includes 7 hospitality related courses, 3 business-related courses, and 2 language-related courses at the University of Eldoret. Kenya Utalii college final year consists of 5 hospitality related courses and 2 language-related courses with no business-related course. This shows that the University of Eldoret has more business-related and language-related courses than the KenyaUtalii College: this has the advantage of enabling graduates from the University of Eldoret to secure jobs from various institutions other than the hospitality sector. The courses from UoE have changed and the students who are currently in the programme are undertaking a new curricula. However the researcher conducted the study on the old curricula because students who have already graduated and working went through the old one. KenyaUtalii College has more hospitality-related courses; this has an advantage to KUC because the students get more knowledge of the hotel operations. The two curricula comprise of units covering the activities in the hotels adequate to equip the graduates with skills and experience that will enable them work in the hotel industry.

2.4.2 The Influence of Instructional Methods on the Quality of Training in Hospitality Management

A teaching method involves the principles and practices used by teachers to facilitate student learning (Westwood, 2008). Teaching methods can be categorized into teacher-centered or student-centered (Kaliyadan & Manoj, 2010: Sempele, 2017). Teacher-centered has the lecturer as the controller of all the activities in the class, the assumption is that the students have no knowledge as they sit quietly and receive what the lecturer is teaching. This information is conveyed by lectures with an end goal of testing the learners understanding (Donche, 2013). The second approach involves teachers and students

playing an equally active role in the learning process. The lecturer's objective is to tutor and enhance student learning and overall understanding of the content. Below are some of the teaching methods used by lecturers.

2.4.2.1 The Lecture Method

A lecture is a physical presentation of information by a lecturer (Kaur, 2011). The method has advantages which include: saves time as the lecturer prepares a lecture that takes place within a given duration. The lecturer has to time himself to teach at the given time and make sure he finishes what was intended; there is minimal discussion; thus, it is quick (Chaudhury, 2011).

This method has some disadvantages: it is a one-way communication;therefore students do not have freedom of expression. Another disadvantage is that it not suitable for practical lessons. It also needs a qualified personnel who have experience in teaching and relating with students (Sharma, 2020).

2.4.2.2 The Discussion Method

 This method comprises of two or more people involved in a dialogue discussing a specific phenomenon. The discussion method assists in assessing trainees understanding of the subject. The advantages of this method include; students acquire more knowledge about the topic. Student's participation is enhanced thereby increasing the volume of knowledge acquired. The method makes learning interesting as students are involved in the learningandstudent's thinking capacity is enhanced (Sagged, 2010).

However there are disadvantages, which include: the students should have some information about the subject under study, another disadvantage is that some students are shy and they will withdraw from the discussion or be inactive through the process.

Lastly, the discussion can be uncontrollable and students engage in unrelated information and end up with arguments (Brookfield & Stephen Preskill, 2005).

2.4.2.3 The Demonstration Method

This is the best method to use when you are teaching practical lessons (Dorgu, 2015). Demonstration involves arranging an activity to train an occupational skill or an experiment. Some of the merits in this method include, students can watch and learn as the lecturer shows how activities and machine are done and operated. The disadvantages include; you may have many participants but limited resources and facility space. The participants may take long to understand the concepts. Some participants may be quick learners while others may be slow learners and as a result they are left behind (Cashin, 2011).

2.4.2.4 The Brainstorming Method

Brainstorming is a method of teaching used by the lecturer in which the students participate by responding or presenting views on one topic (Itmeizeh, 2020).This method has its advantages which include; students are able to think critically, participant's views are considered, it is involving and quick, and it sets a foundation. Demerits of this method include: it is time consuming and some of participant's ideas which were hailed to be good are never utilized (Rizi, 2013).

2.4.2.5 The Role-play Method

This method uses participants past experiences to imitate a real life situation (Nugroho, 2014).Role plays can be useful in enhancing interview methods and understand opinions in groups. The method has advantages, which include: students gain courage and

they are able to think critically. Disadvantages of this method are: some people feel uncomfortablewhileothersmay not take this method seriously.

2.4.2.6 The Question and Answer Method

This method was developed by a philosopher known as Socrates (Tambar, 2019). The objective is to achieve critical aims and bringing knowledge to the conscious level. This method has some merits and demerits as well, the merits include; the lecturer is conscious of the abilities and emotions of the students while asking questions. Communication is enabled and critical objectives which bring out knowledge are brought out. The demerits include; it is difficult to come up with questions to tackle the whole subject also some content cannot be taught using this method.

2.4.2.7 The Field Trips Method

A field trip is an excursion organized to explore different regions away from the normal environment (Greene & Kisida, 2015). The trip is arranged in three steps which are; preparation, activities and follow-up activity. Some of the destinations that are visited include zoos, hotels, museum, agricultural farms, and business firms. The trips are supposed to expose participants with real life scenarios. The students are supposed to compose a report about the whole field trip discussing all the experiences.

2.4.2.8 Field Attachment and Internship

Other instructional learning methods include the attachments and internships which enable students to practice theory knowledge. Industrial attachment helps to develop student's skills in their career (Baynit & Ngussa, 2021).

Each of these methods is best in their context. It depends on the topic that is being taught. Lecturers are guided by the topic they are teaching to select the best method to use. If the topic is practical's the best method is the one that allows the students to do the practical's in reality. Demonstration method can be used to teach practical aspects before learners get to practice this out. Lecture method will be useful if the topic is theory oriented. This shows that all the methods are useful and none can be said to be the best as it all depends on what is being taught. Teaching techniques are crucial in understanding and acquisition of knowledge by learners. Teachers who are creative in teaching methods improves the extent of learners gaining more knowledge. An exploration on perceptions towards the choice and use of these methods is relevant to establish the influence they have on the quality of training in hospitality management.

2.5 The Influence of Institutional Culture on Quality of Training in Hospitality Management

According to Pratiwi and Setiyawati (2021), institutional culture is a form of shared meaning and beliefs. These are held by institutional members and determines how they act towards each other and outsiders. The culture of any organization guides how the mission of that organization will be attained.

Culture is said to be a socially developed phenomena, created by existing beliefs, ideology, language, rituals, myths, artifacts, values and shared assumptions formed over decades (Buttler & Modaff, 2008). The community of the institution helps in molding the culture which in turn influences the effectiveness of the institution (Lee, 2004).Attaining education in higher level is considered one of the most important factors that gives one job opportunities, improves social activity and guarantees high income. In

the current job market obtaining only high level education is not sufficient because it is already available to the masses.

To possess a stronger image for the labor market the graduates need to have extra credentials. The university's reputation explains the extra credentials. Jung and Sunhwa Lee (2017), argues that students who graduate from a highly reputable university have an upper hand in the industry in terms of securing a job. This new trend of employers considering various factors before hiring influenced the undertaking of this study. The culture of an institution can build or demolish the reputation or name of an institution. This reputation markets them and they are able to admit many students who choose them after they complete their secondary school education. The researcher wishes to assess the culture of the two institutions and how it affects the quality of training in the institutions.

2.6 The Influence of Instructional Resources on Quality of Training in Hospitality Management

Instructional resources are materials or objects used by lecturers to train learners (Abel & Kellehear, 2018). Laboratories are important, it is where the students put in place the knowledge acquired in the classroom. Fully equipped laboratory will provide adequate skills to students which will be helpful when working. Libraries arevitalforstudents because they carry out their research and access other scholar's literatures. The researcher compared the learning resources of the two institutions to establish how they influenced the quality of training in hospitality management.

2.7 Theoretical Framework

All-round educational quality theory by (David Kolb, 1984) and Behavioral learning theory by (John Watson, 1913) guided the study. The all-round educational quality theory argues that emphasis should be put on the transition of education. It means that organization's sole objective is to offer quality. The theory views education as a service meant to meet the needs of students which is securing a job after graduation. The theory will guide the study in establishing whether the kind of training offered in the Hospitality Management in UoE and KUC is producing suitable graduates for the job market. The behavioral learning theory is a common idea that is focused on how students learn. The theory argues that behaviors are learned from or are affected by the environment. The research study considers the environment in this case as learner's attitude towards training, the curriculum, the institutional reputation and instructional resources of the respective institution and how they affect the quality of training of Hospitality Management. Behaviorism is important for lecturers as it affects how students react and behave in the classroom (Bandura, 2006). According to Reeve and Jang, (2006) the behavior of a student can be influenced by the lecturer.

The theory is supported by the fact that if an institution has a good reputation the students of that institution will feel superior by the fact that their institution is well known. Institutions that have adequate instructional resources will be able to offer quality training. In conclusion the behavior of learners is likely to be influenced either positively or negatively by the learning environment. Hence this study sought to establish how the learning environment at UoE and KUC affects the quality of training in Hospitality Management.

2.8 Conceptual Framework

It shows the relationship of the independent and dependent variables. The framework below looks at learner`s attitudes, curriculum, institutional culture and instructional resources and how they affect the quality of training in Hospitality Management. The quality of training will determine the type of graduatesproducedand how suitable they are for the job market. High quality training will produce quality graduates who are employable in hotels and vice versa.

Figure 1: Conceptual Framework

Curriculum
- Curriculum Content
- Instructional methods

Quality of training in hospitality management
- Professionalism
- Work attitudes
- Moral cultivation

Institutional culture
- Image
- Policy statement
- Reputation

Learner's attitude
- Behaviors
- Emotions
- beliefs

Instructional resources
- Text books
- Software
- Food laboratories
- Internships and attachments

(Source: Author, 2022)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section discussed the research methodology that is, the research area, research design, sampling techniques and procedures, research instruments, reliability and validity, data collection methodology, and analysis of the data.

3.2 Study Area

The research was carried out at the UoE department of Hotel and Hospitality Management in Eldoret and the Kenya Utalii College departments of Front Office, Food and Beverage Production, Food and Beverage service, Housekeeping and Laundry and Hotel Management in Nairobi, Kenya. Eldoret town is the headquarters of Uasin Gishu County and is located about 320 km North-west of Nairobi (Kenya National Bureau of Statistics, 2020). Eldoret town is growing fast and have various hotels and institutions of higher learning.

The University of Eldoret is situated about 9 kilometers from Eldoret town along the Eldoret-Ziwahighway. The department of hotel and hospitality management offers an undergraduate Bachelor's degree, a Master's degree, and a two years' Diploma program (www.uoeld.ac.ke).

Kenya Utalii College is a Public institution of higher learning established in 1973 offering hospitality and tourism courses. This College is situated about 10 kilometers from Nairobi (CBD) along the Thika Super Highway on the outskirts of the city of Nairobi. The institution offers a Diploma course in hotel and restaurantmanagementand

a Degree course in Hotel Management in collaboration with the University of Nairobi (kenyadmissions.com).

University of Eldoret and Kenya Utalii College are institutions of higher learning offering hospitality education.

3.3 Research Design

Research design is the set of methods and procedures used in collecting and analyzing data (Buchanan & Bryman, 2009). This study was qualitative and adopted a narrative research design. Qualitative research utilizes data obtained by the researcher from first-hand observation, interviews, focus group discussions, participant observation, recordings created in natural settings and the data is generally non numerical.

Narrative research aims to fully understand human experience as represented in natural state. Researchers correct narratives of experiences by respondents who describe a life experience and explore its meaning. The researcher becomes the interpreter of the individual stories as opposed to a community. The objective of this approach is to come up with a description of the form of a particular phenomenon (Creswell, 2013).

Basically interviews are conducted with a group of individuals who have clear knowledge of an event, situation or experience. The interview attempts to give answers to two major questions (Moustakas, 2001); what have you experienced in terms of the phenomena? What contexts or situations have typically influenced your experiences of the phenomena (Creswell, 2013)? The researcher wished to get the educational life history of the participant through interviews and focused group discussions. Narrative research design allows the researcher to get full information. Spoken narratives such as interviews and audio transcripts or videos are close to reality (Creswell, 2013)

The data is then read and reread and arranged in similar patterns and themes that are then grouped to form clusters of meaning (Creswell, 2013). This processwill be explained later thatallows the researcher to construct the universal meaning of the event, situation or experience.

3.4 Target Population

According to Zhao (2013), a population comprises of all individuals or entities under study. The researcher wished to investigate graduates and lecturers perceptions towards quality of training in hospitality management from UoE and KUC. The study targeted hospitality graduates and lecturers from UoE and KUC. Of importance both institutions teach hospitality management. The institutions are known in the regions for producing quality graduates who secure jobs in the industry. The target population consisted of 670 hospitality students and 8 hospitality lecturers and they shared the following characteristics:

a) The lecturers have taught hospitality management for over five years in the two institutions. This ensured that they are familiar with the curriculum they use, thereby competent in their provision of knowledge and skills.

b) The researcher considered a category of graduates who graduated within the period of 2014 to 2020 at UoE. This is because these are the students who have graduated since from UoE. They are already out in the market looking for employment or already working.

c) Respondents from KUC comprised those who also graduated since 2014 to date. This is because they went through a bachelors curriculum similar to that undertaken by respondents from UoE. The reason for considering graduates of

2014 is because the collaboration between KUC and UoN started in 2010 implying that the first group under this collaboration between UoN and KUC graduated in 2014.

d) The graduates had attained at least a bachelor's degree from the two institutions of higher learning.

3.5 Sample Size and Sampling Procedures

Purposive and snowball sampling techniques were utilized in this study. Purposive sampling is anon-probability sampling where researchers rely on their own judgment when choosing members of the population to participate in the study (Battaglia, 2008). Snowball sampling is also a non- probability sampling technique in which the samples selected have traits that are rare to or they are difficult to locate (Cohen, 1995). The objective of purposive sampling is to focus on certain characteristics of a population that are of interest in a study.

Homogenous sampling is a purposive sampling technique that aims to achieve a homogenous sample; that is a sample which share the same or very similar characteristics or traits. The respondents selection is based on their having similar characteristics which are of interest to the researcher. Snowball sampling or chain-referral sampling is a non-probability sampling technique in which the samples have traits that are rare to find. The samples in this technique provide referrals to recruit samples required for a research study.

The researcher utilized purposive sampling in selecting the lecturers who participated in the study. Researchers use purposive sampling when they want to access a particular subset of people (Alba & Dolores, 2007). The participants are selected because they fit

a particular profile. In this study the hospitality lecturers fits the profile that the researcher wanted, therefore they were selected.

Snowball sampling was employed in selection of hospitality graduates. Snowball sampling is used when the potential participants are hard to find. Given that the graduates had already left the institutions they graduated from, it was difficult to get them. Snowball sampling was used to counter this problem. The researcher obtained one participant who referred another participant to the researcher until the required sample was attained.

McShane and Simon, (2002) states that to ensure representativeness of the collected data, qualitative researcher's deliberately select particular settings, persons, and events for the important information they provide. The study sample consisted of 18 participants who comprised of 5 hospitality graduates and 4 hospitality lecturers from each of the two institutions to give a total of 8 hospitality lecturers and 10 hospitality graduates.

3.6 Data Collection Instruments

Cooper and Schindler (2014) defined data collection as tools and instruments used to measure variables in research. The study utilized interviews and focused group discussion and document analysis. The interviews were conducted with graduates of hospitality management while hospitality lecturers were involved in a focused group discussions. The focused group discussion was carried out separately first at UoE, with UoE lecturer participants' and at KUC with KUC lecturer participants'. Interviews are efficient when collecting data from a small group of respondents on a broad range of topics. There are structured and unstructured interviews; with the structured it includes same

questions in the same order with multiple choice answers. The unstructured questionsdiffers depending on answers given on previous questions; there is no fixed set of possible answers (Trochim, 2020). The study utilized unstructured interviews to collect data.

Focused group discussion is a qualitative research method and data collection method. It involves a selected group of people discussing a selected topic or issue conclusively (Kaehne, 2003). This method helps to solicit respondents' attitudes, perceptions, knowledge, and experiences, and practices shared in the course of interaction with different people. The researcher had a tape recorder during the interviews and FGDs and sought permission from the respondents to record the interviews and discussions.

Document analysis involves assessing documents by the researcher to make a clear picture to an assessment topic (Weisberg & Bowen, 2009). In this study the researcher used hospitality curricula from the two institutions as the physical objects.

3.7 Data Collection Procedures

The study was organized intothreeparts, which is the interview part, the focused group discussions, and the document analysis. After determining the sample, obtaining a research permit, the researcher visited the respondents who were within reach and introduced himself and asked them when it would be appropriate to conduct an interview with them. It was however challenging to set a date for FGDs with the lecturers but it was finally decided that a FGD with UoE lecturers be scheduled during one of their regular departmental meetings. Thus the date was given to the researcher for planning. During the meetings, the researcher requested the participants to allow him record the interviews so that it would be easy to analyze the narrations. The researcher also looked

for contacts of those respondents who were not within reach and the interview was conducted through the telephone. The interview took a duration ranging between 20-30 minutes. The first three days the researcher conducted interviews around Eldoret. Four respondents availed themselves physically while one interview was done through the phone. The first day in Eldoret the researcher was able to conduct two interviews.

The second day the researcher conducted two other interviews. It was possible to conduct the interviews because the researcher lives around Eldoret and the respondents also resides in Eldoret. The 5th respondent could not avail himself because he was out of Eldoret and so the interview was conducted over telephone on the third day. At this point, the responses gathered were almost similar. This meant that the saturation point had already been reached. Data saturation refers to the point in the research process when no new information is discovered in data analysis and this redundancy signals to researchers that the data collected is enough (Thomas, 2015).

The researcher then held focused group discussions on the set date with hospitality lecturers at UoE for 1 hour 20 minutes. The FGD took place at the head of department`s office and the respondents sat in a circular pattern to ensure there was no head of the table and every one could contribute equally. The researcher included two hospitality part-time lecturers who have been teaching at university of Eldoret for five years. The reason for including the two part-time lecturers is to replace two lectures who were supposed to be my supervisors. This marked the end of data collection for graduates and lecturers from UoE in Eldoret. The respondent requested the head of department to give him copies of their curricula. These were to be used in analyzing the contents and the structure to know the curriculum that the graduates undertook. Fortunately for the

researcher most of the participants were very cooperative and were happy to participate in a study that directly affects their lives.

The researcher then traveled to Nairobi to conduct interviews and focused group discussion on participants from KUC. The researcher was able to conduct interviews in two days while at Nairobi. The first day he interviewed two respondents in their offices and the interviews took between 25-40 minutes per participant. The second day one participant was available and the researcher met the participant in a park and the interview took 30 minutes. The other two were not available physically however, they participated in the interview over the phone. The saturation point was also reached with these five respondents thus findings seemed enough for analysis. These interviews took 25 and 30 minutes respectively.

The reason for conducting focused group discussion on the lecturers was because they were easy to get as a group as opposed to the graduates who are already working in different parts of the country. The researcher introduced himself to the hospitality department and requested to speak with the head of department to get a go ahead to do the research. The researcher was directed to the office of director of studies who was the one to allow him conduct the research. The researcher was welcomed well by the director and he stated his reasons for visiting the institution. The director gave the researcher a signed letter allowing him to carry out the research.

The researcher unfortunately arrived at KUC at a time when the examinations were ongoing therefore getting the lectures was hard. However the director of studies in that institution helped the researcher to get the lecturers who had finished supervising their examinations and they agreed to take part in the FGDs. They were four lecturers, one

from front office management, two from food and beverage production, and one from hotel management. The focused group discussion was held in the director of studies office for 1 hour and 20 minutes which is acceptable; a focused group discussion should be held for1 hour to1 hour 30 minutes. Below 1 hour minutes it is hard to fully explore and above 1 and a half hours the discussion can be unproductive as participants get weary (Krueger, 2002).

The researcher requested to be allowed to record the discussions and permission was granted after reassuring the participants that all the information given was for academic purposes. After FGD,the researcher requested for copies of the curricula so that he could analyze the contents and structure of the curriculum against that of the first institution.

3.8 Validity and Reliability

Koksal (2013) stated that validity is the accuracy and meaningfulness of inferences made from research results.Validityconfirms whether the research instrument chosen will produce the required outcomes (Kelly, 2013).

Leedy and Ormrod (2019) urged qualitative researchers to use triangulation method to increase validity of their findings. The authors advised that researchers ensure respondent validation approach. Validity in qualitative research can be checked through respondent validation which helps the researchers to improve accuracy, credibility, validity and transferability or applicability of the study. This technique involves testing the initial results with participants to see if they will still give the same information. This study utilized triangulation and respondent validation. The researcher conducted the same interview questions to graduates from UoE and KUC, also the same topics in

focused group discussion were administered to lecturers in UoE and KUC for valida-
tion.

Reliability in qualitative research is the stability of responses to multiple coders of data
sets. It can be enhanced by detailed field notes by using recording devices and by tran-
scribing the digital files (Creswell, 2013). The researcher used tape recorders to record
the interviews and the FGDs to ensure that all the original information from the re-
spondents is captured. This ensured that the information was authentic and reliable.

3.9 Data Analysis

Data analysis is a process of inspecting, cleaning, transforming, and modeling data with
the goal of discovering useful information, informing conclusions and supporting deci-
sion-making (Gong & Xia, 2015). The analysis of qualitative research aims to cover
and / or understand the big picture by using the data to describe the phenomenon which
in this case is trying to understand graduates perceptions towards quality of training in
hospitality management.

Data obtained from interviews and FGD was cleaned and coded as an effort to organize
its structure and give meaning. Mugenda and Mugenda (2003), and Kothari (2004),
explained that coding, organizing and structuring aids in the search for patterns, themes,
narratives and relationships existing in raw data groups. The researcher started by tran-
scribing all the data that was recorded during the interviews and the focused group dis-
cussions. The next step the researcher read the transcribed data several times to famil-
iarize himself with what the data entailed.

The researcher re-read the data again, this time paying specific attention to patterns that
may occur and in an effort to identify themes and relationships in the data collected.

This helped in trying to identify narratives that assisted in answering the research questions. The researcher started by sorting the information out, this was done by assigning a color to each research question. Question 1 color green, Question 2 color red, Question 3 color blue, and finally Question 4 color orange. As the researcher read the information from the interviews and focused group discussions, the sections with information that would help answer any of the research questions was highlighted with the appropriate color.

The researcher then bought 4exercise books which were used for each question. The books were shaded on top with the appropriate color of each question for easy identification. All the narratives from the interviews and focused group discussions that would help in answering any of the research questions were transferred to the appropriate book. The researcher then reread the information in each book with each question in mind in an effort to place participant's quotes into thematic classifications. Participants in the interviews were given numbers 1-10 representing the 10 graduates while those who participated in FGD were given alphabetical letters A-H representing the 8 lecturers. The learning institutions were given abbreviation; UoE for University of Eldoret, KUC for Kenya Utalii College. This process allowed the researcher to develop a comprehensive set of themes and subthemes from the interviews, focused group discussions and document analysis.

3.10 Ethical Consideration

Ethics refers to 'moral beliefs' or 'customs' that distinguish between what is perceived to be good and what is wrong (Akaranga & Ongong`a, 2013). The researcher explained to the respondent about the research and told them that the research is only meant for

academic reasons. Participants had the freedom to be part of the study or not. The respondents were also informed that they were free to hold back information that is sensitive. The researcher did not use participant's names to safeguard their privacy. The information obtained from the participants was protected and treated with confidentiality.

A letter of introduction from the University of Eldoret and a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) were obtained. The researcher adhered to the regulations of covid-19 protocols as stipulated by the ministry of health.

Table 3.1: Overview of Research Themes and Subthemes

Question 1	Themes	Subthemes
What are the lectures' and graduates'' perceptions towards the quality of training in hospitality management?	Skills	- Hands on knowledge - Competency - Self-drive
	Train for the industry	- Acquiring jobs - Less training
	Technological advancement	- What is trending - Impacts
	Collaboration	- Bench marking - Sense of togetherness
	Standardization	- Diversity
Question 2	**Themes**	**Subthemes**
What are the lecturers' and graduates' perceptions towards the influence of learner`s attitude on quality of training in hospitality management?	Motivation	- Rewards - Seminars and trips
	Change negative thinking	- Encouragement - Trust
	Positive learning space	- Friendly class atmosphere - Involve students in discussions
	Be an example	- Share your experiences - Share your achievements humbly
Question 3	**Themes**	**Subthemes**
How does lecturers' and graduates' perceptions towards curriculum influence the quality of training in hospitality management?	Curriculum themes	- Theme in each semester
	Curriculum review	- Get what is in the industry - Involve stakeholders
	Industry linkages	- What is in the industry

Question 4	Themes	Subthemes
What are the lecturers' and graduates' perceptions towards the influence of institutional culture on the quality of training inhospitality management?	Institution`s philosophy	- **Guides the students** - Mandate of institution
	Confidence and pride	- Students feel worthy - Well groomed - Responsible
	Legacy	- Students leave a name - Challenge those who come later
	Trust by the industry	- Believe of producing quality - Qualified graduates
Question 5	**Themes**	**Subthemes**
How does lecturers' and graduates' perceptions towards instructional resources influence the quality of training inhospitality management?	Practical laboratories	- Real-life experience - Practical knowledge - Direct absorption
	Library and access to the- internet	- E-learning - Google classroom - Books and other materials
	Qualified lecturers and Support staff	- Quality training - Needs of lecturers
	Funding	- Budget for ingredients

Source (Author, 2021)

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

Chapter four-presents the study findings, discussions and recommendations. Findings are presented under various sub themes that were developed under each of the study variables during analysis.

4.2 Quality of Training in Hospitality Management

Responses to the above concept were organized in five thematic areas which are discussed below.

i.   Skills

ii.   Train for the industry

iii.   Technological advancement

iv.   Collaboration

v.   Lack of standardization

4.2.1 Skills

According to Sommerville (2018), a skill is a learned ability to perform an action and get results or achieve goals. The respondents were asked to discuss what they understood by a quality graduate, they said that to be a quality graduate -one had to possess the required skills that will enable one to perform a certain task. Below are some of their contributions;

> 'A quality graduate is that graduate who is able to give the best from what he/she learnt and put the skills out there to impact on the society, and be able to do his/her best in terms of giving service to the society (participant 1, KUC, interview)'.

'A quality graduate is one who has gone through learning in the university and has gone through all the courses offered by the university, and one who can now use whatever they have learnt to practice the skills possessed (participant 6, UoE, interview)'.

'A quality graduate is one who goes out in the field well equipped with knowledge and skills required in the industry (participant 2, KUC, interview)'.

Graduates from UoE and KUC shared a common idea that a quality graduate is one who have skills required in the hospitality industry. They also believed that these skills were acquired after the students had undergone training. The skills acquired will now depend on the quality of training the students go through.

To produce graduates who have the required skills in the market, an institution has to offer quality training to its students. All the participants said they believed they are quality graduates. This was backed up by the fact that, after they graduated they secured jobs in the industry, though not all of them are still working in the hospitality industry. Organizations may not figure out that training affects both managers and employees. The organizations believe that they need a healthy, productive, quality employee and they should do whatever it takes to achieve positive end result (Duan, 2018).

The industry is now more than ever considering the quality of graduates before they hire them. This should challenge the institutions of higher learning to ensure that they are offering their graduates with quality education to enable them to acquire the required skills in the market. The participants shared that they received quality education during their studying. There is a rising level of un-employment in Kenya. This can be attributed to many factors one of the factors being that graduates are coming out of school with inadequate skills (Okolie & Mlanga, 2019).

This inadequacy has been reported as a big contributor to youth un-employment in Kenya (World Bank, 2019). There is a high numberofyoung people who have completed school and ready to work, but they lack skills needed by the industry. The skills mismatch is a combination of school curricula neglecting vocational, entrepreneurial and employability training skills.

With regard to acquiring required skills for the market, participant 3 (KUC) in an interview said that:

> 'It is hard being taught and you don't have the practical aspect as opposed to being taught and having the practical knowledge'.

He argued that to ensure quality training, the student must go through all the necessary training without shortcut. If it is theoretical knowledge, the lecturers should provide useful and updated notes. To impart on practical skills, the department should provide all the equipment so that the students do the required practical.

4.2.2 Train for the Industry

Participant A (KUC) in a focused group discussion contributed that it is important for institutions to train for the industry. This ensures that upon graduation the students can be absorbed directly in the industry without undergoing any other training.

The rest of the members agreed with participant'sA argument. Participant B added that;

> 'When we train for the industry, this means that we are not training this person to go out there and get stranded without a job. The departments of the hotel should mirror the courses that we offer. This will equip our students with skills for all the departments in the hotel'.

The members of focused group discussion from KUC said that their institution provides courses that mirrors the hotel departments, Participant C clarified this by saying that;

> 'Our institution has been contributing to direct hotel staff; the need for people to work in the hotel informed the creation of this institution. So what we do we

don't deal with academics per say, 70% is practical and 30% is theory. The departments in the hotel mirrors our courses we have front office, housekeeping, food production, food and beverage service and hotel management as separate departments'.

The benefit of having courses that mirror the departments in the hotel ensures that relevant information is taught to ensure thatgraduates know which areas they want to work in, as participant 3 (KUC) in an interview said;

'The students are taken for an industrial familiarization programme. This is where students went to really decide whether this was their course, whether they really needed to do it and also see which department suits them'.

Participants from Kenya Utalii College said that they try to train graduates who will get jobs easily without much struggle. They ensure that their graduates get all the skills needed. The theme was not discussed by respondents from University of Eldoret.Theresearcher feels that UoE should also ensure that they impart skills to their students to enable them acquire jobs easily. They should be offered practical skills to be able to work in hotels.

Institutions should ensure that the kind of training they are offering is one that is industry oriented so that it will be easy for students to secure jobs. This is because the employers will know that all the students who are graduating have what it takes to be employed and that they will perform their tasks well. While the student will have much to gain from industrial placement, the same is also true for organizations which have such training programs in place. These programs can be of mutual benefit for employers because they may benefit from the quality of support, fresh ideas and energy that the student brings into the work environment. In this scenario, the programs include practicals that students carry out during their study; this ensures that they come out with something maybe even new from what is in the industry.

4.2.3 Technological Advancement

Colleges and Universities have generally been quick to adopt new technologies often even before their educational value has been proven (Hanna, 2016). According to Farrington (2019), computers and telecommunications are the principal technologies reshaping higher education. Due to advances in each of these domains, electronic mail, fax machines, the World Wide Web, CDROMS, and commercially developed simulations and courseware are altering the daily operations and expanding the missions of colleges and universities.

The participants felt that in order to offer quality training,the institutions must embrace new technology. Participant A, KUC, FGD said;

> 'The only thing we need to do is to up our game on the technical levels when it now comes to technological levels, we do training technologically. We have projectors and everything but again we need to go beyond that. There is need to see what are these other things that are trending through the internet like E-books, E-journals'.

Participant C intercepted and added that;

> 'Fundamentally institutions in most cases have not captured current trends they are a bit in the past (Old school). Most of them are old school and therefore they give what we call yellow notes and people keep saying during our time this is what we would do, not knowing we are in the modern days'.

> 'We are trying to introduce online learning to our students to help in teaching. Overhead Projectors are available but the idea have not been accepted fully by the students' (participant, H, UoE, FGD).

The participants from UoE and KUC contributed to this theme happily; they agreed that embracing technology helps students not only to acquire skills and knowledge but also be conscious with what is happening in the world. The researcher found out that the two institutions were aware of the importance of technology to modern learning. Despite the process being slow, some lecturers were already using technology to teach thus hopeful that in the future, technology will be integrated to everyday training.

The world is becoming a global village due to the advancement of the technology;also the way of doing things is also advancing (Dixon, 2014). Institutions should ensure that they embrace new technology to ensure that they remain relevant in the job market. They should ensure that their training is current so that graduates will not come out with outdated knowledge which will disadvantage them when searching for a job.

4.2.4 Collaboration

According to Mueller (2001), collaboration is a working practice whereby individuals work together for a purpose to achieve a common objective. Collaboration enables individuals to work together to achieve a defined and common business purpose.

Collaboration between the institutions can help in sharing ideas to ensure that there is harmonization in production of quality graduates. There should also be collaboration between the institutions and the hotel industry so that they can share with the departments on what is happening in the job market so that students can be trained with that in mind.

Participant E from UoE in a FGD said;

> 'We should be able to invite people from the industry for events like graduations in the institutions. They should also come to see the students graduate because they helped shape them when they were with them at attachment. That mark from the attachment also made them graduate. So they should be involved in all these stuff, I don't know why this is not the case'.

The industry collaboration will be a milestone.After all it is the same industry which will give the graduates jobs, so their involvement will ensure that they know the quality of the graduates, therefore they will be sure who and from where to recruit.

Participant D from KUC in a FGD had this to say about collaboration;

'We are collaborating with very highly respected organizations like African Hotel Schools in Africa (AHTSA). We are actually the secretariat so there is so much exchange that goes on. A month ago the minister for tourism for Ghana was here; his government wants to have a collaboration with our institution. This will open doors for our students to get scholarships and also be able to secure jobs in Ghana. This shows you that collaboration is very vital to ensure quality training'.

It was evident that KUC has collaborations with local and international hospitality industry bodies which helps them in their effort to produce quality graduates. This was not the case at UoE as participants said they wish the institutions could try to collaborate with the industry and invite them to the institution for deliberations as this would help. This collaboration puts KUC in a better position than UoE in producing quality graduates. The collaboration helps learning institutions to gather information about emerging trends and practices in the industry.

Working collaboratively, instead of individually, helps improve productivity. It also becomes easier to brainstorm ideas to solve an existing problem or deliver the required work on time. Every member of a team has different skills, expertise and talent such that when they collaborate they are able to utilize the experience, knowledge and skills of everyone involved to achieve the shared goal (Saikatikorn, 2021).

Institutions should strive to have various collaborations so that they get partners who they can share ideas with. These collaborations will alsoenhance the quality of training that these institutions provide because they will have a pool of ideas from different members.

4.2.5 Lack of Standardization

Standardization is a frame work of agreement to which all relevant parties in an industry or organization must adhere to, to ensure that all processes associated with the

creation of a good performance of a service are preformed within the set guidelines (Grant, 2021).

Participant B from KUC in a FGD said;

> 'There is no standard curriculum delivery for all institutions. Because of this the approach is totally different and the content delivery is different. This brings about diversity in terms of what institutions give out as quality'.

This participant from KUC felt that it is unfortunate that we do not have a standard curriculum in higher institutions of learning. This has given rise to varied instructional methods and content. This may be the reason why employers prefer graduates from specific institutions with the belief that they are better than others.

The aspect of not having standardized curricula makes the employers to have a variety of graduates to choose from. The choice is then dependent on the quality of graduates a certain institution produce. The institutions should always revise their methods of training and content now that there is no standardization to ensure that they give out content that is current. This will help the graduate to have a chance of being considered in the currently competitive job market.

4.3 What are Lecturer's and Graduate's Perceptions towards the Influence of Learner's Attitude on Quality of Training in Hospitality Management?

This question was posed to the graduates who confessed that the lecturers are not putting much effort to help students develop positive attitude. This being the case the researcher asked the graduates what they wished the lecturers do to improve their attitude towards learning. They suggested the following themes which will be discussed separately.

i. Motivation

ii. Change negative thinking

iii. Positive learning space

iv. Be an example

Akinbobola (2009) emphasizes that attitudes are an internal state that influence the personal actions of an individual. They may be learned from other people, be an experience or a creation in one's mind. Attitudes are thus acquired through learning and can be changed through persuasion using a variety of techniques. A teacher is responsible for facilitating the learner to acquire new knowledge, skills and attitudes. Therefore, attitudes have been found to determine to a great extent, the degree of success achieved as a result of learning (Sempele, 2018).

The participant in a FGD agreed that learner's attitude is a challenge in learning and affects the performance of the students. One of the participant said;

> 'Actually attitude is the biggest thing that we are fighting. It has been a challenge. Right now we are having millennial; those who sometimes are taking a course they were forced to do, it is not their passion. So we have a big percentage of people who know that this industry is people oriented; you cannot have negative attitude. For that reason 90% of the students know what they are doing only a small percentage are pushed and there is nothing much we can do' (participant C, KUC, FGD)

> 'I agree learner's attitude affects how the students study if they have a negative attitude towards the course or the subject they will not perform well. But there is not much we can do about this because most of these students were admitted through government sponsorship, and may be they wanted to pursue a different career' (Participant H, UOE, FGD.

The researcher discussed the suggested themes by the graduates and their responses on their attitude towards hospitality management.

4.3.1 Motivation

Motivation is the process that establishes, guides and maintains goal-oriented behaviors (Cherry, 2016). There are two types of motivation; extrinsic and intrinsic. Extrinsic motivation are those that arise from outside the individual and often involve rewards such as trophies, money social recognition or praise. Intrinsic are those that arise from within the individual, such as doing complicated tasks to feel good about yourself or get the satisfaction of solving a problem (Baumeister, 2007).

The researcher posed the question to the respondents on their attitude toward the different courses they undertook and these were their responses;

> 'I disliked theory classes because they made me think a lot, but I loved practical courses it was a personal liking and I love working in the kitchen' (Participant 1, KUC, interview).

> 'I liked almost all the courses especially the ones with practicals, what I didn't like mostly was the accounts as I was poor in arithmetic' (participant 3, KUC, interview)

> 'I liked the courses we learned but I struggled with statistics and research methods' said respondent 6 from UoE in an interview.

> 'There was one course that challenged me for the four years that is the foreign language German, I liked the others especially service units but not production units. I like where I can mingle and share' (participant 8, UoE, interview)

The researcher found out that the graduates from both KUC and UoE had a negative attitude towards certain units. This being the case the researcher also found out that lecturers from both institutions are not doing their best to rectify this problem.

Participants liked most of the courses they studied but they struggled in others. This made them to perform poorly in such courses and in turn develop a dislike towards them. Lecturers can decide to motivate the students by awarding them with rewards or

trophies or simply by recognition. This will encourage competition among the students and they will work hard towards getting good grades because they know there is a reward.

The participants agreed that learner's attitude affects the quality of learning. However, it is the work of the lecturers to try and create a positive mentality in the students so that they can get the required skills and knowledge needed in the industry. Lectures should make learning fun they should listen to the students and try to understand them.

4.3.2 Change Negative Thinking

Negative thinking can make one dislike something without any particular reason. Participants from UoE and KUC interviews had the following to say;

> Some of the students we studied with had a negative attitude towards hospitality because they had a belief that the course is inferior to science based courses. Such students are the ones who failed to attain the cluster points required to undertake a science based programme. (Participant, 8, UoE, interview)

> There are students who did not know which course to take after completing form four, others were not ready to continue with studies. They were forced to study by their parents or guardians and they saw studying as a waste of their time. These students had a negative thinking and they would even mislead those of us who were not principled well (Participant, 2, KUC, interview).

The lecturers should always encourage their students. They should give them hope that they will make it in life and also assure them the program they are taking is appropriate and can offer them employment opportunities like the other programme. They should also trust the students, for instance if they are having a practical lesson after the lecturer has demonstrated how the practical is done, they should be given time to do practice on their own as there are some students who are very nervous around their lecturers. These

students can surprise the lecturers by producing a good product just because some trust was given to them.

4.3.3 Positive Learning Space

One participant contributed as follows

'I wish the lecturers would create a friendly atmosphere, they should encourage the students to participate in the lesson through discussion, role-plays. They should also involve the students when planning the goals of the lessons. This will make the students feel as part of the system and be eager to learn' (participant 7, UoE, interview).

The lecturers should ensure that the students are comfortable when studying. They should also give room for questions where they can clarify concepts that students may not have understood. They should not be too strict as this will scare the students and develop a negative attitude. They should be professionals and figure out strategies that will lead to mutual respect with the students without necessarily causing fear.

4.3.4 Be an Example

The participants contributed the following in regards to this aspect;

'Students have different role models, like parents relatives or even celebrities. If lecturers can share their experiences they will inspire students who will wish that one day they can be lecturers. This is something that our lecturers did not do' (participant, 3, KUC, interview.

The lecturer represents an important force in the lives of his/her students. He/ she is not only there as a teacher. He /she can also be a strong, positive role model for students as they learn. Lecturers can share their past experiences with the students. This will be helpful to the students as they will be encouraged knowing that even their lecturers went through everything they are going through and that such experiences are

normal. Lecturers can also share with the students their achievements related to education. This will show the students that after education they will be able to be stable in life. Knowing the achievements of your role model urges you to keep going so that you will also reach the level your role model is in.

This area was not taken seriously by the hospitality lecturers and departments. Graduates felt that if this was to change, more and more graduates will be able to enjoy their learning having positive attitude towards all the courses and lecturers.

4.4 How does Lecturer's and Graduates' Perceptions towards Curriculum Influence the Quality of Training in Hospitality Management?

Responses to question three were categorized into three thematic areas which are presented below;

i.   Curriculum themes

ii.   Curriculum review

iii. Industry linkages

4.4.1 Curriculum Themes

In simple terms curriculum is a description of the content of information that is supposed to be taught to students and how lecturers administer the information to the students. The curriculum is a means to fostering quality teaching (Abel, 2018).

Curriculum themes are concepts or the main ideas. Each individual semester has a theme that guides the whole course. This helps lecturers to know the boundaries of the content they are supposed to teach their students. Respondents had the following to say;

> 'Our curriculum is adequate; it offered students with the required knowledge which is useful in the hospitality industry. I think if you look at the curriculum itself it outlines different themes like marketing, production, service each semester has a different theme' (participant F, UoE, FGD)

The participants also said that by having the themes it helped them to come up with courses which are derived from the themes. These courses are the ones that are now taught by the different lecturers. Another participant from KUC had this to say about their curriculum;

> 'We rarely teach what people would want to know, our training is specific to the departments in the hotel, it mirrors the hotel and that is why we have a training unit where we mirror the hotel' (participant C, KUC, FGD).

Most of the participants from the interviews said that the curriculum they undertook was adequate as per the following sentiments.

> 'The curriculum gave me the skills required in the job market. We did more practical courses, we cooked, served made beds, cleaned kitchen utensils in the demonstration facilities in the school' (participant 5, KUC, interview).

> 'The curriculum gave us the best skills. We learnt all that is needed in the hotel. We were taught how to handle customers in whatever circumstances even if you are insulted by a customer remain calm. You have to smile and assume that the customer is always right and this helped to perform well in the industry' (participant 2, KUC, interview).

> 'The curriculum was wide and maybe to point out something which was not touched well is soft skills, which is teaching people to be aware of their selves as persons, attitudes and how to relate to one another. The curriculum for hospitality should also include soft skills which reflects on an individual' (participant 7, UoE, interview).

> 'To some extent the curriculum was alright but when it comes to practical's the department was not well equipped. Therefore in terms of practical's we did not do much but the theory part they were well prepared. It is what we were taught that is making us survive out there with appositive attitude but if a person has a negativeattitude he will have rough time. So to me the curriculum theory part was good only that the department should improve on the practical part' (participant 8, UoE, interview)

Responses from graduates from the two institutions were similar. They all agreed that the curriculum was good. However graduates from UoE pointed out that they were disadvantaged in some areas like in practical work and industrial links. Graduates from

KUC said they did a lot of practical work in their demonstration laboratories. The curriculum in KUC was set up in a way that in every week they went to Utalii hotel for practical lessons for four days which made them to acquire adequate skills. This aspect on skills acquisition made these graduates to be better than those from UoE. Graduates from UoE said they went to a restaurant which was situated at the University for their Practicals but this was inadequate. The study established that the curriculum should be set in a way that it balances all the units. There should be enough time for both the theoretical units and practicals.

This shows that a good curriculum helps graduates acquire quality training and possess skills required in the job market. The institution should ensure they have a rich curriculum content which will ensure that graduates get absorbed immediately because of their acquired knowledge and skills. Lecturers use different methods of teaching depending on the topic or the concept they want to teach. The themes were being taught using various methods of teaching, it was the choice of the lecturer to choose the most appropriate method. However, as participant G (UoE) said in a focused group discussion;

> 'It depends on the topic you are teaching, if you are conducting practical's you will use demonstrations and if you are giving theory then you can use lecture method'.

Another participant shared this;

> 'It is difficult to single out one teaching method as being the best seeing that each and every method has its advantages and disadvantages. Basically as my colleague have said it actually depends on the topic you are covering, it will guide on which method will help the students get the concept you wish to pass easily' (participant H, UoE, FGD)

The two institutions used similar teaching methods. Lecturers agreed that no method can be referred to as the best; it depends on the topic one is teaching. The researcher suggests that lecturers should choose a teaching method that is easy to understand. The method should also be comfortable to the students so that the intended concept is understood clearly.

Graduates participants had little to say about the teaching methods because it was the lecturers who chose them. However those from KUC said that the like demonstration method because it allowed them to learn practical lessons. Those from UOE said lecture method was good because it was fast and ensured they compete the curriculum.

The teaching method that should be used is one that is easy and appropriate to the topic under study. The lecturers should use teaching methods that are inclusive so that when they teach both the lecturer and the students feels as part and parcel of the learning process and this will guarantee good results.

4.4.2 Curriculum Review

Curriculum review is a critical examination of academic programs to improve content and student learning experiences. The process is led collaboratively by academic staff who teach within the program (Taylor, 2021). Participant A (KUC) in a focused group discussion shared this about their curriculum review in their institution;

> 'We produce quality because we work in liaison with the industry. Theytells us what is trending, currently we are doing curriculum review which is usually done as a policy after every 5 years. We send questionnaires to the industry they give us their input which is going to be put in the system. As you can see this is our structure (the participant showed the researcher the structure in the computer) we are currently capturing proposals for the review and the process is going on. You can see we are at it to ensure that our curriculum is relevant'.

Participant D (KUC) supported this and said;

> 'We try so much to modernize our teaching and keep our curriculum polished so that we give our students what is needed in the industry. I think the reason we do this is the fact that we include the industry in the process of review. Yesterday I had a link up with 5 managers as we were conducting oral exams for food and beverage course and because of this they ask relevant questions. They give you what is in the industry versus what you teach and this helps you to review yourcurriculum thoroughly'.

The curriculum in KUC is constantly reviewed. The participants said that the process takes place after every five years. They involve the industry to enable them come up with a good curriculum. Participants from UoE said that they have done a review only once since the programme started in 2010. The review ensured that graduates at KUC graduate with current knowledge as opposed to those from UoE whose curriculum was reviewed only once in over 8 years.

The aim of curriculum review is to improve student learning experience and addition of relevant materials for better outcomes (Itmeizeh & Hassan, 2021). The process of curriculum review is very important as it is a growth stages for both individuals and programme teams. Clearly it is evident that institutions should schedule time for their curriculum review to ensure that they are offering quality skills and knowledge to students. The world is changing rapidly and so an old curriculum becomes obsolete and the students who would train using such will be greatly disadvantaged when it comes to securing a job. The hospitality department should liaise with managers of the hotels so that they can share ideas on how to come up with a curriculum that will benefit both the students and the industry at large.

All curricula share one goal which is to help students learn what is intended. A good curriculum creates and reflects culture and identity of an institution. Through the use

of a good curriculum quality graduates will be produced who will leave a legacy in any industry they work in. It also makes learning consistent as there is a clear laid out strategy to be followed and it also provides measurable targets where by students can be tested to see how well they have captured the content (Kukreti & Dani, 2020). All these facts should challenge institutions to ensure that they have the best curriculum which comprises of knowledge that is updated.

4.4.3 Industry Linkages

According to Zhu, (2016) industrial linkages are contacts and flows of information or materials between two or more sectors.

Participants in FGD said the following in relation to institution and hospitality industry linkages;

> 'We should have a lot of support to have linkages to the industry. What happens is when you go to the industry and the industry wants to link with you, you just take their contacts but when you comeback it is over. But if there was a way we could have a department that take cares of that so that they can follow up to make sure that the link continues and not wait for the next time you go to the industry for assessment' (participant E, UoE).

These linkages are the ones which will help institutions share ideas with people in the industry. There is a directorate for industrial linkages at UoE but the participants felt it was not active enough to make any impact. The linkages are beneficial to students because they can get jobs easily and also the hospitality departments can be updated on the current concepts when formulating their curriculum. The participants agreed that in the area of industry linkage the institutions have not done their best, and hope that in future this trend would change for the better.

4.5 What are Lecturer's and Graduates' Perceptions towards the Influence of Institutional Culture on the Quality of Training in Hospitality Management?

Responses for this question was grouped into four thematic areas which are discussed below;

  i.   Confidence and pride

 ii.   Institutions philosophy

iii.   Legacy

iv.   Trust by employers

4.5.1 Confidence and Pride

Students from a highly regarded institution has a lot of confidence and pride because they feel they are worthy and that they have what it takes to work well in the industry. Questions about the reputation of an institution were conducted in both the FGD and in interviews where in the interview the researcher wished to know whether the graduate had knowledge of the institution they choose out of reference, or reputation among other factors. In the FGD the researcher posed the question to find out whether participants thought that reputation of an institution affected the quality of graduates produced.

Participants from the FGD had this to say;

> 'Right nowour culture and reputation is good because of being practical oriented. Students feel proud and confidentthatthey can work very positively and this actually impacts on their performance so they have the pride. The students wear uniforms while at the institution and they are proud of what they are doing so the reputation of an organization can actually uphold/ impact on the quality of the graduates, because if the reputation is good then it oozes in the students' (participant B, KUC, FGD).

Students being confident gives them motivation to go out there to look for a job knowing that they have the required qualifications. This is backed up by the reputation of their institution. According to Gatfield Barker, (2016) on measuring communicative impacts for universities, the prestige, or reputation for quality of an institution is often more important than its actual quality, because it represents the perceived excellence of the institution which guides the decisions of prospective students to enroll with the institution.

Participants in the interviews said the following about the reputation of the institution and their choice;

> 'I had knowledge about the institution. A lot of people tried to sway me from joining, but I had a passion in events and functions. I would be called by my family if they were having an occasion to plan it' (participant 6, UoE, interview).

> 'I had always admired my grandfather who worked in the hotel. I always saw his life so polished and I thought my life will also be polished like his. The institution I chose was regarded the best at that time, so I applied and was accepted' (participant 10, UoE, interview).

> 'I did not have knowledge about the institution before joining. I was called after I completed secondary school. My admission was for an environmental course but I was not interested in that field so I applied for a inter school transfer and did hospitality management and I am glad I did it' (participant 3, KUC, interview).

> 'After completing my high school I was looking for an institution offering hospitality. I searched for information in the internet and I applied in three institutions and I was admitted here' (participant 5, KUC, interview).

Graduates from KUC said they had knowledge about the institution before joining it. This was attributed to its reputation while others were referred there by friends and relatives. Most graduates from UoE did not have knowledge of the institution. They joined the institution through admission by the government. The study established that

a good reputation make students confident when they are working or looking for a job as opposed to those who come from an institution that is not well known.

The reputation of an institution helps to create a brand image which becomes famous among the members of the society. This image makes the society to feel that the institution is the best. This belief is also picked by the graduates who study and graduate in such institutions. They come out knowing they are the best.

4.5.2 Institutions Philosophy

Philosophy i**s** theory or attitude that acts as guiding principle for behavior (Robinson & Sommer, 2014). An institution with a good philosophy will ensure to produce disciplined graduates who know what is expected of them. The philosophy guides them in their way of doing things and how to present themselves.

> 'Our philosophy is service with courtesy. This philosophy guides students as they study to ensure that they are always on point to serve guests to the fullest. The institution is government sponsored and it was started to train for the industry. This belief has helped shape the students who come to this institution. They know that after graduation they will secure jobs' (participant B, KUC, FGD).

The researcher found out that graduates from UOE had no knowledge with the department's philosophy. They did not think that the philosophy influenced their studies. UOE lecturers were the ones who knew the departmental philosophy. Institutions should come up with philosophies and a motto that are realistic and attainable. This will help pave a way for students to follow as the motto or philosophy will have a well laid out plan for the institutions to achieve their goals.

4.5.3 Legacy

Legacy means something that is handed down from one person to another over time (Kearns, 2010). In this context the graduates who have worked in a certain hotel may perform well thereby leaving a good legacy or perform poorly leaving a bad legacy. The graduates who will follow are going to be affected by the performance of the first graduate. They can secure jobs easily if their predecessor performed well or they can miss out if they performed badly.

Participants in aFGD had this to say;

> 'When you go to the industry they tell you that if it is a graduate from this institution definitely I will take them, but if they are from another institution no. This is because I have worked with a former graduate from this institution for a few years and they always do their best. They are reliable and you can trust them with responsibilities' (participant G, UoE, FGD).

> 'We usually tell our students in first year that they must be well groomed from the start. Though we don't have uniforms we try to encourage the students to always dress decently. That is something we are known for as a departmental culture that you have to be neat, well groomed, attend your classes and I think that is what contributes to the quality of graduates we produce'(Participant, E, UOE, FGD).

Lecturer participants from UoE said that they try to guide their students to portray a good image in the industry. When the graduates secure a job, they perform well by creating a legacy for UoE and other graduates. Graduates from KUC wear uniforms when in campus which ensures discipline and uniformity. Graduates from UOE do not wear uniforms but hospitality lecturers try to advice their student to dress decently but during practicals they have to wear uniforms. Both institutions strive to leave a legacy in the industry.

The aspect of self-grooming and attending classes becomes a legacy; all students enrolled in hospitality management find an already existing trend which they just

follow. Therefore the legacy that one leaves behind is very important. Graduates should make sure they are leaving a good legacy which will benefit students many years to come.

4.5.4 Trust by Employers

An Institutions` reputation has led to the industry trusting them to produce quality graduates. This has made employers to have preferences when they are recruiting their staff. The participants from FGD said their institution is trusted by the industry because most of their graduates have secured jobs in the industry. Below are some of their comments;

> 'For instance in the hospitality industry where the truth is, about 8% plus of our graduates are managers in the hotels in Kenya' (participant B, KUC, FGD)

> 'Most of our students have secured jobs, when we go to the industry to assess our students we find our graduates as waiters, chef, supervisors already working. When we assess those doing attachment, some remain there. They get absorbed and they get torn between class and work. This shows that we produce quality graduates who are accepted in the industry' (participant H, UoE, FGD).

To prove that graduates secured jobs the researcher asked participants whether they have worked, or still working in the hospitality industry. The responses were as follows;

> 'I am still working in the hospitality industry; I have been working for over 2 years now. I am working in the service sector' (participant 7, UoE, interview).

> 'I have worked in the hospitality industry specifically the hotel sector for over 5years. As time passed I sought higher education and that is why I joined the teaching fraternity and now I teach hospitality management' (participant 2, KUC, interview).

This shows that employers trust that some institutions produce quality, they recruit graduates from various institutions because of this belief. In the responses the researcher found out that both institutions had graduates in the industry it was just the matter of who has many graduates in the industry. Unfortunately studies showed that

the highest number of staff were from KUC. Institutions should train their graduates with the required knowledge so that when they go to the industry they leave a legacy and create a good image of their institution.

4.6 How does Lecturer's and Graduates' Perceptions towards Instructional Resources Influence the Quality of Training in Hospitality Management?

Responses to this question were grouped into four thematic areas which are presented below;

1. Practical laboratories

2. Library and access to internet

3. Lecturers and support staff

4. Funding

4.6.1 Practical Laboratories

Laboratory and other practical work is a necessary part of the learning experience of most students (Wray & Owens, 2020). It serves many purposes: it can develop essential transferrable skills. It can also develop an understanding of experimental methods and techniques and a knowledge of the limitations and accuracy of those methods.

This shows that doing practical and having a functioning laboratory helps students acquire hands on skills. When asked whether instructional facilities affect the qualityof education an institution provide the respondents contributed as follows;

> 'I think teaching and learning resources are important and they determine the quality of the education and the graduates. Unfortunately that is something we lacked in particularly laboratory which I think really pulled us down but now we have an active lab. We tried to fill the lack of a laboratory by attaching them at the restaurant in the institution to help us with the practical because we know they are vital' (participant E, UoE, FGD).

From the responses, the study found out that KUC had afunctional practical laboratories atUtalii hotel where students conduct their practicals. This was beneficial to the students because they acquired the practical skills and this gave them an advantage over graduates from UoE. The University of Eldoret had no functional practical laboratories and instead used a restaurant located in the university. At the time of research and the category of graduates under study, the restaurant did not have all the necessary equipment thus limited the knowledge acquired by students. However this has changed and the department have now an operational laboratory. The availability of practical resources made graduates from Kenya Utalii College more skilled for the industry than those from UoE.

The lack of practical skills affect graduates who go to the field with good grades and they secure jobs in the industry. The problem comes when they are asked to perform a certain task. They do the task by pure guess work or they can choose to tell the supervisors that they have no idea. Either way this will not be good for the future of such a graduate because if the hotel finds another person who is well skilledthey will go for him/her.

Another participant said;

> 'The instructional resources affects teaching very much. For examplein our department we have an annual budget of about 10 million. This money is used to purchase training materials, equipment because when we teach we do the real activities following real processes and then we test our students. There is active cooking where a guest may come and tell the chef to surprise him/her by cooking something nice. If the students had good facilities when they were learning it becomes easy' (participant B, KUC, FGD).

Hospitality is all about service provision. Therefore it is important that a worker possesses the required skills needed to ensure that you offer services to your guests in a professional way. Graduates who had adequate practical work in their institutions are very lucky. If they attend an interview where some practical question are asked they get the job easily. Participants from interviews said the following in relation to the practical;

> 'The institution I studied in has learning resources and that is why it surpasses other institutions. Everything is practical you are in class very few months the rest of the months you go to the model hotel situated behind the school for practical's. After graduation the hotel takes the best graduates to work there for a two years contract period. We had a demonstration kitchen, food and beverage service area and areas where you practice front office skills and it is like an everyday activity' (participant 1, KUC, interview).

> 'Yes instructional resources affect quality, if the institution that I studied in, had resources such as a laboratory we would be very competitive in the job market. Imagine we did not have a functional laboratory by that time yet we have managed to secure jobs in the industry' (participant 6, UoE, interview)

Practical laboratories are an essential part of imparting students with practical skills and knowledge in the hospitality industry. Institution should invest towards the establishment of these facilities so that their students acquire adequate skills after training. This will in turn benefit the institution by having a good image to the members of the society and the industry. This will ensure that the institution becomes a first choice for students who complete their secondary education.

4.6.2 Library and Access to Internet

A library is a facility in a learning institution where students, staff, and often, parents of a public or private institution have access to variety of learning materials (Grigas & Mierzecka, 2018). The role of an institution library is to ensure that its members can

access books and read information. Institutions` libraries are distinct from public libraries which support, extend and individualize the institution`s curriculum.

The two institutions have a library and internet connectivity within them, students can access internet through Wi-Fi and Faiba which are password restricted. The participants had the following to say in relation to access of library and internet;

> 'The library has adequate resources like books although I do not know how often students go to look for books' (participant F, UoE, interview)

> 'We cannot say we are optimum but we can do better. Rightnow the challenge is technology. All our classes are fitted with LCD screens and all our lecturers have laptops so at least we have some resources' (participant C, KUC, and interview).

The library is vital because it is where the students go to conduct their research and gain more knowledge. This being the case the institutions should ensure that they have a well-stocked library in terms of books and other learning resources. The responses from graduates was the institution had a library. The only problem is that most of the graduates do not go to the library to get books and prefer to research online rather than reading a book.

The library at UoE had updated reading materials helpful to those who went there and similar case was at the KUC.

4.6.3 Lecturers and Support Staff

The issue of having qualified lecturers and support staff is equally important. Students who are taught by qualified lecturers will automatically get quality training. Participants said the following regarding their lecturers;

> 'The lecturers were well prepared, they always attended classes and they were very friendly. They guided us through the course. Like me I was the class rep-

resentative and the relation I had with my lecturers was as if they were my parents. The department had a secretary who was also very welcoming and very helpful when one went to the department with a problem' (participant 9, UoE, interview)

Participants said that their lecturers took interest in them and they were very committed, they used teaching methods which helped the students to understand the content as intended. Participants in the FGD said the following about lecturers and support staff;

'Our institution could still add the number of lecturers. They should add committed lecturers who are hands on to the task; because when you look at the hospitality course it is a course requiring a lot of practical. Also provide adequate staff and support staff and they must be well skilled. The staff should be well motivated and this can be done by giving those allowances and good salaries. If we have enough lecturers, resources and support staff I think the graduates we produce will be of high quality although with the little we have we are still somewhere'(participant F, UoE, FGD).

To add the number of qualified lecturers means that there will be no overworking of the lecturers. They will also have ample time to complete the curriculum because they have few courses to teach. The support staff will come in handy as they will be helping the lecturers to have a comfortable life by helping them with the things like printing, photocopying of the materials used in teaching and preparing for lessons.

A well-qualified lecturer is an integral part of the education system. Well qualified lecturers are able develop strategies which will reach the students easily and enhance their learning. This may include hands-on teaching allowing the students to interact with what they are learning or having them explain it back in their own words (Rai & Singh, 2021).

Institutions should therefore ensure that they recruit qualified personnel. They should set a certain qualification criteria which every individual is willing to apply for a teaching position must meet. Having qualified lecturers is advantageous to the institution since they can teach multiple subjects if need be. They are also able to provide a variety of resources for student's mental and psychological support.

4.6.4 Funding

Every department in any institutions need funds to run its activities effectively. When the participants asked contributed to this issue by stating the following;

> 'Our institution should ensure that they provide the department with enough funds, because you can have a laboratory but without money you cannot buy ingredients to cook' (participant G, UoE, FGD).

> 'The institution should ensure that it upgrades our laboratory. It is a fact that the ones we have are doing fine, but now with the way technology is advancing we should be able to purchase the modern equipment which are in the market. This will ensure that our students learn and gain skills to operate these current equipment that are trending' (participant A, KUC, FGD)

To enable the departments to perform well, funds should be set aside to cater for all the activities that may be required. The institutions can also help the department in marketing when they decide to go to secondary schools. They should provide a bus, and allowances and in return the institution will benefit from the popularity they get, allowing more students applying to join the institution.

Students also learn a lot during field trips but these are cut short by lack of funds. Sometimes the funds may take a long time before they get released there by limiting the duration that the students are supposed to go out and study. Funds should be released early enough to enable conclusive planning.

Further, adequate allocation of funds will enable the department to offer quality training that the students need. They will have training equipment, ingredients and they can also take students for field study where they can visit hotels and have a real life experience.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section presented a summary, study findings, conclusions and recommendations.

5.2 Summary

Thestudyaimed at assessing perceptions towards the quality of training in Hospitality management in Kenya. This was driven by the fact that there are many graduates who after graduating remain jobless. Some of the reasons for this scenario is that the industry does not think that the graduates received quality training and hence they have no appropriate skills. Employers have shown that they prefer to employ graduates from specific institutions. This has been brought about by a belief that some graduates are coming out fromtheir institutions without adequate skills.

The lecturers have a responsibility of using teaching methods that motivate students to develop positive attitude towards learning and the programme of study. Quality education will result in graduates who develop a positive attitude because they will understand what they are being taught. They will also know they will get employment because they have what is needed in the market. This hope will improve their morale and love for the course, and perform well in their examinations.

The researcher sought to understand the graduate's views of the training they undertook to find out whether they think it was adequate or it had some shortcomings. The researcher selected two institutions; UOE and KUC as participants in the study. The researcher also included the lecturers from the two institutions as participants. Quality of training will bring forth qualified graduates who will secure jobs in the market easily and reduce the burden of un-employment in the country. The study was qualitative in

nature and employed interviews, FGDs and document analysis to collect the required
data.

The researcher set out to get answers for the following research questions; Lecturers'
and graduates' perceptions towards the influence of quality of training in hospitality
management? Lectures' and graduates' perceptions towards the influence of learner`s
attitudes on quality of training in hospitality management? Lectures' and graduates'
perceptions towards curriculum influence the quality of training in hospitality manage-
ment? Lecturers' and graduates' perceptions towards the influence of institutional cul-
ture on the quality of training in hospitality management? Lastly Lecturers' and gradu-
ates' perceptions towards instructional resources influence the quality of training in
hospitality management?

5.3 Conclusions

The researcher wished to understand perceptions of lectures' and graduates' towards
the quality of education in hospitality management.

Participants from KUC and UoE shared a similar perception that a quality graduate is
one who possess the required skills in the job market. They went further to say that to
offer quality education, institutions should practice various factors. They should ensure
they train for the industry. They also suggested that embracing technology and having
collaboration with the hospitality industry will offer knowledge and ideas which will
be helpful in training. They cited that what is making the employers to have preferences
is the belief that some institutions produce quality graduates than others. This was at-
tributed to the fact that thereis no standardized curricula, leads to institutions teaching

different things for the same industry. This aspect has a positive and a negative out-come, on the positive side graduates get to acquire knowledge in a wider pool. On the negative side the industry gets people who have different skills thereby some employers may opt to pick graduates from some institution. The employers tend to think that some of these institutions have more qualified graduates. Their contributions led to the fol-lowing conclusions.

Employers want graduates with both theoretical and practical knowledge and skills. They want both theoretical knowledge and understanding as well as hand-on, real-world know-how. It is the work of the higher learning institutions to ensure they offer quality education to their students. Quality education will make the students enjoy their studies and also they are assured of securing jobs in the industry.

In Question one, the researcher wished to understand the lecturers' and graduates' per-ceptions towards the influence of learner`s attitude on quality of training in hospitality management.

The participants agreed that learners attitude towards training affects their training, they also shared that the lecturers did not do much to try and change this fact. Participants suggested some of the things they felt that if the lecturers had/should done/do to ensure they create a positive attitude on learners. They said that lectures should motivate the students as this will increase their morale. Lectures should also be their role models by sharing their education life with the students. The participants shared that some of the students they studied with had a negative attitude towards hospitality due to various factors including, beliefs that the course is inferior to others. Others were forced to do

the course by family or guardians or sponsors so they had no choice. The following conclusion was made;

Question two, sought to analyze the lectures' and graduates' perceptions towards curriculum content on the quality of training in hospitality management.

Participants from KUC said that their curriculum was good and they believed it helped them to produce quality graduates. Participants from UoE further said their curricula was good. Lectures from KUC said that their curricula was relevant because they carry out a review after every 5 years and they involve the hospitality industry stakeholders for ideas to ensure they come up with an updated curriculum. Lecturers from UoE said that they have not done a review for over 8 years and they do not involve the industry stakeholders. Participants from the two institutions shared a similar idea that industry linkage will be very beneficial to formulate a curriculum which will equip graduates with relevant skills. The analysis of the two curricula showed that KUC had more attachments and more hospitality related courses than UoE. These responses led to the following conclusion;

Study findings underscored the importance of using updated curricula to ensure that graduates get current knowledge. The findings also showed that the curriculum is divided into themes which help lecturers to prepare notes used for teaching. When an institution does not review its curriculum, this means that the content will be outdated. Graduates from such an institution will miss out on securing of jobs for lack of current skills. There was also the issue of having linkages with the industry. This was perceived as significant in helping students to get jobs easily besides opening a path way where

the institution and the industry can share ideas. In return the institutions will be able to develop a curriculum which is expansive and current.

Question three, this question aimed to find out the lecturers' and graduates' perceptions towards the influence of institutional culture on the quality of training in hospitality management.

Participants agreed that institution culture affects quality education, they said that institutions with high reputation receive students who are very serious because they know the institution is the best. The culture will also portray the students in a certain way and the society respects them. This makes the graduates to be confident when looking for a job because they know the institution they come from is well known and is respected thus chances of getting a job are easy. Employers also trust these institutionsandthey have a belief that graduates coming from such institutions are well equipped and they are quick to hire them. Participants from KUC said that due to the legacy they leave in the hospitality industry they open a way for students coming from KUC to be able to get employment easily. The following conclusions were made.

Findings showed that the reputation of an institution affect the quality of graduates in various ways. First the reputation of an institution influences employer's preference during employment who feel that some institutions produce quality graduates based by the image they have in the market. Findings also showed that graduates who come from reputable institutions have confidence and they are likely to secure jobs because they believe they have what it takes. They are exposed to all the departments in the hotel thus can attend an interview and get a job in any ofthehotel'sdepartments.

This study findings have shown that there are institutions which are regarded as producing quality graduates in various fields. This has enabled such institutions to be chosen widely by students after completion of secondary education. Finally when the students graduate they are assured of employment because they are considered qualified.

Question four, the researcher wanted to understand the influence of lecturers' and graduates' perceptions towards instructional resources on the quality of training in hospitality management.

Participants were in agreement that instructional resources affect the quality of training, respondents from KUC said they had functional demonstration kitchens and restaurants where they conducted their practicals. Those from UoE said they did not have an operational laboratory and this disadvantaged them, they used a restaurant located at the university but the equipment was inadequate. KUC graduates went to Utalii hotel for practicals four days per week and this gave them skills first hand as the hotel was operational during their learning. On other resources like libraries, the respondents said the institutions were well stocked and it was adequate. However, they said the institution should ensure that they give enough funds to hospitality departments to be able to purchase equipment for practicals. The funds will also be used to plan fieldtrips from the students which are important because students also learn when they are on the trips. The respondents further suggested that the institution should improve the working conditions of the lecturers and the support staff. Another suggestion was to upgrade the laboratories to have the current equipment which are in the market currently.

Findings showed that lack of/ availability of instructional resources affects the quality of education, and also affects the quality of graduates an institution produces. Participants expressed their views with practical lessons being a key point of discussion. The participants said the lecturers were qualified and they had adequate information. They said the higher learning institution should work closely with the departments to come up with policies that will help students to acquire relevant skills. Resources should be up to date so that when a graduate secure employment in a five star hotel he knows how to operate the equipment in the hotel without undergoing any other training.

5.4 Recommendation

1. Institutions of higher learning should ensure that they offer quality training to their students to enable them get jobs easily. Lecturers should develop strategies which will change student's perspective and have a positive attitude towards hospitality programme. They should offer guiding and counselling to students to motivate them. They should also organize inspirational speeches from hotel managers and supervisors as a source of encouragement and to create role models.

2. The curricula should be reviewed within a stipulated time to ensure that the content is up to date and will result to the students acquiring employable skills.

3. Higher institutions of learning should uphold educational ethics by ensuring that their accreditation is legitimate so as to maintain their culture. Their reputation is the one that will convince students to join them for their studies. Employers will also trust graduates coming from these institutions due to the positive image about the institutions.

4. Higher institutions of learning should ensure they fund their departments. This will help in the purchase of ingredients for use duringpracticals. They should also ensure that

they establish modern structures like laboratories, libraries and other support resources. Further they should ensure they improve the working conditions for lecturer`s and the support staff to enhance efficiency.

5. The UoE hospitality department should ensure that it conducts curriculum review to ensure that it offers quality education. This will give the students equal chance of securing jobs in the industry and have an equal footing with graduates from KUC. UoE should include the hospitality stakeholders when they are formulating their curricula to ensure they get current information in the industry.

6. Practical laboratory and attachments are other factors that are making graduates from KUC to be superior. Thus UoE should ensure they have a full functioning laboratory for the students. The issue of KUC graduates going to Utalii hotel weekly to conduct practicals also gives them an advantage. The UoE department can seek such relationship with a hotel in Eldoret town where students can go to do some practicals in the hotel in a normal day's operation

7. Both KUC and UoE should embrace technology they should ensure that the education is conveyed in a digital way to get the current trends and have a global aspect of information in hospitality industry.

5.5 Recommendation for further studies

- The researcher recommends further studies on employability of UoE hospitality graduates.

- Further a comparative study be carried out on the effectiveness of instructional methods used in during training at UoE and the KUC.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

I am a master's student at the University of Eldoret, pursuing a master's degree in hospitality management. My research topic is; **Perceptions towards quality of training in hospitality management; A comparative study of University of Eldoret and Kenya Utalii College in Kenya.** I humbly request your participation in the interview and the focused group discussion. Kindly, provide honest responses and be as precise as possible. Any data you provide for this research study is confidential. Your involvement is voluntary.

Thank you in advance

Yours faithfully

……………………

Mathenge J. Kimaru

APPENDIX II: INTERVIEW QUESTIONS FOR HOSPITALITY

GRADUATES

The study is on **Perceptions towards quality of training in hospitality management;**

A comparative studyof University of Eldoret and Kenya Utalii College in Kenya.

The researcher welcomed the respondents and gave them an introduction of the topic

and lay some ground rules. The researcher sought permission from the respondents to

record the interviews

1. In your opinion who is a quality graduate? What are the skills or qualities that a quality graduate should possess?

2. What are the terms of you employment? Is it permanent, part time or casual based?

3. What were your attitudes towards the different courses you undertook during your study? Did you have likes or dislikes? How was the relationship between you and your classmates and your lecturers?

4. Tell me about the curriculum you undertook when you were studying, do you think the content and the teaching methods and assessment techniques used helped you gain the required skills for the job market. If yes explain why you think they did if not explain why they failed.

5. Did you have knowledge of the institution you choose to study in due to its reputation, image or any other form of attribute? Was your choice voluntary or recommended?

6. In your own opinion does instructional resources improve graduates quality? Explain why you think they do or why you think they do not. What were some of the learning resources that your institution had or used?
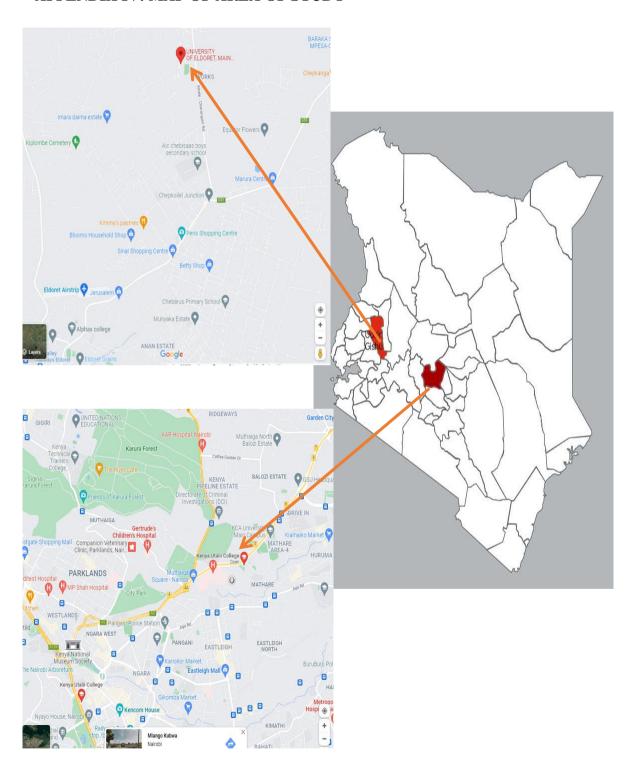
APPENDIX III: FOCUSED GROUP DISCUSSION TOPICS (FGD)

The researcher will welcome the lecturer respondents and brief them on the topic and lay some ground rules, he will also request to be allowed to record the discussions.

The researcher started with introducing himself and explained his research topic. After the introduction the following questions were asked.

i.   What are your perceptions towards the quality of hospitality graduates in relation to job market requirements?

ii.   What are your opinions towards the curriculum content in relation to quality of graduates?

iii. What is your take on student's attitude in relation to quality of graduates?

iv.   What do you think about institutional culture in relation to quality of graduates?

v.   What is your perceptions towards instructional resources in relation to quality of graduates?

APPENDIX IV: MAP OF AREA OF STUDY

Source (googlemaps.com, 2021)

APPENDIX V: RESEARCH LETTER

University of **Eldoret**
flame of knowledge and innovation

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Mob: 0736 493555; Fax: +254 53 206 3257
E-mail: directordict@uoeld.ac.ke

SCHOOL OF BUSINESS AND MANAGEMENT SCIENCES
HOTEL AND HOSPITALITY MANAGEMENT

REF: UoE/B/SBUS/HHM/PGM&SB/041   **DATE: 23rd June, 2021**

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: DATA COLLECTION - MATHENGE JOSEPH KIMARU-
SBUS /HHM/M/002/18

The bearer of this letter is a postgraduate student in the Department of Hotel and Hospitality Management. The student is currently undertaking Research, collecting data for the proposal titled *"Graduates perceptions towards quality of training in hospitality management; A case of the University of Eldoret and the Kenya Utali College"*.

Any assistance accorded to the student will be appreciated.

Thank you.

HOD Business Admin
Please assist the
bearer to carry out his
research.

HOD
Hotel & Hospitality
Management Dept.
UNIVERSITY OF ELDORET

DR. CATHERINE SEMPELE
HEAD, DEPARTMENT OF HOTEL & HOSPITALITY MANAGEMENT

DIRECTOR OF STUDIES
KENYA UTALII COLLEGE
NAIROBI

10/8/2021

University of Eldoret is ISO 9001:2015 Certified

APPENDIX VI: RESEARCH LICENSE

REPUBLIC OF KENYA

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NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **493216**

Date of Issue: **13/January/2022**

RESEARCH LICENSE

This is to Certify that Mr.. **Joseph kimaru Kimaru** of **University of Eldoret**, has been licensed to conduct research in **Nairobi, Uasin-Gishu** on the topic: **Perceptions Towards Quality of Training in Hospitality management, A case of University of Eldoret and the Kenya Utalii College** for the period ending : **13/January/2023**.

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APPENDIX VII: SIMILARITY REPORT

Turnitin Originality Report

PERCEPTIONS TOWARDS THE QUALITY OF TRAINING IN HOSPITALITY
MANAGEMENT; A COMPARATIVE STUDY OF THE UNIVERSITY OF ELDORET
AND KENYA UTALII COLLEGE, KENYA   by Joseph Mathenge

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