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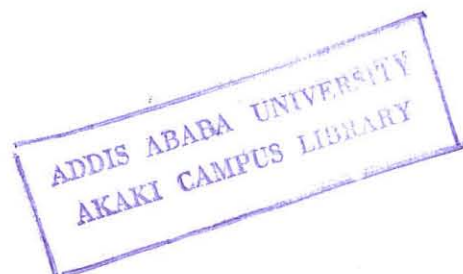
**Challenges on Tourism Related Educational Trainings:**

**The Case of Six Selected Institutions**

**By: Hiwot Tibebe**

September, 2012

ADDIS ABABA



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**A THESIS SUBMITTED TO CENTER OF REGIONAL AND LOCAL  
DEVELOPMENT STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL  
FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF  
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STUDIES**

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**Dedication**

**To my beloved mother and women of Ethiopia**

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## **ACRONYMS**

**AU** African Union

**COC** Certificate of Competency

**CTTI** Catering and Tourism Training Institute

**EGCE** Ethiopian General Certification Exam

**EHOEA** Ethiopian Hotel Owners and Employers Association

**EHPA** Ethiopian Hotel Professionals Association

**ESDP** Ethiopia Education Sector Development Program ESDP

**ESLCE** Ethiopian School Leaving Examination

**ESLNE** Ethiopian School Leaving National Exam

**ETO** Ethiopia Tourism Organization

**GEQIP** General Education Quality Improvement Package

**GTP** Growth and Transformation Plan

**HRD** Human resource development

**HRM** Human resource Management

**ISO** International Standard Organization

**MDG** Millennium Development Goal

**MOCT** Ministry of Culture and Tourism

**MOE** Ministry of Education

**SICTA** A Standard Industrial Classification of Tourism Activities

**SNNP** South Nations Nationality and People

**SQM** Service Quality Management

**TQM** Total Quality Management

**TVET** Technical and Vocational Education and Training

**UNWTO** United Nation World Tourism Organization

**WTO** World Tourism Organization

## **Abstract**

*Ethiopia is endowed with givers attractions that enabled the country to be one of the top tourism destinations in Africa. To utilize these full tourism potential efforts has to be made in developing destinations, attracting tourists, and providing high quality services to tourists. To this end, the availability of well educated, qualified and experienced human resource capital is of paramount importance. In recognition of the situation Ethiopian Federal Democratic Republic (EFDR) government is expanding tourism education and training at different levels, in different part of the country. Despite the efforts made and the intended objective of quality performance, the problems of the sector seem to endure. Thus, this study sought to examine the challenges exhibited on tourism education and training by investigating the educational institutions, service providers, stakeholders, and service receivers. Given the descriptive nature of the study both quantitative and qualitative analysis are applied. Questionnaire, interview, focus group discussion, key informant interviews, and observation were the main mechanisms of inquiry utilized in the study. The study analysis was carried out using primary data acquired from simple randomly selected educational institutions, tourism service providers, tourists, and stockholders. Statistical analysis of association, chi-square test ( $\chi^2$  test), and binary logistic regression and description were used to illustrate and test statistical significance of variables that generate the challenges or lack of quality on tourism education as a main focus and performance of tourism service providers altogether. The result has shown educational administrative issues, capacity building approach, skill training loom, facilities of the institutes, curriculum of tourism, ethical*

*and attitudinal profile of all the instructors', former graduates, and/or the institutes have majorly displayed problems that could cause poor performance of the human resource development from the education system to the sector. The implication of this to policy makers is that the approach of tourism education policy making should integrate with the experienced tourism professionals and experts both from the county and abroad, and the existing tourism education experience should be revised to incorporate approaches of highly advanced tourism training and educational institutions again both in the country and abroad.*

## CHAPTRE ONE

### INTRODUCTION

#### 1.1. Background

Our contemporary world is mainly powered by fossil fuel; tightened and underpinned by steel and cement and clothed by manufacturing textiles. Hence, so many people in the world believe one or all of these industries are number one industries of the planet. Believing in this way is not out of expectation because of the industries account on converting harsh poverty of nations to prosperity. Yet, it is frequently astonishing to recognize that there is larger industry than those industries. The largest industry in the globe is tourism industry (Stephen, 1992).

Tourism is defined in so many ways but the most well known definition is “the temporary movement of people to destinations outside their normal place of work and residence, the activities under taken during their stay in those destinations, and the facilities created to cater to their needs” (Cook, et al., 2006). As the definition signifies tourism comprises ample collection of people, activities and facilities. It is not a specifically acknowledged industry; rather it is a unique combination of service giving sectors of transportation services, lodging operations, food and beverage operations, retail shops, leisure activities (Ibid).

Without effective services of a single or combination of the listed service categories, it is hard to think the existence of tourism. Services and tourism are in each other's pocket. Service has a considerable economic impact on almost every country in the planet. It is

growing at a more alarming rate than all agricultural and manufacturing businesses all together. Tourism industry has considerable amount in the service giving activities. In reality, tourism related services are the huge creator of new job throughout the world (Cook, et al., 2006).

Apart from the creation of new jobs for many people in the world, it is extremely significant for poverty reduction of developing countries. Because, almost all tourism journeys has started in high or middle income countries and 40% of these journeys ended in developing countries. Some quote the tourism business as the volunteer transfer of resources from rich to poor and the only fair trade in the world. International tourists are drastically superior to development agencies at spending finance in poor countries. In the year 2007, tourists spend US \$ 295 billion in poor countries which amounts three fold when it compared to official development assistance (Mitchell and Cole, 2010).

Information from UNWTO is a promising evidence for tourism industry as economic supporter and development enhancer of most countries in the world. According to the information gained from this organization travelers increased from 25.3million in the year 1950 to 903 million in the year 2008 and by 2020 it is predicted to be 1.6billion. The same is true on the income gained from these tourists, it has increased from \$2.1billion in the year 1950 to \$9 billion in the year 2008 and by 2020 the income generated will reach to 2 trillion. This means on the last 6 decades the average tourism annual growth is more than 6.5% and in the world international export tourism shares reached to 11% of world product (UNWTO, 2009). This is because tourism becomes very common in the life style of rich countries. In recent time, individuals in developed countries are spending for



travel and tourism as they do for clothing or health care. In the same way businesses are budgeting on travel as they do for advertising, some using more (Stephen, 1992).

To get the share of these huge allocated budgets, tourism development strategy along with quality service is vital for countries of the world in general and developing countries in particular. Managing service excellence in the tourism industry assists a country to cop up on a competition of attracting tourists and their budget because knowledgeable travelers are demanding the best quality the tourism industry can provide. Consistent, predictable service quality translates into customer satisfaction and increased revenues from positive referrals to potential customers and repeats visits. Quality service is highly dependent on the human recourses participated on tourism strategy planning, tourism service giving sectors, tourism related training institutes along with others (Dittmer, 1997).

Especially, the human recourses from higher professionals to front line employees, in the tourism service giving workforce should equip with the arms that enable them to implement the given strategy. For this proper training from tourism related educational training institutes is crucial (Brady et al., 2007).

Recognizing this, the Government of Ethiopia is expanding the educational opportunities on different levels. The pyramid shaped education and training approach shows mass human resource need that could handle the operational duties which the country offers in different sectors.

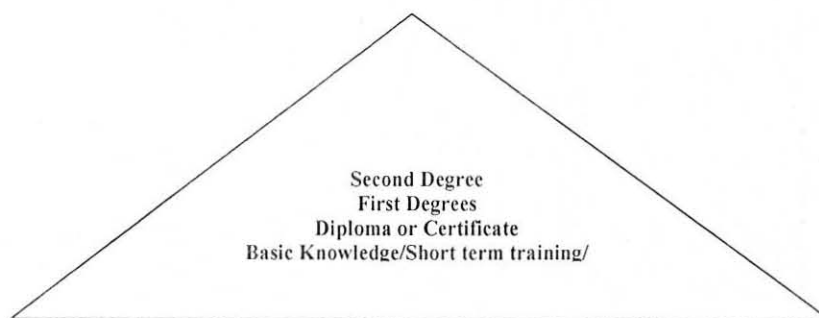


Figure 1: Different Levels of Delivering Training in Tourism and other Professions.  
(Source: FDRE, Ministry of Education Policy)

Based on this training approach, the human resource development strategy attempts to develop opportunities for all working and joining the tourism industry. It also recognized that there is a number of tourism educational institutions are flourishing within different parts of the country and that opportunities are developing in order to ensure that all citizens of the country and especially the youth, can become part of this industry.

The Ethiopian tourism industry has shown encouraging results in the past two decades. However, the number of tourists visiting the country and the revenue generated from them is not commensurate to the tourism potentials the country has.

One of the bottlenecks, negatively affecting the development of tourism in Ethiopia, is the substandard quality of tourist services, which is closely associated with lack of skilled workforce in the sector. Hence, the focus of this research is to examine activities of selected tourism training institutions and reveal the problems they are encounter with.

## **1.2. Statement of the Problem**

Ethiopia possesses varieties of resource for tourism. The country is one of the ancient nations of the world known for its unparallel historical heritage. Being located on the

edge of Africa and near to the Middle East, Ethiopia is a real ground for cultural and natural diversities. This ancient civilized and unique country is defined by its own preserved history, cultural and, natural tourism attractions (Amin and Willets, 1996).

The diversified tourism resources of Ethiopia are categorized by Tour Consult International (1995) as: Geological Attractions, Wild Life, Cradle of Mankind, History, People and Culture.

Despite these facts, Ethiopia has benefited less form the tourism industry. The country has able to attract 330,000 international tourists during the year 2007 (UNWTO, 2009). Based on Ministry of Culture and Tourism, tourist statistical report the above number is registered the highest.

On the other hand countries of Africa with less diverse tourism attraction have managed to attract significantly high amount when it compared to Ethiopia. For example, Egypt with seven world heritages and with only one dominant tourism attraction segment that is history has catering high amount of international tourists every year. Kenya, dominantly on natural attraction only, has able to administer 1,644,000 the year 2006. In implicitly this shows that Ethiopia is lacking ability to utilize its tourism potentials.

Many countries in the world are using their cultural past to meet their 21<sup>st</sup> century economic needs. Several countries are using their natural and other resources to enhance their recent development. In a similar way the Ethiopian Government puts tourism among others, in the Growth and Transformation Plan /GTP/ as an instrument of earning and conserving foreign exchange for the economic growth of the country and creating

extensive employment opportunities for wider distribution of income, participation of decision making, etc in short for social welfare of the country (GTP document,2010). To this end the tourism industry should be propped up by well capacitated tourism service giving human resources.

The Government of the Federal Democratic Republic of Ethiopia therefore, appreciating the problem of tourism sector service giving human resources capacity limitation and has working to overcome the serious aptitude limitation observed in the industry. Today, in the country universities, colleges, and institutions are giving training in various fields at higher, middle and basic levels. And efforts have made to swell and strengthen researches and consultation on the tourism service giving sub-sectors. The human resource development programs have expected to guarantee at list the minimum levels of competency from the educational and training systems (Tourism Development Policy, 2009). Ministry of Education also has clearly stated that training institutions serve as centers of technology accumulation and researches (Ethiopian National TVET Strategy, 2008).

In split of this fact; the researcher's pre-research survey in training institutions on the tourism training programs are exhibiting shortage of capacity, skills, attitude, facilities and technology. So, they are producing incompetent graduates for the labor market and the tourism services rendered are far below the expected standards. This study is therefore, designed with the aim of contributing a better assessment of the situation in this stare and fills the existing theoretical and empirical gaps.

### **1.3. Objective of the Study**

#### **1.3.1. General Objective**

The overall objective of the study is to assess the challenges of tourism training institutions and the tourism education and training on quality tourism service delivery.

#### **1.3.2. Specific Objectives**

- Assess the human resource development and the status of selected tourism training institutions in terms of capacity, curriculum, and quality of training.
- Identify the shortcomings in rendering quality tourism services.

### **1.4. Research Questions**

- What are the major challenges of tourism related education and trainings?
- Does tourism related education and training exhibit capacity, skill, attitudinal, facility and technological gaps?
- What are the negative effect the capacity, skill, attitude, facility and technological gaps on educational and training institutions has created on the graduates, stakeholders and customers of the sector?

### **1.5. Significance of the Study**

The study has assessed the limitations of tourism education and training in tourism related institutions. Thus, the study will have the following significances:

- Provides recommendations that could help policy makers and planners to develop strategies to address the problem.

- Would serve as an important feedback to tourism related education and training institutions about the constituents for tourism related training.
- Initiates others to raise questions about underpinning factors that affect quality tourism service delivery.
- Provides additional empirical evidence for other researchers in the future.

### **1.6. Scope of the Study**

This study focuses on assessing the challenges of tourism related education and training. It intended mainly to indicate the limitations exhibited in tourism educational trainings. Thus it is limited to tourism related educational institutions, former graduates of tourism field of study, tourism enterprises customers, and stakeholders.

### **1.7. Limitation of the Study**

Challenges of tourism related education and training assessment was done on one university in SNNP region, one tourism 'Center of Excellence', four selected TVET institutions and tourism service giving enterprises found in Addis Ababa because of financial, time and labor constraints.

### **1.8. Organization of the Thesis**

The thesis is organized into five chapters. The first is introduction which has seven subsections. Background, statement of the problem, objective, research question, significance of the study, the scope of the study, and the limitation of the study are part of the introduction section. Chapter two acquires review of related literatures and conceptual framework. Chapter three is about description of the tourism education approach in Ethiopia and methodology. The fourth chapter is about result and discussion of tourism

related educational training and exhibiting shortcomings. Major findings, conclusion and recommendations of the study are presented in chapter five.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Travel and Tourism**

##### **2.1.1. Setting of Travel and Tourism**

Until the early nineteenth century the word “tourism” did not appear in the English language. As many scholars agree, it is a recent phenomenon even though travels for trade and business included in the activity of tourism; tourism is still comparatively fresh experience. In the previous era tour was more closely associated with the idea of a voyage, pilgrimage, or theatrical circuit (Burhart and Medlik, 1981).

Recently, tourism is extremely practiced and dominating the service sector in most countries of the world. It is not only most practiced activity but also the most conformist sector that demands the contribution of an economic, social, cultural, and environmental nature. Thus, it is mostly quoted as multifaceted and multi sectored activity. Another frequently raised point together with its multi sectored nature is the diverse representation of tourism resources. Major icons and attractions in one country may be minor, extinct or even not existing in another country (Lickorish and Jonkins, 1997). For example, safari is a major tourist attraction in Kenya and Tanzania, in Egypt the main tourism attraction is history. Casino hotels and gambling facilitates are major source of tourism activity in Las Vegas, in Ethiopia such facilities are not developed as attraction of tourism.

The aforementioned points have reasoned many intellectuals to submit to tourism sector rather than tourism industry even though the expressions are used interchangeably (Ibid).

### **2.1.2. Definition of Tourism**

Tourism is a sector of an economy that has not yet acquired its own single definition. This is because there are countless difficulty in spotting the tourism sector and incorporating all considerations in a sole definition.

Without sophisticating themselves on difficulties of having one definition, most people perceive it as the act of travel for predominantly recreational and leisure. Thus, before defining tourism, it is advisable pointing out the difference among leisure, recreation and tourism. Because, the availability of leisure and recreation are vital components for the growth of tourism in recent time (Roday, et al., 2009).

Leisure is most often regarded as the measure of time, the time remaining after work, sleep and essential house hold, or personal chores have been completed. It is the time available for doing as one chooses or discretionary time (Baker, 1994).

The activity of tourism tend to grow due to the existence of ample leisure time which is factored by reduced working hour, technological development and improvement of life standard this phenomenon of advancement followed by conducting of holiday with payment (Ibid).

This in turn is facilitating the birth of recreation. Recreation is the wide verity of activity undertaken during leisure time. Recreation activity may be participatory like playing sports, sightseeing, hiking, skating, etc or non participatory like exploring the world, through internet, books, television, radio, film, home, and public entertainments (Ibid). When we come back to tourism; it is regarded as an extreme form of recreation that

involves longer time of periods, facilitators, long distance travel and often overnight stay, is in it ( Roday, et al.,2009)..

One of the earliest definitions of tourism which was started by Hermann Von Schullard in 1910 is, “sum total operators, mainly of an economic nature, which directly related to the entry, stay, and movement of foreigners inside and outside a certain country, city, or a region” (Jitnedra, 2007).

“Tourism is the temporary, short term movement of people to destination outside, the places where they normally live and work and their activities during the stay at each destination. It includes movements for all purposes” is another definition set by Tourism Society of England in 1976 (Ibid).

McIntosh, et al., (1995) define tourism as “the sum of the phenomena and relationship arising from the interaction of tourists, business suppliers, host governments, and host communities in the process of attracting and hosting these tourists and other visitors’ the definition recognizes four different components: the tourist, travel related service providers, governments that control policy over tourism, and the people who live in the visited area.

The Economic Impacts of Tourism of WTO is defined tourism; “Tourism is the activity of persons traveling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business, or any other purpose.”

Cooper, et al., (1996) cited Matheson and Walls definition as the most appropriate because it includes the essential elements of tourism activity. They define tourism as “the

temporary movement to destinations outside the normal home and workplace and the activities undertaken during stay and the facilities created to cater for the needs of the tourist”.

Most tourism definitions are inclined to the demand side of tourism activity than the supply side. This is just like as defining health care from the point view of sick people only (Ibid).

The supply side is determined by the attractions as natural and cultural resources usually created and run by communities (Meintash and Goelder, 1986).

Transportation facilities and services supplied by commercial firms or publicly owned and infrastructures like hotel, restaurants, stores, etc., together with the hospitality resources as the recruiting and training of staff for various elements is a critical one (Ibid).

Factors that influences demand is normally found within tourist generation countries. Knowing and analyzing this helps for tourism planning too. Analysis of tourism demand has three stages: historical which relate to country, current demand patterns, and future potential. The historic and current are able to framework the future development and market options (Leonard and Carson, 1997).

But there is usually raised debate as to whether there issue of demand should take place before or after the issue of supply for the definition and planning of tourism. Most countries have tourism supplies i.e. tourist attractions which are acknowledged by accessibilities and amenities otherwise demand may not be realized (Ibid).

A simple three fold approach of tourism system has formed out by Leaper, helps to figure out the demand and supply side of tourism. The model also helps to view the region demand and supply side in tourism.

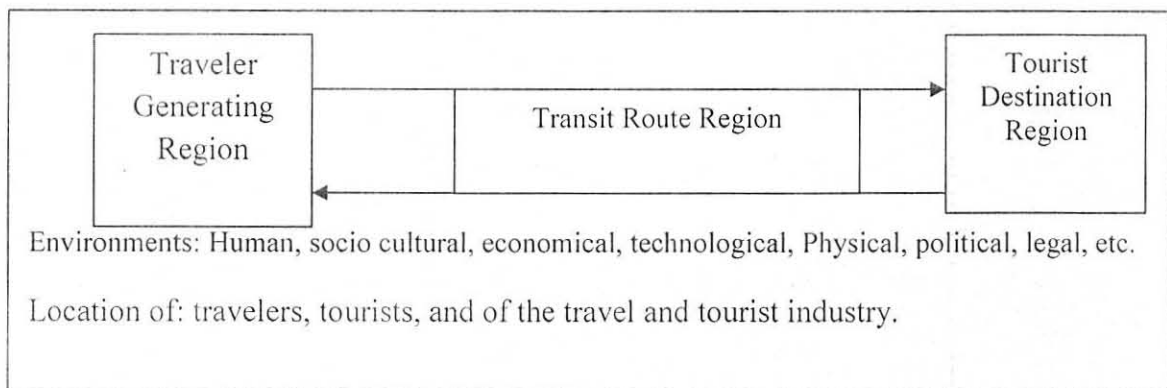


Figure 2: Basic Tourism System (Source: Cooper, et al., 1997)

The geographical elements of Leaper's three fold approach explained as:

Traveler generating region: represents the generating market for tourism. It has 'Push' factor to stimulate and motivate travel, so the traveler or tourist searches for information, conduct booking, and departure.

Tourist destination region: engines that "pull" visitors. This region creates demand in the generation region by providing the supply. Thus, this is the "sharp end" of tourism because. The destination is the place most notice able and dramatic consequences of the system occur.

The transit route region: there is always occurrence of interval that the traveler's sense they have depart their home region but have not yet reach to the destination. Such

travelers are in transit route regions. Transit route regions stands for short period of travel routes on the way to destination and intermediate places that could be visited through.

Murphy's model figures out the psychological factors that plays role for demand as motivation, perceptions, expectations, supply provision of experience, acquiring of capital and having resources [attraction]. He also clearly indicates the role of intermediaries as a market place (Cooper, 1997).

## **2.2. Components of Tourism**

The products and services of tourism fall on the three components of tourism, namely attraction, accessibility and amenities, which are termed as three A's/3A's (Burhart and Medlik, 1981).

**Attractions:** are the most important component in the tourism product and service. Tourists and travelers are motivated by the tourism product and service of attractions. In the absence of attraction there might not be the activity tourism (Middleton, 1988).

Attraction is resource that is controlled and managed for the enjoyment, amusement, entertainment and education of visiting public.

Middleton group this resources as man-made attractions like festivals, culture, religious places, events, arts and other and natural attractions like mountains lakes, seas, parks, beaches, scenery and other nature related resources.

Walsh, Heron and Steven (1990), on another hand explain the attractions from the point view of the customer need. They put attractions as provider of fun, pleasure, experience, lesson to customers by spending their leisure time.

**Accessibility:** transport is the heart of tourism because tourism is the outcome of travel. Transport links home to destination, accommodation, attraction and all other necessary trips. Air transport, water transport, and surface transport are the mode of transport that takes the highest expenses of travel cost and determine the quality of the tourists experience (Roday, et al., 2009).

Historically the growth of mode of transport, economic prosperity, and travel show direct relationship. The capacity of transportation modes influences a lot for facilitating or hindering the growth of tourism activity.

**Accommodation:** travels are break for the provision of amenities. Lodging /the place to sleep/ and catering /the place to feed/ make travel real.

Lodging and catering are the basic needs of travelers in tourism activity even though in some countries, accommodation is categorized as a separate industry as hospitality. But for most countries of the world hospitality and tourism industry is tied by the commercial part as the figure shown below:

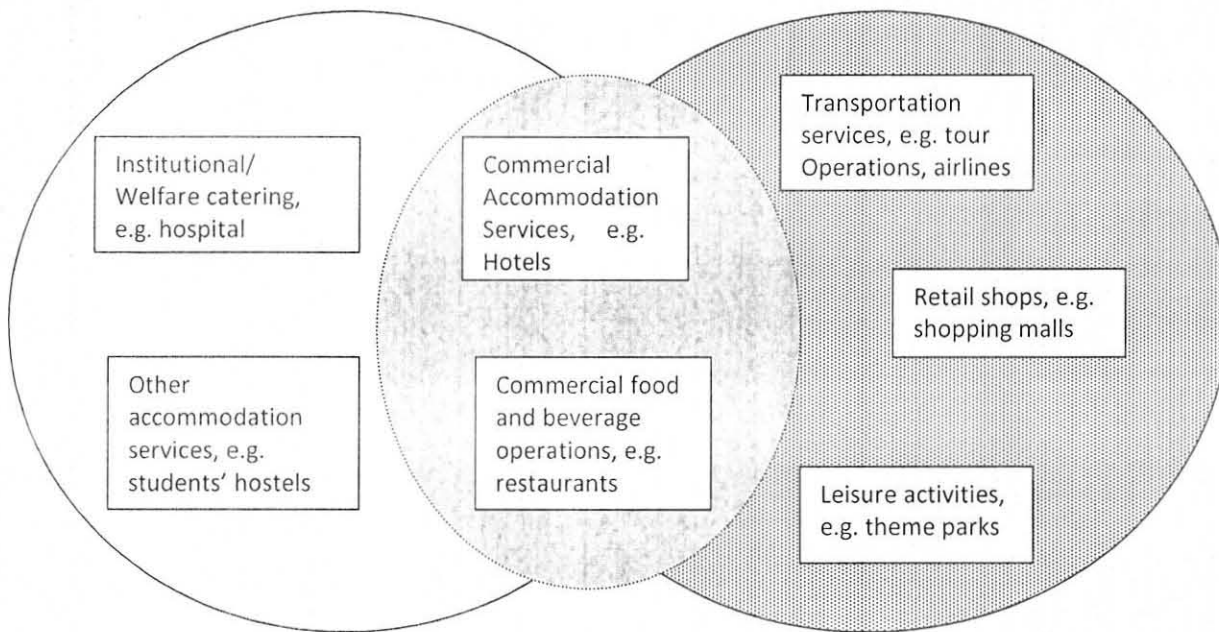


Figure 3: The Relationship of the Hospitality Industry and Tourism (Source: Beaker, et al., 1994)

### 2.3. Economic Importance of Tourism

Tourism is needed by all developed, developing and underdeveloped countries because of its significant economic development. The major economic importance of tourism includes:

**Employment:** Tourism related jobs can touch many part of the economy as transport sector, recreation sector, hospitality sector, manufacturing sector, travel and tour operations, etc. Thus, one of ten employees worldwide is employed by tourism industry (Stephen, 1992). Tourism employment has capacity to generate direct, indirect, and induced employment (Rodays, et al., 2009).

The employment of tourism desired human-to – human interaction so it is highly labor intensive industry. Skilled, semi- skilled, and unskilled labors can engaged on the tourism service delivery. Hence, it can reach for vulnerable and unemployed sector of the local community (Leonard and Carson, 19970).

**Tax Revenue:** Tourism has direct and indirect taxations sources. Taxes from attraction entrance fee, running of tourism establishments operation of casino, etc are sources of direct taxes. Taxation from airline ticket, etc are on hidden taxation that tourists are not directly aware of it (Lickerish and Jonkins, 1997).

**Foreign exchange:** Tourism is export that earns high amount of foreign exchange without reducing national resources and without transferring real/tangible materials. Therefore, tourism is termed as invisible export (Ibid).

**Rural development:** Ecotourism is becoming the most accepted form of tourism because of the participation of host community; undeveloped rural areas benefited and able to minimize villagers migration to urban slums (Roday, et al., 2009).

**Improved infrastructure:** Infrastructure development can be stimulated by tourism. Transportation's infrastructures, attraction development, and accommodation construction with their components as water, sanitary systems, waste disposal, etc improve the living standard of the host community, too (Mathieson and Wall, 1998).

**Increasing GDP:** According to report form WTO (2008), international and domestic tourism together can make up to ten percent of the world's Gross Domestic Product (GDP). Actually the percentage varies from individual countries (Ibid).

#### **2.4. Quality Tourism Service**

Service quality has competitive advantage in tourism because it fulfills the customers' perception and expectation. Repeated business can be gained and guaranteed in tourism only on Quality of the Experience (QOE). Thus employees should not only performer to

meet customer expectation but also strive to exceed their expectations (Goledner and BrentRitchie, 2009).

Each tourism service provider should able to make a world of difference in the minds of guests distinguishing between excellent and poor service. This is because people in tourism service deal directly with their customer face-to –face ongoing basis (Dittmer, 1997; Ford, 2000).

Quality of services and levels are already imaged by the customer. If the service meets or exceeds those expectations, the customer is satisfied. By applying Total Quality Management (TQM) or some use the term Service Quality Management (SQM) opportunity of transferring a first time customer to loyal customer is achieved in tourism industry. It means business is repeated and sustained. The quality of service, in general and in tourism service delivery in particular, is critical in the success and survival of tourism industry (Ibid).

## **2.5. Tourism Education, Training, and Capacity Building for Quality Tourism Service**

Externally, tourism employees have a powerful influence of the traveler public as they represent the industry in public's eye. Employees should be trained to be courteous, respectful, and helpful to guests. Little things make a big difference, and the attitude of frontline employees can build up or distort /break reputation of tourism sector and tourism planners and developers endeavours (Goeldner and BrentRitchie, 2009).

In tourism the human resource issues and service delivery goes hand in hand. According to Baum (1990) as cited by Stephen (1992), tourism can be conceptualized as a client

purchasing the skills of service and commitment (attitude) of a range of human contributors to the experience that they are about to embark upon.

To this result the human resources should be shaped by education and training. This is because education is designed to equip somebody to be capable /knowledgeable/, skillful, committed and ethical (Ethiopian TVET policy, 2008).

As Goeldner and BrentRichie (2009) tourism skill, attitude and ethics: in short tourism knowledge [capacity] are built through education and training. Education and training are the life blood of quality tourism service. The most successful Walt Disney World Resort recognize this and put employees training as “Train your employees, then train them some more” for the principle of quality hospitality management (Ford, 2000).

#### **2.5.1. Issues Raised on the Tourism and Hospitality Education**

We already know that tourism is a highly multidimensional industry which almost lacks solo description. There is no consensus between government, industry, and academics as to what really built up the tourism industry. Thus, if the tourism sector and its functioning are not fully in compasses and stated clearly, the endeavor of that sector in respect of training and education are difficult to bear on defining comprehensively (Cooper, et al., 1996).

Geography, history, sociology, psychology, anthropology, agriculture, business management, marketing, law, political science, economics, education, literature, architecture, public health and others has evolved to form tourism as an academic discipline. It can be studied from the perspective of any of these disciplines. Different

perspective creates uncertainty and makes tourism as a field of study make complex and requires an interdisciplinary approach (Sunetra, et al., 2009).

This makes most trainers face problem when they are dealing especially with new students to tourism at all levels of tourism education. Because of this amorphousness, it is usual to find tourism related into unrelated department and tagged to unconnected courses. In the opposite sometimes put aside from related and important courses. This replication goes to the tourism trainers, too. It is not uncommon to realize hospitality and tourism educators lack respect which is awarded to teachers and lecturers in other disciplines (Cooper, et al., 2009). Amoah and Baum (1997) put the result of survey done in 1992 by National Tourist Organizations that chefs have experiencing mediocre perception worldwide in the minds of many professionals and the same goes for their trainers. In a similar view they are not enjoying academic hierarchies as lectures, etc as of other fields (Cooper, et al., 2009).

It is also noticed, unlike more established disciplines educators are drafted from another course for the teaching of tourism or experts from other disciplines are blocked in the involvement tourism education. Such seen is common because of the immaturity of tourism as an area of study. Tourism has been viewed by the academic world in general as a reliable subject in less than half a century.

Another critical issue that fired back on tourism education is the industry's inability to absorb the number of graduates to the job market in time of recession and low tourism seasons. And similar problem is the industry's prefers to take in graduates from matured

fields of studies with basic transferable skills that can then be trained to take roles within the tourism industry. The above problems are further fueled up by the drooping of industry experienced educators especially on the lower levels of educational hierarchy tend to back to tourism service sector. In short, the exhibited realities in tourism and hospitality educational departments are far from perfection (Ibid).

### **2.5.2. The Evolution/ Historical Influences of Tourism and Hospitality Education**

It is very difficult to sight exactly when tourism education really began. Different interested groups are pulling and pushing its beginning of tourism education to different decided some scholars cited the training courses of chefs and waiters at early 1900 as the beginning of tourism education. Others trace 1950's training delivery for ticket and travel agency staffs as the beginning but still others point to mid 1960's when the study of tourism began to emerge as a separate domain for hotel management courses. In another spheres geographers and economists also claim that their subjects have always included for the study of tourism and it was out of these subjects that tourism has began to emerge as a separate academic education (Cooper, et al., 1996).

Whatever the case or the decade may be of the beginning of tourism education, there is one undeniable thing that somebody can easily understand, that is tourism is the new comer to the academic world.

Education is the major platform for the development of human capital for the tourism industry (Riley, et al., 2006). Even though 1970's and 1980's tourism courses were not actually appeared even in developed countries. Because of lack of frame work the public sector attempted to standardize and control the education especially of 1970's and 1980's

(Cooper, et al., 1996). As tourism becomes more commercial, tourism education has shaped on to meet the need of more managerially oriented education (Riley, et al., 2006).

As Cooper, et al., (1996) tourism as an academic subject has exhibiting three distinct ways of development as: vocational spectral, industry application, and within other disciplines.

As tourism education matured the profile raises and degree and specialist course like business, law, marketing, urban and regional plan, agriculture, ecology, geography economics, political science, psychology, etc have come on the subject and the number of students enrolled on tourism education has increasing on recent times (Ibid).

## **2.6. Administration, Capacity, Curriculum, Skill, Facilities, Ethics and Attitude for Tourism Education**

### **2.6.1. Administration**

The word administration is derived from Latin administratio-a compounding of **ad** which means “to” and ministrare which means “give service”. Administration is a process that needed important decision making to organize people and other resources so as to direct activities toward common goals and objectives (Robbins and Coulter, 2002).

The three approaches of administrations are assembled by Lnenbury and Ornstein (1991).

They are:

- Classical administrative approach is organizational theories and principles that emphasis on efficiency and focuses on the task.

- Human Relation approach is a kind administrative approach that stresses productivity and desired result can be gained through human-social factors.
- Behavioral Science approach believes on the integration of both the classicists' rational economic model and the human ratioists' social model.

They additionally put the expression of one prominent educator as “there is no reason why schools cannot be run like businesses while keeping an eye on accountability....We need to look toward business for insights on managing schools. Principals should re-evaluate and combine management and academic skills, and instill pride in their consumers [students].” They further suggest Japanese management theory **z** instead of theory **x** and theory **y**. The widely known theory **x** and theory **y** focus on the personal leadership styles of individuals whereas theory **z** is concerned on the culture of the whole organization. The later strives to put the organization together and managed by involving long term employment, consensual decision making, individual responsibility, slow evaluation and promotion, an informal control system with explicit measures of performance, moderately specialized carper paths, and extensive commitment to all aspects of the employee's life including family.

### **2.6.2. Capacity**

The term capacity has many different meanings and interpretations depending on who uses it and in what context. For example, Merriam Webster defines capacity as “the legal competency or fitness; the potential or suitability for holding, storing, or accommodating; an individual's mental or physical ability; the facility or power to produce, perform, or deploy” (Merriam Webster online, 2009). Linnell (2003) has given a definition of

capacity suitable for our discussion, “Capacity is an organization's ability to achieve its mission effectively and to sustain itself over the long term. Capacity also refers to the skills and capabilities of individuals.”

In the context of public policy[including of educational policy], Lane and Wolf (1990) have defined capacity as the ability to govern, which rests on the human resources of governmental agencies – the people who participate in and enable the process of governance i.e. their collective memory, commitment, technical proficiency and program competence. Given that school administrative capacity rests on human resources the issue of motivation, attitudes and performance are critical. Capacity is plainly defined as ‘the ability to perform appropriate tasks’. Implying that capacity is task performance i.e. what is required to achieve purposes effectively, efficiently and sustainable either at individual, group, community, organization or governmental level (Hildebrand and Grindle, 1995).

Another fundamental definition: “Capacity can be defined as the ability of individuals and organizations or organizational units to perform functions effectively, efficiently and sustainably.” (UN Publication on Capacity Assessment and Development UNDP, 1998).

The definition has three vital features:

- It shows that capacity is not a passive state but is part of a continuing process;
- Guarantees that human resources and the way in which they are utilized are central to capacity development; and
- It requires that the overall context within which organizations undertake their functions will also be a key consideration in strategies for capacity development.

Capacity is the authority of something – a system, and organization, a person, to perform and produce properly. The stated fact holds true for tourism education, too.

### **2.6.3. Curriculum**

Curriculum is defined in so many ways based on the approach Ornstein and Hunkins (2004), Compile the definition of some scholars as:

Tyler and Taba define curriculum as “plan for action or a written document that includes strategies for achieving desired goals or ends.” Saylor defines curriculum as “a plan for providing sets of learning opportunities for persons to be elected.” Pratt on his part puts curriculum as “curriculum is an organized set of formal education and/or training.” Wiles and Bondi express curriculum as “a Four- step plan involving purpose-design-implementation and assessment.”

Curriculum also defined from the point view of experiences of learners in school or outside as long as the experiences conducted is planned. In this category Well and Campbell define curriculum as “all the experiences [learners] have under the guidance of teachers.” Eisner states the curriculum as “a program [the Schools] offers to its students; it is range of experiences a [student/trainer] has within the school.” In the same way Marsh and Wills view curriculum as “all the experiences in the [educational institution] which are planned and enacted.”

Apart from the above two categories Ornstein and Hunkins (2004) put the third view that fail on the two extremes. In this point of view curriculum is perceived as “a system

dealing with people and the processes or the organization of personnel and procedures for implementing that system” with flexible or non-flexible approaches of implementation.

McNeil (2000) puts the conceptions of curriculum by classifying in to four major classes:

- Humanistic curriculum that provide personally satisfying experiences for each students.
- Social reconstruction curriculum that stress societal needs over individual interests.
- Technologists’ curriculum is to up scaling the technological process and achievement.
- The academic curriculum is the introduction of subject matter disciplines in organized fields of study to learners.

In all cases there is one common phenomenon in curriculum as a whole including tourism curriculum that is curriculum needs profound planning.

#### **2.6.4. Skill**

Skill is described as an ability and capacity acquired through premeditated, systematic, and persistent attempt to efficiently and adaptively perform compound functions by relating cognitive ability, technical ability, and/ or interpersonal approach (CERT, 1987). Thus skill is a learned competency to carry out prearranged outcome with lowest amount of time and energy.

As Green (2011), gives details of researches as data shows that different skill levels have large economic effects for individuals, employers, regions and entire national economics. People need skills in order to play role in a modern economy and to obtain their place in the advanced society of the 21<sup>st</sup> century.

CERT (1987) states hospitality as “a matter of finding out what the guest wants and then providing it in a friendly and efficient manner”, then indicating common hospitality skills as:

- Salesmanship/ selling skill
- Handling complaints skill
- Handling compliments skill
- The skill of how to handle “Awkward” guests/tourists
- The skill of how to work as part of a team
- [Departmental specific procedural skill]

#### **2.6.5. Facility**

In the late 1960s in the United States of American the term facility management was used to outsource card transactions to a specialist provider. After that facility management institutes are flourishing first in USA and then throughout the world (Scott, 1971).

Competency is emerging as an important issue because it has a direct relationship between individuals and jobs. This is because competency is a way to practice some

knowledge in a particular context. Competency is not just knowledge and skills but it is a combination of several other elements and among these elements facility is the one (Ibid).

Thus in recent time, the buildings' internal and external facilities, the employees' uniform even together with the color, the systems used, the technologies installed, equipment, tools, etc, are becoming the symbol of their business. Tourists in leisure time, travelers in business, students at any level and human beings in general need secure and comfortable environment. Thus hotel, motel, restaurants, and /or any kind of enterprise expected to provide security and comfort to their customs. To create these felling service providers are using the buildings' design and layout, equipment, installed technologies, tools, in general the facilities in the best way.

Stipanuk (2002) has farther strengthened the aforesaid points by providing research finding and has stated it as: "Children who can't yet read have no trouble identifying their favorite quick-service restaurant at 300 yards from a speeding auto." This is an indication of the strongest impact of good service in the mind of human beings and for such kind of service facilities in the organization shapes the services by enhancing the service providers' efficiency.

Hence, successful managers are tend to call the budget allocated for facilities, design and layout, environment care, renovation, energy saving, etc as a guard for customer satisfaction and employees' productivity than calling it cost. This same principle works not only for tourism enterprise but also for all kind of enterprises including educational

institutions. This is because industry growth largely comes as a result of additions to the number and/ or size of facilities (Ibid).

The kind of building, equipment, tools, technology, systems, etc define not only the type of facility in an organization but also the level of customers and employees comfort and the quality of service rendered and received (Ibid). Accordingly, in higher educational institutions managing of constraints of students, faculty and institutional facilities bridge the gap between the competencies required to the competency of the trained students (Frederickson and Pratt, 1995).

#### **2.6.6. Ethics**

Stephen (1992) defines ethics as “Ethics is the Science of judging specifically human ends and the relationship of means to those ends and it studies the impact of acts on the good of the individual, the firm, the business community, and society as a whole”. The link between ethics and hospitality [hospitality education] is strong because vital issues in the hospitality or tourism industry as of ‘being hospitable’, ‘truth-in-menu’, ‘cases of overbooking’, ‘waste disposal’, ‘work load’, ‘minimum wage’, ‘privacy of guests and employees’, ‘safety and security of guests and employees’, ‘equal opportunity on employment and hospitality services’, ‘conformance to standards’, etc have strong ethical components in addition of being operational, technical, financial, or promotional in nature.

In educational institutes of tourism in particular and other academics fields in general ethics is the quest of the time. Bottery (1992) associates the unethical environment of educational institution as a game described as follow:

*Imagine an unusual game of soccer. In this game, instead of the pitch being oblong, the pitch is round. Instead of there being just two goals, there are a number of different goals, dotted all around the edge of the pitch. The players do not stay the same throughout the game, but keep changing, sometimes leaving to play on another pitch at a moment's notice. The coaches who train the players also have different tactics and tend to change their mind as to which goal their players should shoot into. Even when the child shoots into the goal and scores a goal, it is not always certain that goal will count for anything in the overall game. So even the rules governing the game change and sometimes this information is not very well communicated. To make matters worse, the referees change as well, so you can never be sure that the same rules will be implemented in the same way, assuming that they stay the same longer enough for you to get to grips with them. Imagine that you are given the task of organizing and running such a game. How would you go about it?*

When ethical communication is absent, many management positions in schools [or any other area] are running their task in a very similar way as the above described game. Then time for contractive activities has passed by managing crisis and deleting errors. And instructors and/or employees in non-ethical organizations forced to “lower their head to pull the cart, instead of raising their heads to look at the road. And if one does not look at the road, who knows where it may lead?” (Ibed).

Service excellence demanded servers who are technically skilled in their craft, experienced, educated, matured, and most of all able to hold ethical performance in any circumstance (Stephen, 1992). And such determination enhanced by ethical education and management.

### **2.6.7. Attitude**

Lester (1998) describes attitudes as “evaluation of ideas, events, objects, or people. Attitudes have emotional, cognitive, and behavioral components”. Lahey (1998) defines attitude as “beliefs that predispose us to act and feel in certain ways.” Morgan et al., (1986) set “attitudes are simply expressions of how much we like or dislike various things. They represent our evaluations-preferences-toward a wide variety of [ideas, profession, etc] objects.”

Attitudes are formed through pairing of something desirable or undesirable with the object, encouragement for good and discouragement for disfavored, and observing others by of being punished or reinforced for particular behavior (Lester, 1998).

### **2.7. Tourism Training and Education in Ethiopia**

Fuller (1969) after assessing hotel standard and staff skills has reported by a title called “Hotel Training in Ethiopia”. The report states “it is easy to stress the negatives of the [tourism] services”, he added “most problems were of service which could be traced to misunderstood of requests through lack of knowledge of English and in adequate craft skills”. Hence, he has recommended vocational skill development, training, and supervision for hotel personnel’s.

Knowing this, in the 3<sup>rd</sup> five year development plan of Emperor HaileSilasse (I) regime and Ethiopian Tourism organization (ETO) under it, gave priority for the establishment of hotel training school (Ayalew, 2009).

In the year 1969 by renting four rooms from Ras Hotel, the hotel training started under the supervision of Ministry of Commerce, Industry and Tourism. In the same year August

18, 1969 the first hospitality and tourism training school in the history of Ethiopia started by the name Catering and Tourism Training Institute by four teaching staff and Israeli Director (Ibid).

The CTTI was reporting directly to the minister of Commerce, Industry and Tourism and was also supported by Ethiopian Tourism Organization (ETO). The administration was conducted by a Director and Board of Directors from different coordination of Ministries and Hotel and Travel Associations (Ibid).

CTTI was the only hotel and tourism training and educational public institute since 2001. Recently seven public universities have opened tourism and/or hotel educational programs and among them the two universities provide post graduate education.

<b>Name of University</b>	<b>Field of study</b>	<b>Award</b>
• Addis Ababa University	Tourism and Development	2 <sup>nd</sup> degree
• Gonder University	Tourism Management	1 <sup>st</sup> & 2 <sup>nd</sup> degree
• Hawassa University	Hotel Management	1 <sup>st</sup> degree
• Axum University	Tourism Management	1 <sup>st</sup> Degree
• Adam University	Tourism and development	1 <sup>st</sup> degree
• Arba Minch University	Tourism Management	1 <sup>st</sup> degree
• Madwalabu University	Tourism Management	1 <sup>st</sup> degree

At national level technical and vocational training has been rendered in four regions Amhar, Oromiya, SNNP and Tigray and in two city administrations Addis Ababa and Dire Dawa. According to the information got from Dire Dawa Tourism Agency, the attempt which is conducting in Dire Dawa does not show successful outcome and is in the way to reorganizing it again.

### TVET's Filed of Hotel & Tourism Specialization

From the Academic Year 2009/10 (2002 E.C) to 2011/12 (2004 E.C)

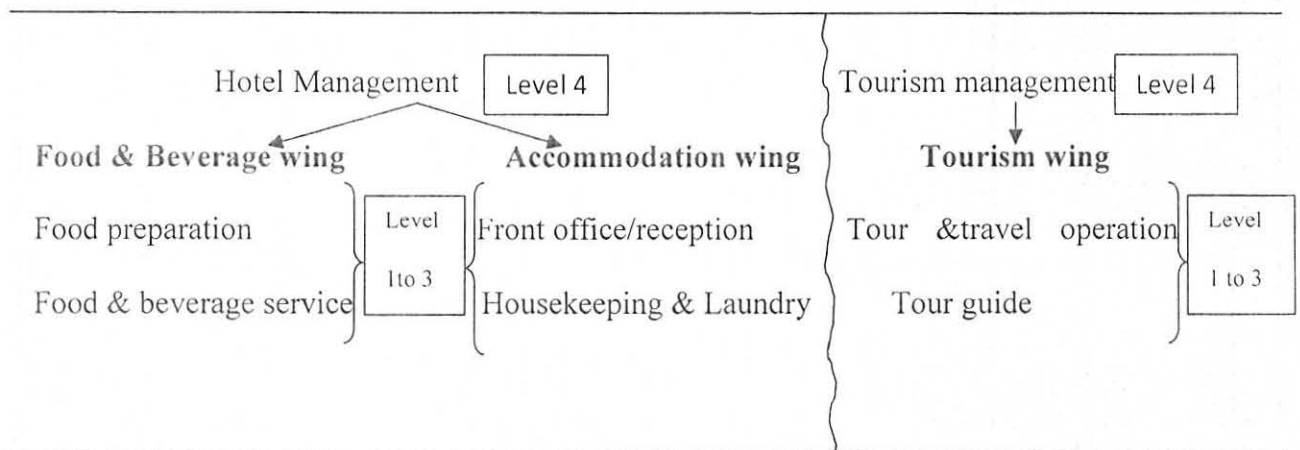


Figure 4: TVET's Filed of Hotel & Tourism Specialization

(Source: TVET curriculum, 2009).

## TVET's Filed of Hotel & Tourism Specialization

New Curriculum Starting from the Academic 2012/13 (2005 E.C)

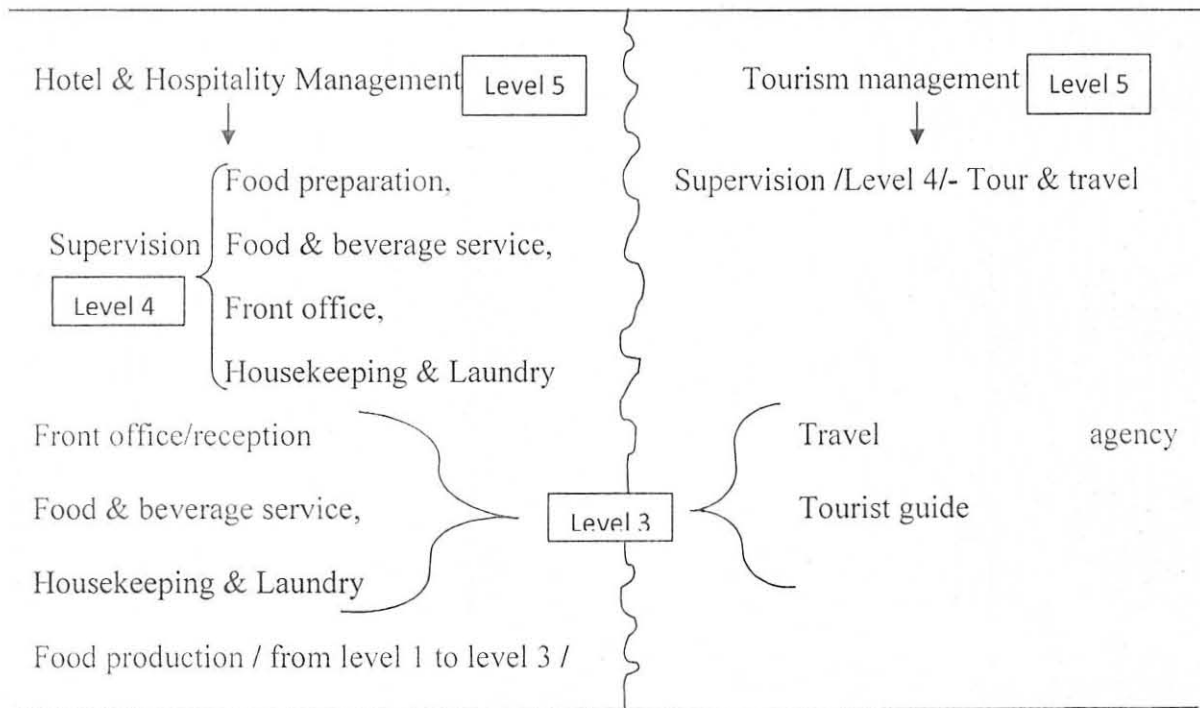


Figure 5: TVET's Filed of Hotel & Tourism Specialization

(Source: TVET curriculum, 2012).

In Ethiopia Education Sector Development Program (ESDP, IV) set the goal on the GTP as: "producing democratic efficient and effective, knowledge based, inspired and innovative citizens who can contribute to the realization of the long term vision of making Ethiopia in to a Middle Income Economy". On the GTP quality education in TVET and higher education levels is clearly kept as major bridge for the achievement of Millennium Development Goal (MDG).

ESDP plans the education and/or training to focus on changing the work force which is demanded by each industry. To realize this priority the General Education Quality Improvement Package /GEQIP/ is implementing different packages. One of these approaches is the TVET system. As the GTP plan explains:

*“the TVET system is continue to serve as a potential instrument for technology transfer, thought the development of occupational standards, accreditation of competencies, occupational assessment and accreditation, establishment and the strengthen of the curriculum development system. TVET institutions will serve as the centers of technology accumulation...”*

The same document sets strategy for culture and tourism as; among them:

- *Promoting scientific researches, study and producing assessment tools and occupational standards in the cultural occupation in order to produce highly qualified professions within the sector [culture and tourism sector].*
- *Providing a leading service through the materials collected and organized through books, magazines, news papers, archives, microfilm, audiovisual, internet etc.*
- *To develop existing and new destinations as well as tourism products in kind, number and quality.*
- *To improve the standard of tourist service giving facilities, assess their competence and conduct strong inspection [of quality] and controlling activates.*
- *To alleviate limitations of the capacity of the industry.*

Even though all GTP's culture and Tourism strategies need human resource development especially the above selected openly connected to the contribution of tourism education and training institutions to the sector.

Realizing this, MOCT puts education and training as one of the six main core process of the ministry. This core process is integrated with MOE sector related education and training to equip knowledge, skill, attitude, and professional ethics to the human resources so as to provide quality tourism service (BPR document of MOCT and CTTI).

## **2.8. Conceptual Framework**

### **2.8.1. Framework for Analyzing Contribution of Tourism Education in the Tourism Sector**

Based on theoretical and empirical discussions offered, the researcher is encouraged to set up conceptual framework that would guide the research. Particularly, the assessment of the challenges of tourism related educational training in the case of six selected institutions focuses on the following key areas: status of tourism educational administrations, issues of capacity and capacity development scheme, curriculum of tourism education, skill development approaches, facilities in the training institutions, and attitudinal and ethical loom in tourism education.

Focusing on tourism education is because simply having high amount of tourism resources is not adequate without the awareness of delivering quality tourism service. Tourism sector necessarily congregate customer expectations by satisfying their wants and needs. Because, every components of tourism is service oriented. Delivering consistently high-quality tourism service is very important constituent to all tourism

components (Cook et al., 2006). And in tourism service is delivered by the human resource that understands service in tourism industry is:

- an experience that happens to the guest. No recall of defect is possible.
- performance for the organizations .Zero defects are the service system design goal.
- a process whose production and consumption are simultaneous. Unsold inventory has no value.

Tourism service providers have a great deal of competition from different aspects as location, rates, amenities, accessibility, quality service and others (Burstein, 2001).So, it is no longer sufficient simply to provide current travelers with adequate service. Most travelers both the experienced and the inexperienced, tend to choose a service/destination because of reputation. Reputation and tourists concern are of paramount importance to tourism industry. Overlooking incidents of tourism service delivery errors which are conducted by manpower and system will ruin and even totally eroded the customer base of the sector (ibid).

Delivering of superior service requires appropriate focuses on education and training of human resources in tourism sector. The educational element of tourism component is the ground work for the development and management of tourism. Manpower planning, education and training programs together with destination development, marketing and promotional approach, designing legislation and regulation, organizing public and private tourism organizational structures, and others point to human resources capability in the

tourism sector (Inskeep, 1991). Currently the industry is more dependent than ever on the underpinning knowledge, skill, and attitude of manpower in the sector (Cook et al., 2006).

Knowledge, skill, ethics, and attitudinal competency of manpower are shaped on proper education and training in the tourism sector. Tourism related education and training helps to form the cognitive maps of the actors in the sector. According to Bounken and Pyo (2002) “cognitive map is the processes of construction or re-construction of reality in the individual mind and within organizations”. As they further elaborating the introduction of cognitive map in the organizational theory [tourism sector], as agent of minimizing gaps of communication in organizations. “The information asymmetry between higher manager or levels of command and the acting manager does not become [identical], but easier to understand”. The same holds true for the interaction of tourism service supplier and receiver. Because asymmetric information means information or understanding scarcity on one side of the deal and this scarcity may occur on tourism service supplier and receiver if the cognitive map on the sector is not shaped by proper training.

To reduce the possibility of asymmetric information within the tourism industry and the interaction of service provider with the travelers; shaping the cognitive map of the tourism sector human recourses through proper tourism education and training is vital to build up quality service reputation as a brand. Because “such a cognitive based trust will be able to reduce the problems of asymmetric information in relations within the tourism industry’ (ibid).

## CHAPTER THREE

### DESCRIPTION OF TOURISM EDUCATION AND TRAINING INSTITUTIONS AND METHODOLOGY

In this section of the paper two topics are discussed in detail. The first part cares for the characteristics of tourism education/training institutions in Ethiopia. In the second part the methodology utilized in the study is presented discretely.

#### 3.1 Characteristics of Tourism Educations & Training in Ethiopia

Tourism education and training is delivering in Ethiopia in three levels.

- Basic skill based trainings in TVET institutions/colleges
- Bachelor education in universities and
- Post graduated /masters/ educations in universities

##### 3.1.1. Basic Skill Based Training in TVET Institution/Colleges

Based on the MOE data tourism and hotel TVET trainings are delivered in four federal regions namely: Amara, Oromia, Tigray, SNNP and in one city administration Addis Ababa. According to Dire Dawa Culture and Tourism Agency the attempt of conducting hotel and tourism TVET training in Dire Dawa city administration is not such successful.

The TVET training institutions are designed to deliver skill based capacity building both for candidates that will join the industry and for in job trainees. For the fulfillment of this objective curriculums are designed on the following eight fields of specialization.

- Tourism management

- Tour and Travel operations / Travel Agency
- Tour guide / Tourist guide service
- Hotel Management/ or Hotel & Hospitality Management
- Food and Beverage Preparation / and Supervision
- Food and Beverage Service / and Supervision
- Front Office Operations (Reception Duties)/ and Supervision
- Housekeeping and Laundry Operation / and Supervision

In these eight fields of specialization approximately above 7,000 trainees were attending training in the year 2010/2011 (MOE document).

### **3.1.2. Bachelor Degree Education in the Universities**

The undergraduate level of education is designed primarily to elevate shortage of trainers in the sector. Later other targets as supporting of the sector as higher level management position, strategic planning, etc are added as the number of the universities increases. Recently six universities are providing tourism and hotel education in bachelor degree level. They are:

Adama University – Tourism Development

Axum University –Tourism Management

Arba Minch University –Tourism Management

Gonder university- Tourism Management

Hawassa University –Hotel Management

Madawalabu University –Tourism Management

### **3.1.3. Post Graduate /Masters Level Education in Universities**

Based on the information from Addis Ababa University, College of Development studies, the post graduate level of educational delivery is designed to support the sector to provide high level tourism developers, and strategic plan designers.

For the fulfillment of this objectives post graduate level of educations are given it two universities. They are:

Addis Ababa University- Tourism and development

Gonder University- Tourism Management

## **3.2. Research Methodology**

### **3.2.1. Research Design**

This study as it appears to be descriptive approach on challenges (critical issues) of tourism education by assessing six institutes and the opinions stakeholders and customers of tourism service receivers. The study has been designed to apply the combined qualitative and quantitative approaches. Quantitative analysis was considered mainly to assess the existing critical issues in the tourism training institutes. On another hand qualitative approach; interviews, focus group discussions, was applied to review quality tourism service delivery. In light of prominence given on the challenges of tourism education and their effects on tourism service delivery visits to the training institutes,

hotels, tour and travel agents, hotel and tourism associations, etc have been conducted by the researcher.

### **3.2.2. Population and Sampling Procedure**

#### **3.2.2.1. Population**

The study was undertaken on tourism education/training/ institutions thus simple random sampling was conducted from the total population of seven universities which provide tourism education and eighteen (public and private) TVET institutions from Addis Ababa city administration. Service providers of former graduates from the education/training TEVT system in 43 (10%) tourist service provider enterprises from a total number of 423 tourist service provider enterprises in Addis Ababa are in the sampled population. On the other hand to the qualitative approach users of tourism service (guests and tourists), and stakeholders are taken from the selected enterprises and different hotel and tourism associations. (Source: total number of tourism educational institutions MOE and total number of hotels and tour operators in Addis Ababa MCT; Tourism Services Competence Accreditation Case Team).

#### **3.2.2.2. Sample Frame Design**

The sample frame used is list of universities and regions (Amhara, Oromiy, SNNP, Tigray, and Addis Ababa city administration) in which TVET trainings are provided enlisted alphabetically. Sample University and region are selected using lottery simple random sampling technique. On this sampling technique from seven universities that provide tourism education Hawassa University and from five regional administration that provide TVET training Addis Ababa City administration are in the sampled group. Then to Addis Ababa city administration form 5 public TVET institutions which are offering

level 1 up to level 4 trainings in hotel and tourism sectors and 12 private TVET institutions which are offering level 1 up to 4 and the majority having short term programs in hotel and tourism in the city, similar techniques applied to determine individual training institutes.

Sample frame design of former graduates determined by taking former graduates from 43 tourist service providers (10% of tourist service providers selected by applying simple lottery sampling technique out of 116 tourist recommended hotels and 307 tour operators).

#### **3.2.2.3. Sample Size**

The next step was to determine the sample size. One basic approach to determine sample size for probability sampling is in relation to the confidence levels at 95% and sampling error of 5%, the researcher found to take Krejcie and Morgan, (1970) cited in Chone et al., (2000). The total population of instructors in the sampled educational institutions is 90 and permanent employees of former graduates in 43 tourism enterprises are 130; the total number of population for the quantitative analysis is 220. Hence, 140 is justifiable sample for this method as it is indicated on the following table.

**Table 3.1. Determining the Size of a Random Sample**

N	S	N	S	N	S	N	S	N	S
10- 10		100 -80		280-162		800-260		2800-338	
15- 14		110- 86		290-165		850-265		3000-341	
20- 19		120- 92		300-169		900-269		3500-346	
25- 24		130- 97		320-175		950-274		4000-351	
30- 28		140- 103		340-181		1000-278		4500-354	
35- 32		150- 108		360-186		1100-285		5000-357	
40- 36		160- 113		380-191		1200-291		6000-361	
45- 40		170- 118		400-196		1300-297		7000-364	
50- 44		180- 123		420-201		1400-302		8000-367	
55- 48		190- 127		440-205		1500-306		9000-368	
60- 52		200- 132		460-210		1600-310		10000- 370	
65- 56		210- 136		480-214		1700-313		15000- 375	
70- 59		<u>220-140**</u>		500-217		1800-317		20000- 377	
75- 63		230-144		550-226		1900-320		30000- 379	
80- 66		240-148		600-234		2000-322		40000- 380	
85- 70		250-152		650-242		2200-327		50000- 381	
90- 73		260-155		700-248		2400-331		75000- 382	
95- 76		270-159		750-254		2600-335		1000000-384	

Notes: N= population size      S= sample size

(Source: Chone et al., 2000)

As the main focus of the study is on the challenges of the tourism education and trainings, thus 77% of the respondents are from instructors of tourism education and training institutes and former graduates of the system. To address the effects of the challenge and to triangulate the responses from tourism education and training respondents the remaining 23% of respondents are taken from hotel and tourism associations, hotel managers, hotel department heads and supervisors, and guests and tourists.

**Table 3.2. Name of Institutes and Number of Sampled Population of Instructors**

Name of Institutes	Frequency	Percent	Valid Percent	Cumulative %
Hawassa	7	15.6	15.6	15.6
CTTC	20	44.4	44.4	60.0
Lion	5	11.1	11.1	71.1
Entoto	7	15.6	15.6	86.7
Winget	3	6.7	6.7	93.3
Ibex	3	6.7	6.7	100.0
Total	45	100.0	100.0	

Source: Owen survey.

**Table 3.3. Number of Sampled Population of Former Graduates**

Total		
Field of Specialization	Count	%
Food Preparation	10	10.5%
Food service	10	21.0%
Food cost	10	31.6%
Front office	10	42.1%
House keeping	10	52.6%
Hotel Management	10	63.2%
Tour management	10	73.7%
Tour guide	15	89.5%
Tour & Travel	10	100.0%
Total	95	100.0%

Source: Owen survey.

Hotel associations, tourism associations, hotel owners, hotel managers, tour and travel operations managers, hotel supervisors, and guests and tourists have constitute the remaining 28 sampled population as stakeholders and customers. Interview and focus group discussion were conducted with this group of respondents.

#### **3.2.2.4. Data Source and Collection**

The central purpose of this study is to assess the critical issues of tourism education, in order to see the challenges a site level data collection in the training institutes and reviewing the existing tourism service in the tourism service giving enterprises, service users and tourism and hotel associations were conducted.

To accomplish this objective the study has used both primary and secondary sources of data at the location and off the location. In the category of primary sources the study has targeted mainly instructors, former graduates, guests, tourists, and customers through questionnaires, interviews, focus group discussion and own extensive field observation.

To complement the primary data collection process various secondary sources are also used in this study. Various tourism related documents in general and tourism education related documents in particular have been accumulated and used in the study. Wherever significant information obtained from Culture and Tourism Ministry and bureaus, Ministry of education, TVET agency, and COC agency was used to support/triangulate findings.

#### **3.2.2.5. Method of Data Analysis**

The majority of data analysis involved reviewing and interpreting responses synchronizing with the defined research objectives. Consequently, responses of instructors, former graduates, guests, tourists and stakeholders are categorized, quantified, and analyzed. Organized data was entered and analyzed by using SPSS software and the qualitative through discussion.

#### ***3.2.2.6. Ethical Consideration***

Efforts has been made to minimize personal and methodological biases, triangulation on research question, responses from several quarters, and multiple perspective sources of data is used in every potential way. In terms of data triangulation both primary and secondary sources of information are used. Primary sources questionnaires, interviews, focus group discussion and observations, and were complimented by a variety of secondary sources of information both published and unpublished media.

Issues of willingness of respondents and confidentiality was informed and respected accordingly.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

This chapter raises results and discussion of two major concepts associatively which are human resource development in the tourism educational institutes and quality tourism service delivery in the tourism sector. These notion of findings and discussions of the study are presented in ten important parts. The first section shows the general information of respondents as level of education, work experience, field of specialization, etc. The second part constitutes the training institutes' administrative issues. The third part composes issues related to capacity building of the instructors and former graduates are addressed. The fourth part constitutes topics related to curriculum are discussed. The fifth part comprises matters related to skill training. The sixth part raises training facilities on the training institutes. The seventh and eighth parts contain issues related to attitudinal and ethical development. Within the aforementioned sections customers and stakeholders' opinion on the performance of quality tourism service delivery of the graduates are addressed.

#### **4.1. Tics of Respondents**

##### **4.1.1. Tics of Instructors**

The teaching and work experience, field of specialization, etc of trainers and former graduates inform the characteristics of sampled population.

**Level of Education:** The trainers are from six educational and training institutes. Among the sampled trainers 6.7% have diploma, 66.7% have first degree, 22.2% have master, and 4.4% have PHD. The education level of the respondents is relatively high and it shows all trainers in the sampled group are confirming to the standers set by the MOE. MOE has sat standard of trainers as level A, B, and C. ‘A’ level trainers are need to be qualified with Masters and above with the intention of providing education and training to almost all levels under them. ‘B’ level trainers are needed to have degree and provide education and training to diploma and certificate students /level 5 to level 1 in the new approach/. And ‘C’ level trainers expected to have diploma and/or certificate /level 5 to level 1 in the new approach/; and level 5 to 3 can provide education and training to their succeeding levels and level 1 and 2 are be technical assistance only.

**Table 4.1. The Trainers Level of Education**

Name of institute		Level of respondents education								Total	
		Diploma		Degree		Master		PhD		count	%
		count	%	Coun	%	Count	%	count	%		
1	Hawassa	0	0.0%	3	42.9%	3	42.9%	1	14.3%	7	100.0%
2	CTTC	0	0.0%	12	60.0%	7	35.0%	1	5.0%	20	100.0%
3	Lion	0	0.0%	5	100.0%	0	0.0%	0	0.0%	5	100.0%
4	Entoto	3	42.9%	4	57.1%	0	0.0%	0	0.0%	7	100.0%
5	Winget	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3	100.0%
6	Ibex	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3	100.0%
Total		3	6.7%	30	66.7%	10	22.2%	2	4.4%	45	100.0%

Source: Owen survey.

**Field of Study:** The survey further shows that the relevancy of trainers field of study. 24.4% of trainers field of specialization are hotel and tourism, 4.4% are hospitality and tourism, 17.8% hotel management, 8.9% tour management, 6.7% tourism development,

15.6% tourism management, and 22.2% is from other specialization. Based on the survey 77.8% of sampled instructors are direct from the tourism fields of study and only 22.2% are from other field of study. There is a new approach in Ethiopian tourism education that all types of education should be delivered only by the direct graduates. This approach raised controversial ideas about relevancy of fields as we come across in the review of literature and through the interview one of the dean expressing this idea as *“There is no a field called tourism all alone without a contribution of many fields. For example, our institution is using experts from ‘Wild Life Conservation Agency’ with zoology and botany background for the education and training of wild life and plant species of different conservation areas in Ethiopia. The institute’s previous experience was the same for training of history, culture, languages, hotel law etc. Thus, in my opinion MOE should revise the new approach of pushing aside of real experts from the education of tourism.”* But this same idea got different opinion from a young department head, he stated *“minimizing of staying year in the training institutions could be gained by reducing more depth educations, thus experts are not needed much.”*

**Table 4.2. The Trainers Field of Qualification**

Name Of institutes		Field of study														Total	
		Hotel & tourism		Hospitality& tourism		Hotel mgt		Other		tour mgt		Tourism dev't		Tourism mgt		Counts	%
Count	%	C/t	%	C/t	%	C/t	%	C/t	%	C/t	%	C/t	%	C/t	%		
1	Hawassa	1	14.3	2	28.6	2	28.6	0	0.0	0	0.0	2	28.6	0	0.0	7	100.0
2	CTTC	0	0.0	0	0.0	4	20.0	9	45.0	4	20.0	1	5.0	2	10.0	20	100.0
3	Lion	0	0.0	0	0.0	2	40.0	1	20.0	0	0.0	0	0.0	2	40.0	5	100.0
4	Entoto	7	100	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	7	100.0
5	Winget	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	66.7	3	100.0
6	Ibex	2	66.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3	3	100.0
Total		11	24.4	2	4.4	8	17.8	10	22.2	4	8.9	3	6.7	7	15.6	45	100.0

Source: Owen Survey.

**Total Work Experience of Trainers-** From the sampled trainers 53.3% of respondents have total work experience of 1 up to 5 years, 6.7% of respondents are in 6 up to 10 years of total work experience, 4.4% of respondents are in the category of 11 up to 15 total work experience, 15.6% of respondents are in the category of 16 up to 20 total work experience, 4.4% of respondents fall on the 21 up to 25 total work experience, and the rest 15.6% of respondents have 26 and above total work experience. Most instructors 53.3% have minimum cumulative teaching experience.

**Table 4.3 Trainers Cumulative Work Experience (years)**

Total work experience/ years	Frequency	Percent	Cumulative %
1 – 5	24	53.3	53.3
6 – 10	3	6.7	60.0
11 – 15	2	4.4	64.4
16 – 20	7	15.6	80.0
21 – 25	2	4.4	84.4
26 – 30	3	6.7	91.1
Above 30	4	8.9	100.0
Total	45	100.0	

Source: Owen survey.

**Work Experience in Teaching Hospitality/ Tourism-** The highest amount that is 64.4% of respondents' work experience in teaching hospitality, tourism and/or in tourism training institutes fall in the category of 1 up to 5 years. The rest 35.4% of trainers have more than 6 years of teaching experience in the tourism institution/s. Most respondents are in the category of 1 up to 5 years and this data coincide to the tourism young experience as a field of study in Ethiopia.

**Table 4.4. Trainers Work Experience in Teaching Hospitality/ Tourism**

Years	Frequency	Percent	Cumulative Percent
1 – 5	29	64.4	64.4
6 – 10	15	33.3	97.8
11 – 15	1	2.2	100.0
Total	45	100.0	

Source: Owen survey.

**Work Positions of Trainers-** 40% of respondents are lectures, 20% are instructors, and 24.4% are teachers. 15.6% of respondents have additional duty positions as deans, department heads, and process owners. Most respondents have honor of lecturer which shows highest capacity of major respondents.

**Table 4.5. Work Positions of Trainers**

Work position	Frequency	Percent	Cumulative %
Dean	3	6.7	6.7
Lecturer	18	40.0	46.7
Instructor	9	20.0	66.7
Teacher	11	24.4	91.1
Dept't head	1	2.2	93.3
Process Owner	3	6.7	100.0
Total	45	100.0	

Source: Owen survey.

**Gender Distribution of Trainers-** from the respondents 20% are female and 80% are male.

**Table 4.6. Gender Distribution of Trainers**

Gender	Frequency	Percent	Cumulative %
Female	9	20.0	20.0
Male	36	80.0	100.0
Total	45	100.0	

Source: Owen

#### 4.1.2. Tics of Former Tourism /Hospitality Graduates

##### Field of Specializations of Former Tourism /Hospitality Graduates

Respondents of former tourism /hospitality graduates composes 10.5% from food preparation, 10.5% from food and beverage service, 10.5% from food cost control, 10.5% from front office, 10.5% from housekeeping, 10.5% from hotel management, 10.5% from tourism management, 15.8% from tour guide, 10.5% from tour and travel operation.

**Table 4.7. Field of Specializations of Former Tourism /Hospitality Former Graduates**

Field of study	Frequency	Percent	Cumulative %
Food Preparation	10	10.5	10.5
Food service	10	10.5	21.0
Food cost	10	10.5	31.6
Front office	10	10.5	42.1
House keeping	10	10.5	52.6
Hotel Management	10	10.5	63.2
Tour management	10	10.5	73.7
Tour guide	15	15.8	89.5
Tour & Travel	10	10.5	100.0
Total	95	100.0	

**Source: Owen survey.**

**Genders Distribution of Former Graduates-** 65.3% of respondents are male and 34.7% are female. This difference of gender enrollment in the sector that known as 'female friendly' might be an indication of deep rooted lack of equal gender participations in the country.

**Table 4.8. Genders Distribution of Former Graduates**

Gender	Frequency	Percent	Cumulative %
Male	62	65.3	65.3
Female	33	34.7	100.0
Total	95	100.0	100.0

**Source: Owen survey.**

**Age Distribution of Former Graduates-** 34.7% of respondents are below 25 years old, 33.7% are in the category of 26 up to 35 years 31.6% are above 35 years old. The survey shows that the majority of surveyed former graduates/tourism service providers are young (< 25 years old constitutes 34.7% and 26 to 35 years old constitutes 33.7%). This might be an opportunity to the sector hence these employees possibly will serve the tourism industry for longer years. The tourism industry can exploit this opportunity only if it further builds the capacity of the employees as well as encourages and motivates through incentives to upscale their affection towards the industry.

**Table 4.9. Age Distribution of Former Graduates**

Age Distribution	Frequency	Percent	Cumulative%
< 25 years	33	34.7	34.7
26 - 35 years	32	33.7	65.3
Above 35 years	30	31.6	100.0
Total	95	100.0	100.0

Source: Owen survey.

**Qualification of Former Graduates-** 55.8 % of respondents have certificate and the rest 44.2% have diploma.

**Table 4.10. Qualification of Former Graduates**

Qualification	Frequency	Percent	Cumulative%
Certificate	53	55.8	55.8%
Diploma	42	44.2	100.0%
Total	95	100.0	100.0%

Source: Owen survey.

**Work Experience of Former Graduates-** two years or less work experience constitutes 31.6%, 3 up to 5 years of work experience compose 27.3%, 24.2% of respondents have 6

up to 10 years of work experience, and the remaining 16.8% have above 10 years of work experience.

**Table 4.11. Work Experience of Former Graduates**

Work Experience/Year	Frequency	Percent	Cumulative %
2 years or less	30	31.6	31.6
3 - 5 years	26	27.3	58.9
6 - 10 years	23	24.2	83.1
Above 10 years	16	16.8	100.0
Total	95	100.0	100.0

Source: Owen survey.

## **4.2. Critical Issues of Tourism Related Educational Training and Quality Tourism Service**

### **4.2.1. The Administrative Issues of Training Institutes**

Institutional planning, communicating the executed plan, participation, and perusing all concerned bodies for its implementation are the key responsibilities of educational institution of at all levels. These major key responsibilities of educational administrations are inseparable and when done effectively and efficiently would lead to sustainable development in the endeavors of education. Achieving sustainable development at educational institutions requires the development of right vision, mission, goals and devising appropriate and valid strategies to achieve these goals. Hence setting right goals and formulating apt strategy are the key functions expected from educational administration and it should involve all customers of internal and external and stakeholders as well.

The first assessment area aims to create a view of existing administration framework within these six educational institutions, upholding the principles and standards for the administration of educational institutions. The assessment focuses on the vision, mission,

and plan, communication of them to the internal customer and strategic integration to the scrotal plan, internal integration of subgroups and trainer to trainees.

The respondents were asked to rate using Lickert scale and views gathered by qualitative methods are presented whenever required. The first item presented for respondents was, 'the university, (college/ institute) has clear vision'. The survey reveals that 71.1% of instructors and 36.9% of former graduates fall on agree category. But 63.1% of former graduates are in disagree and undecided category. This show the institutions are in the position of neglecting the students on capacitating on the institutions' vision and mission. The interview which was held with the deans and process owners also confirm the stated fact. As they explain on student orientation focuses are given for institutes' regulations and disciplines but transferring of mission and vision are totally neglected. Regarding the issue of the vision's clarity and their familiarity 62.2% of instructors agree with; however 52.3% of respondents of former graduates express their disagreement. Here too the institutes lack incorporating the students as part of the vision accomplishment even though responses of the interviews that done with the deans and process owners are indicating they are working hard to incorporate the students. Such discriminatory and undermining approaches of students are not scientific and outdated way of administering educational institutions.

The institute strategy and plan are (were) available to the institute public through various channels was another stated sentence. For the given request most instructors 44.4% disagree and 92.3% of former graduates too are in the same sort. The responses show gap of communication on the issue of communicating institute strategy and plan. If the

strategy and plan are not well communicated; it will be hard to imagine pursuing of these groups to the common goal.

Adequate financial resource is (was) allocated for the educational plan execution, for the given sentence most instructors about 44.4% state their disagreement and in the same way 79.1% of former graduates illustrate their disagreement. It is also further confirmed by the reply got from the interview of the deans and process owners of the given institutions. Based on the received data the institutions are in the position of financial scarcity for the execution of the educational plan.

Effective instructors (students) participation is (was) ensured on most important institutional planning and decisions, major respondents of instructors about 35.6% are in undecided option and 63% of former graduates show disagreement. Most deans and process owners said as "*We have a will to participate instructors on planning and decision making but most instructors do not show interest on such process*". Apart from the stated idea of the deans, a young department head from one of those institutions states "*Some decisional issues must be kept secret to avoid unnecessary obstacles raised from instructors and students.*" This information further proves the major planning and decision making are deficient of participation of major internal performers.

One of the duties of educational administration is arranging proper structures that facilitate the achievement of the goal. In this regard respondents were requested 'The University/college/institute has (had) convenient organization and structures for education; and 60% of instructors agree in the given sentence nevertheless 61.6% of

former graduates express their disagreement. This shows the institutions deficiency in addressing the need of their main customers who are students. The organization and structure of the educational institution expected to be covenant both to the instructors and students however this important issue regarding the students is overlooked because only 24.6 % of respondent former graduates is on the category of agreements. And it implies that educational administrations of those institutions are following the traditional way of approach regarding students.

The administration issues necessitates to raise the integration of sub- communities (based on ethnic, religion, region, different age groups, gender, political out looks etc) equal representation in teacher organizations (academic committee, management positions, etc) and student organizations (student councils, etc). For this request most instructors and former graduates, i.e, 53.4% and 73.8% respectively express their disagreement. The interview with the deans and process owners indicated as they do not give proper attention for the raised issue. However, in a real fact integration of different sub-communities in recent institutional atmosphere is very vital; this is because one can learn the seriousness of the issue from the response from the dean and process owner. *“In resent time students have doubt when they got lower grade from the instructors other than their ethnic’s category and in most circumstances students quarrel and even fight each other by forming groups based on their differences.”* And another process owner added the occurrence of two department head dispute based on their ethnic background openly in front of their students. This same issue is indirectly indicated by Mulu (2012) when he was stating about the abused BPR in the universities. He puts the interview of

one of the university lecturer as, *“Everybody is engaged in garbling resources and gather his/her likes ethnically or politically or on other criteria.”* Based on his study the implication of the given interview is; allocation of position is not on the bases of education or performance merit. Thus, such episodes in educational areas increase the challenges of educational institutions together with other constraints.

You (former graduates) have observed high amount of teachers tune over, for this request 80% of respondents are in the disagreement option and it means institutions are capable of retaining instructors and/or instructors may not want to leave the educational institutions.

#### **4.2.2. Capacity Issues of Training Institution**

Among the tourism educational challenges in Ethiopia, the capacity gap of the teachers is the one. ACT (2012) put this fact as *“The biggest challenge is the strengthening of competence and qualification of the teachers. Currently teachers ..., teaching hospitality and tourism are in general under qualified [even though the survey of the study shows most instructors profile enrolled undergraduate programs from universities of hotel and tourism] and underpaid.”* Thus, on resent time most instructors in the middle level institutions are the product of universities which have some similar conditions though the extent varies. In this regard the finding of Mulu (2012) stated defy on the capacity as: *“Implementation of quality assurance system requires the capacity, engagement, and commitment of staff and students. However, the [research] results.....are contrary to this.”* It is important to assess the status of capacity and capacity scheme of the given

institutions because capacity statuses determine the reason of their existents and role in the community and ACT (2012) cited the proverb “Any course is as good as the trainer”.

Accordingly, in this section the capacity relevancy to the rendered education, capacity development scheme of institutions, together with opinions got from interviews is presented ‘The knowledge you have been acquired on tourism, is appropriate for your present profession;’ was the first request and for the stated idea 80% of instructors show their agreement.

Similar questionnaire as stated above were presented for the students, and the responses got is 52.6% of former graduates show their disagreement. The responses of the two groups go in  $X^2$  test and value 26.777 and significance is 0.000 which revile statistically significant differences. The appropriateness of the knowledge confirmed by 80% of instructors expected to be confirmed by the former graduates who are the products of those instructors and are already in the tourism sector. The statistically significant difference over here implies some kind of non- integrated educational approach among instructors, students, and the tourism service subsector that need adjustment in the tourism education.

‘There is adequate time for the courses execution’. For the stated request major counts of instructors 48.9% agree with the stated idea but the students /the main users of the educational program/ 61.5% of former graduates choose disagreement option. The responses given on adequacy of courses execution time goes through  $X^2$  test and value 15.056 and significance is 0.005 that shows statistically significant differences. Again, this shows that the two major participants of tourism education the instructors and

students are expressing major differences on a minor issue of 'course execution time'. Such differences of the major customers are one point of complexity regarding tourism education. 'There is established link that expose trainers and students to the tourism industry', most instructors 42.3% shows their disagreement but 66.2% of former graduates agree with. For the stated responses X2 test value 37.244 and significance is 0.000. Thus, the difference is statistically significant. The responses indicate there is lack of exposure to the tourism industry on the parts of tourism instructors. This is further proved by the responses of interview with the deans and process owners, they stated the situation as "*Instructors have twenty periods/ sometimes more/ in a week, so they have time constraint to attach with the industry.*" For propped on question, "*Does the institution arrange industrial coordination leave, like sabbatical leave done on upscale educational institutions?*" They responded "*No*" and one of the dean of TVET institution added "*This is overstretching questions and doing so is beyond the standard of this (TVET) level.*" The connotation of the responses is that, it is not only luck of industrial connection but also there is no awareness on the side of administrators. But when we see the experience of some advanced tourism and hospitality institutions as Utile of Kenya, OTEK of Greece, hospitality and tourism vocational instructors of Netherlands, etc industrial coordination leave for vocational instructors is common.

Both major respondents of instructors 57.8% and former graduates 84.2% express their disagreement for the idea 'there is adequate exposure of instructors/students to knowledge, skills, & technologies of more advanced training educational institutions both in the nation and abroad'. The deans and process owners reply for the interview further

enforced the lacked link of the sampled training institutions with other similar educational institutions both in the nation and abroad.

On the interview held with Ethiopian Hotel Owners and Employers Association (EHOEA) president, the president has point out the previous experience of Catering and Tourism Training Institute could be a good benchmark on exposure of different well established hospitality and tourism educational institutes, as he has further expressed “*the previous graduates from that institute were competent and employers were immediately improve them to the managerial level because of the institute’s instructors revelation to different international tourism institutions and enterprises. But recent time graduates are shocking even to perform frontline duties. Thus, the previous experience is advisable to be revived in that same institute and others also should follow such approach to upgrade the tourism educational institutional capacity.* ACT (2012) stresses this critical issue by stating the capacity building scheme has to be as:

*A “new generation” of hospitality and tourism lecturers/trainers has to be created in Ethiopia as fast as possible; well trained, better paid and better exposed to the industry. An efficient train-the-trainer/train-the-teacher program should be of the highest importance. In this respect it is critical to identify, select and recruit ambitious and motivated young lecturers/trainers to be, to participate in a technical assistance donor funded train-the-trainer program and/or send them abroad for training and exposure.*

There was adequate and updated reference books, audiovisuals, etc on tourism and tourism related fields, was another stated idea both 73.3% of instructors and 73.4% of former graduates show their disagreement. The vital contributors of capacity building

which are reference books, audiovisuals, etc based on the above responses are lacked and reflected on the defy of tourism education. Deans and process owners' interview responses on related issue indicates that *"The shortage of financial resources and legal right (especially to TVET institutions) to import outstanding books and audiovisuals hindered the capacity of the institute in this regard."* On the BPR document of CTTI one of the best performance baseline (set as previous best practice of the institute) is the previous legal right of the institute to import books, audiovisuals, and other teaching aids. According to one of the process owner of this institute *"After the new proclamation (the proclamation that prohibits importing of books and others if they are available in the local market, the institute is obliged to purchase inferior quality of books, etc from the local market. From the local market we are getting similar title as our request but in most cases the real content is much lower than the previously imported books. And still now, those imported books and materials are giving best service when it compared to recently locally purchased books."*

Capacity assessment: presented selectively only for instructors

Lecturers, instructors, etc are regularly attending workshops, seminars, forums, symposiums, etc that are conducted on tourism; 62.2% of instructors show their disagreement. The suggestion of this response shows the instructors lack of exposure for affairs that build capacity in a great deal.

For the request, there are responsible persons / units/ with adequate resource and decision making power that engaged on consistent trainers' capacity building or teacher development programs for this request most respondents 53.4% indicate their

disagreement to the point that is very vital for the capacity building of trainers. The interview with the deans and process owners also indicate the absence of consistent and rule based train the trainer program, the response substantiates the stated instructors view. The university /college/ institute has conducted research on tourism and trainers are encouraged to do research on virtual team, for this appeal 62.2% of respondents are on disagreement option. Research among others is one of the standing grounds for capacity development, curriculum and pedagogical advancement, strategic assessment, and other academics requirements. Thus one mission that must be addressed by higher educational institutions is conducting research and extending the finding for resolving problems. But this basic educational process, based on the responses lacked in a great deal thus this deficiency also reflected on the efficiency of tourism education and hindered the intended service of the institutions that expected to be given for the community. The deans and process owners put financial scarcity as a main constraint for the absence of research in the education process.

Likewise for the request 'there is system that encourages trainers (teachers) to conduct scientific consultation to tourism sector' major respondents of instructors 51.3% confirm disagreement. Like research the process of consultation is one of the instruments to face real condition of the sector, hence it is an important input for the improvement of quality of the tourism service and tourism education; unfortunately most instructors are deficient in engaging of this useful process.

Capacity assessment: presented selectively only for former graduates

The assessment of capacity necessitates to know the students perception about ‘the lectures, instructors, teachers, etc knowledge about the subject matter’; for this request 62% of former graduates apppe their disagreement. Their responses farther confirm the issue mentioned at the beginning of this capacity assessment that is appropriateness of acquired knowledge for the present profession and opposite responses from the instructors and former graduates were obtained. The response here too further strengthens the different perceptions of the instructors and former graduates on the cited issue. The acquired knowledge appropriateness that is confirmed by 80% of instructors for their present teaching profession expected to further strengthened by the graduates who are in tourism front-line service providers in existing time.

For the request ‘the sessions that expose students with tourism experts or professionals (as guest lecturer, introduction to tourism and hospitality associations, etc)’ during their stay in the institutions; 75.4% of respondents of former graduates are on the disagreement option. This result suggests the former graduates were not exposed to hotel and /or tourism professionals and experts during their stay in the institutions, and such confined educational environment will not lead to successful capacity scheme to support the tourism sector service providers. This shows luck of commitment on the part of the institutions management because during the interview held with stakeholders and professional associations almost all have express their will to cooperatively work with the training institutions. As the information got; if tourism institutions have the interest and plan, they could easily get the intended exposure of candidate tourism service providers to experienced professionals and would fill the capacity gap exhibited in this regard.

#### 4.2.3. Curriculum Issues of Training Institutions

The following curriculum appraisals were presented to the instructors and former graduates of tourism institutions and obtain responses as examined below:

The curriculum of tourism education is inconsistency (changing frequently); 66.6% of respondent instructors and 75.4% of former graduates are in the agreement category. On this important issue  $X^2$  test value 6.927 and significance is 0.140, it means the difference of responses of the instructors and students is not statistically significant. This shows both instructors and former graduates are not comfortable about the frequent change of the curriculum. The interview with the deans and process owners also revile similar positions as they stated "*the curriculums are changing minimum of twice until one batch is completing the training.*" Let us see the three curriculum changes for hotel and tourism TVET educational systems in six years.

Table 4.12. Hotel Management Curriculum Designed 2006 for the Academic Year 2006/2007

1.9.1. Modules / Subject Table		Logo of TVET Provider		
TVET-Program Title: HOTEL MANAGEMENT /LEVEL 4/				
Modules		Total Duration Hrs	Theory Hrs.	Practical Hrs
<b>Code</b>	<b>A. MAIN MODULES</b>			
HTR HOM M01 0407	Reception	324	112	212
HTR HOM M02 0407	Housekeeping & Laundry Operation	322	58	264
HTR HOM M03 0407	Food and Beverage Service	326	50	276
HTR HOM M04 0407	Food Preparation	332	60	272
HTR HOM M05 0407	Food and Beverage Control	312	80	232
HTR HOM M06 0407	Hotel Supervision	472	168	304
HTR HOM M07 0407	Managing Hotel Operations	378	80	298
	<b>Sub-total</b>	<b>2466</b>		
<b>Code</b>	<b>B. SUPPORTIVE MODULES</b>			
HTR HOM S01 0407	Work ethics	25	25	
HTR HOM S02 0407	Hospitality Industry	32	32	
HTR HOM S03 0407	Introduction to Accounting	32	24	8
HTR HOM S04 0407	Hotel English	32	32	

HTR HOM S05 0407	Hotel French	32	32	
HTR HOM S06 0407	Basic Safety& Security	32	32	
HTR HOM S07 0407	Hygiene & Satiation	32	32	
HTR HOM S08 0407	Introduction to Tourism	32	32	
HTR HOM S09 0407	Room Division Management	48	30	18
HTR HOM S10 0407	Social Psychology	32	32	
HTR HOM S11 0407	Principles of Management	32	32	
HTR HOM S12 0407	Food & Beverage Management	48	34	14
HTR HOM S13 0407	Hotel Accounting	48	36	12
HTR HOM S14 0407	Research Methods	32	32	
HTR HOM S15 0407	Introduction to Economics	32	32	
HTR HOM S016 0407	Hotel Law	32	32	
	<b>Sub-total</b>	<b>553</b>		
<b>C.</b>	<b>COMMON MODULES</b>			
	Mathematics	75		
	English	75		
	Civics	50		
	Introduction to web page development	50		
	<b>Sub-total</b>	<b>250</b>		
	<b>Grand total</b>	<b>3269</b>		

This curriculum was distributed after the students started their lesson by the previous curriculum and graded by the lettering system. For example, in one of the given institutions students were opposing the change of letter grading system to number. The stated reason for the change of the grading system to number was letter ranking does not show the exact score; a student that got 100% and 80% might both get 'A' thus the difference of 20 marks will not be visible.

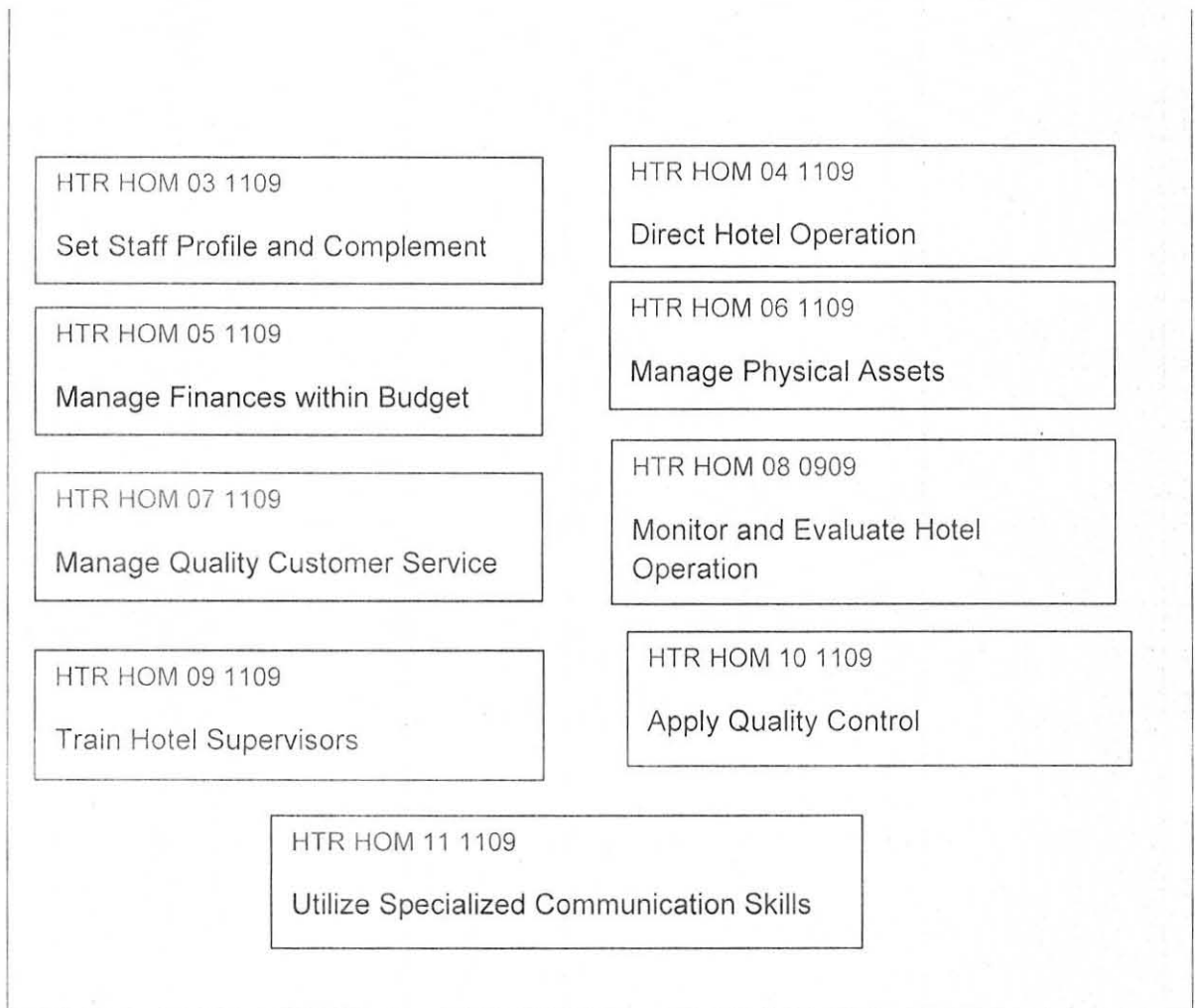
The students that had been started education by the old curriculum at the beginning of the academic year September 2006 were forced to change to the above mentioned curriculum after one semester. At the end of their enrollment they were again introduced with the new curriculum as given below. Another important issue that should be mentioned here is the grading system is again changing from number to letter that has two option as

**Competent 'C'** to show successful accomplishment of competency and **Not Yet Competent 'NYC'** for the reputation of the competency. The stated logic of this approach is number does not show the trainees ability on the accomplishment of the given skill thus the listed numbers should be converted to 'C' and 'NYC' as it was converted from 'A', 'B', 'C', etc to number in the middle of the academic year 2006/07.

Table 4.13. Hotel Manager Curriculum Designed 2009 for the Academic Year 2009/2010

**UNIT OF COMPETENCE CHART**

<b>Occupational Standard: Hotel Manager (Management) /level 4/</b>	
<b>Occupational Code: HTR HOM</b>	
<i>NTQF Level IV</i>	
HTR HOM 01 1109 Prepare Hotel Operational Plan	HTR HOM 02 1109 Organize Work Activities



For the academic year 2012/13 another curriculum is introduced with some modification of name as Hotel and Hospitality Management with a different level that is level 5. For this curriculum institutions are given instructions from the TVET agency to convert level 4 Hotel Management students who already are in the process of education, to the new level 4 specific supervisory courses (Source: Seminar that was held to inform TVET institutions of the new curriculum, 2012).

Table 4. 14. Hotel & Hospitality Management Curriculum Designed for the Academic Year 2012/13

UNIT OF COMPETENCE CHART

Occupational Standard: Hotel and Hospitality Management		
Occupational Code: CTH HHM		
<i>NTQF Level-IV</i>		
<u>CTH HHM5 01 0212</u> Manage and Purchase Stock	<u>CTH HHM5 02 0212</u> Manage Workplace Relations	<u>HOHMG5 03 0212</u> Manage Workplace Diversity
<u>CTH HHM5 04 0212</u> Establish and Maintain an OHS System	<u>CTH HHM5 05 0212</u> Develop Workplace Policy and Procedures for Sustainability	<u>CTH HHM5 06 0212</u> Manage Physical Asset
<u>CTH HHM5 07 0212</u> Manage Financial Operations	<u>CTH HHM5 08 0212</u> Maintain a General Ledger	<u>CTH HHM5 09 0212</u> Manage Payroll
<u>CTH HHM5 10 0212</u> Develop and Manage Marketing Strategies	<u>CTH HHM5 11 0212</u> Create an Innovative Work Environment	<u>CTH HHM5 12 0212</u> Manage Quality Customer Service
<u>CTH HHM5 13 0212</u> Manage Business Risk	<u>CTH HHM5 14 0212</u> Research and Evaluate Event Industry Trends and Practices	<u>CTH HHM5 15 0212</u> Determine Event Feasibility
<u>CTH HHM5 16 0212</u> Plan and Develop Event Proposals and Bids	<u>CTH HHM5 17 0212</u> Manage Project Quality	<u>CTH HHM5 18 0212</u> Facilitate and Capitalize On Innovation and Change
<u>CTH HHM5 19 0212</u> Establish and Build Business Relationship		

Such kind of changes in element of education and levels are occurred in all fields of specialization in TVET hotel and tourism education.

This same incidence has happened in Hawassa University even though the frequency is lower than the TVETs. For the academic year 2006/07 the field of specialization which was hotel management suddenly changed to hotel and tourism management after accomplishment of two batches hotel and tourism management ceased and the university has retrieved the previous hotel management due to raised problems from the stakeholders. The curriculums of the two fields of specialization are:

**Table 4.15. : Hawassa University Curriculum of Hotel Management for Degree Program**

S.No.	Course Title	Course Code	Credit Hours
1.	Int. to Nutrition	Homa 325	2
2.	Food and Beverage production IV	Homa424	3
3.	Measurement and Evaluation	Epsy 322	3
4.	Teaching in Hotel Management	Homa403	3
5.	Internship i	Homa202	1
6.	Internship ii	Homa302	2
7.	Internship iii	Homa405	2
8.	French	Flfr 101	3
9.	Food Hygiene and Sanitation	Homa131	3
10.	Food and beverage Production I	Homa121	2
11.	Philosophy of Education	Edu 151	2
12.	Food and Beverage Service I	Homa111	2
13.	Housekeeping Management I	Homa133	2
14.	Front Office Management I	Homa141	2
15.	Educational Psychology	Epsy 234	3
16.	Front Office Management II	Homa242	3
17.	Food and Beverage Production II	Homa222	3
18.	Housekeeping Management II	Homa234	2
19.	Food and Beverage Service II	Homa212	3
20.	General Methods of Teaching	Edu 212	3
21.	Housekeeping Management III	Homa333	3

22.	Int. to Computer science and Programming	Comp 203	3
23.	Food and Beverage Production III	Homa324	3
24.	Front Office Management III	Homa341	3
25.	French	FlFr 202	2
26.	Introduction to Management	Mgmt 211	3
27.	Civics and Ethical Education	CEEd 201	3
28.	Hotel Accounting	Homa306	2
29.	Statics for Management	Mgmt 222	3
30.	Sales Marketing and Public Relation	Homa401	3
31.	Research Methods in Hotel Management	Homa304	3
32.	Food and beverage Service III	Homa314	3
33.	Geography of Tourism	Homa473	2
34.	Hotel Business Environment and Law	Homa405	2
35.	Human Resource Management	Mgmt 405	3
36.	Communication in Education	Edu 356	3
37.	Tourism Principles, polices, and Practice	Homa371	2
38.	Food and Beverage Service IV	Homa416	3
39.	Food and Beverage Control	Homa408	2
40.	Senior Project	Homa435	3
41.	Hotel Engineering and Maintenance	Homa	3
42.	Teaching Practice	Prac 401	2
43.	Sophomore English	Flen 201	3
44.	Educational Administration	Edu 359	2

Source: Hawassa University Registrar Office

**Table 4.16 : Hawassa University Curriculum of Hotel and Tourism Management for Degree Program /Modified to show the additional courses/.**

Almost all the above hotel management courses with addition of the following tourism courses:

Course Title	Course Code	Credit Hours
1. Tourism Resources of Ethiopia	TMgt202	4

2. Introduction to Travel and Tourism Industry	TMgt201	3
3. Sustainable Tourism Management	TMgt 421	3
4. Seminar in Hospitality and Tourism	HTMa262	1
5. Ecotourism	TMgt302	3
6. Marketing for Hospitality and Tourism	TMgt311	3
7. Ethnography of Ethiopia	Anth 212	3
8. English for Hospitality and Tourism	HTMa 341	3
9. Principle of hospitality Accounting	TMgt212	3
10. Research Method in Hospitality & Tourism	TMgt322	3
11. Statistics for hospitality Management	TMgt222	3
12. Travel Agency and Tour Operation	TMgt301	3
13. Seminar in Hospitality Management	HTMa 361	1

**Source: Hawassa University Registrar Office**

This same fact of lack of proper preparation and participation is also common in universities other than Hawassa. Mulu (2012) put the idea when he was discussing the expansion issues of universities, the interview responses that he got from the university lecturer states the situation as:

*“The major source of the problem is the expansion without adequate planning. However, its rate of expansion should consider our capacity. By expansion I don't mean the [scarcity of] the financial element alone. There are things you would not buy even though you have money. You cannot produce teachers over night because you have money.”*

Another issue rose for respondents to show their agreement or disagreement was: ‘If you have responded strongly agree or agree for the above question, do you think this approach is good?’ For the stated question 75.6% of instructors and 76.9% of former graduates responded ‘NO’. On this vital issue  $X^2$  test value .028 and significance is 0.868 that shows no statistically significant differences on the responses of the instructors and former graduates that implies very similar stand on the raised issues. The interview which

was done with deans and process owners of institutions also indicated the same kind of stand for the inconsistency of the curriculum; they suggest profound study expected to be conducted instead of changing the curriculum now and then for correction and/or supplementing additional opinion. One of the dean explain his frustration as *"This approach is leads the institutions into non stabilized academic environment, this is because instructors who are very important in one curriculum may not be needed on the next or may again rented on another. On such circumstances placing and replacing the trainers put administration of institute heavy and not convenient. It ruins time that is given for academic excellence and settlement for progress, thus I suggest deep study and lunching of curriculum for every five years; minor modification could be done in the institutions."*

The curriculum development system is open to incorporate research findings, recommendations, and suggestions; from the sampled respondent instructors 55.5% show their disagreement and most former graduates 49.2% are in undecided preference. The interview held with the deans and process owners also further confirm the blocked approach of the curriculum development process. Such same fact is mentioned by Mulu (2012) when he discussed about luck of consultations and negotiations with the universities on the part of the government. In his research interview response from lecturers of universities stated the mentioned luck of consultation and incorporating research findings as:

*Addis Ababa University could have given research findings to the policy makers themselves regarding the usefulness of the policy 70/30. It has this capacity. However policies come from above, or because*

*there is no discussions as a stakeholder, because policies are conceived as impositions, this discordance affects the university.*

On the above points in the interview of the deans and process owners in general suggested the availability of comment sessions before the curriculums are launched for use.

Curriculum Evaluation: Presented selectively only for Instructors

The curriculum (element of education) convenient to deliver knowledge, skill, ethics, attitude and helpful to capacitates human resources that assure quality tourism service that is needed by the stakeholder; 65.5% of respondent instructors express disagreement.

On the contrary of the above response one of the Ethiopian Hotel Professionals Association (EHPA) positioned member and owner of training and owner of Hope Hotel Consultancy and Training Center has stated on the interview his stand of the curriculum convenience as *"the new approach of the curriculum is good because it is very advanced, the only problem lies on the developmental level of the tourism and hospitality sector. The sector is not matured to carry the specified field of hotel [and tourism] professionals."* In such controversial outlooks and opinions tracing the exact problem in the curriculum seems challenging. Because the major stakeholder's opinion leads to upgrading the developmental level of the sector to a more advanced level. As his additional explanation *"of having such specified curriculum would help to cater different kinds of educational customers by using readymade curriculum. For example, a trainee that wants to know only about the preparation of burger able to learn it easily and within*

*a short period of time. But on the pervious curriculum she/he obliged to enroll all other competencies of food preparation.”*

Another request presented for the instructors was their opinion about the defect of the curriculum and components should be corrected immediately. For the stated open ended questioner responses got are only around 10% and they forward their opinion as *“elements in almost all parts are very shallow, tourism and hotel services need to have many competencies. For example in most successful countries in tourism education as South Africa, Austria, Greek, Kenya, etc tour guides are expected to specialize in one stream as museum guide, historic sight guide, or park guide, etc. Park guides of Kenya are able to inform all the landscapes, each animal, each bird, each big plant, each bush and small shrub species in the local, English, and scientific names with their descriptions. Thus, intervention should be made almost in all components (knowledge, skill, attitude, and ethics) of tourism education.”* This shortly summarized responses of instructors indirectly indicating the possible shortcomings of tourism students on the international competency because of lack of specific specialization.

High quality internal and external experts, and stakeholders were used for the development of tourism curriculum; most respondent instructors i.e. 40% chooses more or less option. The next highest response of the instructor 26.7% lays on the option ‘Yes’. And the list selected option is ‘No’ that counts 7% of respondents. Therefore, one can learn most instructors’ believed some or full engagement of experts for the development of the curriculum.

**Table 4.17. Instructors Responses of Enrollment of Expert and Stakeholders on the Development of the Curriculum.**

	Frequency	Percent	Cumulative %
Yes	12	26.7	26.7
More or less	18	40.0	66.7
Not sure	8	17.8	84.4
No	7	15.6	100.0
Total	45	100.0	

**Source: Owen Survey**

Lecturers, instructors, teachers etc of tourism education were utilized thoroughly for the development of the curriculum; for the stated request the largest number 44.4% of respondent instructors prefer more or less alternative. Just like the previous responses the next largest option is 'Yes' that counts 35.6%. 5% responded not sure and only 4% is in the 'No' option as indicated on Table 4.18:

**Table 4.18. Instructors Responses of Enrollment of Lecturers, Instructors, Teachers etc of tourism education on the Development of the Curriculum.**

	Frequency	Percent	Valid Percent	Cumulative%
Yes	16	35.6	35.6	35.6
More or less	20	44.4	44.4	80.0
Not sure	5	11.1	11.1	91.1
No	4	8.9	8.9	100.0
Total	45	100.0	100.0	

**Source: Owen Survey**

Responses on table 4.15 and 4.16 and responses given for the request the curriculum convenience of delivering knowledge, skill, ethics, attitude and got 65.5% of disagreement has some kind of intrinsic challenge to come to certain type of conclusion, this is because a curriculum that has the involvement of experts, stakeholders, and educators expected to be convenient to deliver the tourism education. Such occurrences

of controversial responses shows in-depth intervention is need to compact the exhibited difficulties.

The curriculum is linked with regional and national tourism development plan; the majority of respondent instructors are resting on undecided spot.

Curriculum Evaluation: Presented Selectively only for Former Graduates

The curriculum (element of education) equipped you with knowledge, skill, ethics, and attitude that are relevant for your present job; 64.5% of former graduate respondents stated their disagreement.

The issue of 'Immediate improvement of curriculum is needed'; were asked for former graduates. Large number of respondents that is 87.7% demonstrates their agreement. To compliment the given request they were asked to spot on multiple responses (more than one response) on the emphases of the curriculum component that needed greater focus of improvement and all 100% of multiple respondents focus on skill element needs immediate improvement, along with other components of the curriculum as shown on the next table:

**Table 4.19. Responses of Former Graduates on the issues of Element of Curriculum on Immediate Focus.**

Issue for needs immediate improvement	Responses		% of Cases
	N	Percent	N
Knowledge element	27	22.0%	89.2%
Skill element	50	47.9%	100.0%
Ethics element	21	15.0%	60.8%

Attitude element	21	15.0%	60.8%
Total	119	100.0%	404.5%

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(Source: Owen Survey)

The curriculum should be supported by the appropriate pedagogy, in this regard the request 'the pedagogy (method of delivering education) was perfect'. 66.2% of former graduates convey their disagreement. This means during their stay in the educational institutions they were not comfortable of the applied teaching methodology of the institutions and instructors. The curriculum and pedagogy should equip students with knowledge, skill, attitude, and ethics that assure quality tourism service. To assess this outcome the former graduates were asked 'the tourism education curriculum and pedagogy contribution for the assuredness of quality tourism service that is needed by the stakeholders'; major respondents of former graduates 52.3% point up their disagreement and 15.4% rests on undecided option. A great deal of the exhibited challenges on tourism education clearly indicated over here because the core purpose of tourism and hospitality education is having human recourses that assure quality tourism service but as the responses of the former graduates this is not attainable. But in the nature of tourism service quality is not a choice, it is a necessity. This is further confirmed by the interview held with the president of EHOEA stress on the quality of education to overcome service defect. He suggested as "*The training and education of hotel and tourism is very expensive thus it needs careful planning and budget allocation. I recommend the training and education of all levels to be under Culture and Tourism*

*Ministry. Because the ministry would be able to collaborates local and international stakeholders for the improvement of the education.”*

#### **4.2.4. Skill Training Issues of Institutions**

The following skill training considerations were presented to the instructors and former graduates of tourism institutions and obtain responses as examined below:

The tourism training on the university/college/ institute... focuses on theory or skill, for this request both large numbers of respondents 55.6% of instructors and 60% of former graduates' responded theory. On this dominant issue  $X^2$  test value 4.457 and significance is 0.108, the differences of their responses are not statistically significant, and it means their responses are similar on the conducted theory focus education. However, the focus on the theory is not appropriate when it compared to international standard. Kamble and Rebel (2010) set International Hospitality Management Education Competencies (IHMEC) as:

- *International dimensions of the business*
- *Intercultural awareness*
- *Transferable skills such as ability to work as a team, communication skills, analytical, decision making, applying numeracy*
- *Strategic management skills*
- *Continuing professional development , inclusion of foreign languages, understanding of customer segments, trends, generic management or leadership skills*
- *Technical or operational skill*

When we see experience of well experienced institutions of an international level the trend of training is different and focuses on skill. For instance, the hospitality [tourism]

management education in India gives more focus on operational skills rather than management [theory of management] (ibid).

As supplementary of the above request they were asked 'do you think the focus of training is appropriate?'; 51.1% of the instructors replied 'YES' while 53.8% of former graduates responded 'NO'. To view the degree of their difference the responses go thorough  $X^2$  test and value 0.262 and significance is 0.108. The  $X^2$  test reviles differences of their responses are not statistically significant. But the diverse responses of the two groups show the educational challenges on meeting the interests of the attendants. The interview held with the representative of Ethiopian Eco Tourism Association and owner of Village Ethiopia Tour Company, EHOEA, and focus group discussion (FGD) with hotel/tourism managers, department heads, and supervisors has indicated worst performance is exhibited on skill applications. Representative of EETA has indicated *"Training schools of tourism should give greater emphases for the language skills, IT skills, and all field specific skills to tour guide and travel operation students."* And the manager of most tour and travel agents did not want to impose the entire faults on the last stage of the training institutions. As expressions of their perception reforms should be done starting from first cycle to the pike.

Concerning skill the request raised 'for skill training (development) the training must be supported on appropriate tools, machines, equipment, and technology was presented to respondents and 84.5% of instructors and 99.8% of former graduates expressed their agreement. On this outstanding issue  $X^2$  test value 25.088 and significance is 0.000 the responses degree of difference that got from instructors and former graduates are

statistically significant. This means even most respondents of the instructors and former graduates are in the same category, the intensity for their responses show differences and this difference shows a non-integrated need or gap of cognitive map.

For the request, 'For skill training tools, equipment, machines and technologies are (were) applicable'; most respondent instructors 31.1% responded averagely applicable and 52.3% of former graduates choose slightly applicable. On this dominant issue  $X^2$  test value 29.379 and significance is 0.000, the differences of their responses are statistically significant, again the intensity they give for the applicability of tools, and equipment, etc are not the same and the former students needed them more than the instructors. The deans and process owners of the sampled educational institutions through responses of the interview revealed the constraint of appropriate tools, equipment, machines, and technologies for the skill training. One of the process owner of hotel education department said "*For the students of hotel front office operation and specifically for the competency of 'facilitating telephone call', instructors are using pictures of telephone for practical education. Due to lack of appropriate equipments students are graduating with some lack of skill capacity.*" According to the information got from COC, most students and sometimes even instructors are getting lower performance or failed on the skill examination. On the skill part assessed nominees direct from the service givers (even untrained experience based) able to score better than direct from the educational institutions. There is a common hearsay in the formal educational setting which is passing COC skill exam is much more difficult than the knowledge. Such attitudes may have been reasoned because of lack of proper application of training tools, equipment,

machines, and technology on the parts of the training institutions. According to the proper standards of education the skill assessment is estimated to be much simpler than and has to be scored better than the knowledge assessment part. But instructors that teach swimming with theory and students who learn swimming without real practice (swimming pool or some form of water body) would not have other option than trapped by skill scarcity.

Even though it is learnt from the above responses that there is critical skill lack, requesting of availability and mastery level of tools, equipment, machines and technological application/operation was asked. As per the request 44.4% of instructors and 33.8% former graduates replied averagely master the application. The tools, equipment, machines, and technologies are up to date and good enough to run the skill training properly; 71.1% of respondent instructors and 86.2% former graduates responded 'NO'. On this influential issue  $X^2$  test value 3.761 and significance is 0.161 shows statistically not significant difference. And interview responses of the deans and process owners also shows similar stand.

Regarding the use of proper ingredients or supplies for the skill training, most instructors 44.5% are in the agree category whereas 66.2% of former graduates have expressed their disagreement. For these responses the  $X^2$  test value 12.362 and significance is 0.015 which express statistically significant differences. Such statically significant response of different stands is a vital indication of serious problems in tourism education. The interview responses of deans and process owners pointed to the institutions' financial scarcity to fulfill the ingredients and supplies as the expected standard. The instructors

and former graduates show differences on the raised issue but the interview responses coincide with the former graduates' position.

For the question, provision of time & frequency for skill training is/was sufficient; both most respondent of instructors 23% and former graduates 51% have responded 'NO'.

#### **4.2.5. Facilities of Training Institutions**

Issues of facilities that have impact on the quality of training assessed in the following way:

The university /college/ institute has (had) sufficient class rooms that suite to the number of students; for this request both 60% of respondent instructors and 68.1% of former graduates are in the agree category. And the  $X^2$  test value 13.140 and significance is 0.01 accordingly, the differences of their responses are statistically significant. This show same perception of lack of the mentioned facilities but with different levels. The desks, chairs, tables etc in the classroom are suitable and convenient; 53.3% of respondent instructors are in the agree category but 54.8% of respondent of former graduates are in disagree. For these responses the  $X^2$  test value 11.071 and significance is 0.026 accordingly, the differences of their responses are statistically significant. Here too, crack of responses exhibited between the trainers and trainees.

LCD, overhead projectors, boards, flipcharts etc. are (were) used to deliver theoretical lessons; 48.8% of respondent instructors and 92.3% of former graduates are showing their disagreement. For these responses the  $X^2$  test value 27.660 and significance is 0.000 consequently, the differences of their responses are statistically significant. Still the majorities are in the same category but with different quantity of similar responses and

this shows their loom similarity on the raised issue. The gap is indicator of maps of perceptions that could not be adjusted or altered on the course of training delivery processes.

Tape recorder, VHS, CD, VCD, DVD etc are/were used to assist teaching; most respondents of instructors 48.9% and former graduates 67.7% are in disagreement position. Similar to the stated idea the issue of teaching aid was assessed as 'Teaching aids (Text books, audiovisuals, reference books, maps, pictures etc) were satisfactorily available for the training'; and 53.3% of respondent instructors and 76.9% of former graduates express their disagreement. For these responses the  $X^2$  test value 33.785 and significance is 0.000 their responses show statistically significant differences. The level of disagreement shows the dissimilar focus they give for the teaching aid. The displayed gap by itself shows the challenges exhibited on collectively handled wants of the instructors and former graduates. The deans and process owners also have indicated some rules and procedures like prohibition of importing books, audiovisuals, etc, from abroad by the full legitimacy of the institutes themselves is a big obstacle for the obtaining of quality and updated teaching aids. Thus, the training institutions are forced to use inferior quality of reference books and teaching equipment, tools, machines, etc that are purchased from non-professional and money oriented local venders.

There are adequate numbers of demonstration rooms for skill training; large number of respondent instructors 68.9% and former graduates 90.8% demonstrate their disagreement. And for the size of the demonstration rooms and their equipments are/were up-to-date and sufficient to the number of students, 66.7% of respondent instructors and

81.5% of former graduates illustrate their disagreement. The repercussion of the above responses is indicators of the dreadful environment of the skill training's practical application because skill trainings are done in the demonstration rooms.

#### **4.2.6. Attitudinal Loom of Training Institutions**

Attitudinal impend done on tourism education was assessed by presenting questioners selectively to instructors and former graduates of the system and the developed attitude is farther evaluated by assessing the opinion of tourists/guests and stakeholders.

The attitude (outlook) of the instructors towards their profession determine the quality of the training they provide to tourism students thus in this regard the first questionnaire presented as; 'which of the following reasons were influencing you most to be trainer (lecturer, instructor, teacher, etc) of tourism education?' Most instructors that are 57.8% responded interest and this response is good indicator of attitude (affection) of their profession.

Similar requested was presented for the former graduates and most 35.3% responded 'Chance' and the next largest 30.6% responded results of ESLCE, ESLNE, or EGCE. And these two responses 'Chance' and 'Result of ESLCE, ESLNE, or EGCE shows reluctant stand or expression of attitude (affection) to be students and later service providers of tourism.

To further assess the attitude of the former graduates the request 'Do you believe tourism is a tool for poverty reduction?' was asked and got 100% 'YES' replay and shows positive attitude. If your answer is 'YES': how do you contribute for it; was presented for former graduates and most 29.2% have responded by choosing the option 'by providing

quality tourism services' which is good and the expression of 'conformance to standards'. But responses from the interview of tourists/guests condemned lack of quality service in most incidents. Similarly, hotel managers and supervisors also strengthen this fact by emphasizing '*especially of recent graduates doesn't seem that they like their job and thus lack proper handling of guests in most circumstances*'.

For another important point request was forwarded as 'For a long period of time the tourism industry was supported by uneducated or untrained experience based personnel, did you have orientation from your training institute of this fact when you were candidate tourism service provider?' Most former graduates 76.9% responded 'NO'. And a human resource manager of a hotel stated this situation when he responded for the interview '*institutes must inform the existing personnel profile of the tourism service giving industry, due to lack this (lack of information about the real situation of the elderly service attendants), managers are busy on handling conflicts between the two participants.*' As he further elaborated the situation '*There should not be always revolution to manage changes because revolution is remote method of handling changes.*' He added '*there must be orientation and young citizens should learn smooth integration and work for the accomplishment of the tourism mission.*'

Following the previous request the following subject raised as 'Do you regret learning of this profession when you realize that the personnel in the sector are untrained experience based employees?' For this question most 38.5% of respondent of former graduates have responded 'more or less' and significantly high amount of respondents 33.8% have responded 'yes'. Thus, this fact may cause dissatisfaction or erode and even ruin the

graduates' interest and affection to the profession and in such circumstance providing quality tourism service and positively contributing for the accomplishment the tourism mission would be beyond imagination. The next was 'Is there integration between experienced personnel and you/graduated personals?' For this question majority of respondents 69.2% provide the answer 'NO'. Here to tourism graduates expected to be change agents for the excising environment but as learnt from their responses and the interview due of lack of proper orientation they fuel up the tourism service sub-sector problems by their negative attitude.

#### **4.2.7. Ethics and Ethical Coaching Issues of Training Institutions**

The ethical concerns of instructors and graduates evaluated by requesting instructors as:

'Do you show hospitable behavior to your students?' This question is basic because on the delivery of education the actions of the trainer determine the convincing power of the lesson; accordingly 91.1% responded 'YES'. The responses are showing demanded ethics that should be shown by all trainers and especially of the tourism and hospitality trainers. This is because hospitality is the major pillar of this sector and expected to be expressed in the ancillary tourism service (tourism supporting services), too.

As we come across in the review of literature one expression of ethics is confirming to standards consistently in this regard instructors were asked 'Do you confirm with the standards set by the curriculum and pedagogy?' For the stated request most respondent of instructors 40% choose the option 'averagely confirm'. However, quality can be gained by conformances to the standards consistently and without any deviation thus the inconsistence to standards of the curriculum and pedagogy runs on the expenses of the

quality of the tourism education. Similarly, 'Are you honest for the procedures and police set by the government?' was asked to respondent instructors and most 73.3% responded 'YES' and is a good sign of ethical performance.

Assessment of ethics also demanded requesting of honesty, because honesty relates to the consciousness and a large amount of sampled instructors 42.2% responded 'I am honest to procedures and rules'. Even though the provided response is not bad but scholars in the field of ethics give greater degree for the option consciousness because it expresses commitment than interest. When somebody is committed, never bow for excuse and do it with any kind of circumstances but when it is interest a person is exposed to listening excuse and do things when it is convenient. Apart from the stated reason any constitution, any law, any regulation, and/or rule in ethics cannot replace the judgment of consciousness.

Respondent instructors were requested their stand on believe on gender equality and 84.4% of instructors express their deep believe on gender equality which is high-quality of ethical performance. Stands on respecting/ entertaining diversity was asked to the respondent instructors and 93.3% of respondents illustrate the choice of their deep believe of the issue that indicate modern thinking and answers the quest and principle of the 21<sup>st</sup> century.

Similar ethical subjects were presented for former graduates and summarized as:

Do you express hospitable behavior to guests? For the stated question 65.6 % of respondent former graduates responded 'YES', however considerable amount of respondents that is 43.2% responded 'NOT SURE'. Over here, all answers expected to be

'YES' because hospitable behavior is the basic for this sector. But the substantiation got from interview of guests of the hotels put someone in pause of the above responses because a guest from Britain has articulated her experience as "*Ethiopians are hospitable but without hotel uniform.*" And a guest from Nigeria has put his occurrence as "*I was saying to myself, is it a site of African Union (AU) with all color discrimination of black even in the hotels?*" And he added "*hotel personnel are not hospitable for Africans.*"

For 'Do you confirm to service delivery standards?' most respondents choose the option 'mostly confirm'. The interview held with guests has farther confirmed there is deviation of quality service delivery. For example a tourist from German has stated his observation as "*food orders are exchanged and delayed on several occasions, the test of some foods was not right, one day I couldn't find towel and ask for one and waited around 50 minutes for my response.*" And the FGD which was done with hotel departmental supervisors also informs difficulties of performance have exhibited on their subordinates even if they are graduates of tourism training institutes.

Ethical issues demanded request of honesty and it was forwarded as: 'Are you honest for the procedures and police set by the government?' major respondents 47.7% choose the option 'MOSTELY'. The stand of most service givers lack conformance to standers consistently. However, the next largest category of respondents chose the option 'YES' and this response is a good sign of ethical applications on the part of the former graduates.

Respondent of former graduates were requested their stand on believe on gender equality and 86.2% of expresses their deep believe on gender equality. Most are on the right truck

which is excellent stand of ethics. And position of respecting/ entertaining diversity was asked to the respondent of former graduates and 96.9% of respondents illustrate the choice of their deep believe of the issue which is admirable stand of ethics.

#### 4.2.8. The Contribution of the Measured Variables to Tourism Education and Training

The responses of the former graduates have passes on Binary Logistic Regression of the variables to measure good or poor contribution of them to the quality of tourism education. And all the variables except attitude counts less and thus do not have positive contribution. Based on the calculated results of the responses curriculum and capacity counts less than .05 and implies their contribution is not only poor but also significantly negative for the quality of tourism education as illustrated on the following table:

**Table 4.20. : The Measured Variables Contribution to Tourism Education and Training**

Variables	B	S.E.	Wald	Df	Sig.	Exp(B)	95.0% C.I. for EXP(B)	
							Lower	Upper
Admin.	1.282	1.363	.884	1	.347	3.602	.249	52.107
Capacity	-4.719	2.068	5.207	1	<u>.022**</u>	.009	.000	.514
Curriculum	-5.082	2.336	4.732	1	<u>.030**</u>	.006	.000	.605
Skill- tra.	-4.830	3.256	2.201	1	.138	.008	.000	4.716
Facilities	-3.022	2.873	1.106	1	.293	.049	.000	13.584
Attitude	1.454	2.152	.457	1	.499	4.281	.063	290.369
Ethics	-1.133	.854	1.763	1	.184	.322	.060	1.716
Constant	28.492	11.469	6.171	1	.013	2364810311 298.555		

Source: Owen Survey

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1. CONCLUSION**

The study was set to inspect the challenges of tourism education and trainings in six selected training institutes. The study also assessed quality service performances of graduates. In this study, by using both qualitative and quantitative approaches, important challenges of tourism education and training have been revealed.

In Ethiopia, the tourism and hospitality education and training has been carried out by one public institution; Catering and Tourism Training Institute for about thirty years since 1969. Then some middle level private and public institutions and later governmental universities have joined the pioneer institute in the development of human resources with the intention of providing quality tourism services for the sector.

Even though, the problems of quality tourism service performed by human resources among others are still existing in the tourism sector. For this reason assessing of the challenges on tourism education and training and their performance on quality tourism service has been demanded. Issues of administration, issues of capacity, issues of curriculum, issues of skill training, issues of facilities, attitudinal, and ethical development were under investigation on the parts of education and training. Correspondingly, the performances of the service providers were assessed by raising similar topics.

The administrative issues has began by viewing through the mission awareness of the institutes 71.6% of instructors expressed their awareness however 63.1% of former

graduates have not the awareness, and the deans and process owners stated their averseness on conveying the institutional mission to the customers. Within similar topic participation on planning, decision making, appropriate financial allocation, and integration among different sub-groups in the institute do not have responses on the expected standard of administration. And on some point's different parties; the instructors, former graduates, and deans and process owners provided non-integrated responses and these the non-integrated responses can be a sign of defies by itself.

The capacity issues has continued by assessing their knowledge relevancy to their present profession (job) 80% of instructors expressed appropriateness of their acquired knowledge for their present profession whereas 52.3% of former graduates expressed the knowledge they acquired from their previous institutes is not suitable for their present job; the two parties expressed statistically significant differences on this raised point. For adequate course execution time most instructors 48.9% concur but majority of former graduates 61.5% oppose. Link to tourism industry shows deficiency on the part of the instructors however former graduates stated their conformity. Exposure of advanced training institutes 57.8% of instructors and 83.1% of the former graduates disagree, on the stated idea they expressed statistically significant differences. Availability of advanced books and audiovisuals for the education and training 73.3% and 72.3% of instructors and former graduates respectively expressed their disagreement and their responses does not show significant statistical difference. Inauguration of regular organization and attendance of workshops, seminars, forums, etc, and rule based and constant teacher development program are not available as required and consistent

research and scientific consultancy on tourism are not done by these institutes. Based on the analyses the capacity and capacity building approach are clumsy.

On tourism education the aptitude of curriculum and pedagogy is not acceptable because 63.1% of former graduates expressed the curriculum's and pedagogy's incapacity on stocking trainees with appropriate competences furthermore 67.7% of them disagree or have doubt of the curriculum capability for equipping for quality tourism services. Thus, they advocate immediate improvement of the whole part of the curriculum with especial focus on the skill development approach part. On the other hand instructors, deans and process owners too are not comfortable of the inconsistency of the curriculum and they demand the involvement of internal and external experts, hospitality and tourism instructors, incorporation of research findings, and session for comment by the interested bodies to be part of the curriculum development. As to aforementioned reasons the curriculum and the user of the curriculum are on different spheres.

The skill development of tourism training is not done as the needs of the stakeholders and the standard demand of the tourism quality service. This is because the focus of almost all training institutes in the sample study is on theory. The fact of the focus is comfortable to most instructors whereas most former graduates showed their disagreement. The interviews held with the stockholders and tourists further strengths the stand of the students', lack of being skillful on the parts of service providers. The existing skill training also is confronted with many problems; as appropriate equipments, tools, ingredients, supplies, demonstration rooms, and training time and frequency are not arranged accordingly.

Knowledge and skill of an individual could be enhanced or deteriorated on the presence or absence of facilities. In this regard most rejoinders of sampled respondents reviled the overall shocking stand of the tourism training institutes.

For the assessment of attitude requests of interest to be trainer of tourism presented for the instructors and most 57.8% of instructors marked interest compels them to be teacher in this field whereas 35.3% and 30.6% of former graduates blot chance and result allocation respectively. Expressions of positive attitudinal development like believing tourism as a tool of poverty reduction and providing quality service got greater support. However, lack of integration and regression of being in this sector as a service provider; when discovering the fact that the sector has been supported by untrained professionals, expressed by former graduates.

Instructors and former graduates showed positive stand for most behaviors of ethical expressions as of being hospitable, honest, respecting diversity and gender equality. Even though, most of these have not further confirmed by the customer tourists as expression of the service providers behaviors. On the contrary, conformance with standards which is major component of ethical performance seems to be deviated both by the instructor and former graduates.

## **5.2. RECOMMENDATION**

Based on major outcomes of the study, formal and informal discussions done on the topic the following recommendations are forwarded:

- Tourism educational and training institutions should set the mission and vision allegiance to the national tourism development mission and address it to all internal and external customers.
- Major institutional planning and decision-making should be participatory and seek to incorporate the needs of all stakeholders.
- Allocation of sufficient budget is necessary to properly execute planned educational activities.
- The educational and training institutions should reorganize the academic structures in order to address the needs of all parties and sub-groups in the institutes.
- Capacity building programs in the regular academic sessions, industrial exposure, teachers professional development, inauguration and regular execution of research and consultancy, should be revised. Similarly, short and long term capacity building programs must be set planned to assure quality tourism education and training.
- The curriculum development scheme must be open to incorporate research findings, contribution of external and especially of internal experts, tourism and hospitality instructors, and professionals in the sector.
- As based on the analyses the recent curriculum and pedagogy advised to be revised to incorporate approaches of most successful experiences on tourism education.

- Alongside theoretical knowledge, practical trainings aiming at skill upgrading should get special attention in tourism TVETs and colleges”.
- The tourism educational and training institutions need to improve their capacities by fulfilling the necessary demonstration rooms, teaching aids and equipment, teaching rooms, libraries, and the like to enhance tourism education and training quality.
- Middle level training institutions need to import necessary teaching and training materials like books, machines, equipment, tools, etc by their preferences and authority. The rules that prohibit this have to be amended.
- Interest of students must be taken in to consideration for the enrollment of tourism education and training programs.
- The tourism sector is one of the greatest employment providers not only for graduates from formal tourism educational systems but also has rooms for semiskilled, unskilled, and non educated vulnerable groups of a society. Thus orientation about this international and national fact should be delivered to candidate service providers of tourism from formal systems, this will result productive integration of the human resource in the sector.
- Professional ethics is of paramount importance for the hospitality and tourism sector workforce. Being hospitable, honest, respecting diversity and gender equality, conformance to rules and regulations and maintaining service standards at all times are requirements of the hospitality and tourism sector workforce to

fulfill. Hence, ethical considerations should get proper attention in all training programs.”

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## **Annex 1. Questionnaire Presented for the Instructors**

Addis Ababa University School of Graduate Studies

**Regional and Local Development Studies (RLDS)**

**Questionnaire on Issues Related to Tourism Training**

Dear Respondents

This questionnaire is designed to figure out the challenges of Tourism Related Education in the Training Institutions.

Your honest responses to these questions will make the educational planners and stakeholders possible to have more authentic and comprehensive understanding towards the challenges exhibited on tourism education.

Please, be informed that the only right answers are the ones that appear right for you on the bases of your real experience.

Also be assured that all information received from you will be treated as confidential and will strictly be used for research purpose only. Hence your name needs not appear on any part of questionnaire.

Thank you very much

**1. General Information**

Note: Writing your name is not necessary

1.1 Educational Institute, put “√” for your response

University \_\_\_\_\_

Center of Excellence \_\_\_\_\_

College \_\_\_\_\_

TVET \_\_\_\_\_

1.2. The level of awards given by the institution

(More than one “√” is possible)

Master \_\_\_\_\_

Degree \_\_\_\_\_

Diploma or 10 + 5 \_\_\_\_\_

10 + 4 \_\_\_\_\_

10 + 3 \_\_\_\_\_

10 + 2 \_\_\_\_\_

10 + 1 \_\_\_\_\_

} New TVET Approach

1.3. Respondent level of Education

(More than one “√” is possible)

Level of Certification

Please write specific field of study

Certificate \_\_\_\_\_

\_\_\_\_\_

Diploma \_\_\_\_\_

\_\_\_\_\_

Degree \_\_\_\_\_

Master \_\_\_\_\_

PHD \_\_\_\_\_

1.4 Accumulated work experience of any kind, use “√” mark:

1- 5 \_\_\_\_\_

6 - 10 \_\_\_\_\_

11 - 15 \_\_\_\_\_

16 - 20 \_\_\_\_\_

21 - 25 \_\_\_\_\_

26 - 30 \_\_\_\_\_

Above 30 \_\_\_\_\_

1.5 Work Experience on teaching hospitality, tourism and/or in a tourism institute/s; mark “√” for your response.

1- 5 \_\_\_\_\_

6 - 10 \_\_\_\_\_

11 - 15 \_\_\_\_\_

16 - 20 \_\_\_\_\_

21 - 25 \_\_\_\_\_

26 - 30 \_\_\_\_\_

Above 30 \_\_\_\_\_

1.6 Work position (If you have additional more than one “√” more than is possible)

President \_\_\_\_\_

Lecturer \_\_\_\_\_

Director \_\_\_\_\_

Instructor \_\_\_\_\_

Dean \_\_\_\_\_

Teacher \_\_\_\_\_

Department head \_\_\_\_\_

Technical Assistant \_\_\_\_\_

Process Owner \_\_\_\_\_

Team Leader \_\_\_\_\_

Coordinator \_\_\_\_\_

Other/please Specify/ \_\_\_\_\_

1.7. Gender: - Female \_\_\_\_\_

Male \_\_\_\_\_

### Questionnaires

#### 1. Institute's Administrative Issues /use "√" for your choice

1.1 The University/ College/ institute. . . has clear vision:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.2 The vision is self explanatory and you are familiar with it:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.3. The institute's strategy is prepared in participatory manner:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.4. Internal & external experts were used to support planning:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.5. Adequate financial resource is allocated for the plan execution:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.6. The institute strategy and plan are available to the institute public through various channels:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.7. Effective participation was ensured on major institutional decisions:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.8. The University/college/institute . . . has convenient organization and structures:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.9. The organizations & structures are integrated:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.10. The University college institute has integrated and cooperative staff:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.11 The sub- communities (based on previous training institutes, subject of the study, duration of work experience, different age groups, gender, political out looks etc) has equal representation in a academic and administrative managerial positions:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

**2. Issues Related to Capacity of the Teachers; mark “√” for your response.**

2.1 The knowledge you have been acquired on tourism and/or other institute is appropriate for your present profession:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.2 There is adequate train the trainees program:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.3 There is established link that expose trainers to the tourism industry:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.4 There is adequate exposure of trainers to knowledge skills & technologies of more advanced training educational institutes both in the nation and abroad.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.5 Lectures/instructors/teachers... are regularly attending workshops, seminars, and symposiums etc that are conducted on tourism affaires:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.6 There is adequate and updated reference books audiovisuals etc on tourism and tourism related field:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.7. Leaders have attended tourism capacity building events during the post any year:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.8. Trainers have attended tourism capacity building events during the past one year:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.9. There is responsible person or unit that engaged on trainers' capacity building/teachers development/ programmers:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.10. Based on the above statement /responsible person or unit is equipped with resources and adequate decision power:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.11. There is consistence and rule based teacher development/capacity building program/:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.12. The university /college/ institute . . . . has conducted researches on tourism.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.13. Researchers have done research on a virtual team to assure exposure and participation.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.14. There is system that encourages trainers (teachers) to conduct scientific consultation.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.15. The university /college/ institute . . . has conducted scientific consultation to service providers of tourism sector

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

**3. Questionnaire on issues related to curriculum; mark “√” for your response.**

3.1 The curriculum is convenient to deliver knowledge skill, ethics and attitude of tourism to the trainee:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

=If your answer for 3.1 is strongly disagree or disagree; what do you think is the defect and should be adjusted? (Please explain)

---

3.2 The curriculum of tourism education is inconsistent or changing frequently:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

=If your answer for 3.2 is strongly agree or agree do you think this approach is good?

Yes \_\_\_

No \_\_\_

3.3 What do you think the reasons for its frequent change? (Please explain):

---

3.4. For curriculum development:

- High quality external /non local/ experts were used to develop the curriculum & pedagogy of tourism education:

Yes \_\_\_

Not sure \_\_\_

No \_\_\_

- Stake holders & stock holders of the tourism sector were used to develop the curriculum & pedagogy of tourism education.

Yes \_\_\_\_\_ Not sure \_\_\_\_\_ No \_\_\_\_\_

- Lectures, instructors, teachers and technicians of the tourism educational institutes were used to develop the curriculum and pedagogy of tourism education.

Yes \_\_\_\_\_ Not sure \_\_\_\_\_ No \_\_\_\_\_

3.5 The curriculum and pedagogy of tourism education is supported by scientific researches and result recommendations:

Strongly disagree \_\_\_\_\_ disagree \_\_\_\_\_ undecided \_\_\_\_\_ agree \_\_\_\_\_ strongly agree \_\_\_\_\_

3.6 The curriculum development system is open to incorporate research findings, recommendations, and suggestions:

Strongly disagree \_\_\_\_\_ disagree \_\_\_\_\_ undecided \_\_\_\_\_ agree \_\_\_\_\_ strongly agree \_\_\_\_\_

3.7 The curriculum and pedagogy is helpful to capacitate human resources that assure quality tourism service for the sector:

Strongly disagree \_\_\_\_\_ disagree \_\_\_\_\_ undecided \_\_\_\_\_ agree \_\_\_\_\_ strongly agree \_\_\_\_\_

3.8 The curriculum is linked with regional and national tourism development plan:

Strongly disagree \_\_\_\_\_ disagree \_\_\_\_\_ undecided \_\_\_\_\_ agree \_\_\_\_\_ strongly agree \_\_\_\_\_

**4. Questionnaire on issues related to skill education; mark “√” for your response.**

4.1 The tourism training on your university/college/ institute. . . . focuses on:

Theory \_\_\_\_\_ Skill \_\_\_\_\_

4.2 Do you think focus is appropriate?

Yes \_\_\_\_\_ No \_\_\_\_\_

4.3 Please explain briefly the reason of your answer for the above question

---

4.4 For skill development the skill training must be supported on appropriate tools, machines equipments and technology.

Strongly disagree\_\_\_ disagree\_\_\_ undecided\_\_\_ agree\_\_\_ strongly agree\_\_\_

4.5 In the university /college/ institute . . . you are working with tools, equipments, machines and technologies are applicable for skill training of tourism education.

Fully applicable\_\_\_

Averagely applicable\_\_\_

Slightly applicable\_\_\_

Poorly applicable\_\_\_

Completely not applicable\_\_\_

4.6 Fro any level of application at question 4.5 the trainer's /i.e. lectures, instructors, teachers etc, masters the tools, equipments, machines and technologies application.

Fully masters the application\_\_\_

Average masters the application\_\_\_

Slightly masters the application\_\_\_

Poorly master the application\_\_\_

Completely not masters the application\_\_\_

4.7 Do you think the trainers /lectures, instructors, teachers etc. / provide ample time and frequency to students for skill training?

Yes\_\_\_\_\_ No\_\_\_\_\_

4.8 The tools, equipments, machines, and technologies are up to date and good enough to run the skill training appropriately.

Yes\_\_\_\_\_ No\_\_\_\_\_

4.9 In gradients are sufficiently used for skill training

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

**5. Questionnaire on Issues Related to Facilities; mark “√” for your response.**

5.1 The university /college/ institute... has sufficient class room numbers:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

5.2 The class room sizes are adequate to accumulate the number of students allocated for the room:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

5.3 The desks, chairs, tables etc are suitable and convenient:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

5.4 The class rooms have sufficient light and ventilation:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

5.5 LCD, overhead projectors, boards, flipcharts etc. are used to deliver theoretical lessons:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

5.6 Tape recorder, VHS, CD, VCD, DVD etc are used to assist teaching:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

5.7 Teaching equipments (no 5 & No 6) are in an adequate amount:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

5.8 Teaching aids (Text books, audiovisuals, reference books, maps, pictures etc) are satisfactorily available for the training:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

5.9 There are adequate numbers of demonstration rooms for skill training:

Strongly disagree\_\_\_ disagree\_\_\_ undecided\_\_\_ agree\_\_\_ strongly agree\_\_\_

5.10 The size of the demotion rooms and their equipments are sufficient to the number of students:

Strongly disagree\_\_\_ disagree\_\_\_ undecided\_\_\_ agree\_\_\_ strongly agree\_\_\_

**6. Questionnaire on Issues Related to Attitude; mark “√” for your response.**

6.1 Which of the following reasons were influencing you most to be trainer/ lecture, instructor, teacher, etc of tourism education?

(More than one “√” is possible)

1. Interest\_\_\_
2. Allocation of principals\_\_\_
3. Filling the shortage of trainers in tourism education\_\_\_
4. Chance\_\_\_
5. Other reason (please specify) \_\_\_\_\_

6.2 Do you believe tourism is a tool for poverty reduction?

Yes\_\_\_ I do not know\_\_\_ No\_\_\_

6.3 Please briefly explain your answer of 6.2

\_\_\_\_\_

6.4 Do you think people who works in a hotel are there because you get a chance for another job?

Yes\_\_\_ I do not know\_\_\_ No\_\_\_

**7. Questionnaire on Issues Related to Ethics**

7.1 Do you show hospitable behavior to guests who visiting you in your home?

Yes\_\_\_ Not sure\_\_\_ No\_\_\_

7.2 Do you show hospitable behavior to subordinates?

Yes \_\_\_

Not sure \_\_\_

No \_\_\_

7.3 Do you express hospitable behavior to your students?

Yes \_\_\_

Not sure \_\_\_

No \_\_\_

7.4 Do you confirm with the standards set by the curriculum and pedagogy?

Strictly confirm \_\_\_

Mostly confirm \_\_\_

Rarely confirm \_\_\_

I do not confirm \_\_\_

7.5 I am honest most:

Rules and producers \_\_\_\_\_

To others \_\_\_\_\_

To my conscience \_\_\_\_\_

7.6 Are you honest for the procedures and police set by the government?

Yes \_\_\_

Mostly \_\_\_

Rarely \_\_\_

No \_\_\_

7.7. I do things (More than one "✓" is possible)

To produce good report \_\_\_

With the cooperation of all co workers \_\_\_

With workers I like most \_\_\_

For change \_\_\_

Because it is my duty \_\_\_

7.8 Gender equality

I deeply believe on \_\_\_

It is government policy \_\_\_

It is not our real custom \_\_\_

I never believe on\_\_\_

7.9 Entertaining diversity/respecting diversity

I deeply believe on\_\_\_

It is government policy\_\_\_

It is not our real custom\_\_\_

I never believe on\_\_\_

## Annex 2. Questionnaire Presented for the Former Graduates

### 1. General Information

Note: Writing your name is not necessary

1.1 Former Educational Institute, put “√” for your response

University\_\_\_\_\_

Center of Excellence\_\_\_\_\_

College\_\_\_\_\_

TVET\_\_\_\_\_

1.2. Respondent level of Educational Certification

(More than one “√”is possible)

Level of Certification

Write specific field of study

Certificate\_\_\_\_\_

\_\_\_\_\_

Diploma\_\_\_\_\_

\_\_\_\_\_

Degree\_\_\_\_\_

\_\_\_\_\_

Master \_\_\_\_\_

1.3. Work experience, use “√” mark:

1-5 \_\_\_\_\_

6-10 \_\_\_\_\_

11-15 \_\_\_\_\_

16-20 \_\_\_\_\_

21-25 \_\_\_\_\_

26-30 \_\_\_\_\_

Above 30 \_\_\_\_\_

1.4. Age \_\_\_\_\_

1.5. Gender: - Female \_\_\_\_\_ Male \_\_\_\_\_

**1. Institute’s administrative issues /use “√” for your choice.**

1.1. The University/ College/ institute. . . . had clear vision

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.2. The vision was self explanatory and you were familiar with it.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.3. You were encouraged to be familiar to the vision of the institute.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.4. The students were linked to support planning.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.5. Adequate financial resource was allocated for the educational plan execution.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.6. The institute strategy and plan were available to the institute students through various channels.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.7. Effective students' participation was ensured on major institutional decisions.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.8. The University/college/institute had convenient organization and structures for education.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.9. There was interdepartmental integration on course execution.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.10. The University/college/institute had integrated and cooperative students.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.11 The sub- communities (based on ethnic, religion, region, different age groups, gender, political out looks etc) has equal representation in student council and other student committee.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.12. The University/college/institute had covenant administration for the teacher (based on your opinion).

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

1.13. You observed high amount of teachers tune over.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

## **2. Issues Related to Capacity of the Teachers**

2.1 The knowledge you have been acquired on tourism, is appropriate for your present profession.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.2. There was adequate time for courses execution.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.3. There was established link that expose trainers to the tourism industry.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.4. There was adequate exposure of students to knowledge, skills, & technologies of more advanced training educational institutes both in the nation and abroad.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.5 There was adequate link of students to the tourism industry.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.6. Students were attending workshops, seminars, forum, and symposiums etc that were conducted on tourism affaires.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.7. There was adequate and updated reference books, audiovisuals, etc on tourism and tourism related field.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.8. The lectures, instructors, teachers, etc were knowledgeable about the subject matter.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.9. The lectures, instructors, teachers, etc were using fluent language.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.10. You were encouraged to conduct research or explore tourism industry.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

2.11. There were sessions that expose students with tourism experts, professionals as guest lecture, introduction to tourism associations, etc.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

### 3. Questionnaire on Issues Related to Curriculum

3.1 The curriculum/element of education/equipped you with knowledge, skill, ethics, and attitude for your present job.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

3.2. Improvement of curriculum is needed.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

3.3. If your answer is strongly agree or agree: which of the following needs immediate improvement. (You can circle more than one answer)

A. knowledge \_\_\_ B. skill \_\_\_ C. ethics \_\_\_ D. attitude \_\_\_ E. all \_\_\_

3.4 The curriculum of tourism education was inconsistency or changing frequently:

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

3.5. If your answer for 3.2 is strongly agree or agree do you think this approach is good?

YES \_\_\_ NO \_\_\_

3.5. The pedagogy/method of delivering education/ was perfect.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

3.6. The curriculum and pedagogy of tourism education is linked the need of the tourism service giving sector.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

3.7. The curriculum development system is open to incorporate previous students' recommendations and suggestions.

Strongly disagree\_\_\_ disagree\_\_\_ undecided\_\_\_ agree\_\_\_ strongly agree\_\_\_

3.7 The curriculum and pedagogy capacitates human resources to assure quality tourism service that is needed by the stakeholders.

Strongly disagree\_\_\_ disagree\_\_\_ undecided\_\_\_ agree\_\_\_ strongly agree\_\_\_

3.8 The curriculum is linked with regional and national tourism development plan.

Strongly disagree\_\_\_ disagree\_\_\_ undecided\_\_\_ agree\_\_\_ strongly agree\_\_\_

#### **4. Questionnaire on Issues Related to Skill Education**

4.1 The tourism training on your university/college/ institute...focuses on

Theory\_\_\_ Skill\_\_\_

4.2 Do you think focus is appropriate?

Yes\_\_\_ No\_\_\_

4.3 Please explain briefly the reason of your answer for the previous question:

\_\_\_\_\_

4.4 For skill development the skill training must be supported on appropriate tools, machines equipments and technology.

Strongly disagree\_\_\_ disagree\_\_\_ undecided\_\_\_ agree\_\_\_ strongly agree\_\_\_

4.5 In the university /college/ institute . . . you were enroll with tools, equipment, machines and technologies are applicable for skill training of tourism education.

- Fully applicable\_\_\_
- Averagely applicable\_\_\_
- Slightly applicable\_\_\_
- Poorly applicable\_\_\_
- Completely not applicable\_\_\_

4.6 For any level of application at question 4.5 the trainer's /i.e. lectures, instructors, teachers etc/ masters the tools, equipment, machines and technologies application.

- Fully masters the application \_\_\_
- Average masters the application \_\_\_
- Slightly masters the application \_\_\_
- Poorly master the application \_\_\_
- Completely not masters the application \_\_\_

4.7 Do you think the trainers /lectures, instructors, teachers etc. / provide ample time and frequency to students for skill training?

Yes \_\_\_ No \_\_\_

4.8 The tools, equipment, machines, and technologies are up to date and sufficient enough to run the skill training appropriately.

- Yes \_\_\_ No \_\_\_

4.9 Ingredients sufficiently used for skill training.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

### **5. Questionnaire on Issues Related to Facilities**

5.1 The university /college/ institute... had sufficient class rooms.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

5.2 The class room sizes were adequate to accumulate the number of students allocated for the room.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

5.3 The desks, chairs, tables etc were suitable and convenient.

Strongly disagree \_\_\_ disagree \_\_\_ undecided \_\_\_ agree \_\_\_ strongly agree \_\_\_

5.4 The class rooms had sufficient light and ventilation.

Strongly disagree\_\_\_ disagree\_\_\_ undecided\_\_\_ agree\_\_\_ strongly agree\_\_\_

5.5 LCD, overhead projectors, boards, flipcharts etc. were used to deliver theoretical lessons.

Strongly disagree\_\_\_ disagree\_\_\_ undecided\_\_\_ agree\_\_\_ strongly agree\_\_\_

5.6 Tape recorder, VHS, CD, VCD, DVD etc were used to assist teaching.

Strongly disagree\_\_\_ disagree\_\_\_ undecided\_\_\_ agree\_\_\_ strongly agree\_\_\_

5.7 Teaching equipments (no 5 & No 6) were in an adequate amount.

Strongly disagree\_\_\_ disagree\_\_\_ undecided\_\_\_ agree\_\_\_ strongly agree\_\_\_

5.8 Teaching aids (text books, audiovisuals, reference books, maps, pictures etc) were satisfactorily available for the training.

Strongly disagree\_\_\_ disagree\_\_\_ undecided\_\_\_ agree\_\_\_ strongly agree\_\_\_

5.9 There were adequate numbers of demonstration rooms for skill training.

Strongly disagree\_\_\_ disagree\_\_\_ undecided\_\_\_ agree\_\_\_ strongly agree\_\_\_

5.10 The size of the demonstration rooms and their equipments were sufficient to the number of students.

Strongly disagree\_\_\_ disagree\_\_\_ undecided\_\_\_ agree\_\_\_ strongly agree\_\_\_

5.11 The students' dormitory, toilet, tap, etc were covenant.

Strongly disagree\_\_\_ disagree\_\_\_ undecided\_\_\_ agree\_\_\_ strongly agree\_\_\_

## **6. Questionnaire on Issues Related to Attitude**

6.1 Which of the following reasons were influencing you most to be students of tourism education?

(More than one "√" is possible)

- Interest\_\_\_\_\_
- Allocation of Ministry of Education\_\_\_\_\_
- Filling he shortage of trainers in tourism education\_\_\_\_\_
- Chance\_\_\_\_\_
- Other reason (please specify) \_\_\_\_\_

6.2. Do you regret learning of this profession when you realize that the personnel in the sector are untrained experience based employees?

Yes\_\_\_ More or less\_\_\_ No\_\_\_

6.3. Is there integration between experienced personnel and you (graduated personals)?

Yes\_\_\_ More or less\_\_\_ No\_\_\_

**7. Questionnaire on Issues Related to Ethics**

7.1 Do you show hospitable behavior to guests who visiting you in your home?

Yes\_\_\_ Not sure\_\_\_ No\_\_\_

7.2 Do you show hospitable behavior to co-workers?

Yes\_\_\_ Not sure\_\_\_ No\_\_\_

7.3 Do you express hospitable behavior to hotel gusts/tourists?

Yes\_\_\_ Not sure\_\_\_ No\_\_\_

7.4 Do you confirm with the standards set for quality service?

- Strictly confirm\_\_\_
- Mostly confirm\_\_\_
- Mostly confirm\_\_\_
- Rarely confirm\_\_\_
- I do not confirm\_\_\_

7.5 Are you honest for the procedures and police set by the government?

Yes \_\_\_ Not sure \_\_\_\_\_ No \_\_\_

7.6 I do things: (More than one “√” is possible)

- To produce good report \_\_\_
- With the cooperation of all co-workers \_\_\_
- With workers I like most \_\_\_
- For change \_\_\_
- Because it is my duty \_\_\_

7.7. Gender equality

- I deeply believe on \_\_\_
- It is government policy \_\_\_
- It is not our real custom \_\_\_
- I never believe on \_\_\_

7.8 Entertaining diversity/respecting diversity

- I deeply believe on \_\_\_
- It is government policy \_\_\_
- It is not our real custom \_\_\_
- I never believe on \_\_\_

### **Annex 3. Interview Guide for Deans/ Process owners/ Department Heads**

1. Please, describe the educational administration and organizational structure of the institution.

2. Do you think the recent administrative approach and organizational structure covenant for the education and training?
3. Do you think the recent administrative approach and organizational structure covenant for the education and training?
4. Do you think the recent administrative approach and organizational structure covenant for the trainers and trainees?
5. How do you ensure teachers and students participation on major institutional plan and decision making?
6. Is the allocation of finance for the educational execution sufficient?
7. Is their integration and equal representation of sub-groups/sub-communities of the institutional community? And what kind of intervention do you make to integrate them?
8. Is their consistent capacity development program for the trainers? Or what kind of teacher development intervention do you use?
9. Is the curriculum and pedagogy of tourism education convent to develop capacity, skill, ethics, and attitude required by the sector? If you have any comment on the curriculum/pedagogy of tourism education, please forward: \_\_\_\_\_
10. What are the major challenges on tourism education?
  - About skill training
  - About teaching and training facilities
  - About ethical and attitudinal development
11. If you have any additional comments or suggestions, please forward: \_\_\_\_\_

## **Annex 4. Interview Guide for Stakeholders**

Assessment to Point out the Effects of Tourism and Hospitality Training Service Giving Sector

1. Please, describe the performance of the tourism and hotel graduates.
2. Please, explain tourism and hotel graduates gap on:
  - Tourism and hospitality knowledge
  - Tourism and hospitality skill
  - Tourism and hospitality attitude
  - Professional ethics
3. Which gap/gaps is mostly exhibited by graduates?
4. As it is known the graduates expected to support the sector, how do you view their contribution to the tourism service giving sector?
5. If their contribution is less or not appropriate, please explain the corrective action that should be taken by the tourism and hospitality education.
6. Do you have a will to participate or contribute to tourism and hospitality occupational standard and curriculum development?
7. If you have any additional comments or suggestions on the graduates, and/or the tourism and hospitality education, please specify.

## **Annex 5. Interview Guide for Tourists/ Guests**

1. How do you get the hospitality and/or tourism service in Ethiopia?
2. Are service providers in hotels/ restaurants/ travel agents/ etc hospitable?

3. Do they have interpersonal skill?
4. Do they have knowledge of the product?
5. Are they skillful on their service performance?
6. Do they express professional ethics?
7. Please describe their attitude towards their customer and profession?
8. If you have any additional comment or suggestion about:
  - The service you got
  - The service providers
  - Or any topic you want to say

Please forward\_\_\_\_\_

### **Annex 6. Interview Guide to Hotel and Tourism Managers/ Department Heads/ Supervisors**

1. Please describe the performance of the hotel/tourism graduates.
2. What are the major problems seen on the hotel/tourism graduates?
3. Please, explain tourism and hotel graduates gap on:
  - Tourism and hospitality knowledge
  - Tourism and hospitality skill
  - Tourism and hospitality attitude
  - Professional ethics
4. Based on your observation, what do you recommend immediate improvement on tourism/hospitality education?
5. Please, forward any additional comments or suggestions.

## Annex 7. Hotel and Tourism Curriculums

### Gonder University Tourism Management Curriculum

#### a. Departmental/Major Courses

S. No.	Course Title	Course Code	Credit
1.	Introduction to Travel & Tourism	TMgt 201	3
2.	Principles of Tourism and Hospitality Accounting	TMgt 211	3
3.	Cultural Tourism Resources of Ethiopia	TMgt 202	3
4.	Introduction to Hotel Operation	TMgt 212	3
5.	Travel Agency & Tour Operation Management	TMgt 301	3
6.	Natural Tourism Resources of Ethiopia	TMgt 311	3
7.	Tourism Marketing	TMgt 321	4
8.	Fundamentals of Transportation	TMgt 331	3
9.	Tourist Behavior	TMgt 302	3
10.	Sustainable Tourism Management	TMgt 312	4
11.	English for Travel and Tourism	TMgt 322	3
12.	Tourism Geography	TMgt 332	3
13.	Research Methods in Tourism and Hospitality	TMgt 342	3
14.	Tourism Professional Ethics	TMgt 352	2
15.	Tourism Legislation	TMgt 401	3
16.	Tourism Development Policy and Planning	TMgt 411	3
17.	Ecotourism and Wild Life management	TMgt 421	4
18.	Heritage Tourism Conservation and Management	TMgt 431	3
19.	Tourism Publicity and Promotion	TMgt 441	2
20.	MICE Tourism	TMgt 451	3
21.	Customer Care & Services	TMgt 461	2
22.	Tourism Economics	TMgt 402	3
23.	Tourism Destination Development and Management	TMgt 412	3
24.	Comparative Studies of Selected Tourism Destinations	TMgt 422	3

25.	Principles & Practices of Tour Guiding	TMgt 432	3
26.	Tourism Research Project	TMgt 442	3
	<b>Total</b>	-	<b>78</b>

**b. Supportive Courses**

S. No.	Course Title	Course Code	Credit Hours
1.	Introduction to Management		3
2.	Micro Economics		3
3.	Macro Economics		3
4.	Business Communication		3
5.	Introduction to Statistics		3
6.	General Psychology		3
7.	Human Resources Management		3
8.	Ethnography of Ethiopia		3
9.	Entrepreneurship and Small Business Management		3
10.	Communication Skills		3
	<b>Total</b>	-	<b>30</b>

**c. General Courses**

S. No.	Course Title	Course Code	Credit Hours
1.	Civics and Ethical Education		2
2.	Sophomore English		3
3.	Introduction to Computer Application		3
	<b>Total</b>		<b>8</b>

**Kenya Utali College** /one of 32 Center of Excellence in Hospitality and Tourism of UNWTO. /

**Curriculum of Travel and Tourism Management Diploma Course**

- Travel Agency Management
- Tour Operations Management
- Tourism Marketing
- Tourism Law
- Social Aspects of Tourism
- Hospitality and Tourism Economics
- Computer Reservations Systems
- Social Anthropology
- History of East Africa
- Accounting
- Group Consultancy Project

- Business Communication
- Environmental Studies
- Entrepreneurship
- Financial Management
- Strategic Management
- Foreign Languages
- Human Resource Management
- Information Communication Technology
- Leisure Studies
- Research Methods
- Industrial Placement (IP)

### **Hotel Management Diploma Course**

- Events Management
- Business Communication
- Economics
- Environmental Studies
- Entrepreneurship
- Financial Management
- Foreign Languages
- Human Resource Management
- Information Communication Technology
- Leisure and Recreation Management
- Research Methods and Statistics
- Sociology of Tourism
- Wine and Bar Knowledge
- Food and Beverage Control
- Food and Beverage Service and Sales
- Group Consultancy Project
- Culinary Arts and Gastronomy

- Front Office Operations
- Service Supervision
- Hygiene and Nutrition
- First Aid
- Hospitality Law
- Housekeeping
- Laundry and Dry cleaning operations
- Hotel Information Systems
- Marketing
- Menu Planning and Costing
- Principles of Organization
- Facilities Management
- Tourism Theory
- Organizational Behaviour
- Industrial Placemeny (IP)