



**ADDIS ABABA UNIVERSITY
COLLEGE OF DEVELOPMENT STUDIES, CENTER FOR
ENVIRONMENT AND DEVELOPMENT STUDIES
PROGRAM IN TOURISM DEVELOPMENT AND
MANAGEMENT**

**THE CONTRIBUTION OF PUBLIC TVET COLLEGES FOR
TOURISM DEVELOPMENT IN ADDIS ABABA**

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**A Thesis Submitted to Tourism Development and Management Program,
Center for Environment and Development Studies, College of
Development Studies, Addis Ababa University in Partial Fulfillment of the
Requirements for Award of Masters of Arts Degree in Tourism
Development and Management**

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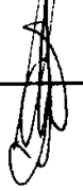
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This is to certify that the thesis prepared by Aklilu Beyene, entitled "*The Contribution of Public TVET Colleges for Tourism Development in Addis Ababa*" submitted in partial fulfillment of the requirements for the degree of Masters of Arts (MA) in Tourism Development and Management and complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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Abstract

The Contribution of Public TVET Colleges for Tourism Development in Addis Ababa

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Addis Ababa University, 2022

The primary goal of this research was to assess the contribution of Addis Ababa public hotel and tourism TVETs for tourism development. The study also sought to assess the availability of TVET-trained labor, as well as the tourism industry's demand, the quality of training, and the main challenges faced by TVET institutes. This study employed a descriptive survey design and a mixed research approach. Questionnaires and semi-structured interviews were used to collect data from star-rated hotel managers and human resource managers, TVET institute deans, and hotel and tourism department heads. A total of 106 participants were chosen at random from various hotels for this study. The questionnaire receives responses from 103 hotel managers and human resource managers. 11 TVET deans and 11 TVET hotel and tourism department heads were interviewed. According to the findings of the study, 25.3% of the workers in the hotel and tourism sector are trained in public TVET. The demand for trained employees in the hotel industry is the most important factor driving TVET hotel and tourism training in Addis Ababa, followed by the quality of training and the supply of TVET-trained employees. TVET colleges face various challenges: capital challenges; trainer attitude, commitment, and readiness challenges; trainee attitude towards the hotel and tourism department challenges; and hotel and tourism sector challenges to hire TVET trained workforces are main in producing quality workforce. The study made recommendations aimed at increasing TVET's contribution to delivering quality workforce based on sector demand.

Keywords: *Tourism, TVET, TVET institutes, challenges, contribution*

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Acronyms

AA: Addis Ababa

TVET: Technical and Vocational Education and Training.

SPSS: Statistical Package for Social Science

ANOVA: Analysis of Variance

HRM: Human Resource Manager

CHAPTER ONE

INTRODUCTION

This chapter includes background of the study, statement of the problem, research questions, the objective of the study, significance of the study, delimitation of the study, limitations of the study, operational definition of key terms, and organization of the study.

1.1. Background of Study

Addis Ababa is the capital city of Ethiopia and is an economic, cultural, and political center of the country. As a result, it has access to international as well as domestic tourist arrivals. The city has growth potential in many sectors, such as manufacturing, including the garments sector, telecommunications, hydroelectric energy, and tourism.

Tourism is a labor-intensive industry that employs many people, mostly young folk, and provides a wide range of jobs from the unskilled to highly professional. According to Pesonen (2017), the main reason to study hospitality, travel, and tourism is to work in the field. Hotels, airlines, destinations, attractions, transportation, cruises, events, activity providers, shopping centers, tourist services, travel agents, tour operators, and many others together form a huge industry.

As a country, Ethiopia is also focusing on the creation of a skilled workforce for the tourism industry. To realize this, there are different education and training institutes and programs in the country. There are several institutions hosting degrees, masters, and TVET programs in the hospitality industry.

Vocational training and skills development in the hotel and tourism sector are necessary conditions for the development of the industry. The overall objective of the TVET institutions is to create a competent, motivated, adaptable, and innovative workforce in Ethiopia contributing to poverty reduction and social and economic development through facilitating demand-driven, top-quality technical and vocational training and training, relevant to all or any sectors of the economy, at all levels and to all people (National Technical & Vocational Education and Training Strategy, 2008). Based on these

objectives, Addis Ababa City has many TVET institutes that give hotel and tourism training. So, the TVET system has undertaken as the most central body to implement the provisions of employment and skills development. Despite the significance of technical, vocation, and training (TVET) in the economic development of countries, many developing nations have not been able to flexibly adjust to the modern world of new and changing technologies, much less provide quality and accessible TVET. Besides, there seems to be unaware of the contribution of TVET to the development of tourism in the city (Ministry of Education 2008).

Tourism is one of the world's largest and rapidly growing industries. In the current 21st century, the worldwide economy driven by three major industries: technology, telecommunication, and tourism. Tourism is the gathering of activities, services, and industries that deliver a travel experience including attractions, transportation, accommodations, eating and drinking establishments of retail shops, entertainment, business, and other hospitality services provided for people or groups traveling far away from home. In 2019, the Travel & Tourism sector contributed 10.3% to global GDP and accounted for 1 in 4 of all new jobs created across the world, and 10.3% of all jobs (333 million). (WTTC, 2022). According to ILO Global Dialogue Forum on new developments and challenge report, even if international tourism is suffering from the worldwide economic and social crisis, it anticipated that the tourism section global economy to supply 296 million jobs in 2019. As a result, tourism has the potential to be a significant employer. Tourism is a significant employer and a sector that requires a lot of work. It ranks among the top employers in the world for jobs requiring a range of skill sets and enables migrant workers, women, and young people to enter the workforce quickly. It is vital for tourism to contribute to employment in some nations.

The tourism industry in Ethiopia might practically described as one that is still in its infancy. Its current low level of development usually attributed to changes in governance systems and development policies, weak promotion, lack of trained workforce, finance, and knowledge and management capacity.

In 2019, the direct contribution of travel and tourism to Ethiopia's GDP was 6.3%, and 3.6% of all employment (WTTC, 2022). Numerous job possibilities created by the tourism and hospitality sectors in a variety of settings, including lodging, transportation, and tourist attractions. Therefore, a key factor in promoting the growth of tourism is the availability of qualified and trained hotel and tourist personnel.

1.2. Statement of the Problem

The rise of the tourism industry creates many jobs. As tourism plays a crucial role in the economy, there is a requirement to look at tourism education with employment. Tourism is a multidisciplinary field, characterized by an outsized number of small and medium-sized businesses (Thomas, 2000; Ayres, 2006). Tourism education is closely associated with employment and careers within the industry. Like any sort of vocationally oriented education, tourism education must balance three imperatives: the necessity to promote individual development, the necessity to advance knowledge, and the need to applied and relevant to industry (Riley et al., 2002).

Training is a must for the development of every sector. Therefore, many private and 14 public TVET colleges in Addis Ababa city give different training. One of the focus areas of these colleges is hotel and tourism training. The tourism industry's demand for qualified workers is increasing with a range of skills (Robinson, Barron & Solnet, 2008). Tourism is also a growing sector in Ethiopia and Addis Ababa which is why it needs more workforces. To fully supply the demand for a trained workforce in the Tourism sector Addis Ababa public TVET colleges give Education and training for the trainees to answer the demand for a trained workforce.

With the objectives of assessing the contribution of hotel and tourism education and training for the development of tourism, much research has done in developed countries that assess the examination of tourism education with employment. However, few studies have conducted in relation to the subject matter in our country. Aynalem S, Birhanu K, Tesfay S (2016) conducted research on "Employment Opportunities and Challenges in Tourism and Hospitality Sectors," and Gashaw Tedla (2007) conducted research on "The

Need to Integrate Tourism Education and Training into TVET Program and Manpower Planning for Tourism Development in Ethiopia." These scholars have investigated the difficulties and possibilities associated with working in the tourist and hospitality industries as well as the necessity of including hotel and tourism education and training within TVET program. However, none of these studies tested the contribution of public TVET hotels and tourism education and training for the development of tourism in Addis Ababa. They also did not evaluate the challenges of TVET institutes in delivering the hotel and tourism training. Moreover, both studies conducted at the country level, but this research focuses on Addis Ababa city. Therefore, assessment of the contribution of public TVET hotels and tourism training to tourism development is a timely topic.

1.3. Research Questions

1. What is the contribution of public TVET Hotel and tourism education and training for tourism development in Addis Ababa?
2. What are the main challenges of public TVET institutes in delivering hotel and tourism education and training?
3. What should be done to maximize the contribution of public TVETs to tourism development?

1.4. Objectives of Study

1.4.1. General Objective

The general objective of the study was to assess the contribution of hotel and tourism training for tourism development of Addis Ababa.

1.4.2. Specific Objectives

- To assess the demand for TVET-trained workers in the tourism sector and the ability of TVET institutions to meet the demand.
- To evaluate the quality of hotel and tourism training offered by TVET institutions in Addis Ababa.
- To determine the main challenges facing TVET institutions in providing education and training in the hotel and tourism industries.

1.5. Significances of the Research

Understanding how public TVET hotels and tourism training contribute to the growth of the city's tourism is important for Addis Ababa TVET Bureau and the Culture and Tourism Bureau. TVET bureau will know the demand of the hotel and tourism sector for the TVET trained work force and based on the demand the bureau will increase or decrease the number of trainees. Besides the TVET bureau can evaluate its achievement in providing trained workforce for the sector. Culture and Tourism Bureau also understand TVET contribution for the hotel and tourism sector and work together in producing trained work force for the sector. The local government can better realize TVET contribution and assist the TVET system of the city. For scholars in relation to the subject area, this research is important.

1.6. Delimitation of study

This study delimited to star-rated hotels found in Addis Ababa and Addis Ababa Public TVET training institutes that give hotel and tourism training. Besides, the research delimited to the assessment of the contribution of the Addis Ababa public TVET hotel and tourism training for tourism development. The population for the research was star-rated hotel human resource managers, TVET institute deans, and department heads of the hotel and tourism departments.

1.7. Limitation of the study

As it is known, research work cannot be free from drawbacks, the willingness of the respondents' in answering the research questions and, due to the workload getting the key informants to interview at the appropriate time was some of the challenges faced by the researcher during the study. The researcher has overcome the above challenges by convincing the respondents to fill the questioner even if he gave another question paper for those who missed the previous paper. The limitation may be that, private TVET colleges not included as respondents so restricting the generalization of the study results.

1.8. Organization of study

The research paper included five chapters. The first chapter deals with the introduction including the background of the study, statement of the problem, objectives, significance, delimitation, and limitations of the study. A review of the related literature treated within the second chapter. The research design and methodology are the main topics of the third chapter. Chapter four was about data presentation, analysis, and interpretation. The study's conclusion and recommendations covered in chapter five. Finally, this study accompanied with references and annexes.

1.9. Definition of key terms

Tourism: Tourism is an activity of people traveling to and staying in places outside their usual environment for not more than one consecutive year for leisure and not less than 24 hours, business, and other purposes (United Nations World Tourism Organization, 2008).

Technical and vocational education and training (TVET): Technical and vocational education and training (TVET) understood as comprising education, training, and skills development relating to a wide range of occupational fields, production, services, and livelihoods (United Nations Educational, Scientific and Cultural Organization, 2015).

TVET institutes: TVET institutes are polytechnic colleges and colleges that provide Technical and vocational education and training for trainers.

Tourism Development: Tourism development is the process of establishing and maintaining a tourism industry in a particular location. At its most fundamental level, tourism development can define as the process of developing strategies and plans to increase/develop/encourage tourism in a particular destination.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. Introduction

This chapter includes detailed information from different books and journals, about economic impact of tourism, Hotel, and tourism training in TVET institutions, Challenges in hospitality TVET, Empirical studies and conceptual framework of the study.

2.2. Economic impacts of tourism

Tourism can be divided into subcategories into which impacts fall: spending from visitors on tourism experiences, like beach holidays and theme parks (domestic and international), spending on leisure items like bicycles, business spending, and capital investment. The economic contribution of tourism felt in both direct and indirect ways, where direct economic impacts created when commodities like the following sold: accommodation and entertainment, food and beverages services, and retail opportunities. Residents, visitors, businesses, and various levels of government (municipal to federal) all influence direct tourism impacts through their spending in or near a given tourism area. The key component of direct economic impacts of tourism is that they occur within a country's borders and are implemented by "residents and non-residents for business and leisure purposes' ". In contrast, indirect economic impacts of tourism can be found in investment spending surrounding a tourism offering from private and governmental interests. Induced spending, which is the re-circulation of a tourist dollar within a community, is another way that tourism indirectly has an impact on a community. Direct tourism jobs, those that provide the visitor with their tourism experience include, but are not limited to accommodation (building, cleaning, managing), food and drink services, entertainment, manufacturing, and shopping. Indirect tourism employment opportunities include the manufacturing of aircraft, boats, and other transportation, as well as the construction of additional superstructure and infrastructure necessary to accommodate these travel products (airports, harbors, etc.) (Watts, R. & Parks, Z. 2018)

Over the past years, many developing and developed countries have considered tourism as an option for sustainable development of their nations. The importance of tourism as a contributor to economic growth so widely accepted that year after year throughout the world a massive investment continues to pour in its development. Today tourism is the largest service industry in India, with a contribution of 6.23 per cent to the national Gross Domestic Product (GDP) and providing 8.78 per cent of the total employment. The tourism industry in India generated about US\$100 billion in 2008 and that expected to increase to US\$275.5 billion by 2018 at a 9.4 per cent annual growth rate. (Amutha, D., 2011).

There are also obvious and significant negative economic effects that cannot ignored, including a likely rise in demand for imported goods once tourists start to arrive, revenue leakages out of the economy, an overreliance on tourism, and land value inflation. The economic impacts of tourism development typically held to balance tourism economic benefits (Kumar, et al., 2015).

2.3. TVET Development in Ethiopia

Ethiopia's formal TVET program established in 1941 with the goal of reestablishing the war-torn nation (Italian occupation: 1935–1941). Prior to the turn of the 20th century, education consisted only of a system of religious teaching that planned and delivered by churches and mosques. Since 1941, the skilled labor needed by the industrial and commercial sectors has come from vocational and technical schools. Ambo agricultural school (1946), Jimma agricultural school (1944), W/o Siheen comprehensive secondary school (1961), and Bahir Dar polytechnic school (1964) are a few of the first TVET institutions that founded. Other early TVET institutions include Addis Ababa Technical School (1942), Addis Ababa Commercial School (1943), Addis Ababa Building Trade School (1940), Ambo Agricultural School (1946), and Jimma Agricultural School (1944). (Wanna, 1998: 298)

Community Skill Training Centers (CSTC) established in the mid-1970s by the Derg regime as a part of a non-formal education system. During this period, the curriculum of the Ethiopian education system changed to a socialist-oriented system (Alemu, 2000).

Students who performed well in completing Grade 10 and who were interested in entering a technical school assigned and trained for three years (10+3) and this modality was operational from 1984 (Wanna 1992: 299). In 1994 Education and training policy introduced that stipulates the diversification of vocational training. 25 skills development centers opened in 1997 in different regions. (Teklehaimanot, 2002: 7).

2.4. Hotel and tourism training in TVET institutions

Over and above providing general education Technical and Vocational Education and Training (TVET) involves learning about technologies, acquiring specialized skills, knowledge, understanding, and attitudes relating to jobs in numerous sectors of money making and social life (UNESCO, 2015). King, McGrath, and Rose (2007), as well as Mutambanengwe, B. K. (2014), point out three main typologies of TVET which are (1) vocational training centers and industrial training institutes, (2) traditional internship training or training offered to learners by crafters in plants, and (3) academy- grounded technical education bedded in the secondary academy class. Mutambanengwe, B. K. (2014) further posits that TVET refers to training that provides hands-on practical experience relating to a particular trade. TVET skills regarded as important in the profitable development of the country and in equipping youthful people with applicable skills that will make them useful (Mupondi & Munyaradzi, 2013). TVET credited for contributing to the Sustainable Development Goals (SDGs) by promoting sustained economic growth (by assuring that labor is in a constant pool to the economy), social equity, environmental protection, employability, and decent work for pupils (UNESCO, 2015). Skills deficiencies emanating from global mobility of labor have resulted in skills mismatch in varied industries, piling pressure on the TVET sector to close this gap (Cameron & O'Hanlon-Rose, 2011).

The hospitality industry requires one to retain certain specific skills for them to perform satisfactorily in their job positions. TVET plays an integral part in guaranteeing that similar skills communicated to individuals. Some of the specialized skills demanded in the hospitality industry are culinary skills, cocktail making skills, food and drink service skills, and receptionist skills among others (Lashley, C., 2009). The hospitality industry is largely

sophisticated and characterized by excellent service quality (Zwane, Du Plessis, & Slabbert, 2014). The provision of similar services hinges on the accessibility of a largely professed labor force with both hard and soft skills (Adeyinka-Ojo, S., 2018). Rahimi et al. (2018) assert that the hospitality industry is labor-intensive and it depends on largely professed workers. Baum and Devine (2007) concur with the assertion that the hospitality industry places further emphasis on practical skills, as similar workers must retain hard and soft skills for them to fit and to stand a better chance of succeeding in the ever-changing hospitality industry (Adeyinka-Ojo, S., 2018). Hard skills relate to specialized capabilities demanded to perform work and soft skills are associated with the knowledge and attitudes necessary to apply specialized skills at the plant (Weber, Finley, Crawford, & Rivera, 2009). Lyons, K. (2010) maintains that specialized skills are a necessity in the hospitality industry and TVET institutions better placed to offer similar skills. There's a lot of human contact in the hospitality industry taking those employed who have person-to-person contact skills also be dynamic to suit the ever-changing guests' demands (Duncan et al, 2013). Abou-Shouk, Abdelhakim, and Hewedi (2014) argue that employers in the hospitality sector value workers with introductory knowledge about managing the hospitality industry, deals, and marketing skills, planning capabilities as well as decision-making capabilities.

TVET institutions credited with delivering the specialized expertise necessary to make an industrialized nation (Sha'ari, Kassim, & Baharuddin, 2018). Popescu, Iancu, Popescu, and Vasile (2013) argue that training is important to ensure the success of tourism and hospitality enterprises. It thus follows that TVET institutions have a significant part to play in restoring sector-specific skills in the hospitality assistance lost due to labor mobility.

2.5. Challenges facing TVETs in offering hotel and tourism programs

TVET plays an important role in ensuring that the industry in general and the hospitality sector, fully prepared with the necessary skills; nevertheless, this comes with certain challenges. TVET seen as a qualification for persons who are less academically gifted,

especially as admittance requirements for TVET colleges are lower than for universities. There is also a general shortage of skilled workers to drive TVET, making it difficult to accomplish desired results (Tshabalala & Ncube, 2014).

Furthermore, TVET connected with the colonial educational system in Africa, and most people believe that it is undesirable in the post-independence atmosphere (Mupondi & Munyaradzi, 2013; Oketch M. O., 2007). Trainees pursuing TVET courses will approach a limit in terms of advancement to advanced education (Oketch M. O., 2007), and integrating them into general education at universities would be difficult because the two are not directly linked. According to Dube and Xie (2018), TVET in Zimbabwe has several obstacles, including a lack of appropriate resources, a shortage of skilled trainers, and a high rate of employee turnover.

Insufficient teaching and learning establishments, as well as unfavorable attitudes toward tourism employment, identified as some of the issues facing hospitality TVET institutes by Anderson and Sanga (2019). TVET experienced issues such as brain drain, a lack of training professionals, and insufficient facilities (Nduduzo, P., & Maphosa, N., 2007).

2.6. Human Capital Theory: Implications for Educational Development

Human capital theory assumes that formal education is highly instrumental and necessary for improving a population's productive capacity. Human capital theorists contend that a well-educated population is a productive population. Human capital theory emphasizes how education improves worker productivity and efficiency by increasing the cognitive stock of economically productive human capability, which is a product of innate abilities and investment in people. The provision of formal education is viewed as an investment in human capital, which proponents of the theory believe is as valuable as, if not more valuable than, physical capital (Woodhall, 1997).

Human Capital Theory (HCT) concludes that investing in human capital leads to higher economic outputs; however, the theory's validity is sometimes difficult to prove and

contradictory. Historically, economic strength was primarily determined by tangible physical assets such as land, factories, and equipment. Labor was a necessary component, but capital equipment investment increased the value of the business. Modern economists appear to agree that education and health care are critical to improving human capital and, ultimately, increasing the nation's economic outputs (Becker 1996).

Hard tangible assets may not be as important in the new global economy as investing in human capital. In his wildly successful 2007 book, *The World Is Flat*, Thomas Friedman wrote extensively about the importance of education in the new global knowledge economy. Friedman is a journalist who is not to be confused with the famous economist Milton Friedman. His best-selling book introduced millions of people to the concept of human capital. The term is not defined, but evidence of why people and education (human capital) are critical to a country's economic success is a recurring theme throughout the book.

Education has recently been re-theorized as primarily an economic device in Western countries under human capital theory. Since the early 1960s, human capital theory has been the most influential economic theory in Western education, establishing the framework for government policies. It is increasingly regarded as a key predictor of economic performance. Individuals as human capital and various economic metaphors such as technological change, research, innovation, productivity, education, and competitiveness have been used as a key strategy in determining economic performance. However, in the past, economic considerations did not determine education.

In *The Wealth of Nations* (1776), noted economist Adam Smith laid the groundwork for what would later become the science of human capital. Two schools of thought emerged over the next two centuries. The first school of thought distinguished between acquired capacities classified as capital and human beings who were not. The second school of thought held that human beings were capital. All human behavior in modern human capital theory is based on the economic self-interest of individuals operating in freely competitive markets.

Human capital theory emphasizes the importance of education and training as a prerequisite for participation in the new global economy. The Organization for Economic Cooperation and Development (OECD), for example, claims in one of its recent reports that the radical changes to the public and private sectors of the economy introduced in recent years in response to globalization will be severe and disruptive to many established values and procedures. In another report, internationalism in higher education is defined as a component of globalization. The OECD considers internationalism to be a necessity in 21st-century capitalism. This type of capitalism is based on financial market investment rather than commodity manufacturing, necessitating reliance on electronic technology.

The OECD also asserts boldly that internationalism can help to improve educational quality. According to human capital theory, the overall economic performance of OECD countries is becoming increasingly dependent on their knowledge stock and learning capabilities. The OECD is clearly attempting to create a new role for education in terms of human capital subject required in globalized institutions.

Any nation's success in terms of human development is heavily reliant on its physical and human capital stock. As a result, recent social research focuses on human behavioral sciences in relation to economic productivity. Human capital, in general, refers to the assets that everyone develops in order to increase economic productivity. Furthermore, human capital is concerned with the sound implementation of educational and development policies. Human capital theorists contend that an educated population is a productive population. Human capital theory emphasizes how education improves worker productivity and efficiency by increasing the cognitive stock of economically productive human capability, which is a product of innate abilities and investment in people. The provision of formal education is viewed as a productive investment in human capital, which the theory's proponents regard as equally or even more valuable than physical capital.

The rationale for investing in human capital, according to Babalola (2003), is based on three arguments:

1. The new generation must be given the appropriate portions of the knowledge accumulated by previous generations.
2. The next generation should be taught how to use existing knowledge to develop new products, introduce new processes and production methods, and provide social services;
3. People should be encouraged to come up with completely new ideas, products, processes, and methods using creative approaches.

According to Fagerlind and Saha (1997), human capital theory provides a fundamental justification for large public expenditures on education in both developing and developed countries. The theory is consistent with democratic and liberal progression ideologies found in most Western societies. Its appeal was based on the assumed economic return on education investment at both the macro and micro levels. Efforts to promote human capital investment were seen to result in rapid economic growth for society. Individuals perceived such investment to provide returns in the form of personal economic success and achievement. Most economists agree that a country's human resources, not its capital or material resources, ultimately determine the character and pace of its economic and social development. Human resources are the ultimate source of a nation's wealth. Human beings are the active agents who accumulate capital, exploit natural resources, build social, economic, and political organizations, and advance national development.

It is necessary to apply the theory of human capital to educational systems in order to improve human development in general society. Productivity is increased and sustained as a result of a larger and more diverse labor force.

According to Psacharopoulos and Woodhall (1997):

- a. Direct economic returns to investment, defined as the balance between the opportunity costs of resources and the expected future benefits;
- b. Indirect economic returns, defined as external benefits affecting other members of society;

- c. Private demand for education and other factors determining individual demand for education;
- d. The geographical and social distribution of educational opportunities;
- e. The distribution of financial benefits and burdens of education.

Education plays a large and significant role in a country's economy; thus, educational expenditures are considered a type of investment. This increases individual human capital, resulting in increased output for society and higher earnings for the individual worker. It increases their chances of finding work, allows them to earn monetary and non-monetary rewards, and provides opportunities for job mobility. Education is only a source of economic growth and development if it is anti-traditional in the sense that it liberates, stimulates, informs, and teaches the individual how and why to make demands.

Human capital theory and educational systems have been shown to be extremely beneficial to the development of individuals and nations, particularly developing nations. However, there are implications, particularly in terms of differences in educational policies and expenditures. The human capital theory emphasizes the importance of policymakers allocating significant resources to educational system expansion. While some governments may be hesitant to invest in education, the benefits of doing so will far outweigh the costs. As a result, many developing countries have realized that education is the primary mechanism for developing human knowledge. As a result, they spend vast sums of money on education, not only to impart knowledge and skills to individuals, but also to encourage values, ideas, attitudes, and aspirations that may be beneficial to the nation's development.

2.7. University-Industry Linkage

In recent years, the relationship between universities and industry has shifted dramatically. Universities, research laboratories, and research institutions are critical components of a country's innovation system. According to the Global Connect Report (2007), the following are the best practices for commercialization research and collaboration within the university, as well as how the university interfaces with the external community.

1. The university's leadership is enthusiastic about technology commercialization and student/researcher entrepreneurship. In addition to a willingness to collaborate with industry leaders, university leadership can implement policies that encourage entrepreneurial activity, such as promotion and tenure policies.
2. Programs for Entrepreneurs-in-Residence. Entrepreneurs-in-Residence are experienced business advisors from outside the university who work with faculty members who want to commercialize their research. They provide valuable coaching and mentoring to faculty and students, help align expectations of what can be realistically commercialized, bring an entrepreneurial culture with them, and finally serve as a bridge between the university and industry.
3. Internship and job placement programs for students. There is little doubt that the most important form of knowledge transfer is through people. Leading regions use a variety of strategies to connect their students to work experience and job opportunities in the private sector. Mentorship programs, internships, and business plan competitions are examples of these.
4. Multidisciplinary research institutes or centers with industry support. Creating and promoting centers or institutes with the mission of conducting collaborative research with industry that spans two or more academic disciplines.
5. Effective intra-institutional lateral communication. Information sharing can foster a collaborative environment both within the university and between the university and the outside community.

NACRO (2012) identified five major characteristics of the best university industry relations program: a) Institutional (top management) support: - senior administration articulates the industry relations function, and university strategy is directly reflected in the structure, mission, and resourcing of the corporate relations office, b) The mutual benefits to both university and corporate partners are the focus of corporate engagement strategies, c) Research development is integrated between the industry relations office and the office of research administration.

Several factors widely assumed to be important to industry-university collaborations, according to Julio et al. (2010), had little influence on their collaboration. Companies looked for collaborators all over the world and were able to bridge geographic distances through visits, personnel exchanges, and student internships. The most important factor is personal interaction between the academic research team and the company, not proximity. Total project cost: In university-industry collaboration, the time frame of the project is more important than the amount of funding. Basic, applied, or advanced development research.

In terms of impact, there was no statistically significant difference between projects with different missions. What matters is that the research project addresses a real-world need for the company.

According to Henry Etzkowitz (1998), support for academia-industry collaboration and technology transfer ranged from active encouragement to active discouragement. However, there has been a shift in many academics' attitudes toward industrial funding. Three types of technology transfer participation have emerged, reflecting varying degrees of industrial involvement. 1. Hands off, leave everything to the transfer office. The approach of delegating the task of finding a developer and marketer for a discovery precisely met the needs of many faculty members, both then and now, who strictly limit their role in putting their technology to use. A faculty member defined the division of labor in technology transfer as follows: ",it would depend on the transfer office expertise and their advice. I'm not interested in starting a business. I'm very interested in seeing if this can be commercialized. I believe it has the potential to have an impact on people's lives. 2. A knowledgeable participant who is aware of the potential commercial value of research and is willing to play a significant role in facilitating its transfer to industry. 3. Lack of interest or involvement. However, scientists are becoming more knowledgeable and comfortable operating in a business environment while maintaining their primary interest and identity as an academic scientist.

Faculty are learning to balance their interactions with scientific and business needs, providing enough information to pique the interest of business people in their research but not so much that a business transaction to acquire the knowledge becomes surplus. The primary goal remains scientific; business goals are strictly secondary. However, once the contract is signed, both parties are expected to participate much more actively. According to Henry, most companies want you to contribute your unique expertise, not to the development of an as-yet un-invented product, but to the definition of this product that we as a company may require.

In this context, academia becomes involved in assisting the company's strategic research direction rather than simply handing over a technology developed as a by-product of academic research that coincides with a corporate need (Etzkowitz, 1998).

2.8. Parameters to evaluate the quality of technical education and training programs

Quality technical education and training must be defined within the compass of the entire career and technical education system. Technical education requires specific skill sets, as well as distinct but coordinated and focused operations. Similar focus and collaboration unfortunately don't live today. However, lesser edge and a clear improvement of quality in the delivery of technical education at all situations might be realized, if they did. One of the most important strategies in defining quality in technical education is to fete the easily different operations and clienteles of technical education. An alternate is to produce a medium for collaboration of independent rudiments by stimulating the creation of close ties between secondary education and specialized programs. While Tech Prep appears to be a natural vehicle for perfecting students' readiness for employment, a well-coordinated, high-quality system of specialized education would meet the requirements of scholars; but students aren't the only clients of technical education. Any description of quality in technical education must fete another important customer group, employers.

Yet quality technical education can and should be defined in terms of the foundational and advanced skills it provides its clients, its capability to fete the wide range and position of

customer requirements, its success in discerning and coordinating services, its capability to assess its performance, and its amenability to act on the results of that assessment.

Quality at the Instructional Level

The quality of technical education begins inescapably in curriculum and instruction; no form of technical education can assure quality if it doesn't pay attention to the conservation of high norms in its assessment of programs and faculty, and in its constant updating of faculty, facilities, and curriculum.

Access and Quality

The provision of access, is a measure of quality in technical education the degree to which technical education serves the multiple populations that seek it. What quality means and how it's measured will differ because of different understandings of access, and accordingly different populations, at different country.

Orientation to Learners

Another index of quality in technical education can be the degree to which it's learner-acquainted. This learner orientation is a paradigm shift from traditional schoolteacher centered instruction (Huba and Freed, 2000). Although Milliron and Miles suggest, "literacy has always been an unstated 'given' in advanced education" (2000, p. 6), a maturity of community colleges see themselves as moving to or adopting strategies that will make them learning- centered, further focused on what a pupil does with information that with whether he she recalls it. This learner- centered approach pays attention to performing rather than straightforward recollection or simple operation, thereby allowing technical education to "aspire to come places where literacy is continual, interactive, and tone- renewing" (Rosenfeld, 2000, p. 6). Under this model, scholars' profit from effective, flexible, assessable literacy gestures that depend less on memorization than on integration of chops, and that see learning not as accession of insulated skill sets but of the capability to acclimatize a variety of learned chops sets to numerous job-applicable situations.

Work- Based Learning

The presence of contextual and work- grounded technical education within a curriculum is yet another index that helps define quality. exploration by Giddens and Stasz et al (1999), and others described in National Center for Research in Vocational Education (NCRVE) reports, demonstrates the advantages of contextual literacy, particularly in the environment of work. The complications of moment's plant bear workers who can draw on their academic and technical knowledge, technical chops, systems knowledge, and plant prospects to complete tasks and break problems. Work- grounded literacy provides a conflation of knowledge, chops, and stations in problem working and task completion because it engages what Howard Gardner (1983) calls multiple intelligences that everyone has in some measure. In addition, the veritably unpredictability of work- grounded literacy allows learning to do in different modes and at different paces; as David A. Kolb (1984) argues, learners learn else they perceive information abstractly or primarily, and they reuse it laboriously or passively. Work- grounded literacy reinforces in active, concrete ways what scholars may originally have acquired abstractly or passively; therefore, it makes literacy possible in multiple ways.

Quality and Currency of Faculty

The quality of education is always tied to the quality of faculty, and it has been traditional to define the quality of faculty in terms of degrees and professional development. Technical programs at community sodalities have at least one fresh index of quality that in numerous felicitations is more important than the achievement of terminal degrees. Because technical programs and courses are so job- acquainted, they must give scholars with current, applicable skills, which bear current, applicable instruction. Given the speed with which knowledge and skills change in technical education, maintaining the quality of faculty will be a delicate and precious design, but it's one that must be undertaken. However, also elevation of curriculum and facilities, both taking knowledgeable, if faculty quality is maintained.

Quality at the Institutional Level

No educational program or faculty member can give, maintain, or guarantee the quality of technical education without institutional support; the direct literacy experience is only one part of the institutional commitment to quality technical training. For every hour of literacy, there must be five to six hours of institutional commitment to support that experience, roughly original to the conditions of a training association in the private sector (Broadbent, 1998). To support an effective literacy experience takes institutional commitment of time, organizational trouble, coffers, and plutocrat (Grubb, 1999). Institutional support is therefore an index of quality, especially in technical education. While any effective educational experience requires good preceptors who understand the subject matter and are committed to their scholars while being supported by a variety of strong literacy support services, the delivery of technical literacy to a wide variety of postsecondary scholars makes special demands of institutions if it's to be high quality literacy.

Understanding the Dual Clientele

Maybe the most important index of quality in institutional support for good technical literacy is the institution's understanding that technical programs serve two specific clients. utmost other corridor of the postsecondary educational enterprise- English or sociology departments, for illustration- have only a general sense of what their scholars will do after completion, so their primary followership or customer is the pupil. In technical education, still, employers who hire and promote completers, or professional associations like the National League for Nursing, which certifies or licenses completers, have an equal claim as guests. therefore, institutions that offer technical education have a binary clientele for their conditioning, and no institution that hopes to maintain the quality of its technical programs can go to forget moreover.

Flexibility in Meeting Employer

Needs The requirements of individual employers, indeed within the same assiduity, may vary as important as the requirements of pupil, and the quality of service to employer guests, like that to the pupil customer, will be defined by an institution's dexterity in meeting those requirements. Ironically, what a pupil seeks from technical education may

differ from what an employer seeks. A pupil's primary thing may be instrument that leads to creation, while an employer may see the instrument as simply a step in a long process of lifelong literacy that leads to bettered company processes, effectiveness, and productivity. therefore, good technical training must be grounded upon understanding of the specific technical requirements and long- term solicitations of employers, not just a sense of the use and perpetration of technology and technical skills within their workplaces. Knowledge of the specific requirements of enterprises is critical to producing scholars, whether degree graduates or one- course elevation workers, who can perform to the employer's satisfaction and fit the employer's long- term pretensions. Quality in technical training therefore requires that focus and specialization of conditioning to meet the demands of scholars and original assiduity take priority over attempts at comprehensiveness through a large menu of programs. High- quality technical education concentrates coffers and offers what the request needs. To give similar education and training, an institution must continually cover the terrain and be nimble enough to offer or alter programs and immolations to meet the requirements of assiduity and scholars.

2.9. Empirical studies

Most researchers in this field have focused on tourism education with employment; challenges and opportunities of tourism training and education; and the need for tourism education and training for the development of tourism. However, most of them found that hotel and tourism education and training are important for tourism development by creating skilled labor forces.

A study conducted by Ngoni Courage Shereni (2019) found that TVET institutions have a great role to play in replacing lost skills therefore financial challenges, equipment unavailability and lack of qualified lecturers need to be addressed for them to be effective. According to Gashaw Tedla (2007) the need to integrate tourism education and training into the TVET program and workforce planning for tourism development in Ethiopia, the result showed the existing tourism training institutes are unable to supply an adequate number of trained workforces to the extent of the tourism industry needs. In addition, the existing tourism business enterprises, namely tourist hotels and tour operators are not strong enough in their number and quality of workforce to deliver an internationally competitive service.

Further empirical studies administered by Aynalem S, Birhanu K, Tesfay S (2016) discovered that Tourism and hospitality create diversified employment opportunities in different sectors like accommodation, food and beverage establishments, transportation services, travel agencies, tour operation companies, natural and cultural attractions sites. The challenges are poor pay and working conditions, sexual harassment, discrimination, unequal treatment, low education and training, undemocratic and rigid corporate culture, seasonality, and political instability which drastically reduce the number of visitors which in turn brings high employees' turnover.

Terry Lam Honggen Xiao (2000) assessed the Challenges and constraints of hospitality and tourism education in China. The researcher found that tourism education has a great role in supporting tourism development. Besides, tourism education ensures the continuous supply of quality human resources to the industry. His research tries to assess both current

tourism education and the attitude of tourism employers towards human resource development in China and he finds there is a big gap between supply and demand for quality personnel. The main challenge of tourism education is poor curriculum design. Graduates from tourism education institutes and vocational training schools cannot fulfill industry needs and demands in terms of quality and quantity.

Pongo, N. A., et al (2014) examined the impact of TVET on Ghana's Socio-Economic Development: A Case Study of ICCES TVET Skills Training in Two Regions of Ghana. The drive of the study was to discover how the TVET training programs are realizing their purpose of increasing access of young people to skills acquisition and enabling productive employment. The finding of the study shows that the TVET training programs have been helpful to the communities in obtaining suitable employment that lets them generate income within the social, family and that impacted positively social and economic status.

These studies generally find that, TVET institutions have a great role to play in replacing lost skills. TVET training programs have provided opportunities for young people to find employment that lets them generate income within the social and economic systems of their local communities while also allowing them to contribute to the nation's overall economic growth, which has impacted their social and economic status positively. Financial challenges, equipment unavailability, and a lack of qualified lecturers need to be addressed for them to be effective. Tourism and hospitality create diversified employment opportunities in different sectors like accommodations, food and beverage establishments, transportation services, travel agencies, tour operation companies, and natural and cultural attraction sites. The existing tourism business enterprises are not strong enough in their number and quality of workforce to deliver an internationally competitive service. The challenges are poor pay and working conditions, sexual harassment, discrimination, unequal treatment, low education and training, seasonality, and political instability. Tourism education has a great role to play in supporting tourism development and ensuring the continuous supply of quality human resources to the industry. The main challenge in tourism education is poor curriculum design. Graduates from tourism education institutes and vocational training schools cannot fulfill industry needs and demands in terms of

quality and quantity. As a result, the tourism sector often struggles to find qualified personnel and remains understaffed.

However, none of such researchers has tested the contribution of public TVET hotels and tourism education and training for the development of tourism. Besides, they did not evaluate the challenges of TVET institutes in delivering the hotel and tourism training. Moreover, none of them did not focus on a specific population /Addis Ababa city/.

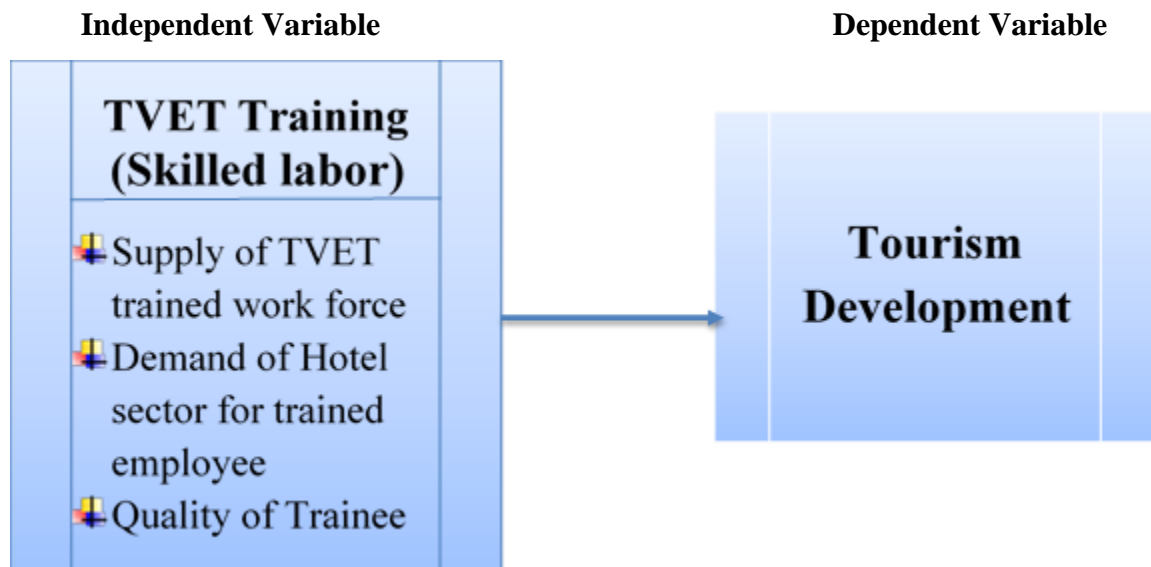
2.10. Conceptual framework

The conceptual framework depicts what the researcher expects to discover because of this research. It defines the variables to be studied and shows how they are related to one another. The conceptual framework, as shown in Figure 2.1, indicates the variables to be studied as well as the relationship between the variables. There are two variables shown in figure 2.1 below: independent variables and dependent variables. TVET Training is the independent variable (Skilled labor). Tourism development is the dependent variable. The supply of TVET-trained labor, the demand for trained labor in the hotel industry, and the quality of trainees will all have a direct impact on the independent variables. Similarly, the independent variable will influence the dependent variable both directly and indirectly. This concept links to the concept of human capital theory, the concept of human capital has been brought to the forefront of many discourses in the field of economic growth and development due to the importance of education. Improvements in education have been shown in studies to increase productivity and contribute to the advancement of technology, thereby improving human capital. Above all, it is East Asia's spectacular growth that has given education and human capital their current popularity in the field of economic growth and development. Countries such as Hong Kong, Korea, Singapore, and Taiwan have experienced unprecedented economic growth while investing heavily in education. In the statistical analysis that accompanied his study, the World Bank (1993) discovered that education improvement is a very significant explanatory variable for East Asia economic growth. There are several ways to model how massive educational expansion has accelerated economic growth and development. The first approach is to think of education as an investment in human capital. A different perspective on education's role in economic success holds that education has positive externalities; educate part of the community and the entire community benefits.

The notion that education has positive externalities is not new. Many classical economists argued strongly for governments to actively support education, citing the positive externalities that society would gain from a more educated labor force and populace. Smith (1976) reflects such progressive contemporary thought when he writes that educating its people provides no insignificant benefit to society. The more they are educated, the less

susceptible they are to the delusions of enthusiasm and superstition, which frequently cause the most dreadful disorders among ignorant nations. People who have been educated and are intelligent are always more decent and orderly than those who are not. Smith considers education's externalities to be critical to the proper functioning of not only the economy but also of a democratic society. Therefore, the conceptual framework's foundation for this research is to demonstrate how TVET training, which produces skilled labor, influences tourism development. That is, if there is TVET hotel and tourism training, there will be more skilled labor forces; and if there are more skilled labor forces, tourism development will occur.

Figure 2. 1 Conceptual Framework



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

The purpose of this chapter is to explain and justify the research design and methodology used to collect and analyze the data. So, this chapter includes the research design, sampling, tools for data collection, Methods of data collection and analysis, Validity and reliability of data, data analysis, and ethics of the study.

3.2. Research design

A descriptive research design was used for this study. Descriptive research is useful in important decision-making because the data obtained from a large population. Because using the descriptive survey method, statistical information often obtained, and analyses of that data often made to deduce desired results. The descriptive method allows the integration of the qualitative and quantitative methods of data collection, is effective in the analysis of non-quantified topics and issues, the possibility to observe the phenomenon in a completely natural and unchanged natural environment, and is less time-consuming than experiments (Dudovskiy, J. 2019).

A descriptive research design was used to generate adequate information about the contribution of Addis Ababa public TVET hotel and tourism education and training. The goal of descriptive research is to describe a population, situation, or phenomenon accurately and thoroughly. It can answer the questions of what, where, when, and how, but not why. To investigate one or more variables, a descriptive research design can employ a wide range of research methods. (Apuke, O. D., 2017).

3.3. Research approach

The research approach was mixed, which means both quantitative and qualitative methods. Quantitative approach is appropriate to gather the primary data and address some research questions that need numerical data. The quantitative approach provides facts and figures about phenomena and involves statistical analysis (Ticehurst, G. W., & Veal, A. J., 2000).

Qualitative research methods are valuable in providing rich descriptions of complex phenomena; tracking unique or unexpected events; illuminating the experience and interpretation of events by actors with widely differing stakes and roles; giving voice to those whose views rarely heard; conducting initial explorations to develop theories and to generate and even test hypotheses, and moving toward explanations (Sofaer, S., 1999). A qualitative research method is significant to reduce bias and error and identify evidence that disconfirms initial or emergent hypotheses (Sofaer, S., 1999).

3.4. Sampling

Stratified random sampling is highly effective if all subjects participate in data collection. (Dudovskiy, J. 2019). The researcher prefers to use the stratified random sampling method. Stratified random sampling used to branch off the entire population into multiple non-overlapping, homogeneous groups (strata) and randomly choose final members from the various strata. Besides, random sampling is helpful to analyze relationships between two or more strata.

Data gathered from three group of respondents namely managers and HR managers of star rated hotels, deans of TVET institutes, and heads of hotel and tourism departments. Therefore, to establish a relationship between these different strata, the researcher used a stratified random sampling method.

To determine the sample size on each stratum the researcher used proportionate Stratified Random Sampling. In the proportionate Stratified Random Sampling method, the researcher stratifies the population according to known characteristics and subsequently, randomly draws the sample in a similar proportion from the entire population of strata. That means each strata sample has the same sampling fraction (Haque, M. 2010). The researcher used proportionate stratified random sampling techniques. The technique helps to ensure that each subgroup of a given population adequately represented within the whole sample population of a research study, for those strata that are Star-rated hotels HRM; TVET institutes Deans, and department heads of hotel and tourism departments.

The target population was human resource managers of Star-rated hotels; TVET institutes deans, and department heads of hotel and tourism departments. The total population of respondents was 166.

There are three levels/Stratum/of respondents. The first level is star-rated hotels HRM; the second is TVET training institute Deans, and the third is Department heads of hotel and tourism department. Intended data collected from each level according to their size for fair representation.

Table 1 Population size

Stratum	Title	Population
Stratum I	Star-rated hotels HRM	138
Stratum II	TVET training institutes Deans	14
Stratum III	Department heads of hotel and tourism department	14
Total		166

Source: adapted from AA TVET organizational structure and culture and tourism Bureau

As described in Table 1, currently, there are 138 star-rated hotels HRM, 14 TVET training institutes Deans, and 14 Department heads of hotel and tourism department in Addis Ababa city. The following scientific formula used to determine the sample size.

$$Ss = \frac{NV + [Z^2 (1-P)]}{NSe + [V^2 p (1-P)]}$$

$$NSe + [V^2 p (1-P)]$$

(Source: Calmorin, M (2007)

Where: Ss= sample size

N= Total number of populations

V= Standard value (2.58) at 1 percent level of probability with 0.99 reliability

Se= Sampling error (0.01)

P = Largest possible proportion (0.50)

The total population (N) is 166, the standard value (V) at a 1 percent level of probability is 2.58 with 99% reliability and has a sampling error (Se) of 1 % or 0.01 and the proportion (P) of a target population is 50% of 0.50.

Given: N=166

V=2.58

Se= 0.01

P = 0.50

$$\begin{aligned} S_s &= \frac{NV + [Se^2(1-P)]}{NSe + [V^2p(1-P)]} \\ &= \frac{166(2.58) + (0.01)^2(1-0.50)}{166(0.01) + (2.58)^2 \times 0.50(1-0.50)} \\ &= \frac{428.28 + 0.0001(0.5)}{1.66 + 6.6564 \times 0.25} \\ &= \frac{428.28 + 0.00005}{1.66 + 1.6641} \\ &= \frac{428.28005}{3.3241} \end{aligned}$$

Hence: Ss = 128

128 is the total sample to be taken for the research

To determine the sample size on each stratum the researcher used proportionate stratification. Proportionate stratification may be a sort of representative sampling, with proportionate stratification, the sample size of every stratum is proportionate to the population size of the stratum. This means that each stratum has the same sampling fraction (Haque, M. 2010). The researcher used proportionate stratified random sampling techniques. The technique helps to ensure that each subgroup of a given population adequately represented within the whole sample population of a research study, for those strata that are Star hotels, Tour operator companies, and TVET training institutes.

Proportionate Stratified Random Sampling Formula: $nh = (N_h * n / N)$

nh = Sample size for h^{th} stratum

N_h = Population size for h^{th} stratum

N = Size of entire population = 166

n = Size of entire sample = 128

Stratum I = $138 * 128 / 166 = 106$

Stratum II = $14 * 128 / 166 = 11$

Stratum III = $14 * 128 / 166 = 11$

Table 2 Sample size

Stratum	Title	Population	Sample
Stratum I	Star-rated hotels HRM	138	106
Stratum II	TVET training institutes Deans	14	11
Stratum III	Department heads of hotel and tourism department	14	11
Total		166	128

3.5. Instruments/Tools

The researcher used instruments to collect data for the study. These are questionnaires, and semi-structured interviews.

Questionnaires provide a relatively cheap, quick, and efficient way of obtaining large amounts of information from a large sample of people (McLeod, S., 2018). The questionnaire offers greater anonymity as there is no face-to-face interaction between participants and the researcher (Ranjit Kuma, 2011). The researcher used questionnaires as the main data collection instrument and prepared questionnaires for Star-rated hotels HRMs. The questionnaires include both open-ended and closed-ended questions to determine the context of the research by asking general questions like age, gender,

occupation, etc. Scale questions were employed with Likert scales so respondents could indicate the 'intensity' of their perception of the contribution of TVET.

According Cohen, D., & Crabtree, B. (2006), a semi-structured interview best used when you will not get more than one chance to interview someone and when you will be sending several interviewers out into the field to collect data. The semi-structured interview guide provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data. The researcher used a semi-structured interview as the main data collection instrument and prepared interview questions for TVET training institutes deans and department heads of the hotel and tourism department. The interview questions were prepared in advance and the questions were straight to get rich data from the interviewee. Therefore, the questionnaires, and semi-structured interviews were the tool for this research.

3.6. Methods of data collection and analysis

The first letter of consent collected from Addis Ababa University, and then with this letter the researcher went to the hotels and TVET training institutes and informed the top managers of each institute about the research. After having the consensus, based on the sample of the research the questionnaires provided for hotel managers and HR managers and collected.

Before entering the data, it checked for consistency, completeness, missing data, and other errors. The questionnaire data analyzed using the Explanatory sequential mixed method. The data from questionnaires analyzed quantitatively using SPSS 26 software, and the data from interviews analyzed qualitatively using thematic analysis, one of the qualitative data analysis methods that help to identify, analyze, and interpret patterns in qualitative data. For analysis, descriptive statistical indices such as frequency, percentage, mean, and standard deviation used. To answer the research questions, descriptive inferential statistics such as correlation and regression calculated. Following that is a presentation of the detailed discussions with interpretations. Finally, a thorough examination and interpretation of the findings presented in the next chapter.

3.7. Validity and reliability of data

The purpose of establishing reliability and validity in research is essentially to ensure that data are sound and replicable, and the results are accurate. The evidence of validity and reliability are prerequisites to assure the integrity and quality of a measurement instrument (Kimberlin, C. L., & Winterstein, A. G., 2008)

To keep the validity of this research, the researcher collected data by using the same instruments from different sources. These sources were managers and human resource managers of star hotels; and TVET institute deans and hotel and tourism department heads. To ensure validity, the researcher used two integrated methods: the first one is a comment from my advisor, and backing up the items developed through literature helps in ensuring validity tools. The second one is the instruments of the study developed mainly by the researcher.

Regarding Reliability, this research attempted to be reliable by selecting the respondent from hotels that will represent tourism sectors, and from TVET institutes in the city. The instruments applied to collect data were questionnaires, and interviews. These instruments were planned and arranged in the same form to keep the reliability of the research.

Besides, the reason for conducting a reliability analysis for each variable will assess the internal consistency and reliability of each item for the scale used in this study. There were several different reliability coefficients. One of the most used is Cronbach's Alpha (Coakes & Steed 2003). Cronbach's Alpha is a widely used measurement of the internal consistency of a multi-item scale in which the average of all possible split-half coefficients taken (Schmitt, N., 1996). Normally, values of Cronbach's Alpha above 0.70 considered to represent acceptable reliability; above 0.80 good reliability, and above 0.90 excellent reliability. The lower acceptable reliability may be reduced to 0.60 in exploratory research (Manning, M. L., & Munro, D., 2007)

As Table 3 shows, the Cronbach's alpha values of all the variables are 0.879. This shows that the questions used in the survey instruments possess high accuracy, stability, and

consistency (Nunnally, J. C., 1978). The overall Cronbach's alpha coefficient for TVET training was 0.879 while Cronbach's alpha coefficient of the Supply of TVET trained workforce was 0.707. The Cronbach's alpha coefficient of the Demand of Hotel sector for trained employees was 0.841. The Cronbach's alpha coefficient of the Quality of Trainee was 0.716. And Cronbach's alpha coefficient of Tourism Development was 0.727. So that these survey instruments possess accuracy, stability, and consistency.

Table 3 Summary of the pre and post-test reliability of items

Summary of the pre and post-test reliability of items		
Cronbach's Alpha	Number of items	Post Test Cronbach's Alpha
Supply of TVET trained workforce	6	0.707
Demand of Hotel sector for trained employee	4	0.841
Quality of Trainee	4	0.716
Tourism Development	4	0.727

Source: Survey Result (2022)

3.8. Ethical considerations

This study investigated various ethical issues. To obtain informed consent, the researcher informed each respondent about the research objective and purpose. The information gathered from respondents kept private, and the researcher only used it for research purposes. To protect respondents' privacy, the questionnaires did not require them to write their names. Furthermore, the researcher attempted to conduct the research carefully to avoid careless errors and plagiarism.

3.9. Communicating the results

The research findings printed in hard copy. In addition, the research will submit to the Addis Ababa TVET agency and culture and tourism bureau. If there is a chance, the research paper will submit for journals to publish the research.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1. Introduction

The purpose of chapter four is to analyze the data collected from respondents and present the results accordingly. The questionnaires distributed for hotel managers and HR managers; from the total distributed 106 questionnaires, 103 questionnaires filled and returned while 3 (2.8%) of the questionnaire remained uncollected. The researcher received a very high response rate (97.2%) of the total attempted responses completed. Interviews conducted with 11 TVET training institutes deans; and 11 heads of hotel and tourism departments. The purpose of this study was to assess the contribution of Addis Ababa public TVET Hotel and Tourism Training to Tourism Development. The research focused on the descriptive analysis of the perception of participants. The characteristics of participants consist of gender, age, level of education, and managerial position. Descriptive statistical analysis frequency distribution percentage, mean and standard deviations used to describe and analyze the data.

4.2. Demographic Characteristics of Respondents

4.2.1. Sex of Respondents

Table 4 Sex of Respondent

Gender	Frequency	Percent
Male	69	67
Female	34	33
Total	103	100

Source: Survey Result (2022)

Table 4 shows the gender distribution of respondents. As shown in the table, the research included both male and female respondents, but female respondents outnumbered male

respondents. This indicates that there are fewer female managers and human resource managers in star-rated hotels than male managers.

4.2.2. Age of Respondents

Table 5 Age of Respondent

Age	Frequency	Percent
20-30	14	13.6
31-40	39	37.9
41-50	42	40.8
51-60	8	7.8
Total	103	100

Source: Survey Result (2022)

Table 5 shows the respondent's age. As shown in the table, most managers and HR managers are between the ages of 20 and 50, accounting for 92.2% of the total. As a result, the research respondents are of a reasonable age and have prior experience providing quality data for research.

4.2.3. Distribution of Respondents by Education Level

Table 6 Distributions of Respondents by Education Level

Education level	Frequency	Percent
Diploma	2	1.9
Bachelor degree	69	67
Master degree and above	32	31.1
Total	103	100

Source: Survey Result (2022)

Table 6 shows the Distribution of Respondents by Education Level, which shows that most respondents have a Bachelor's degree and the rest have an MA or a Diploma. As a result,

most respondents were able to provide reliable and adequate information that assisted in reaching the research's conclusion.

4.2.4. Position of Respondents

Table 7 Positions of Respondents

position	Frequency	Percent
Manager	8	7.8
HR manager	95	92.2
Total	103	100

Source: Survey Result (2022)

The positions of the respondents detailed in Table 4.4. As a result, 92.2% of study participants are HR managers, and 7.8% are managers. As a result, most respondents were the write people who provided reliable and adequate responses to the questionnaires.

4.3. Descriptive analysis

Descriptive analysis employed to provide basic information about variables in a dataset. If a mean score of the variables range is from 1 to 2.33 it has Low effect, from 2.34 to 3.66 it has Moderate effect, from 3.67 to 5.00 it has High effect. Table 8 indicates a detailed description of the means and standard deviations of factors for the TVET hotel and Tourism Training. As the figure indicated below, the highest mean of factors for the TVET hotel and Tourism Training is Demand of the Hotel sector for trained employees with a mean value of 3.1019. The second and third factors for the TVET hotel and Tourism Training are Quality of Training and Supply of TVET-Trained employees with the mean values of 2.9838 and 1.9871 respectively. From this, it is clear to understand that the Demand of the Hotel sector for trained employees and Quality of Training has Moderate effect, and Supply of TVET-Trained employees has Low effect on TVET hotel and Tourism Training.

Table 8 Descriptive statistics of main variables /TVET hotel and Tourism Training/

Description	N	Mean	Std. Deviation
Supply of TVET-Trained employees	103	1.9871	0.44200
Demand of Hotel sector for Trained employee	103	3.1019	0.82429
Quality of Training	103	2.9838	0.56664
Tourism Development	103	3.1238	0.70178

Source: Survey Result (2022)

4.3.1. Demand of Hotel sector for trained employee

Table 8 indicates a detailed description of the means and standard deviations of factors for the TVET hotel and Tourism Training. As the figure indicated above, the highest mean of factors for the TVET hotel and Tourism Training is Demand of the Hotel sector for trained employees with a mean value of 3.1019. The high mean value of the Demand of the Hotel sector for trained employees indicates that hotel and tourism sectors have demand for TVET-trained employees.

Table 9 Hired employees in 2014

		Frequency	Percent
Valid	Yes	84	81.6
	No	19	18.4
	Total	103	100

Source: Survey Result (2022)

As shown in table 9, most hotels, 81.6%, hired TVET-trained employees in 2014 E.C., indicating that the hotel and tourism sector has a need for trained workers.

Table 10 Public TVET-trained employees hired in 2014 E.C

Descriptive Statistics			
	N	Mean	Percent
Number of total employees hired	84	40	77
Number of TVET-trained employees hired	84	12	23
Valid N (list wise)	84		

Source: Survey Result (2022)

Table 10 shows the total number of hotel and tourism employees as well as the number of Public TVET-trained hotel and tourism employees hired by hotels in 2014 E.C. According to the table, 23% of total hotel workers hired in 2014 E.C. are Public TVET-trained hotel and tourism employees. This demonstrates that the hotel and tourism industries require trained workers from public TVET colleges.

The researcher gathered qualitative data on the demand for trained hotel and tourism employees through a semi-structured interview. Thus, interviewees asked about the hotel and tourism sector's demand for hotel and tourism trainees trained by public TVET colleges, the employability rate of their trainees, and collaboration with the hotel and tourism sector. Most respondents stated that the hotel and tourism industries have a high demand for graduate trainees from TVET colleges. In terms of trainee employability, respondents confirm that most of their trainees hired in the hotel and tourism sectors.

In terms of cooperation with the hotel and tourism sectors, they respond that there is good cooperation because TVET training is 30% in school and 70% in cooperative training, so 70% of the hotel and tourism training conducted with the cooperation of the hotel and tourism sectors. This validates TVET's collaboration with the hotel and tourism industries.

According to one respondent

"The hotel and tourism sector in general has a high demand for public TVET college trainees, and they hire our trainees. However, based on our observations, their demand for tourism trainees is low."

4.3.2. Quality of Training

Quality of Training is the second factor for TVET hotel and tourism training, with mean values of 2.9838. This suggests that the quality of trainees have an impact on the development of the hotel and tourism sectors, in addition to the demand for TVET-trained employees.

Table 11 Quality of Training

Description	N	Mean	Std. Deviation
Knowledge and skill	103	2.85	.677
Attitude of TVET-trained workers	103	2.57	.775
Participation in OS preparation	103	3.52	.998

Source: Survey Result (2022)

Table 11 indicates a detailed description of the means and standard deviations of factors for the quality of Training. As the figure indicated above, the highest mean of factors for the TVET quality of Training is Participation in OS preparation with a mean value of 3.52. The high mean value of the Participation in OS preparation indicates that hotel and tourism sectors must highly participate in OS preparation to keep the training quality.

The researcher gathered qualitative data on trainee quality. Respondents asked about the availability of adequate training resources, the effectiveness of the curriculum in delivering quality training, and their trainee's knowledge and skill in meeting the demands of the hotel and tourism sectors. Most respondents agree that the availability of sufficient resources for hotel and tourism training is inadequate, particularly for stationary training machines that are old and of low quality in comparison to the hotel and tourism sector. Regarding the

curriculum for providing quality training, the respondent agrees that it is good and that it updated on a regular basis based on the sector's demand. The interviewee responds that their trainee's knowledge and skill in meeting the demands of the hotel and tourism industries is insufficient.

4.3.3. Supply of TVET-Trained employees

The third TVET hotel and tourism training factor is the supply of TVET-trained employees, which has a mean value of 1.9871. This indicates that, in addition to the demand for TVET-trained employees and the quality of training, the supply of TVET-trained employees has an impact on the development of the hotel and tourism sectors.

Table 12 Number of employees

Descriptive Statistics			
	N	Mean	Percent
Number of total employees	103	183	74.7
Number of TVET-trained employees	103	62	25.3
Valid N (list wise)	103		

Source: Survey Result (2022)

Table 12 shows the total number of hotel and tourism employees as well as the number of Public TVET-trained hotel and tourism employees working in the hotel industry. According to table 4.9, 25.3% of total hotel sector workers are Public TVET-trained hotel and tourism employees. That means that one-fourth of hotel employees educated in public TVET colleges. Thus, the supply of TVET-trained employees limited because 81.6% of the hotel and tourism sector hired TVET-trained employees in a single year, indicating that demand is high but the public TVET supply still small.

The researcher gathered qualitative data on supply of TVET-trained employees. Respondents asked about the role of public TVET colleges in the supply of TVET trained workforce for the sector in assisting with tourism development. Most respondents agree that TVET colleges assess the hotel and tourism sector's demand for hotel and tourism trainees through job and co-operative training requests. Furthermore, the TVET bureau conducts labor market research to determine the demand for middle-level workers in the city. They also confirm that many trainees in the hotel and tourism sector have received hotel and tourism training at TVET College. However, the training provided by TVET colleges primarily focused on the hotel industry. Furthermore, most interviewees respond that when asked, "Does your college training meet the demand of the hotel and tourism sector?" Yes! Because the training provided by TVET College meets the needs of the sector, it is based on the teaching curriculum established by the country, and the trainees bring their own needs.

4.3.4. Main challenges TVET college faces

Respondents asked about the main challenges of technical and vocational education and training colleges in providing quality training in hotel and tourism and producing enough trainees during the interview.

According to most respondents, the TVET sector hampered by numerous challenges:

- Incoming student profile (lower achievers) or without vocational background;
- Very poor record of accomplishment and suffers from lack of recognition;
- Under-funding;
- Poor public perception of the sector, TVET as a last-resort education;
- Inadequate teaching and learning facilities; poor governance;
- Lack of qualified staff and inadequate training;
- Gross mismatch between supply (unemployment) and demand (competence, competitiveness, self-employment) of TVET graduates;
- Limited institutional capacity.

Therefore, according to respondents, the TVET sector faces numerous challenges in providing hotel and tourism training. These challenges can be classified into four major categories:

1. capital challenges,
2. trainer attitude, commitment, and readiness challenges,
3. trainee attitude towards the hotel and tourism department challenges, and
4. hotel and tourism sector challenges to hire TVET trained workforces.

According to the respondents, the main challenges of technical and vocational education and training colleges in terms of capital are limited budgets, which is why TVET Institutions are unable to employ trained trainers, update and upgrade their skills, purchase most appropriate training facilities, and provide adequate teaching and learning facilities.

Challenges related to trainers' is that their attitude, commitment, and readiness for in accomplishing their task is low. Besides in some institutes trainers assigned who have no related profession to the sector, as well as a lack of qualified staff and inadequate training are other challenges.

Challenges related to trainees' is that they have low attitude toward the hotel and tourism department because of this they underestimating the profession; and

Challenges related to the hotel and tourism sector's is that unwilling to hire TVET trained workforces, and they lower salary for TVET trained worker because there is no minimum wage; and the hotel and tourism sector has unstable demand.

Interviewees agree that, despite its many challenges, TVET contributes to the development of the sector by providing a skilled middle-level workforce. Most respondents agreed that to maximize TVET colleges' contributions to providing trained workforces, college leaders as well as the city government should pay attention to the TVET sector; TVET colleges should collaborate with various sectors.

4.4. Discussion of major findings

Based on responses generated from an analysis of data from this survey to determine the contribution of public TVET to the hospitality and tourism industry, researchers found that 25%, 3% of total employees working in hospitality and tourism industry, 23% of hospitality and tourism workers employed by E.C. in 2014 trained in public TVET. It shows that the contribution of public TVET to the development of tourism accounts for a quarter of the total labor supply formed by the sector, while the hospitality and tourism sector receives a quarter of the workforce. Thus, public TVET in Addis Ababa city has a quarter share in providing skilled man-power for industry development. Based on qualitative data analyses, the results show that the hospitality and tourism industry have a good demand for TVET-trained employees, but the knowledge and skills of their trainees are not sufficient to meet the needs of the hospitality and tourism industry, as the industry needs more TVET trained employees educated workforce. This result is consistent with other previous studies Terry Lam Honggen Xiao (2000) tourism education ensures the continued supply of high-quality human resources for the industry; further finds that there is a large gap between supply and demand for high-quality talent. Garshaw, Tedra (2007); The results show that the existing tourism training institutions cannot provide enough trained workforce according to the level of demand in the tourism industry.

Based on responses from an analysis of data from this survey to determine the dominant factor in TVET hospitality and tourism training, the researchers found that the hospitality industry's need for qualified staff is the dominant factor in Addis Ababa. The highest average (3.1019) attributed to the demand for trained employees in the hospitality industry, followed by the quality of training with an average score of 2.9838 and the supply of trained employees to TVET with an average score of 1.9871. These results suggest that the demand for TVET-trained employees in the hospitality and tourism industry exceeds the supply. This means that TVET always wants to provide a more skilled workforce to the hospitality and tourism industry. This finding is consistent with Terry Lam Honggen Xiao (2000) He found that there is a significant gap between supply and demand for high-quality talent. Garshaw, Tedra (2007); The results show that the existing tourism training institutions

cannot provide enough trained workforce according to the level of demand in the tourism industry.

Even though, TVET training influenced by the demand for qualified personnel from the hospitality industry, the quality of trainees and the supply of trained TVET workforce, respectively, it helps boost employment in the tourism industry. This conclusion is somewhat consistent with Pongo, N A., et al (2014), who showed that TVET training programs help communities obtain appropriate jobs that allow them to generate income, create families and to have a positive impact in society on social and economic status. This finding is consistent with Terry Lam Honggen Xiao (2000) He found that tourism education plays an important role in supporting tourism development.

According to the qualitative analysis of the research, the main challenges TVET colleges faced by are limited budgets; inadequate teaching facilities; the hiring of trainers who do not have relevant specialties in the industry, and the lack of qualified personnel and insufficient training; students underestimate specialties; Hire a TVET-trained workforce with the lowest starting salaries and unstable industry demand. This finding is partly in line with that of Ngoni Courage Shereni (2019) that TVET institutions play an important role in compensating for lost skills and therefore face financial challenges, unavailability of equipment and lack of solutions for qualified instructors, to enable them to be effective; Aynalem S, Birhanu K, Tesfay S (2016) found that challenges include poor wages and working conditions, sexual harassment, discrimination, unequal treatment, low levels of education and training, undemocratic and rigid corporate cultures, seasonality and political instability, which increase the number of visitors and lead to high staff turnover; Terry Lam Honggen Xiao (2000) found that the main challenge in tourism education is poor curriculum design Graduates of tourism educational institutions and vocational training schools cannot meet the needs and requirements of the industry in terms of quality and quantity.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1. Introduction

This chapter presents a summary, conclusions, and recommendations based on statistical data analysis. Furthermore, future research recommendations included.

5.2. Summary

The main objective of this study was to assess the contribution of Addis Ababa public TVET Hotel and Tourism Training to Tourism Development with a reference of TVET and Hotel and tourism sector Managers perception towards the contribution of Addis Ababa public TVET. The following research question addressed by the paper; What is the contribution of public TVET Hotel and tourism education and training for tourism development? What are the main challenges of public TVET institutes in delivering hotel and tourism education and training? and What should be done to maximize the contribution of public TVETs to Tourism development?

To answer these research questions descriptive mixed research approaches were employed which means both quantitative and qualitative methods. For quantitative approach 103 respondents and for quantitative approach 22 respondents were involved.

The collected data analyzed, interpreted, and arrived at the following major findings: -

- Out of the total employees working in the hotel and tourism sector 25.3% of the workers trained in Public TVET, that means there is one fourth of the employees supplied by TVET; 23% of the hotel and tourism employees hired in the year 2014 E.C. are Public TVET-trained hotel and tourism employees, that means one fourth of the sector workforce demand is for TVET trained workforce; Thus, this indicates TVET contributes almost one fourth of the total workforce demand in the sector.
- TVET colleges deliver hotel and tourism training based on the demand of the sector.
- The hotel and tourism sector has good demand for TVET-trained employees, and hire TVET-trained employees.

- The knowledge and skill of their trainee in fulfilling the demand of the hotel and tourism sector is not enough.
- The researcher finds out Demand of the Hotel sector for trained employees is the dominant factor in Addis Ababa.
- The main challenges of technical and vocational education and training colleges is the limited budget; Inadequate teaching and learning facilities; trainers assigned who have no related profession to the sector, and Lack of qualified staff and inadequate training; underestimating the profession by trainees; hire TVET trained workforces with minimum starting salary and unstable demand of the sector.

5.3. Conclusions

According to the study, 25.3% of all employees working in the hospitality and tourism industry have received training in public TVET This indicates that there are TVET-trained employees in the market and that Addis Ababa TVET contributes to a quarter of the industry's labor needs.

The results of this study also showed that in 2014, 81.6% of the hotel sector hired new staff, and 23% of hospitality and tourism employees employed by E.C. in 2014 trained in public TVET. This shows that the hospitality and tourism industry have a strong demand for TVET-trained staff, and this demand reflected in the total number of employees hired in the same year, with nearly a quarter of staff trained in TVET.

The demand for qualified personnel in the hospitality industry is the dominant driver of TVET hospitality and tourism training in Addis Ababa, followed by the quality of training and the supply of trained TVET personnel. This suggests that the demand for hospitality and tourism exceeds the supply of TVET-trained employees as a result there is a gap between the supply of skilled TVET labor to the hospitality and tourism industry and the demand of the hospitality and tourism industry for skilled labor.

TVET College provides hospitality and tourism training based on industry needs, and the hospitality and tourism industry has a good demand for trained TVET personnel; and

employs staff trained in TVET. But the hospitality and tourism industry have a lower demand specifically for tourism workers. The knowledge and skills of their trainees are insufficient to meet the needs of the hospitality and tourism industries.

The main challenges for TVET colleges are limited budgets; inadequate teaching facilities; the hiring of trainers without relevant specialization in the industry, the lack of qualified personnel and insufficient training; students underestimating specializations; hiring people trained in TVET with a minimum starting wage and unstable labor industry needs.

5.4. Recommendations

This study shows that public TVET in the city of Addis Ababa contributes almost a quarter to the development of the industry by providing qualified personnel and that there are TVET-trained personnel in the market. The study also revealed that the hotel industry's need for qualified personnel is the dominant driver of hospitality and tourism training in Addis Ababa. However, there is a gap between the supply of skilled TVET labor to the hospitality and tourism industry and the demand of the hospitality and tourism industry for labor. Despite the contribution of TVET to the development of the industry, there is still a gap between supply and demand for TVET-trained workforce, and the study recommends that TVET academies develop more and qualified personnel for the hospitality and tourism industry. so that TVET can improve the level of tourism development in the city.

Since hotel and tourism demand is the entry point that affects TVET training delivery and hotel and tourism development, this study recommends that TVET colleges assess hotel and tourism demand to determine an accurate understanding of the gap between supply and demand for TVET-trained workforce.

Furthermore, according to the survey results, the knowledge, skills, and attitudes of employees trained in TVET, i.e., the quality of trainees, are not sufficient to meet the needs of the hotel and tourism industry. The reason for the low quality of trainees is that TVET academies face different challenges: limited budget; insufficient teaching facilities; hiring of trainers without relevant specialties in the industry, and lack of qualified personnel and

insufficient training; students underestimating specialties; hiring TVET-trained teachers and the workforce with the lowest starting salary and unstable industry demand. Therefore, the study recommends that vocational and technical education and training institutions allocate adequate budgets and equipped with adequate teaching facilities; provide short and long-term training for trainers with appropriate professionals to cultivate qualified talents and make training adequate; allow new trainees to establish a reputable professional attitude. Because, if those challenges solved, the quality of training and students will improve.

Finally, this study recommends that the Addis Ababa TVET Bureau should establish cooperative links with different hospitality and tourism industry associations to facilitate collaborative training; raising awareness of the TVET system; persuading hotels and tourism industries to voice their needs and hire TVET Trained staff; to enhance the contribution of TVET.

5.5. Future research Direction

For further research, researchers recognized that the contribution of public TVET hotel tourism education and training to tourism development limited to public TVET; the contribution of other private TVET colleges has not studied. In addition, this study conducted based on the perceptions of star rated hotel managers, HR managers, and TVET deans and heads of departments. So that researchers can further assess the perception of trainers, trainees, TVET trained staff of hotel and tourism sector. Furthermore, this research offers those interested in related fields additional opportunities to examine in more detail the contribution of public TVET education.

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APPENDICES

Appendix A: Questionnaires

ADDIS ABABA UNIVERSITY
COLLEGE OF DEVELOPMENT STUDIES
CENTER FOR ENVIRONMENT AND DEVELOPMENT STUDIES
PROGRAM IN TOURISM DEVELOPMENT AND MANAGEMENT

Questionnaire to filled by Hotels HR managers

Dear Respondent:

The purpose of this study is entirely for academic and fulfillment of the requirements for the Master of Art Degree in Tourism Development and Management. The topic of the study is “**The Contribution of Public TVET Colleges to Tourism Development in Addis Ababa**”. I assure you that all the information you will provide to the study will be kept strictly confidential and utilized for academic consumption only. Filling out this questionnaire does not take more than 15 minutes. Your genuine, frank, and timely responses will have a huge contribution to the success of the study.

Thank you very much!

General Directions

1. No need of writing your name
2. Please put a tick \surd mark in the box for your answer and for the number of your choice for the alternatives given
3. Multiple responses are not possible.
4. If you require further clarification or details, please contact me at either of the following address: E-mail: aklilu245@gmail.com or Mob. +251913000245

PART ONE – DEMOGRAPHIC QUESTIONS

Tick ✓ appropriate box

Gender: Male Female

Age: 20 – 30 years

31 – 40 years

41 – 50 years

51 – 60 years

Over 60 years

Education:

Diploma

Bachelor's degree

Master's degree & above

Position:

Manager

HR Manager

PART TWO – Contribution of Public TVET Colleges to Tourism Development

This questionnaire is set to generate data that will describe the Contribution of Public TVET colleges to Tourism Development, as you perceive. Please answer all items. If an item is irrelevant, or if you are unsure or do not know the answer, you can also skip the question.

1. What is the number of hotel and tourism professionals that trained in public TVET-and work in your company out of total hotel and tourism trained employees?
The number of total hotel and tourism employees
The number of Public TVET-trained hotel and tourism employees
2. How do you evaluate the demand of your company for TVET Trained workforce?
Excellent Very good Good Poor Very Poor
3. Did you hire TVET-trained employees in 2014 E.C.?
Yes No
4. If your answer is yes to question no.3, what is the number of TVET-trained employees you hired this year out of all employees hired this year?
The number of total employees hired in this year
The number of TVET-trained employees hired this year
5. How do you evaluate the availability of TVET Trained workforces in the market?
Excellent Very good Good Poor Very Poor
6. How would you rate the need assessment conducted by TVET colleges to identify the demand for hotel and tourism workers?
Excellent Very good Good Poor Very Poor
7. How would you rate the capacity of TVET colleges in delivering a quality hotel and tourism workforce?
Excellent Very good Good Poor Very Poor
8. How would you rate the capacity of TVET colleges in delivering enough hotel and tourism workforces?
Excellent Very good Good Poor Very Poor
9. How would you evaluate the knowledge and skill of TVET-trained workers in performing their job?
Excellent Very good Good Poor Very Poor
10. How do you see your trainees' knowledge and skill regarding the hotel and tourism sector demand?
Excellent Very good Good Poor Very Poor

11. How would you evaluate the attitude of TVET-trained workers in performing their job?
 Excellent Very good Good Poor Very Poor
12. How would you evaluate the hotel and tourism sector participation in occupational standard preparation?
 Excellent Very good Good Poor Very Poor
13. How do you evaluate the impact of training for the development of the tourism sector?
 Excellent Very good Good Poor Very Poor
14. How do you evaluate the impact of Hotel and Tourism training for the development of the tourism sector?
 Excellent Very good Good Poor Very Poor
15. How do you evaluate the impact of Addis Ababa Public TVET Hotel and Tourism training for the development of the tourism sector?
 Excellent Very good Good Poor Very Poor
16. How do you evaluate development of professionalism in the hotel and tourism sector to contribute to the sector development?
 Excellent Very good Good Poor Very Poor
17. In your opinion, to improve the quality and availability (quantity) of TVET trainees in hotel and tourism, what should be done?

Thank you very much!

Supply of TVET-Trained employees	Question No. 1, 1.1, 3, 4, 4.1, 5
Demand of Hotel sector for Trained employee	Question No. 2, 6, 7, 8
Quality of Training	Question No. 9, 10, 11, 12
Tourism Development	Question No. 13, 14, 15, 16

Appendix B: Interview Questions

ADDIS ABABA UNIVERSITY

COLLEGE OF DEVELOPMENT STUDIES

CENTER FOR ENVIRONMENT AND DEVELOPMENT STUDIES

PROGRAM IN TOURISM DEVELOPMENT AND MANAGEMENT

Interview questions for TVET deans and department heads

1. How do you assess the demand of the hotel and tourism sector for hotel and tourism trainees?
2. How many trainees have taken hotel and tourism training in your college for the past 3 years?
3. Does your college training meet the demand of the hotel and tourism sector? Explain why you said yes or no?
4. Can you explain the hotel and tourism sector demand for hotel and tourism trainees?
5. How do you evaluate the employability rate of your trainees in the hotel and tourism sectors?
6. Tell me about your cooperation with the hotel and tourism sector regarding hiring your trainees?
7. How do you see your trainees' knowledge and skill regarding the hotel and tourism sector demand?
8. How do you evaluate the availability of sufficient resources for hotel and tourism training?
9. What is your opinion about the curriculum in delivering quality training?
10. Tell me about the main challenges TVET college faces in delivering quality training and enough trainees?
 - a. Challenges related to capital
 - b. Challenges related to attitude, commitment, and readiness of trainers
 - c. Challenges related to the attitude of trainees towards the hotel and tourism department
 - d. Challenges related to hotel and tourism sector to hire TVET trained workforces
11. What should be done to maximize the contribution of TVET colleges in providing trained workforces?
12. Do you have anything to add?

Thank you very much!