

**THE RELATIONSHIP BETWEEN HOSPITALITY TRAINING AND THE  
NEEDS OF THE LABOUR MARKET IN SELECTED HOTELS IN KAMPALA**

BY

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**DECLARATION**

I, Nakyobe Safinah declare that this is my original piece of work and that has never been submitted to any institution for any award. Any other information used in this report has been acknowledged.

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## **DEDICATION**

To my lovely mum Ms. Fatumah Nakazibwe for her moral, emotional and financial support she has provided to me throughout my studies.

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I would like to extend my sincere gratitude to a number of people whose efforts have enabled me to successfully conduct this study to its completion.

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## ABSTRACT

This thesis was done under the title; **“The relationship between hospitality training and the needs of the labour market in selected hotels in Kampala”**. The purpose of this study was to investigate whether training conducted in middle level hospitality training institutions in Uganda meets the needs of the labour market in the hotel sector.

The study was directed by three objectives that involved establishing the needs of the labour market in the hotel sector, examining how hospitality training is conducted in training institutions and identifying whether and where there are gaps in the training system in relation to the needs of the labour market in the hotel sector.

The study was based mainly on a descriptive research design. Two training institutions and two hotels were selected because of their proximity to Kampala and accessibility to the researcher. The sample size was 52 respondents; composed of 34 learners, six instructors, two administrators, five trained hotel employees and five line managers/supervisors. Both simple random and purposive sampling techniques were used. Data were finally sorted, edited, coded and analysed qualitatively.

The results of the study indicated that hospitality training institutions lacked adequate facilities to train and equip learners with knowledge, skills, attitudes and values needed in hotels. The discrepancies were identified in terms of inadequate training curricula, insufficient and inappropriate tools/equipment and materials in the training institutions and weak linkages between the training institutions and the hotels. The results from the study indicated that, the training methodology was more teacher-centered than learner-centered. The learners did not seem to own their learning. In addition, it was established that learners undertook industrial training at the end of their training period in institutions and the industrial training in the work places had a short period of 3-4 months. Assessment and evaluation of learners in training institutions was through examinations with no consideration of learners’ progression in practical activities assigned to them at school and their ability to demonstrate their knowledge in the work places.

In light of the above findings, the researcher’s recommendations included the following; equip hospitality training institutions with appropriate tools, equipment and materials, plan, review & develop curriculum to meet the changing skill needs in the hospitality industry, promote collaborative staff and student exchanges between institutions and hotels for better skill learning and application, integrate business & entrepreneurship training into hospitality training for income generation and subsidization of training expenses, increase on time allocated for industrial attachments, increase motivation of employers for effective collaborative industrial training

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**ACRONYMS**

ACCI	Australian Chamber of Commerce and Industry
BCA	Business Council of Australia
BTJET	Business, Technical, Vocational Education and training
DIT	Directorate of Industrial Training
ICT	Information and Communications Technology
MVP	Masters in Vocational Pedagogy
NCDC	National Curriculum Development Centre
NORAD	Norwegian Agency for Development
NOMA	NORAD's Programme for Masters Studies
UK	United Kingdom
UNEB	Uganda National Examinations Board
UNESCO	United Nations Educational, Scientific and Cultural Organization
URA	Uganda Revenue Authority
USAID	United States Agency for International Development
UVQF	Uganda Vocational Qualifications Framework

VET	Vocational Education and Training
VTC	Vocational Training Corporation
Y.W.C.A	Young Women's Christian Association

## **CHAPTER ONE**

### **INTRODUCTION**

Vocational Education and Training is a learning process that incorporates theory and practice related to a trade/ profession to facilitate the development of work- related skills for the workplace (Mjelde, 2006). The UNESCO- UNEVOC convention described vocational education and training as all forms and levels of the educational process involving in addition to general knowledge, the study of technologies and related sciences, the acquisition of practical skills, know- how, attitudes and understanding relating to occupations in the various sectors of economic and social life. Mjelde (2009) explains vocational pedagogy as a learner-centred approach to teaching and learning, in which the relation between the student and the task is central; the work activity itself is the rotation point for learning. There is a relation to an understanding of teaching and learning processes to which workshop learning and learning in working life are central.

The researcher's background is in the hospitality industry, and since she is currently an 'apprentice' vocational researcher and learner in the new Masters in Vocational Pedagogy at Kyambogo University, she realized that there is a need to carry out research about hospitality training since there is a great need for the provision of a competent and more highly skilled labour force for the growing hospitality sector of Uganda.

Hospitality training conducted in the country greatly influences the performance of the hospitality sector, the labour force and the country's economy at large. This research therefore seeks to analyse issues in training and how they relate to the needs of the labour market in the hospitality industry.

The field expeditions conducted in the first year of study of the Masters of Vocational Pedagogy have been a great experience to the researcher as a trainer in the field of hospitality and as a researcher in the field of vocational education. The various field expeditions conducted during our first period of study in vocational training institutions and work- places, aimed to establish how and if training in different vocational trades relates to the world of work. The research expeditions have exposed me to the research processes and critical analysis of issues in vocational education that need to be addressed. This has been enhanced through the concepts of vocational pedagogy such as learning by doing, sharing experiences, views, ideas and opinions with other learners, team dynamics and effective mentoring and facilitations that are the cores of vocational pedagogy. Thus, the researcher based the current study from the experiences of mini research- expeditions, reflections and own experiences as a trainer the field of hospitality and as a learner in the field of vocational pedagogy into investigate the relationship between hospitality training conducted in institutions and the needs of the labour market in the Ugandan hotel sector.

### ***1.0 BACKGROUND OF THE STUDY***

The term hospitality is a frequently used title for different sectors of the hotel and catering industry. It can also be expanded to cover all products and services offered to the consumer away from home including travel, lodging, eating, entertainment, recreation and gaming (Knowels, 1998, p. 3). Hospitality is one of the great professions/vocations; it is broad and there are various trades that include; reception, housekeeping, food and beverage production, food and beverage service, events management among other trades. While there is a clear overlap with tourism, the hospitality industry consists of all those

business operations that provide their customers any combination of the three core services of food, drink and accommodation. In this study the hotel sector was considered to encompass establishments providing the three core elements of food, drink and accommodation to customers who happen to be away from home.

All educational organizations exist in a labour market environment; it is the sea on which they sail (Riley, 1996, p. 7). According to Riley, the hospitality labour market involves the supply and demand of labour; it involves people seeking employment or trying to change their jobs; it also involves employers seeking new employees.

In the 21st century, the world economy is a service-economy. Services require people. Therefore, any worker shortages have a greater impact on the service industries, such as hospitality, leisure and recreation (Coy, 2006, p. 1). In the researcher's view, the intangible nature of services characterized by direct interaction between the service staff and the guests require highly skilled workforce to attain client satisfaction and achieve repeat business. This implies that hospitality training institutions should train and supply the hospitality sector with skilled workforce to ensure sustainable development in the sector.

The hospitality industry has become a cardinal feature of the economy in the 21<sup>st</sup> century in Uganda. Uganda hosted the Commonwealth Heads of Government Meeting (CHOGM) in Kampala in November 2007 and that saw a boost in the hospitality sector. The Ugandan government invested US \$300 million into the hospitality industry in order to prepare for the international convention. According to the Uganda Investment Authority (UIA), over \$105 million was invested into the accommodation and catering

industry. The facilities were renovated, up-graded as well as refurbished to meet international standards (Kisibo, 2007).

Over the last 20 years, the hospitality industry has greatly contributed to the development of Uganda through increased investment, foreign exchange earnings, social infrastructure development, increased Gross Domestic Product (GDP) and provision of employment opportunities to many Ugandans. It is a lucrative business which has attracted large investments both locally and internationally. The tourism and hospitality sector is not only a leading destination of Foreign Direct Investment (FDI), but also constitutes the largest sub-sector of the economy; it contributes over 60% annually to services (Mangeni, 2009). This is a great contribution to the economy compared to other sub-sectors in the service sector such as banking, Information and Communication Technology (ICT), medical and transport sub sectors.

According to Ocici (cited in Talemwa 2000), some of the most successful hospitality establishments include the Imperial Group of Hotels, Kampala Serena Hotel, Kampala Sheraton Hotel, Fairway and Speke Hotels. They are the only local hotels on the list of the 1,000 top taxpayers in the country as issued by the Uganda Revenue Authority (URA). He further adds that, "*Many of the ones that are locally owned and run are notorious for lousy customer care*". In relation to the above, Mangeni (2009) observed that the lack of skilled labour has limited the development of the hospitality sector in Uganda. The hospitality sector requires skilled personnel to work in this growing industry. This has created an enormous need to train a more highly skilled and competent labour force to work in the growing industry.

Uganda has various hospitality training centers that train learners at operational level in areas of catering and hotel management, travel and tourism, sport and leisure management among other disciplines in the sector. Among Uganda's hospitality training centers one finds the Hotel and Tourism Training Institute – Jinja, the only public hospitality training institute in the country<sup>1</sup>. Other private hospitality training institutions include; Jimmy Sekasi Institute of Catering, Young Women's Christian Association (YWCA) and Lubaga Catholic Social Training Centre. These award successful learners with certificates and diplomas upon completion of their training. Hospitality training is also conducted in universities such as at Makerere, Kyambogo, Nkumba and Makerere University Business School. These institutions also train, certify and award students with qualifications at certificate, diploma and degree levels in hospitality related disciplines. This study explored how training conducted in middle level training institutions relates to the needs of the labour market in the hospitality sector.

## ***1.2 STATEMENT OF THE PROBLEM***

The hospitality sector in Uganda is experiencing a shortage of workers with the necessary skills and competence for employment. Ocici (cited in Talemwa, 2009, p. 3). Skilled manpower at operational levels remains a big constraint despite the existence of many middle level hospitality training institutions in Uganda. The manpower training at middle level institutions does not seem to match the operational level market needs of the hotel industry. Consequently this research sought to investigate the relationship between

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<sup>1</sup> Students pursuing Masters in Vocational Pedagogy carried out a mini expedition at the hospitality training institute in February 2009. This mini research motivated the researcher to carry out this study to investigate how hospitality training is conducted in private hospitality training institutions that train people for the hotel sector.

hospitality training at the middle level training institutions and the operational needs of the hotel industry in selected hotels in Kampala.

### 1.3 CONCEPTUAL FRAMEWORK

This study was conducted in accordance with the following conceptual framework.

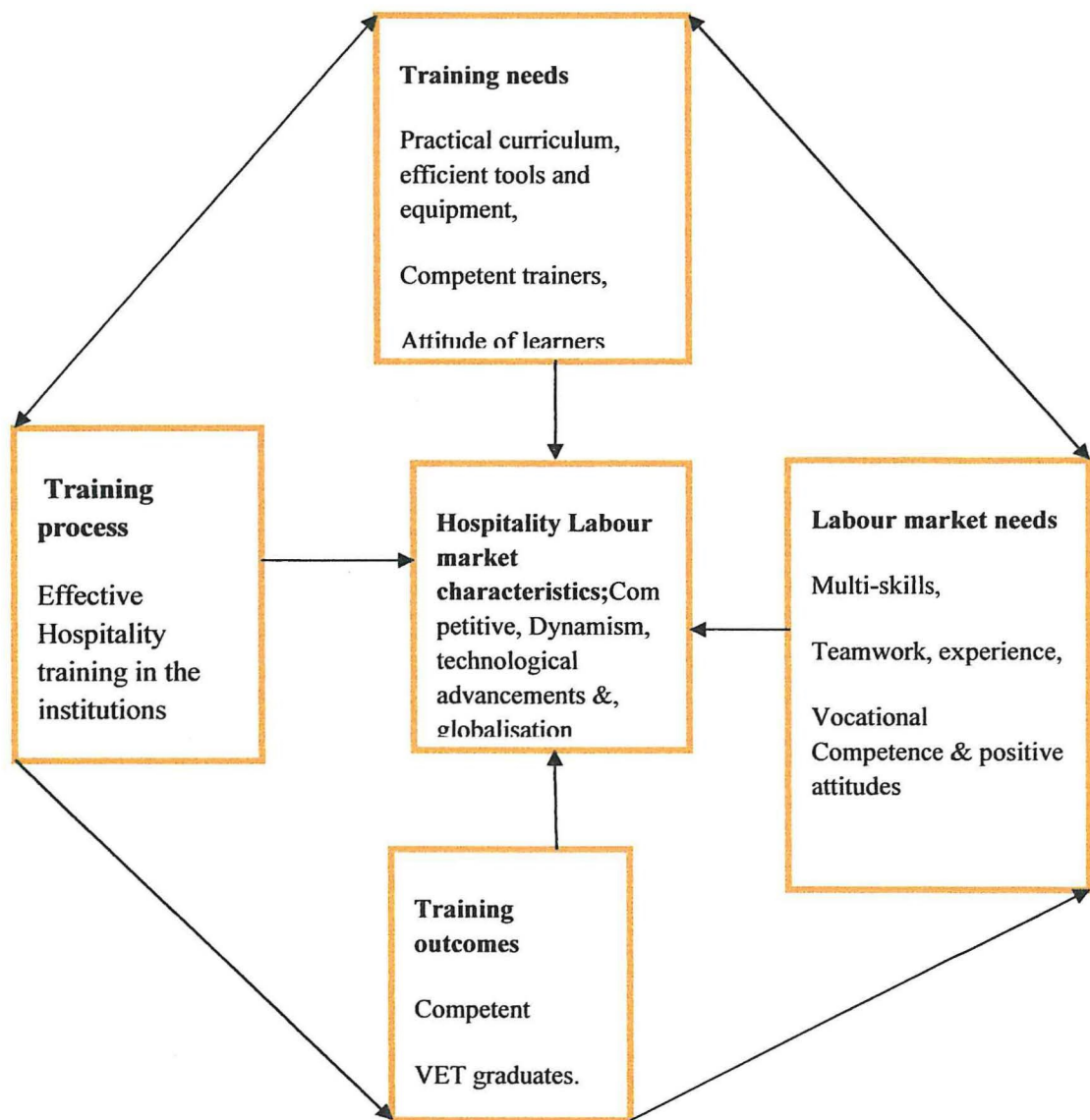


Figure 1. 1 The interdependency of training and the hospitality industry.

In order to attain effective hospitality training, institutions need to implement practical curriculum that is in harmony with the needs of the labour market in the hotel sector. This calls for employment of efficient tools and equipment in executing practical tasks during training. Competent trainers are also required to facilitate practical training and those who should teach within the practice and have the ability to deliver effectively. Learners on the other hand need to develop a positive attitude towards hospitality training and should be ready to learn to be effective skilled workers in the service industry.

Hospitality training institutions train and prepare learners to join the labour market in the hotel sector. The hospitality industry is characterized by high levels of competition, dynamism, constantly changing technological environment and demands for highly competent multi-skilled personnel with excellent teamwork and practical skills that meet changing labour market conditions. The industry is also challenged by the globalization factor. Globalization is characterized by easy mobility of labour across borders whereby locally trained hospitality graduates compete with foreign graduates for employment in the Ugandan hotel sector. This therefore means that the hospitality training in the training institutions depends on the hospitality labour market; in consequence, the labour market is an independent variable and the training is a dependent variable. This implies that training institutions need to work closely with the industry in order to produce competent hospitality graduates who are able to compete favourably in the hospitality labour market.

#### ***1.4 PURPOSE OF THE STUDY***

This research sought to investigate the relationship between hospitality training conducted in institutions and the needs of the labour market in the Ugandan hotel sector.

#### ***1.5 OBJECTIVES OF THE STUDY***

The objectives of the study were:

- i). To establish the needs of the labour market in the hotel sector
- ii). To examine how hospitality training is conducted in training institutions
- iii). To identify whether and where there are gaps in the training system in relation to the needs of the labour market in hotel sector

#### ***1.6 RESEARCH QUESTIONS***

The study attempted to answer the following research questions

- i). What are the needs of the labour market in the hotel sector?
- ii). How is hospitality training conducted in middle level hospitality training institutions?
- iii). What and where are the gaps in the training system in relation to the labour market needs in the hotel sector?

## **1.7 SCOPE OF STUDY**

### **1.7.1 Content scope**

This study looked at how hospitality training relates to the needs of the labour market in the hotel sector. The hospitality sector was confined to the food, drink and accommodation services. The study focused on the needs of the labour market in the selected hotels in terms of competence, experience, teamwork, multi skills and attitudes towards work. In addition to that, the study addressed the way training was conducted in middle level hospitality training institutions in terms of learning organization, curriculum, training methods, technology and assessment and evaluation. The study established the gaps between the hospitality training systems and the world of work in the hotel sector.

### **1.7.2 Geographical scope**

The research was conducted in two selected hotels in Kampala and in this study; they are here referred to as Hotel X and Hotel Y. Two middle level hospitality training institutions were also selected and were both located in Kampala. These were selected to represent hospitality training institutions that train employees for hotels in Uganda and were referred to as Institution A and Institution B. These hotels and training institutions were selected because of their proximity to Kampala and accessibility to the researcher. The hospitality training institutions were also selected due to their training experiences in the field of hospitality.

### ***1.8 SIGNIFICANCE OF THE STUDY***

The study might be of great value to the hospitality sector in Uganda;

- It could lead to better understanding of training process, labour recruitment and placement dynamics by both training institutions and hotels.
- It could generate information and knowledge that can help hospitality training institutions to improve on the competence of the workforce in the hospitality sector.
- The study could help to identify the training needs of learners in vocational training institutions
- It could also help the hotel sector to address ways through which institutions and work places cooperate to produce competent trained workforce for the industry.
- It could therefore be of importance for further research, learners, employers, curriculum developers and training policy makers to strengthen and develop vocational education and hospitality industry in Uganda.

### ***1.9 STUDY LIMITATIONS***

Like any other study, there were some unexpected limitations to this study. These included:

Some respondents more especially in the workplaces had a busy schedule and this forced me to re-schedule my appointments with them from time to time, and sometimes led to

time pressure that served to limit the interviews more than I would have desired. Some respondents for example hotel employees had a tight work schedule; so obtaining data from such a group was a hard task. However, efforts were made to meet these respondents and interviews were indeed held. At times the researcher used questionnaires to collect data from respondents in hotels where a face to face discussion was not possible.

#### ***1.10 DEFINITION OF OPERATIONAL TERMS***

- **Hospitality industry:** It refers to a broader sector that covers all products and services offered to the consumer away from home including travel, lodging, eating, entertainment, recreation and gaming.
- **Hotel sector:** Refers to a segment in the hospitality industry that encompasses establishments providing the three core elements of food, drink and accommodation to customers who happen to be away from home.
- **Hospitality training:** The process of equipping learners with knowledge, skills, attitudes and values that can be applied on job in the hospitality establishments such as hotels.
- **Labour market:** Involves the supply and demand of labour; it involves people seeking employment or trying to change their jobs and employers seeking new employees.

- **Labour market needs:** Refer to requirements that employees have to possess in order to perform particular job tasks.
- **Middle level training institutions:** Hospitality training institutions that train and equip learners with operational/ vocational skills for employment in the hotel sector.
- **Operational level:** Lower rank in the occupational hierarchy that requires vocational competence/ skills to perform the assigned tasks.
- **Vocational competence:** Ability of an individual to perform particular job tasks up to expectations.
- **Gaps:** The differences between learning/training at school and workplace activities.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### ***2.1 Introduction***

In this chapter the researcher reviewed literature pertinent to what has been done with regards to the needs of the labour market in the hospitality sector, nature of hospitality training in institutions and the gaps that existed in the training system in relation to the labour market needs in the hotel sector. The review of the available literature is linked to questions that needed to be addressed by the study as follows.

#### ***2.2 Labour market needs in the hospitality sector***

The labour market consists of individuals who possess knowledge, skills, abilities and attitudes that are consistent with the tasks, duties and responsibilities needed in a particular job position (Tesone, 2004, p. 214).

The hospitality sector requires a highly trained and skilled workforce both at managerial and operational levels. At the international perspective, the hotel sub-sector is becoming increasingly dependent on information technology. Specifically, ICT skills are required in the use of the internet, e-mail, word-processing, spreadsheets and databases to facilitate internal business systems. Given the rate of change within the industry there is a growing demand for vocational expertise (Rowley, 2000). This implies that training institutions need to train and equip learners with practical skills that can be applied at workplaces.

According to the labour market executive summary, WTB's strategy (2000, p.8) notes the need to '*develop a well-trained and motivated workforce*'. However, one in five of Welsh employers report gaps between employee skills and skills needs (Future Skills Wales, 2003) and most respondents reported skills gaps amongst existing employees, particularly in relation to *customer service skills* including communication; *generic skills and attributes* including initiative, personal presentation and occupationally-specific skills, for example chef and silver service skills. Skill gaps are reported to have caused difficulties in introducing new technological changes; difficulties in introducing new work practices; difficulties in meeting customer service objectives and delays in introducing new products or services.

In addition, (UNESCO, 1993, p. 9) further explains that, modern technologies of the workplace require a skilled workforce with good higher order skills - contextual knowledge, reasoning, analytical and critical thinking skills. In most cases, technical know-how alone is no longer sufficient. Proficiency and ability to cooperate and communicate with co-workers, to process new information and apply it to make decisions and take action on one's own initiative are becoming ever more important. Staff members must be more open to new developments, cope with new challenges, and be able to assume responsibility for what they do in their respective areas of work. These essential skills also include the ability to cope with changing challenges by learning new skills and becoming a lifelong learner including; communication and cooperation skills, application of learning techniques and cognitive work-related skills, independent judgment and sense of responsibility and ability to cope with stress.

Employers also reported general attitude problems and a lack of basic literacy amongst some potential recruits. Small businesses need multi-skilled and multi-faceted staff and as a result of skills needs many companies are moving away from the traditional benefits of recruiting people with only craft skills. They want people with multi skills that are holistically trained; it is very important that people in the hospitality industry have social skills, knowledge about social conduct and knowledge in hygiene and ethics. As they can train to specific standards it is important that recruits have the right attitude, enthusiasm and commitment to work (Haven,C & Jones,E., 2003-2004, p. 7).

Hospitality training institutions must be aware of the changing labour market needs and the globalization factor and should act accordingly. The increased mobility of human capital across borders and the threats of outsourcing production<sup>2</sup> are used by employers to erode local and traditional standards of work and to implement the same forms of flexible employment and work organization around the world (Jorgensen, H.C. & V.Aarkrog., 2008, p. 11).

The sector also requires a well developed attitude among the graduates in order to execute the assigned tasks well. The attitude towards work needs to be built right from training institutions. However, learners' attitude towards vocational education and work

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<sup>2</sup> Due to a lack of qualifications, Ugandans are often passed over for managerial positions in the Ugandan hotels in favour of more qualified foreigners. Outsourcing normally involves using contract workers instead of full time employees.

is still low and so does not yet match with the labour market requirements in the hotel sector<sup>3</sup>.

In United States of America (USA) for example, the hospitality training institutes ensure that learners enrolled add value, polish, and experience to their service skills, which makes them more marketable and competitive professionals. This enables them to develop good attitudes towards work. This has an implication on customer retention and repeat business; whereby 68% of consumers will not visit an establishment again if they detect employee indifference or negative attitudes (Hospitality Training Institute sets new standards in service for D.C. Metro Area, 2008).

In relation to the above, Kenya's hospitality training keeps abreast of the market trends and demands. A case in point is Kenya Utalii College that is closely linked with the hotel and tourism industry. This is achieved via the Tourism Industry/Kenya Utalii College Liaison Committee, which forms the forum for dialogue between the College and the industry stakeholders. It comprises Kenya Association of Hotel Keepers and Caterers, Kenya Association of Tour Operators, Kenya Association of Travel Agents, Kenya Budget Hotels Association, Kenya Airways, and Department of Tourism in the ministry of tourism and Information (College, 2006).

In the view of the above, due to the establishment of the free market of the East African Community (EAC) and easy the mobility of human capital across borders of East African member states, Ugandan hospitality graduates may be out competed in the labour market

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<sup>3</sup> This was based on researcher's experiences about attitudes and earlier mini research conducted by students of Masters in vocational pedagogy during the first year of study (2009) in Vocational Training Institutions in Kampala, Jinja and Luweero districts of Uganda.

by graduates from other EAC countries with more competence. This is further supported by (Mangeni, 2009); he explains that member states cannot gain equally from the common market established due to training needs in the hospitality and tourism sector. He adds that the quality of hospitality and professionalism varies among the countries. There are many accounts that claim that Kenya and Tanzania have an edge over their neighbours (Uganda, Rwanda and Burundi). Yet, there seems to be a feeling in Tanzania that the comparably poor quality of English spoken in the hotel and catering industry puts Kenyans at an advantage, which results in Tanzanians preferring to employ Kenyans. This has an implication that there is need to strengthen the middle level training institutions in order to equip learners with the relevant competences to enable the VET graduates compete favourably in the wider labour market of the hotel sector.

### ***2.3 How hospitality training relates to the world of work in the hotel sector***

This section explains the various ways training conducted in institutions relates to the world of work in the hotel sector in terms of learning organization, teaching methodology, technology, training curricula, and assessment and evaluation of learning.

Training essentially refers to imparting specific skills or knowledge to enable a learner gain expertise in a particular trade (Lutalo-Bosa, 2007, p. 4). In middle level hospitality training institutions, training should be conducted in ways explained below.

Learning/ teaching in hospitality institutions should take place in an organized way where-by institutions establish time tables where all tasks to be performed are scheduled, where rest periods are also included. Time consciousness is highly stressed. Learning is

formal and takes place in classrooms and workshops. Learners study both in groups/ teams and on individual basis depending on the tasks to be performed. Mjelde (2006, p. 80) explains that cooperation with the trainer and other learners is fundamental to the learning process in vocational education. This relationship enables learners to share experiences, knowledge and skills and also encourage cooperation and teamwork that are a requirement in the world of work. This has been reflected upon in Vocational pedagogy Masters programme where the concept of group and teamwork is much emphasized to enable learners share experiences, exchange views and ideas and progress in their learning activities especially research work in vocational education.

Learning by doing is another major aspect characterizing vocational pedagogy and hospitality training as a vocation. A person learns better when he is involved in an activity. This is where a learner is given a task and is trained to work on it through practice and experience (Mjelde, 2006, p. 23). The master-apprenticeship model of learning encourages physical participation of the learner in an activity. This is in line with what Applebaum (1992) (cited in Mjelde *ibid*, p. 23) affirms that, one learns best when one is involved in an activity. This is in agreement with vocational pedagogy where learners are involved in learning activities such as research work and it is through practice that they are able to master tasks with the assistance of mentors and facilitators. This is however limited in vocational training institutions as learners are taught about vocations instead of teaching them vocations and their participation in learning activities is minimal (Okello, 2009, p. 28).

According to Lave & Wenger, (1991, p. 29), learning is through practice where a learner observes with keenness what an instructor/ master does and copies the skills which later

makes the learner to become a master/ full participant in that particular vocation. They further explain that, learners inevitably participate in communities of practitioners and that the mastery of knowledge and skills requires new comers/ learners to move towards full participation in the socio-cultural practices of a community. This therefore implies that instructors in training institutions should make it possible for learners to master the skills and become full participants in the hospitality profession through guidance and mentoring.

Training in hospitality sector is according to a prescribed curriculum. The word 'curriculum' refers to an educational path and describes the learning process in a much more comprehensive and complex fashion than is possible with plans of learning content or learning material (UNESCO, 1993, p. 5). It addresses issues concerning the aims of educational processes, the goals and qualifications that are to be achieved, the content to be learned, the teaching methods and aids that are to be used, and how the result is to be tested. Curriculum development also includes the process of modifying, upgrading and improving curriculum of a particular education programme.

According to UNESCO-UNEVOC document (1993),

Industries and businesses everywhere in the world know that the key to their success lies in the skill of their workforces. Successful skills development is also at the heart of every country's productivity. Decisions about skills cannot be left solely in the hands of the training providers (training institutions). Government, employers and individuals all have a part to play in the planning and delivery of training and education. There is a shift from training provider-driven and technical view of vocational education and training, to a system where employers and employees lead the way in skills development.

In the view of the above, if the stakeholders of education and training are not involved in curriculum development, training institutions may find it a challenge to train effectively and be able to sustain the labour market with skilled workforce.

The effectiveness of a training system depends on a well developed curriculum and must be measured by the extent to which it is able to attract the young generation into the occupation of the future and skills which employers need. A training system must be able to deliver not only technical contents (technical skills) but also help students learn how to cope with new challenges (coping skills) and prepare them for lifelong learning. It must be able to provide people with the basic set of skills necessary to transfer from one job or area of work to another, once they have entered the workforce.

Due to lack of resources, experience and traditions, there has been certain tendencies in some developing countries simply to copy existing curriculum materials from industrialized nations without proper adaptation to the local situation and needs, which has often proved to be inappropriate and expensive (UNESCO, 1993, p. 3).

*UNESCO* (1993, *ibid*, p. 3), further explains the need to bring greater innovation to the process of curriculum development in technical and vocational education to cope with the changing requirements for employment created by rapid socio-economic and technological developments

Okello (2009, pp. 33-34) explains that,

As globalization lifts the state boundaries and promote capital transfers, new technology are entering the job market. This calls for a total overhaul of the training curriculum, it calls for the integration of new technology in our training, it calls for retraining of teachers,

redesigning of our workshops and lecture rooms. The globalization is a serious contradiction to the type of education Uganda has because, we are still training on people as workers of the last century.

This therefore implies that the training curricula need to be dynamic in terms of technological advancements and should consider the globalization aspect by preparing the learner to work anywhere in the world, not only in his/her own country. For example hospitality training institutions have not succeeded in training learners the operation of the key card system used in most of the hotels in accommodation section<sup>4</sup>. With the globalization concept and the dynamic nature of technology used in the hotel sector, graduates from such training institutions are more likely to be out competed by graduates trained from abroad.

The learning content has the aspect of vocational didactics where the three components i.e. vocational practice, vocational theory and general knowledge are integrated (Nilsson, 1981 cited in (Mjelde, 2006, pp. 52-53). The practical component is the hands-on teaching/learning the techniques of practical work. The vocational theory component has to do with teaching/learning about materials used and how tools and machinery function. The general education component teaches general academic subjects such as languages, marketing principles, communication skills, life skills and counseling. The acquisition of knowledge in relation to these three components within the framework of 'professional knowledge' has been regarded differently by society at different times (see Uljens, cited in (Johansson & Hedman, 1997, p. 4). Uljens further stresses the interdisciplinary concept of the three components of vocational didactics. In this view therefore, the interplay of the three components of vocational didactics is very important as regards to ensuring

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<sup>4</sup> Data was obtained from learners of one of the hospitality training institution visited in Year one (2009/2010) of Masters in Vocational Pedagogy by Vocational Pedagogy learners.

holistic learning and producing a proficient graduate who can apply different kinds of knowledge in the workplace<sup>5</sup>.

Technology is an important aspect in hospitality training. This is looked at in terms of tools and equipment used when performing practical tasks. Mjelde (2006, p. 33) explains that, work processes and vocational fields change in association with technological developments. Information technology changes work processes both in the various vocational fields and in the teaching processes for these fields. This is in line with my reflections as a trainer in the field of hospitality where hotel reservations and bookings for example do not necessarily require a client to go to the hotel, but can be done online. All this is a result of computer revolution and advancement of technology thus hospitality training institutions should observe changes in technology in the hotel sector and adapt to suit the labour market needs.

Assessment and evaluation of learners in hospitality training is yet another important issue. Under the Business, Technical, Vocational Education and Training Act (2008, p. 13), the Uganda Vocational Qualifications Framework (UVQF)'s main purpose is to define occupational standards in line with the world of work, assessment standards, and vocational qualifications of learners who meet the set standards of the different studies and provide guidelines for modular training.

The institutions of learning and industries should be involved in the assessment that gives the learner a holistic view. In addition, in accordance to the UVQF, assessment may be

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<sup>5</sup> This is a reflection on Prof. Nilsson Lenart's presentation to vocational pedagogy class (February 2009) about different kinds of knowledge that a profession person should have in order to execute tasks effectively in a particular professional.

done based on standards and modules already available for UVQF or new standards and modules developed depending on concrete needs of the industry. This increases relevance of the assessment. In the view of the researcher as a trainer in the hospitality field, learners should be assessed basing on their portfolios developed during the training period and their abilities to demonstrate competence.

#### ***2.4 Gaps in the training system in relation to the needs of the labour market***

The government in Uganda gives education great importance for the future of our nation. As such, it is important that the gaps in the vocational education system be identified as this has a great impact on the work force trained for industries. Training gaps exist in terms of technology (tools and equipment), training curricula, assessment and industrial training.

There is technological mismatch between training institutions and the labour market. Okello (2009, p. 29) explains that,

Lack of working instruments, in the class room makes the teaching of practically related lessons not affordable, therefore teaching is theoretically oriented. At the end of it all, the products of the practical education system which indeed did not practice the practical aspect of that education system may not be able to meet the requirements for the labour market. Lack of equipments and good infrastructure in the TVET institutions has contributed in influencing attitude towards TVET education system negatively.

For vocational training to be effective, institutions should adopt to the changing technologies especially in terms of tools and equipment used in teaching vocational practice. In Uganda there could be a gap as technology used in training may not match with technology employed in the industry. This has a consequence on practical skills acquisitions in a way that, learners seem to face a lot of challenges when they join the world of work whose technology is more advanced.

Another gap exists in hospitality training curricular. Nilsson (2008, p. 1) defines curriculum as the way the education is structured in terms of goals, content, time allocation and expected results of the specific education. It is a necessary tool for development of vocational competence and includes strategies which are recommended during the educational processes. Curriculum is the steering tool for the allocation of intentions, equipment and educational space, professional space, professional people with vocational pedagogical competence and for recruiting learners (Nilsson, 2008, p. 3). Gaps exist in terms of content, time, vocational didactics.

According to the USAID & Jordan Tourism Development Project, 2008, (p. 6), the hospitality program curriculum design was based on a comprehensive research and study of occupational profiles and skills standards. These occupational profiles formed the structure and content of the program curriculum used for hospitality training in Jordan. The first program designed was the Certificate in Hospitality Skills - Level 1 as accredited and awarded by the VTC. The major aim was to have the trainees trained to reach an appropriate level of competence in order to apply specified knowledge and skills in food production, food and beverage service, housekeeping and associated hospitality and communication skills for the Jordan tourism sector. The occupational profile strategy can be adapted by hospitality training institutions in Uganda as a way of linking training to the industry.

As regards to assessment, the Uganda's vocational education system like that of general education is more exam-oriented. Learners are trained to advance through written exams instead of preparing to join the labour market to work. Other means of assessment such as learners' portfolio, group assessment, self assessment and demonstration of learners'

competences are not considered. Performance is based on examinations done at particular intervals rather than real production of tangible products. Qualification is based on certificates and diplomas rather than skills and practical competencies (Okello, 2009). This is related to what Ocici (cited in Talemwa, 2009) rightly pointed out that, Uganda's hospitality graduates seem to find a challenge of getting employment in the work-based and product oriented labour market.

Another important aspect with a weak linkage in the training system is the industrial training attachment in the hospitality sector. This is an integral part of all the courses in vocational education. In each of the vocational institutions, including university, there is a department of industrial training which organizes placement and supervision of learners during their training. Learners spend a period of time each year on the job industrial training, depending on the course, and during this time instructors visit the students to assess their training and progress in their programs. Unfortunately, industrial training does not seem to form part of the assessment process in some hospitality training programmes in Uganda and so many learners do not give it much significance (Egau, 2002, p. 20). Egau further asserts that employers are reluctant to train learners since they seem to be ill- trained from school with more theoretical skills. This therefore implies that there could be a training gap between institutions and workplaces.

## **CHAPTER THREE: METHODOLOGY AND RESEARCH STRATEGY**

### ***3.0 Introduction:***

This study investigated whether training conducted in the hospitality training institutions in Uganda meets the needs of the labour market in the selected hotels in Kampala. This chapter of the thesis explained the methodology that the researcher applied to investigate the study problem. The following were considered: the study design, area of study, the target population, the sample size and sampling procedure. The chapter also discussed the data collection tools, data collection procedure, and data analysis and data quality management.

### ***3.1 Study design***

The study was based mainly on a descriptive research design. This design was appropriate for exploring the issues raised by the study, well suited to find out in more detail the experiences both of the learners, the trainers and the employers in the hospitality industry. The researcher collected data about people's attitudes, opinions, habits or social issues, all of which were later analyzed. Both qualitative and quantitative approaches of data collection, including, interview schedules and questionnaires were used.

### **3.2 *Area of study***

This research targeted selected hospitality training institutions and hotels in Kampala. Two middle level hospitality training institutions were selected and these were named Training Institution A and B. Hotel X and Hotel Y were selected to represent the hotel sector. The study focused on the labour market needs in the hotel sector, the linkages between training and the labour market needs and the gaps in the hospitality training system.

### **3.3 *Target Population***

Sidhu (1984, p. 253) regards a population to be any group of individuals that have one or more characteristics in common that are of interest to the researcher. In this research the target population were learners, instructors and administrators of the training institutions. Another target population were the managers/ supervisors of the hotels visited. They were interviewed because the researcher believed that they could provide relevant data concerning employees' performance, especially hospitality graduates from the training institution. Trained hotel employees from hospitality training institutions were also interviewed to examine their experiences as workers and learners in the workplace.

### **3.4 *Sampling techniques and sample size***

#### **3.4.1 *Sampling techniques***

This section explains how the sample size was determined. The researcher used purposive sampling technique to gather data from respondents. For instance, Diploma

and Certificate students in catering and hotel management in the final year of study were interviewed to obtain their views about training and their work experiences during industrial training in hospitality establishments. Learners in final year who had not undergone industrial training were also interviewed. Managers/supervisors from various departments of the hotel were selected and trained employees at operational level in the hotels were also interviewed.

From the purposive sampling technique, the researcher used a simple random sampling method to get informants from whom data was collected. Instructors were also sampled randomly and research tools were administered to them to obtain data for the study.

### **3.4.2 Sample size**

In the training institutions, the researcher interacted with 34 students pursuing Diploma and Certificate programmes in Catering and Hotel Management where nine students were provided with questionnaires and provided data through focus group discussions (15 learners from institution A and 10 learners from institution B). Still in the training institutions, six instructors and two administrators. In hotels, five hotel supervisors/managers were interviewed and five trained employees were considered in the hotels. This brought a total number of the sample size to 52 respondents. The gender issue was considered as both males and females were interviewed.

### **3.5 *Data collection methods:***

#### **3.5.1 Interviews**

Personal interviews (face-to-face) were used in which I presented the questions and the respondents gave oral responses to the interviewer, who made a written record. The study also applied semi-structured interview guides as a tool because it provided me an opportunity to capture important information from the respondents through elaborations. Nilsson (2009, p. 2) recommends that the first level of interviews be based on mainly pre-defined questions and answers, while the second level focuses on new questions formulated as a result of the responses in the first level. During the interview, the researcher sought to create a friendly atmosphere which was conducive for obtaining desired data (Sidhu K. s., 1984, p. 155) . In this study therefore, a generative change of communication was developed where the researcher formulated new questions during the interview sessions in addition to questions constructed in advance.

During the interview the researcher described the purpose of the investigation and explained more clearly just what information was needed from respondents (Amin, 2005, p. 178). The interview guides helped in gathering data from learners, instructors, administrators and hotel managers.

In addition to conducting interviews, questionnaires were provided to hotel employees and supervisors/managers with closed and open-ended questions. These questionnaires were designed to suit the purpose of the study and nature of the respondents in each category. Close-ended questions save time of respondents and increase the response rate (Mbabazi, 2008, p. 72).

### **3.5.2 Observation**

The researcher used overview observations to capture the relevant data, for example, the availability of tools and materials, structures, training sessions, non-verbal responses from respondents and general organization of work/learning. In addition, technical tools such as a camera and a recorder were used. The camera helped in capturing data in the form of photographs as they enriched the study and justified the data gathered. The audio-visual recorder was used in capturing data during oral interviews with informants in training institutions and during observations of training sessions in institutions.

### **3.5.3 Documentary Analysis**

The study also employed documentary analysis. In this case, the existing literature about hospitality training and the needs of the labour market in the hospitality sector were analysed by the researcher, initially as background information and later as supplements to the collected data. The documentary analysis comprised mainly of information from books and journals, articles from libraries and the internet. In addition, institutions' syllabi/ curricula, assessment sheets, learners' reports about their performance during industrial training attachment, time tables and brochures of training institutions were also analysed.

### **3.6 *Data collection procedures***

After developing the research tools the researcher obtained permission to conduct research, introduction and recommendation letters from Kyambogo University Postgraduate School. After reviewing the relevant literature for this study, primary data was collected. The researcher visited the specified institutions and hotels for data

collection after introduction to authorities of the organisations. There were interactions with the respondents and agreements were made on the interview schedules and dates to administer the research tools.

A favourable environment was ensured through self introduction and giving clear explanations to respondents. These explanations were intended to help in collecting relevant data to the study. This also enabled the respondents to understand and appreciate the study and its implications to overall development of VET in Uganda. The researcher also extended gratitude for the contribution of each respondent and group of respondents.

### ***3.7 Data analysis procedure:***

The procedure of data analysis focused on answering the research questions. The interpretations and explanations of the results reflected the research objectives and focused on how the main variables of the study relate to the findings, especially highlighting issues regarding cause and effect. After data collection, data was analysed qualitatively where data was sorted, coded and themes were developed. Data interpretation and analysis was based on the researcher's reflections as a learner in the field of vocational pedagogy and experiences as a trainer in the field of hospitality.

## CHAPTER FOUR

### PRESENTATION AND INTERPRETATION OF RESULTS

#### *4.1 Introduction*

This chapter makes an in depth and analytical presentation of the research findings. The study sought to establish the relationship between hospitality training and the needs of the labour market at operational levels of the hotel sector. Results were obtained through the use of both quantitative and qualitative methods of data collection. The methods included interviews, observations and study of documents. The research sought to ascertain whether training conducted in middle level hospitality training institutions in Uganda meets the needs of the labour market in the hotel sector.

The specific objectives of this study were three:

- i). To establish the needs of the labour market in the hotel sector
- ii). To examine how hospitality training is conducted in training institutions
- iii). To identify whether and where there are gaps in the training system in relation to the needs of the labour market in hotel sector

The presentation of the results below attempts to address these objectives. Presentation is in four sections: 4.2 presents demographic information; 4.3 identifies labour market needs in the hotel sector; 4.4 addresses the nature of training in institutions; and 4.5 addresses gaps in the training system.

#### ***4.2 Respondents' demographic information:***

Data was collected from two middle-level hospitality training institutions namely training institution A and training institution B. Both institutions are located in Kampala. From these institutions, students, instructors and administrators were interviewed. Students interviewed were in the age range of 16-25 years. Most of them were females due to the fact that there were very few male students pursuing hospitality programmes at both institutions. This was clarified by Mjelde (Mjelde, 2006, p. 144) who writes that the social organization of masculinity and femininity has its particular form and is evident in the vocational training programmes. The boys dominate the “hard fields” such as mechanical, electrical and building trades where as girls enter soft trades that have long been for women characterized by short term training such as home economics, health and social services. However, Mjelde explains further that some trades in the vocational programmes have had a mixed recruitment such as cooks, waiters/waitresses, tailors, photographers and dental technicians. In this study, the researcher interacted with both male and female students although females dominated the ‘soft’ vocational programmes offered by the training institutions in the hospitality sector. The researcher interacted with only two male students during a face to face discussion with students taking a Certificate course in Catering at training institution A.

The researcher conducted interviews and interacted with students enrolled both Diploma and Certificate programmes. The students were drawn from both 1<sup>st</sup> and 2<sup>nd</sup> years of study. The duration of programmes ranged from six months to two years. These programmes included Diploma in Hotel and Restaurant Management lasting two years,

Uganda Diploma in Hotel and Institutional Catering lasting two years, Certificate in Catering lasting one year and Certificate in Special Cookery that lasts six months.

Four male and two female instructors were interviewed, they ranged in age of 20-36 years. The instructors were drawn from the following specializations: one from food preparation, two from food production, one from hotel management, and two from housekeeping and hotel reception. Their level of experience as instructors ranged from two to ten years. Their qualification levels were diploma to degree holders with at least two years of experience in hospitality training.

From the hotel industry, two hotels were visited, Hotel X and Hotel Y. From the hotels the researcher interviewed hotel employees, supervisors/ line managers and an executive chef.

Employees interviewed were aged between 23- 32 years. Both male and female employees were interviewed: four males and one female in departments of service and front office. Employees had a working experience ranging from one to six years in the hospitality industry.

Two managers, two supervisors and one executive chef in departments of food and beverage production, food and beverage service and housekeeping were also interviewed. These included three males and two females. Four of these respondents were between 20-40 years of age and only one was above 41 years.

### 4.3 *Labour market needs in the hotel sector*

Structured interviews were conducted to ascertain labour market needs in the hotel sector. The responses about labour market needs obtained from these respondents in the hotels are summarized in table 4.1 below.

**Table 4. 1: Managers and Supervisors Responses about Labour market needs in the hotel industry**

<b>Responses</b>	<b>Agree</b>	<b>Disagree</b>	<b>Total</b>
Our hospitality training institutions equip learners with the necessary practical skills needed at workplaces	3	2	5
Newly recruited employees are always retrained by the hotel	4	1	5
You can only be employed in the hotel sector after an experience from somewhere else	2	3	5
Employers require graduates with multi skills	4	1	5
The training people have in training institutions help them so much in the hotels	5	0	5
Fresh graduates from training institutions meet the required skills at work	4	1	5

In the table 4.1 above, three out of five managers/ supervisors agreed that hospitality training institutions equip learners with the necessary practical skills needed at workplaces. However, 4 out of 5 responses also indicated that newly recruited employees

are retrained by hotels and three responses indicated that graduates of the middle level training institutions could be employed in the hotel sector without prior working experience in the industry. This explains the concept of retraining fresh graduates from institutions to cope up with hotel systems. Of the respondents from the hotel sector, 4 out of 5 indicated that employers in the hotel sector require hospitality graduates with multi skills. This means that due to the changing labour market requirements in the hotel sector, middle level category of graduates need to acquire various skills in order to work in hotels. Respondents also agreed that the training provided by middle level institutions is relevant in hotels. This implies that, there is need for formal training and accreditation from hospitality training institutions if people are to be employed in the hotel sector. Four out of five responses from hotel supervisors indicated that, graduates from middle level institutions meet the required skills needed at work. However there is a need to retrain graduates to enable them get adapted to hotel systems and ways of operation since hotels' operations vary from one establishment to another. This was supported by a chef in one of the hotels who reported that; *“Retraining of graduates who have just completed their institutional training is very important as it enables them to be established fully in the hotel system and acquire new practical skills that may not be taught in school”*.

According to a special chef in Hotel X, during the recruitment process, there were practical interviews conducted where recruits demonstrated their ability to perform practical tasks. This was to ensure that highly competent staff was recruited. This enabled hotels to identify people who can perform up to expectations in terms of customer service quality.

Both hotel employees and supervisors were interviewed about skills required in the hotel sector and their responses are summarized in table 4.2 below.

Table 4. 2: Perceptions of managers and supervisors about operational skills needed in the hotel industry

<b>Responses</b>	<b>Frequencies</b>
Literacy	4
Physical skills	3
Supervisory	2
Teamwork and cooperation	4
Communication and customer care	4
Leadership	1
Social skills and attitude	5
Speed and efficiency	3
Computer	1
<b>Total</b>	<b>27</b>

From the table 4.2, 5 out of 27 responses indicated that social skills and attitude are the most required skills in hotels. This is concerned with the need to have good attitude

towards work and good interpersonal skills. In the service industry, there are interactions between employees and clients. This therefore calls for good behavior and good attitude towards work if clients are to attain maximum satisfaction from products provided by the establishment. Teamwork and cooperation skills were indicated as a requisite by four responses. In the hotel sector, tasks were assigned and performed in teams. This implies that, there was need for collaboration among team members in order to accomplish the assigned tasks in a specified time. In hotels, communication and customer care and literacy skills were indicated by four responses.

#### ***4.4 Nature of Hospitality training in training institutions***

This study addressed the way training is conducted in middle level hospitality training institutions in Uganda in terms of learning organization, vocational didactics, technology used (tools and materials), training curricula, industrial training, learners' attitudes and learners' assessment and evaluation.

Data was gathered from both students and instructors of the two institutions visited. This was presented as follows

##### **4.4.1 Organization of learning and vocational didactics in training institutions**

This involved analyzing ways learners are trained, the kind of tasks learners are exposed to and their proportions in relation to vocational didactics. Data is presented in the tables below.

**Table 4. 3: Components of learning activities performed by learners in the training institutions**

<b>Responses</b>	<b>Frequency</b>
Practical	3
Theory	1
General knowledge	1
All the three components	6
<b>Total</b>	<b>11</b>

From Table 4.3, it was indicated that learners perform all the three components of vocational didactics that is; practice, theory and general knowledge components, and this was represented by six out of eleven responses obtained from learners. However, it was indicated that some programmes are practical only without any theory or general knowledge subjects studied. This was indicated by three respondents in addition to responses obtained from a focus group discussion held with Certificate in Special Cookery class in training institution B. learners of this programme reported that; *“We only study vocational practice and our course is practical based. We learn how to prepare various dishes; both local and international dishes but we do not have theory and general knowledge lectures”*. This has a consequence on skills acquisition in institutions as there is a need for holistic training where learners are able to acquire skills in all the three aspects in order to work effectively at middle level in the industry. In my view as an apprentice in the field of vocational pedagogy, the integration of the three aspects in vocational training is of great importance since all professions have interdisciplinary features. For example, a bricklayer has to know about physics when considering how to place the bricks in a wall, knowledge in

chemistry when choosing the right type of cement, psychological knowledge when dealing with customers and superiors and economics when calculating prices. As a trainer the researcher learned that, these three concepts are equally important and separating them may not be the right way to teach them because of their interrelationship.

**Table 4. 4: Students' exposure to both vocational practice and vocational theory in the same learning period**

<b>Responses</b>	<b>Frequency</b>
Yes	8
No	1
Total	9

From Table 4.4 above, eight out of nine responses indicated that both practice and theory components of vocational didactics were taught in the same learning period. Of the responses obtained from students, only one indicated that practice and vocational theory were taught separately. This implies that most times training institutions were exposing both components of vocational didactics in the same learning period. However, this was limited according to observations made during training sessions. Much of the theory was taught before practicals and this had an effect on retention of knowledge and establishing a clear relationship between theory and vocational practice. In addition, results obtained from interaction with the learners, learners reported that most times vocational theory is studied before practical. They reported that; *“Sometimes materials for practicals are not*

*readily available, so we end up studying theory only and practical tasks are done when the materials are available. Under such circumstances, both theory and practice cannot be studied in the same learning period*". In addition, from the interactions with the instructors, they admitted that the institutions lack the adequate finances to conduct effective training. Instructors reported that, *"Since our institutions are privately owned, they have limited financial resources to meet training costs. This reflects upon the financial complications most vocational training institutions face and their consequence to knowledge and skills acquisition. From my experiences from the mini expeditions conducted and from own experiences as a trainer in the hospitality field, the general lack of adequate tools and materials also happens in the publicly owned training institutions.*

**Table 4. 5: Performance of learning tasks in institutions**

<b>Responses</b>	<b>Frequency</b>
Group learning	8
Individual learning	4
Total	12

From Table 4.5 above, it was shown that group learning was indicated by eight out of twelve responses. Individual learning was indicated by four out of twelve responses. Group learning facilitates teamwork and cooperation among learners; they are able to share ideas, views and experiences and enhance communication between instructors and learners and among learners. Group learning also enables learners with difficulties to progress academically as they can discuss with their fellow learners. This was observed

during one of the practical tasks performed by learners offering Certificate in Catering in training institution A as shown in figure 4.1 below.



**Figure 4. 1: Group learning in progress during a practical session in training hospitality A.**

*Source: Empirical data from research*

Learning tasks in training institutions are categorized into group tasks and tasks performed on individual basis. This is presented in figure 4.2 below.

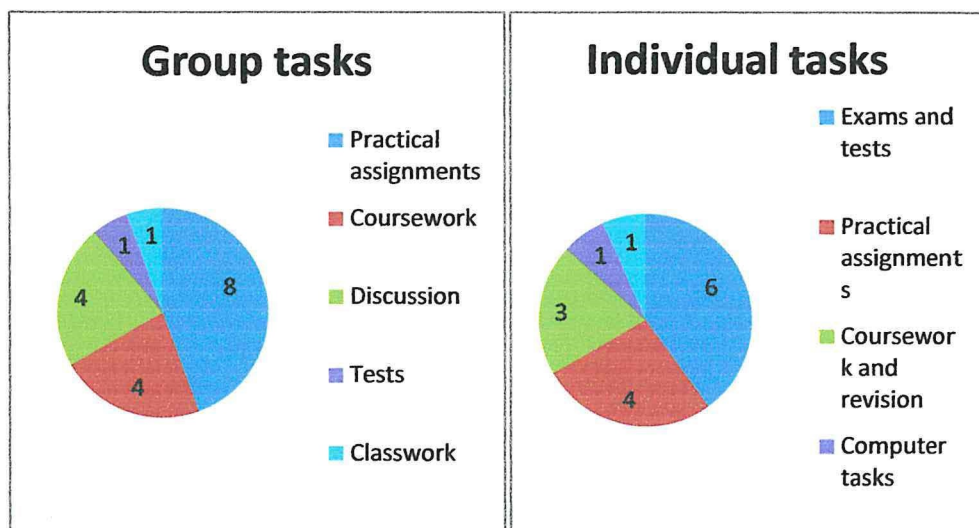


Figure 4. 2: Learning activities performed both in groups and at individual level.

From Figure 4.2 above, Group tasks include; practical assignments that were represented by eight out of eighteen responses, course works and discussions were indicated by four responses each and class work and tests had a lesser responses of one each. This implies that vocational practice is mostly undertaken in groups compared to other learning tasks. The Figure also indicated that examinations and tests were mostly done individually and this was represented by six out of fifteen responses obtained from learners. However from observations made during practical sessions, it was discovered that group learning did not contribute much towards learners' progress and was emphasized to enable learners share the available tools and materials. Some learners were therefore left out and so did not participate in group tasks. This therefore implies that teamwork and cooperation were less considered in training institutions.

Supervision of tasks performed by learners is an important aspect in ensuring effective training. This facilitates communication between learners and instructors and help to learners during the execution of tasks. Learners' responses about learning under supervision are presented in table 4.6 below.

**Table 4. 6: Supervision of learning by instructors**

<b>Responses</b>	<b>Frequency</b>
Yes	9
No	0

From table 4.6 above, all the respondents (nine responses) agreed that learning was supervised by instructors. However, from the personal interviews conducted with learners, it was reported that sometimes tasks were not supervised and so learners found it a challenge to perform certain practical tasks assigned to them unless there was adequate supervision. This was also observed by the researcher during the training sessions attended in training institution B visited.

### **Components of Vocational Didactics as observed in training institutions**

Vocational didactics forms an important aspect in vocational education and training. In hospitality training, learners should be exposed to the three components of vocational didactics to ensure effective learning and retention of knowledge. Information obtained from the institutions' syllabi showed that vocational practice in all hospitality training programmes should take a greater proportion of 75%, whereas vocational theory and general knowledge contribute the remaining 25%. However, responses from learners indicated that vocational practice was below 50% and most of the training was more theoretical. In some programmes such as Uganda Diploma in Hotel and Institutional Catering; theory took a greater proportion of 75%. Learners from training institution B reported that; *"Here we study more theory than practical yet the programme is supposed to be practical based. We do not see ourselves getting employment in the hotel sector where work is practical oriented"*.

This implied that learners were exposed to less proportion of practice. These results contradict the concept of vocational education and training in training institutions' syllabi and programme documents where all programmes should be practical oriented by at least

75% of vocational practice. This explains the reason why graduates find it a challenge to join the world of work which is practically oriented.

#### **4.4.2 Technology used in institutions**

Technological compatibility between the training institutions and the hotel is also important. The type and level of technology used plays a significant role in the quality of training offered in hospitality institutions. In this research, a study was made of the tools and equipment used in hospitality training institutions, their availability, adequacy and relevance to the world of work.

Table 4.7 below summarizes this point.

**Table 4. 7: Students and instructors' responses about tools used in training institutions**

<b>Responses</b>	<b>Frequency</b>
Demonstration CDs and DVDs	1
Cookers	5
Refrigerators	2
Stoves	1
Blenders	4
Cutlery	9
Chopping boards	1
Ovens	3
Scales	1
Pans	6
Racks	1
Cleaning equipment	3
Mixers	1
<b>Total</b>	<b>38</b>

Table 4.7 indicates the tools used in training institutions to perform practical tasks. Elementary tools such as cutlery, pans and cookers had the greater responses of nine, six and five respectively. These were followed by the equipment such as blenders, ovens and cleaning equipment. Refrigerators had two responses and other tools such as mixers, fuel and charcoal stoves, chopping boards, racks, demonstration CDs and DVDs had a response of one each. However from personal observations and interviews conducted,

rudimentary tools such as paraffin and charcoal stoves were mostly used for food production; in training institution B for example, learners used Paraffin and charcoal stoves to perform practical tasks during a training session attended by the researcher. The institution had only one functional cooker that could not be used by all learners during practical sessions and so, learners had to resort to stoves for their vocational practice. Such stoves are time consuming and ineffective in food production compared to modern equipment used in hotels such as micro waves and modern cookers. Storage equipment such as fridges and refrigerators were not sufficient. This indicated inadequacy and insufficiency of tools and equipment used in training institutions. Some of the tools used are presented in figure 4.3 below.



**Figure 4. 3: Tools used in performance of practical tasks in training institutions B.**

*Source: Empirical data from research*

Figure 4.3 above presents some of the cooking equipment used in training institution B. The institution had only one functional cooker (the black cooker on the left) and others were paraffin stoves (on the right). With this kind of equipment, practical tasks cannot be performed in an effective way as training institutions still use local technology in practical teaching. This has a consequence on the kind of graduates trained from such

training institutions as they may fail to compete favourably in the labour market and find good employment that can sustain them. This is because graduates trained using rudimentary tools and equipment find a challenge to work with modern equipment used in the hotels thus a requirement for retraining.

Technology in training institutions was also observed in terms of materials used to perform practical tasks and results were presented in table 4.8 below.

**Table 4. 8: Materials used in training institutions**

<b>Responses</b>	<b>Frequency</b>
Food stuffs	10
Beverages	1
Fats and oils	5
Spices	5
Stationery	1
Detergents	2
Disinfectors	1
Methylated spirit	1
<b>Total</b>	<b>26</b>

In table 4.8, food stuffs had the greatest responses of ten out of twenty-six respondents followed by fats/ oils and spices. Detergents were also used especially in cleaning of workshops/ kitchen and production equipment. Learners also mentioned other materials such as beverages, stationery, disinfectors and spirit. Basing on the discussion held with learners, it was reported that there was inadequacy of basic materials such as food stuffs.

Learners from training institution B reported that;

“We are required to purchase our own materials for practical tasks especially for examinations and practical assignments. The institution only provides materials for practical training during the term. Some of us cannot afford some expensive materials and so end up missing exams and tests. This affects our performance as students”.

It is the responsibility of training institutions to provide all the necessary materials to ensure that training is conducted well. Purchase of materials by learners makes hospitality training expensive that may lead to poor performance of learners,

incompetence and ineffectiveness of training. It was also indicated that learners mainly practiced food production leaving out the concept of beverage production which forms an equally important aspect in the hotel sector. Some of the materials used in hospitality training institutions are shown in figure 4.4 below.



**Figure 4.4: Some of the materials used to perform practical tasks in one of hospitality training institutions.**

*Source: Empirical data from research*

#### **4.4.3 Development of hospitality curriculum in training institutions**

Data about hospitality curriculum in institutions was obtained from instructors and was concerned with; instructors' contribution to curriculum development in the respective institutions, how often hospitality training curricular was reviewed and institutions' alterations to relevant technological changes in the hotel sector. Results are summarized in the *Table 4.9* below:

**Table 4. 9: Analysis of instructors' responses to questions related to development of hospitality curriculum**

<b>Criteria for development of hospitality curriculum</b>	<b>Response</b>	<b>Frequency</b>
Whether instructors contribute to development of hospitality curriculum	Yes	5
	No	1
	<b>Total</b>	<b>6</b>
How often the hospitality curriculum is reviewed	Once in a year	2
	Once in five years	1
	Not at all	1
	Not sure	2
	<b>Total</b>	<b>6</b>
Ways through which institutions adjust to match the changing technology in the hotel sector	Adjusting curricular/ syllabi	1
	Industrial training	5
	<b>Total</b>	<b>6</b>

From table 4.9 above, it was shown that most instructors contribute to curriculum development in their respective institutions. This was represented by five out of six responses from instructors of training institutions. Additional results from interviews with instructors indicated that at training institution A, curriculum development was done by academic staff and institution's administrators such as the institution coordinator, the principal and academic registrar. It was then sent to National Curriculum Development Centre and National Council for Higher Education for approval where as the hospitality

training curriculum for training institution B was developed by Makerere University Business School (MUBS) which is an awarding institution to which the institution is affiliated to and it was one of the examining bodies for the hospitality programmes. Other stakeholders of hospitality training such as learners, hotels/ industry, employers were not directly involved in curriculum development.

Regular review of training curricula was less in institutions with only two out of six instructors responding that the review was done once in year. In this aspect, this is a challenge in training institutions as curricular should match with the changing needs in the industry which is so dynamic. Institutions' adjustment to match the changing technology in the hotel sector was mostly through industrial training represented by five out of six responses. This means that institutions used industrial training as the most effective way of responding to the changing technology in hotels. This however has a consequence due to the fact that, if learners were attached to hospitality establishments for their training, they found difficulties in relating what was learned from school and work place activities that are more advanced.

Additional results about hospitality training curricula were obtained from the study of the institutions' syllabi and the following were identified as important elements.

Training curricula in institutions contained a brief course description, course objectives, detailed course content, and mode of delivery, mode of assessment and references / sources for further reading. During the study of various curricular structures, the following was observed.

- General knowledge subjects such as hospitality French, Kiswahili and

communication skills were considered. These enabled the learner develop proper communication skills more especially in interaction with guests. In addition, some general knowledge subjects were directly linked to the core vocation of hotel operations. For example, principles of Accounting had an element of introduction to book keeping applied in hotel and restaurant operations.

- Some units aimed at training business operations in hospitality. For example Entrepreneurship skills aimed at shaping learners towards generating business ideas and starting their own businesses for self-employment.
- Computer skills unit aimed at equipping learners with skills in information and communication technology and such operations as Micro soft office, e-mail and internet applications are trained.
- Learners are taught supervision skills for example; food and beverage service supervision aimed at enabling learners acquire skills to supervise and manage the service of food and beverages.
- Learners were taught costing and control of food and beverages that enabled them to understand the aspects of food and beverage service costs and establish cost standards that help maximize profits and minimize costs and pilferage.
- Principles of marketing unit also taught in most of the hospitality programmes. This was aimed at equipping learners with skills of marketing and promoting hospitality establishments and their products.
- Some units were aimed at enabling learners acquire basic skills in preparation of traditional Ugandan dishes for example Traditional Cuisines while others were aimed at international exposure for example Indian and Chinese Specialty

Cuisines.

- Practical units such as accommodation operations were taught in theory due to lack of accommodation facilities to facilitate practical training. The modes of delivery were lectures, tutorials, discussions and presentations.

#### 4.4.4 Industrial training in institutions

Industrial training attachment is an important aspect of hospitality training. This study was concerned with the way learners undertake industrial training, the duration of industrial training and their experiences as trainees in the world of work.

**Table 4. 10: Students' responses regarding whether they undertook industrial training/ attachment in hospitality establishments or not.**

<b>Responses</b>	<b>Frequency</b>
Yes	3
No	6
<b>Total</b>	<b>9</b>

The table above indicated that, six out of nine responses from learners indicated that learners did not undertake industrial training. This was due to the fact that the two training institutions had different practices; learners from training institution A were on industrial training whereas learners in training institution B had not yet undertaken their industrial training. In addition to the table above, from the discussion with students of the two institutions, it was reported that, learners undertook industrial training at the end of

the training period in the institutions. Institutions coordinated with hotels where students were placed, supervised and their performance during training was assessed. Learners trained in various departments of the hotels such as front office, food production/ kitchen, housekeeping and service departments. Hotel supervisors and institution instructors followed up students on training and had to ensure that training was conducted well. At the end of the training period, certificates were awarded to learners by hotels and the assessment sheets that indicated learner's performance were sent to the institution for evaluation. Learners were expected to compile and submit industrial training reports to the institution.

In addition, learners expressed different views and experiences with the world of work during industrial training. Some of learners' responses about training experiences were positive such as; they learn communication skills, time management, how to be self driven and acquire practical skills/ hands on training. However some learners' responses were negative; learners got less than what was expected from training and hotels used them as free labour since they were not paid, they were over worked and trained under unfavourable conditions such as harassment from hotel employees and reluctance to train them.

Learners on industrial training also reported that there was a difference between what was learnt at school and work place activities. Tasks at the workplace were more practical characterized by hands on training and modern technology whereas learning activities at school were more theoretical, teacher- centered and exam- oriented. The table below presents the period learners spent on industrial attachments.

**Table 4. 11: Duration of industrial training**

<b>Responses</b>	<b>Frequency</b>
3-4 months	3
Total	3

From the above table, all the three responses indicated that learners spent a period of 3-4 months on industrial training. In addition, from direct interactions with learners on industrial attachments, one of the hotel trainees from training institution A said that; *“we are only trained in the basic concepts; of course we cannot have an in-depth training within two weeks time allocated to each department in the hotel. So we end up getting less industry exposure due to limited time allocated for industrial training”*. This is a short period for learners’ industrial exposure. Learners were not able to cover all the aspects in the industry within that short period and this reflects upon skills acquired during the training period.

Table 4.12 below shows motivation of learners to pursue the career in the hospitality profession. Their motivation also reflected learners’ attitude towards hospitality training in particular and vocational education and training in general.

**Table 4. 12: Factors that motivate learners to pursue career in the hospitality profession**

<b>Responses</b>	<b>Frequency</b>
Employment	2
Personal interest	5
Role models	1
Parents/ Guardians	2
Total	10

From table 4.12 above it was indicated that five out of ten responses showed that learners were motivated by the desire to pursue a career in the hospitality professional, only two joined because of employment and parents respectively where as only one response showed inspiration from role models. When asked what motivated them to pursue hospitality programmes; very few learners joined because of employment and role models' motivation. Most of them had other interest to join the hospitality career such as advance in academics while others were motivated by their parents/ guardians. This had an implication that training institutions did not train learners to work in the industry; some learners are trained to acquire practical skills to be applied elsewhere for example at home in food and beverage preparations. The researcher's opinion, learners lacked career guidance due to the fact that, there were few role models in the industry to motivate learners appreciate the hospitality training programmes and the industry in general. Learners' attitudes towards hospitality training were still poor. The interview with the

students revealed that, most learners lacked simple guidance when selecting hospitality professions. In addition, observations made during the practical training session in training institution B disclosed that only few learners actively participated in the practical tasks assigned.

#### 4.4.5 Assessment and evaluation of learners

In hospitality training, assessment and evaluation of learners is an important aspect. This study was concerned with ways through which learners in training institutions were assessed and evaluated. Table 4.12 presents the results on this matter.

**Table 4. 13: Assessment and evaluation of learners in training institutions**

Responses	Frequency
Theory examinations	5
Practical examinations	6
Learners' portfolio	0
<b>Total</b>	<b>11</b>

Table 4.12 presents different responses on how learners are assessed in training institutions. From the above table, five out of eleven respondents said that assessment was done through theory examinations, meanwhile six respondents said that assessment was done through practical examinations. But it was noted that continuous progression of learners was not monitored and did not contribute towards learners' assessment. It was found that institutions only considered theory examinations and practical assignments for assessment. Graduates from these institutions get a challenge when they join the work situation where performance of employees is closely monitored and evaluated practically

rather than through theory examinations. This therefore implies that learners were not trained to acquire employable skills for the hotel sector but rather trained to advance in academics. This has an impact on both the hotel sector and hospitality graduates in terms of increased costs of retraining graduates. Graduates also experience the challenge of competition for employment with highly competent foreigners from countries such as Kenya.

#### ***4.5 Gaps in the training system in relation to the labour market needs***

The study needed to establish whether gaps existed in the training system in terms of technology, hospitality training curricula and learners' assessment and evaluation. Data was obtained from six hotel employees with experience as learners in institutions and workers in the hotel sector. The researcher used the interview method where both questionnaires and interview guides were used to obtain data. The results are presented below:

- In training institutions, tasks were more exam-oriented where as at work places tasks were more product-oriented.
- Training tasks were more theoretical in institutions while in hotels they were practical.
- There was limited exposure in institutions and a lot of exposure in the industry.
- Learners were rewarded academically in training institutions but in hotels, employees had monetary rewards.
- Work was less professional in institutions of learning and more professional at work places.
- End products in institutions were used as study models; however, hotels' products

were real and commercialized.

Based on the above differences between the training institutions and the hotels, the following gaps were identified.

#### **4.5.1 Technological mismatch between training institutions and the labour market**

It was noted that there was a technological mismatch between the training institutions and the hotels. The level of technology used in hotels was more advanced than that used in training institutions. Comparison of tools and equipment used in hotels and those used in training institutions further confirmed this technological mismatch. Tools and equipment used in hotels were more advanced, efficient and effective compared to the elementary tools found in training institutions.

One of the hotel trainees reported that;

“When the researcher started training at the reception, she was surprised to see computerized key card systems used, the online bookings made by guests and modern billings systems. We study about these systems at school and at times, our instructors use illustrations from text books when explaining these systems to us. The researcher was surprised when she found this at the hotel. Unfortunately, the researcher did not have the opportunity to train in their operation as reception staff was always busy and did not have time for me; the staff was also warned by their supervisor not to allow trainees deal with guests directly especially in online bookings and guest enquiries”.

Observations made during practical training sessions in training institutions and informal discussions held with hotel managers about modern equipment used in the hotels further testify technological differences between the hotels and the training institutions. The hotels for example, had more modern baking equipment for the production of pastry products whereas in the training institutions, learners used charcoal and paraffin stoves when baking. This gap explains the differences in the production levels, skill at

performance of practical tasks, lower production techniques lower quality and quantity of products and time wasting in the performance of hospitality tasks in the training institutions as compared to the hotels. It was observed that learners at the training institutions spent too much time performing a single practical task. Technology was thus a challenge to both learners and instructors. Due to high levels of competition in the labour market, learners found it a challenge to compete and get employment in the hotel sector since they could not match and work with the advanced dynamic technology. Therefore retraining of graduates from the institutions before joining the hotel industry is inevitable (see table 4.1). In addition, due to globalization, learners found it a challenge to compete at international levels in search for employment since training institutions train for the local labour market.

#### **4.5.2 The hospitality training curricula:**

There were gaps in the training curricula in terms of content, training methodology, objectives and vocational didactics. Basing on the study of syllabi/curricula and observations and interactions made during the training sessions in institutions visited, it was observed that the training curricula was more theoretical than practical. It did not match the operational needs of the labour market in the hotel sector. Some practical units were taught and examined theoretically such as accommodation operations. In curriculum documents, it was indicated that practical units contributed 70% practical and 30% theory in both training and assessment. However, from the researcher's observations this was not put into practice as theory still dominated the training.

The training methodology was still the traditional method where instructors were the centre of knowledge. Learners did not own their learning and so depended on instructors most of the time. The pedagogical principles of learning by doing and workshop learning were limited.

#### **4.5.3 Learners' assessment and evaluation:**

Assessment and evaluation of learners in the training institutions was more theoretical and exam-oriented compared to work place assessment. In training institutions, learners' performance was assessed based on examinations while in hotels, employees were assessed basing on products produced and how much work was done by an employee. In institutions, learner's portfolio was not considered in the assessment concept. Learner's portfolio involves a collection of learning tasks assigned to a learner throughout the learning period. The instructor recognizes the learner's improvement from the start to the end of the learning tasks and he is able to identify learner's strengths, weaknesses and achievements from various learning experiences. It combines written, oral and practical learning experiences where different learning experiences are assessed and recorded, the accumulated data is used to determine a learner's achievement over a period of time and the instructor you may take into account the learner's participation in class contributions made and marks obtained in different learning activities.

In training institutions however, learners were assigned tasks in form of coursework, tests and examinations and these were based on to measure their performance at the end of every learning period.

## CHAPTER FIVE

### DISCUSSION OF RESULTS, CONCLUSION AND RECOMMENDATIONS

#### *5.0 Introduction*

In this chapter, the researcher made an in-depth discussion of the results in view of the research objectives which guided the study and come out with facts and information about the relationship between hospitality training in the middle level institutions and the needs of the labour market in the hotel sector in Uganda. Conclusions and strategies to make training more responsive to the labour market needs have been explained by the researcher.

#### *5.1 Discussion*

##### **5.1.1 Practical competence**

This is one of the most important needs in the hotel sector. Results from Table 4.1 indicate that three out five responses agreed that Uganda's hospitality training institutions equip learners with the necessary practical skills needed at workplaces. However, this is in disagreement with the researcher's observations in hospitality training institutions as indicated in results (see figure 4.3). Institutions lacked adequate tools/ equipment and materials to facilitate practical tasks and so graduates lacked adequate preparations to handle workplace activities when they join the world of work in the hotel sector<sup>6</sup>. Some hospitality subjects that would have been taught practically were taught in theory. For example; how could housekeeping operations be taught practically without any beds or a

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<sup>6</sup> Similar situations were also observed in our mini expeditions conducted during the first year of study in 2009

guest house? This therefore implied that the instructors taught about some concepts of the vocation but they did not teach the skills of vocation hence the training of incompetent theoretical workforce. This is in agreement with what Okello (2009, p. 26) explains that, lack of technology and lack of practice among the teachers of vocational education has resulted into an education system that is irrelevant in some instances to the job market requirements. Sections such as food and beverage production, food and beverage service, front office and housekeeping require highly competent and skillful work force. This is due to increasing rate of change within the industry thus a growing demand for vocational expertise (Rowley, 2000). Results showed that the hotel sector required graduates with practical skills that are able to demonstrate practical competences to meet the required hotel standards in terms of ensuring service quality and customer satisfaction. In my view, vocational competence is attained when the learner acquires different forms of knowledge and his/her ability to demonstrate what is learnt at school to workplace tasks. This is in agreement with what Nilsson (2008) clarifies that one gains vocational competence by gradually learning, different forms of knowledge (relational, overview and detailed knowledge); by being evaluated after learning and acquiring legitimization/ certificate, the actual evidence that the competent person has the knowledge and skills to perform competently in his or her field, as well as being capable of relating knowledge acquired from school to that in work places. From the researcher's point of view, the training in hospitality training institutions was more theoretical than practical and hence graduates from these schools find it a challenge to get employment in the hotel sector where practical competence is a requirement.

### **5.2.2 Attitude towards work**

The responses indicated hotel sector required graduates with good attitudes towards work. This implies that the hotel industry required a trained workforce with a positive attitude towards work. The right attitudes should be built right from training institutions where learners should be guided in career development and professions choice. This helps in motivating learners to choose and appreciate the hospitality profession during training and later at work when they join the hotel sector. If we look at Jordan for example (USAID & Jordan Tourism Development Project, 2008, p. 13), the open house days were part of the Vocational Training Corporation (VTC) marketing campaign to raise the awareness about careers in tourism and hospitality sector, and also served to recruit high school students to join the new VTC Hospitality Program. The open house days were held at the hospitality and tourism Vocational Centers (VTC). This enabled prospective students and their parents to visit the VTC centers and find out about the hospitality and tourism programs. Prospective learners speak to teachers, current students and industry representatives who were at hand to distribute materials about their facilities and answer questions from students and their parents about working in the hospitality sector. However based on results from this study, this is not the case in Uganda.

### **5.2.3 Skills and the concept of multi- skills in the hotel sector**

In Table 4.1, three out of five of the responses indicated that hospitality training institutions equip learners with the basic skills needed to start work in the hospitality industry.

From the results above, it is clearly shown that hospitality training institutions provide skills in the basic training that further needs to be improved by hotels. Thus learners acquire the basic skills from institutions and hence there is need for retraining and specific orientation when they join the world of work. This is in conformity with Ocici cited in (Talemwa, 2009, p. 3) that, “*Skilled manpower in the tourism and hospitality industry however remains a big constraint as most of Ugandan students are not yet proficient in the way to run the leisure industry*”. From the researcher’s point of view, the ineffectiveness of the training system characterized by inadequate and inefficient tools/ equipment and materials, inadequate curriculum cannot produce a competent graduate.

From Table 4.1, four out five responses indicated that employers require graduates with multi skills to work in the hotel sector. Skills mostly needed included professional technical/ practical skills, excellent communication, customer care, computer skills, literacy skills, teamwork, management and leadership skills, behavior and attitude skills and supervisory skills. It was also evident that the hotel sector used advanced technology. This called for employees with abilities to work with new technologies in the sector; speed, accuracy, flexibility were therefore needed. This is in agreement with what Austrian Chamber of Commerce and Industry (ACCI) and Business Council of Australia (BCA) as reported by Sue Shore (2009, pp. 89-90). Shore shows that skills required to gain employment and progress within an enterprise or expand employment capability include; communication, teamwork, problem-solving, initiative and enterprise, planning and organizing, self- management, learning and technology. These skills are essentials to raise one’s potential and contribute successfully to enterprise strategic directions. This is in agreement with the globalization aspect as earlier on stated in the conceptual

framework that influences hospitality businesses internationally and the dynamic nature of the hospitality business environment justifies the need to employ multi-skilled graduates. The need for multi-skilled graduates implied that training institutions need to adapt to a holistic training approach that enables learners to acquire various skills needed in hotels.

#### **5.2.4 Hospitality training curricula**

Most instructors contributed towards curriculum development in their respective institutions. This was represented by five out of six responses. According to the field notes and additional information from the instructors in training institutions, hospitality training curricula used in training institutions were diverse and there was no central organization responsible for development of hospitality training curricula. This is contrary to what UNESCO-UNEVOC report (1993) advocates that, for the training curricula to be effective, it should match with the needs of the industry. An effective curriculum in vocational education should equip the learners with the skills demanded in the labour market and should change with the changing labour market needs and technology. According to results of this study, curriculum development in hospitality training has not been effectively done and this has resulted into differences between training institutions and hotels. This is due to the fact that some key stakeholders in curriculum development were not involved. This is in line with the UNESCO-UNEVOC report (1993, p. 16) that explains that, current practices in curriculum development in Uganda are being recognized as being inadequate as these tend to exclude other social partners, especially the employers. Industry/training institution partnership is being

encouraged through seminars and workshops. The Uganda Vocational Qualification Framework (UVQF) under Directorate of Industrial Training (DIT) has the mandate to develop occupational profiles<sup>7</sup> and establish Assessment Training Packages that should be used by institutions during training and learning process. However hospitality training institutions did not consider occupational profiles while developing their curricula.

When developing curriculum, the technological aspect should also be considered and an effective curriculum should match the changing technology. However, the changing technological advancements have posed a major challenge, as new employments emerge in the labour market. This calls for adjustments in the curriculum, but this has not been done thus affecting hospitality training due to limited resources and lack of creativity and innovativeness.

This is further explained by *UNESCO* (1993, p. 3), that there is need to bring greater innovation to the process of curriculum development in technical and vocational education to cope with the changing requirements for employment created by rapid socio-economic and technological developments.

Results from this research also indicated that there was no regular review of hospitality training curricula. This implied that institutions did not review their training curricula periodically which are centrally to the basic concepts in vocational training. It was also

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<sup>7</sup> This involves obtaining information about what is required for a particular vocation from the industry and designing module guides basing on labour market needs. These are later sent to Vocational Training Institutions to be followed by trainers during the training and learning process.

stated that institutions did not consider curricula reviews as a method of coping up with the changing technologies in the hotel sector.

#### **5.2.5 Technology used in terms of tools and materials:**

The results indicate the tools used in training institutions to perform practical tasks. Results showed that technology used in training institutions was still poor. Tools/equipment used to perform practical tasks in training institutions did not match with those in places of work. At times practical tasks were postponed or not done at all due to inadequate materials and so learners ended up studying about some subjects without practice thus making hospitality training theoretical. In other cases, according to the field notes, learners were required to purchase their own materials for practical examinations. This makes training expensive for learners as some of them may not meet the expenses of materials and so miss examinations. This was a big challenge to hospitality training. The hotel sector is characterized by modern technology and this explains why the hotel employers are reluctant to train learners on industrial attachments since they cannot work with the modern technology employed by hotels.

This situation is similar to the one observed by Okello (2009, pp. 28-29) that, the general lack of working tools and materials makes the teaching of practical subjects not affordable, therefore teaching is theoretically oriented. This has a consequence on the products of the practical educational system as graduates may not be able to meet the requirements of the labour market.

### **5.2.6 Teaching methodology**

The teaching in training institutions was more of a teacher-centered approach. Instructors guided learners on what to do and so learners had to wait for instructors to be guided and instructed about the tasks to perform. Learners did not own their learning and so pedagogical principles and practices of learning by doing were minimal. Under the learner-centered approach, learners are seen as active agents in their own learning and are not merely recipients of other people's knowledge. Constructivists conceptualise learners as participants, contributors and elaborators of knowledge, which is always socially mediated (Chappell, 2004, p. 4). However, the teacher-centered approach used in training institutions has an implication on skills acquisition from training institutions and ability to work in the hotel sector as learners' contributions to the learning process are ignored. This is contrary to what (Reaburn.P, Muldoon.N & Bookallil C., 2009) clarifies in work-based approach; whereby it is not only a matter of acquiring a set of technical skills or knowledge but it also demands learning from experience upon which reflection is a critical element of the learning process. Kearsley & Shneiderman (cited Bookallil, et al, 2009) further explain that, in work-based learning, the role of the educator is to become more a 'critical friend' to the 'student practitioner', where equal status and expertise is exchanged to create new knowledge. Again, this demands the instructor take on more a role of supporting and extending the student's learning through focusing more on the educational process and learning activities than on subject content (Walsh, cited in Bookallil, et al 2009). This is also in agreement with Inglar, et al, (2002, p. 32), explain that though the instructor is concerned with the subject matter, he should also consider the learners' experiences and emotions. This enables the instructors to create situations

that give learners opportunities to experience certain contexts, time to think about processual phenomena and to share experiences with others.

In the view of the above, instructors in hospitality training institutions have not adopted to such pedagogical approaches that are common in the hotel sector where employees are required to initiate and develop new ideas, make decisions and work with the challenging business world.

### **5.2.7 The concept of industrial training**

This forms an integral part of hospitality training in training institutions. Results from this research indicate that institutions had industrial training programmes as a way of linking hospitality training to the world of work. Learners were attached to hospitality establishments for practical training for a period of 3-4 months. This was aimed at exposing learners to the world of work in the hotel sector. However, the conduct of industrial training was still poor as employers were not ready to train learners and there was no clear coordination of hospitality training institutions to hotels. Learners on industrial training reported that there was much difference between what was learnt at school and work place activities. Tasks at the workplace were more practical characterized by hands on training and modern technology whereas learning activities at school were more theoretical, teacher centered and exam oriented. This is in agreement with Egau (2002, p. 20) who asserts that employers are reluctant to train learners since they seem to be ill- trained from school with more theoretical skills.

In addition, the duration of industrial training is short and so learners are not able to acquire all the skills, knowledge and values needed in the world of work within that short

period. Elsewhere in the world, (USAID & Jordan Tourism Development Project, 2008, p. 8), learners spend a longer period on industrial attachments in order to master the skills and be able to apply them on job. A case in context is hospitality training in Jordan where trainees are required to undertake a minimum period of 24 weeks' practical training in industry as part of the program. Trainees follow an agreed induction and training program while in industry and are monitored by a VTC Training Advisers. Supervisors in industry were asked to complete a report in conjunction with a VTC Training Adviser This is contrary to what happens in our local hospitality training institutions where learners spend a short period of time on industrial attachment in Uganda and so many learners do not give it much significance (Egau, 2002, p. 20).

#### **5.2.8 Assessment and evaluation of learners in training institutions**

From the results of the study, assessment of learners in training institutions was mainly through examinations and assignments (see Table 4.12). Other concepts of assessment in vocational education such as learners' progression/ portfolio and attitude did not form part of the assessment. Qualifications were based on Diplomas and Certificates awarded rather than the practical skills required in the hotel sector. This is in line with the Uganda Vocational Qualification Framework (UVQF) document that explains that Certificates and Diplomas awarded by vocational training institutions do not reflect the requirements of the real world of work. This therefore has an implication that learners are trained to progress in academics through examinations rather than being prepared to join the world of work. In my opinion as learner in the field of vocational pedagogy, learning is limited as learners strive to reproduce class notes in order to pass the examinations and

assignments rather than understanding the subject matter. This is in agreement with what Lev Vygotsky (cited in Mjelde, 2006, p. 94) argues that, the learner's ongoing performance in interaction with the teacher and fellow learners is a far more accurate index of learning than intelligence tests based upon a goal composed of pre-digested knowledge.

In addition, the mandate of Uganda Vocational Qualifications Framework (UVQF) under the management of DIT is to define occupational standards in the world of work, assess standards, and vocational qualifications to learners who meet the set standards of the different studies and provide guidelines for modular training (MoES, 2008, p. 13).

UVQF recommended that the Directorate of Industrial Training (DIT) and other examination boards established in the BTVET Act should award certificates and diplomas for the BTVET conducted. Under the BTVET Act, the assessment mode should be competence based rather than the preset mode of assessment which is exam oriented by Uganda National Examinations Board (MoES, 2008, p. 14). However this has not been effectively implemented as vocational training institutions still assess learners through theory examinations and assignments. This therefore implies that learners were not trained to acquire employable skills for the hotel sector but rather trained to advance in academics. This has an impact on both the hotel sector and hospitality graduates in terms of increased costs of retraining graduates. Graduates also experience the challenge of competition for employment with highly competent foreigners from countries such as Kenya. A case in point is the Utalii College that strives to offer the highest possible quality of education and training, being highly responsive and proactive to the needs of

the industry and the general clientele by developing and sustaining efficient operating standards.

### ***5.3 Conclusion***

The dynamic nature of the hotel sector coupled with globalization and the competitive hospitality business environment requires a highly skilled work force. However the training provided by middle level hospitality training institutions in this study has not been effective thus resulting into the production of incompetent graduates. This therefore implies that this study has found that there is no well-built relationship between hospitality training and the needs of the labour market in the hotel sector in Uganda.

From the results obtained by the study, it was indicated that labour market needs at the operational level of the hotel sector are diverse. Training institutions studied therefore need to identify what is required in the world of work before training so as to establish a proper relationship between what is required in hotels and what is trained in institutions. The aspects that are most needed at operational level in the hotel sector included; practical competence, good attitude towards work, multi-skills, desirable behavior, teamwork, excellent communication, customer care and basic literacy.

From the study, it was established that hospitality training in middle level institutions had loopholes. There was no periodical review of curricula to match the changing needs in the hotel sector, some stake holders in curriculum development such as learners, employers/ industry, DIT and NCDC were not involved in the reforms. It was also established that there was no uniformity in curricula adopted by the hospitality training

Uganda. This would partly establish the reasons why there is no uniformity in hospitality training curricula and what impact does this have on hospitality graduates.

From the gender perspective, the study revealed that hospitality training institutions had more female learners compared to male learners. However at operational levels in the hotels, both males and female graduates got employment in the sector. It is therefore necessary to conduct another study about gender parity and preferences for training and employment in the hotel sector in Uganda.

In addition a comparative study of curricular, methodologies and training institutions in East Africa needs to be conducted to explain the existing gaps and differences leading to preferences of Kenya trained personnel against Ugandan trained personnel in the workforce. This could enable Ugandan hospitality training institutions and the hotel sector to learn from Kenya. Furthermore, this would enhance coordination and harmonization between learning institutions and the needs of the labour market in the hospitality sector in the East African region. Such a study would also promote learning and adapting of new ideas and approaches that would lead to further competitiveness and constructive development of the hospitality sector in Uganda.

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## APPENDICES

### *DATA COLLECTION TOOLS*

#### **Appendix i: Questionnaire for Students**

#### **INTRODUCTION**

Dear respondent(s),

Dear respondent(s),

I am a student of Kyambogo University pursuing a Masters Degree in Vocational Pedagogy. I am carrying out a study about the relationship between hospitality training and the needs of the labour market in the hotel sector. This questionnaire is intended to collect relevant data to help improve training in hospitality and make it more responsive to the needs of the labour market in the hospitality sector in Uganda.

I kindly request you to provide the relevant data. The information given will be treated with utmost confidentiality and will be used for academic purposes only.

Thank you for your cooperation.

#### **Section A: Demographic Information**

1. Name \_\_\_\_\_ of \_\_\_\_\_ the  
Institution.....

2. Your age bracket (tick appropriately) 16-20  21– 25  26– 30

31 - 35  36 and above

3. Gender (tick appropriate) Male  Female

#### **Section B: Nature of Hospitality Training**

4. Course of study

Diploma  Certificate

5. Year of study

Year I  Year II

6. Duration of the course

.....

7. Title of the course/ award to be obtained

.....

8. What motivated you to join this course?

Employment  Personal interest to join the hospitality professional

Role models  Parents/ Guardians  others (specify)

9. Have you conducted any industrial training/ attachment in a hospitality establishment?

Yes  No

10. If yes; briefly explain your experience what you learnt from there

a).....

b).....

c).....

d).....

11. How long was your industrial training?

1-2 months  3-4 months  5-6 months  7 months and above

12. How does training conducted in hotels differ from that of the institution?

Machines  Hands on training  Advanced technology used in hotels

Others (state).....

13. Which learning tasks do you do in your course?

Practical  theory  general knowledge  all the three components

14. Are you exposed to both vocational practice and vocational theory in the same learning period?

Yes  No

15. How are learning activities in the institution conducted?

In groups

At Individual level

Other (specify).....

16. What kind of learning activities are done in:

In Groups

a..... b.....

c..... d.....

Individually

a..... b.....

c..... d.....

17. Do you learn under supervision? Yes  No

18. If yes, who supervises you?

.....

19. What tools/equipment and materials do you use during training?

Tools/ equipment:

a..... b.....

c..... d.....

Materials:

a..... b.....

c..... d.....

20. Out of the above tools, which ones are also found in hotels?

a)..... b).....

c)..... d).....

THANK YOU ONCE AGAIN

## Appendix ii: Questionnaire for Instructors

### INTRODUCTION

Dear respondent(s),

I am a student of Kyambogo University pursuing a Masters Degree in Vocational Pedagogy. I am carrying out a study about the relationship between hospitality training and the needs of the labour market in the hotel sector. This questionnaire is intended to collect relevant data to help improve training in hospitality and make it more responsive to the needs of the labour market in the hospitality sector in Uganda.

I kindly request you to provide the relevant data. The information given will be treated with utmost confidentiality and used only for academic purposes.

Thank you for your cooperation please.

### Section A: Demographic information:

1. Age bracket (tick appropriately)                      20 – 25                       26 – 30   
 31-35                       36 and above

2. Gender    Male                       Female

3. Job title.....

4. Which course do you teach

5. What is your area of specialization

### Section B: Nature of Hospitality Training

6. Which learning tasks do you often expose to students?

Vocational Practice                       Vocational Theory

General knowledge

7. In your opinion, what proportion does each of the three components contribute to the whole training?

Practical

Theory

## General knowledge

8. Tools we have for training in this institution are the same as those in hotels

Agree  Disagree

9. Are you involved in curriculum development for the programmes in the institution?

Yes  No

10. Which other people/ organizations are involved in curriculum/ syllabus development at your institution? (Do not give names but provide titles)

a).....b).....

c).....d).....

11. How often is curriculum/ syllabus reviewed?

Once in a year  Once in five years  Not at all  Not   
sure

12. In your view, how has the institution adjusted according to the relevant technological changes in the hotel sector? (tick the most appropriate)

Incorporating new technology

Adjusting syllabus/ curricular

Industrial training

13. How is the assessment of learners done?

Theoretical Examinations  Practical assessment  Learners'   
portfolio

14. What challenges do you face during the execution of tasks as a trainer?

Inadequate tools and materials

Out-dated technology

Out- dated curriculum

Globalization

Poor learners' attitude towards training

Others (specify).....

15. What tools/equipment do you use during practical training?

Tools:

a..... b.....

c..... d.....

Materials:

a..... b.....

c..... d.....

THANK YOU ONCE AGAIN

### Appendix iii: Questionnaire for Hotel Managers/Supervisors

#### INTRODUCTION

Dear respondent,

I am a student of Kyambogo University pursuing a Masters Degree in Vocational Pedagogy. I am carrying out a study about the relationship between hospitality training and the needs of the labour market in the hotel sector. This questionnaire is intended to collect relevant data to help improve training in hospitality and make it more responsive to the needs of the labour market in the hospitality sector in Uganda.

I kindly request you to provide the relevant data. The information given will be treated with utmost confidentiality and used for academic purposes only.

Thank you for your cooperation please.

**Instructions: Please tick the most appropriate answer and give a brief explanation where necessary**

#### Section A: Demographic information

1. Age bracket (tick appropriately)                      20 – 25                       26 – 30   
31 - 35       36 -40       41 and above
2. Gender (tick appropriate)      Male                       Female
3. Department.....
- ...
4. Job position in the hotel industry  
    Manager                       Supervisor                       other, please specify

#### Section B: Labour market needs in the hotel sector:

5. What skills are required on job in your department?
  - .....
  - .....
  - .....
  - .....
6. Fresh graduates from training institutions meet the required skills at work  
Agree                       Disagree
7. Give reasons for your answer above

- .....
- .....
- .....
- .....

8. What type of people does the hotel employ at operational level?

Skilled  Semi-skilled  Unskilled

Others, specify  .....

**Section C: The linkage between hotels and the hospitality training institutions:**

9. Does the hotel contribute to hospitality curriculum development to facilitate training?

Yes  No

10. If yes, how does the hotel contribute towards curriculum development?

- .....
- .....
- .....
- .....

11. Does the hotel provide industrial training facilities for training institutions?

12. Yes  No

13. If yes, how is the performance of learners in terms of practical tasks?

- .....
- .....
- .....

14. Suggest ways through which hospitality training can be made more responsive to the needs of the labour market in the hotel sector.

- .....
- .....
- .....
- .....

THANK YOU ONCE AGAIN



- .....
- .....
- .....

9. Newly recruited employees are always retrained by the hotel

Agree  Disagree

10. Give reasons for your answer above

- .....
- .....
- .....
- .....

11. You can only be employed in the hotel sector after an experience from somewhere else.

Agree  Disagree

12. Employers require graduates with multi skills.

Agree  Disagree

13. Give examples of skills required in (12 above).

- .....
- .....
- .....
- .....

**Section C: Linkage between hotels and training institutions:**

14. The training people have in training institutions help them so much in the hotels

Agree  Disagree

15. What are the similarities and differences between learning tasks in institutions and work place tasks at the hotel?

**Similarities**

- .....
- .....
- .....
- .....

**Differences**

- .....
- .....
- .....
- .....

16. What are your suggestions for improvement in hospitality training in institutions?

- .....
- .....
- .....
- .....

*THANK YOU ONCE AGAIN*

**Appendix v: Observation Check list**

1. The learning organization in the classroom/ workshops
2. The equipment, tools and materials used in both training institutions and hotels
3. The mode of teaching used by the instructors
4. Learners' participation in tasks assigned to them in training institutions

**Appendix vi: Documentary Study check list**

1. Curriculum/programme document
2. Assessment sheets
3. Learners' reports about their performance during industrial training attachment
4. Time tables
5. Brochures

  
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Date: 17<sup>th</sup> - 06 - 2015

To: KITHEM LI MAY CONCERN  
.....  
.....  
.....  
.....

**RE: LETTER OF INTRODUCTION**

This is introduce MS. NAKIYIBE SAFAH 0712137736 Reg. No. 2009(MD)OU/MVP..... who is a student of Kyambogo University pursuing a Masters Degree in Vocational Pedagogy.

He/She intends to carry out a research on:

THE RELATIONSHIP BETWEEN HOSPITALITY TRAINING AND THE NEEDS OF THE LABOUR MARKET IN SELECTED HOTELS AND TRAINING INSTITUTIONS IN KAMPALA .

As partial fulfillment of the requirements for the award of the Degree of Master in Vocational Pedagogy.

We therefore kindly request you to grant him/her permission to carry out this study in your organisation.

Any assistance accorded to him/her shall be highly appreciated.

Thank you

Yours Faithfully,



Sr. Dr. F. Nakiwala

AG. DEAN, KYAMBOGO UNIVERSITY GRADUATE SCHOOL