

**UNIVERSITY OF EDUCATION, WINNEBA**  
**COLLEGE OF TECHNOLOGY EDUCATION, KUMASI**

**CHALLENGES AND CONSTRAINTS OF HOSPITALITY AND TOURISM  
EDUCATION IN GHANA (A CASE FOR GREATER ACCRA METROPOLITAN  
AREA)**



**EBENEZER JUNIOR AFFUL**

**DECEMBER, 2015**

**UNIVERSITY OF EDUCATION, WINNEBA  
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI**

**CHALLENGES AND CONSTRAINTS OF HOSPITALITY AND TOURISM  
EDUCATION IN GHANA (A CASE FOR GREATER ACCRA METROPOLITAN  
AREA)**

**EBENEZER JUNIOR AFFUL**

**(7111182016)**

**A Dissertation in the Department of HOSPITALITY AND TOURISM  
EDUCATION, Faculty of VOCATIONAL EDUCATION, submitted to the School  
of Graduate Studies, University of Education, Winneba, in Partial fulfilment of the  
requirements for the award of Master of Technology Education (Catering and  
Hospitality) degree.**

**DECEMBER, 2015**

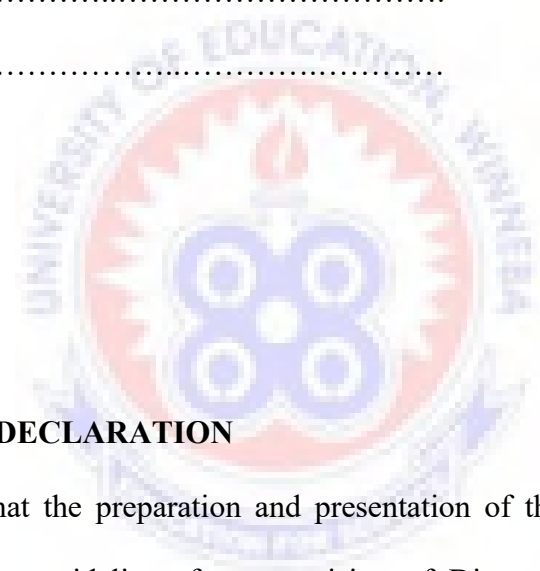
## DECLARATION

### STUDENT'S DECLARATION

I **EBENEZER JUNIOR AFFUL**, declare that this Dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:.....

DATE:.....



### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: MRS. PATRICIA ABABIO

SIGNATURE:.....

DATE:.....

## ACKNOWLEDGEMENT

The success of this work is the result of the help and support received from notable personalities in and outside the Department of Hospitality and Catering Management of the University of Education, Winneba. Firstly, I wish to express my profound gratitude to my Supervisor, Mrs. Patricia Ababio, for painstakingly going through and marking the scripts, as well as offering constructive criticisms, pieces of advice and suggestions, all of which have made this work what it is now.

I would also like to acknowledge the help of Mr. Bernard Baffoe of the Saltpond Government Hospital for his immense contribution and help in the analysis of the data in the thesis. Also to thank Miss Dorcas Addo for taking time off her busy schedule to proofread this work. I also register my heartfelt thanks to my mates for their moral and intellectual support.

Last but not least, while thanking all authors and publishers whose materials were cited in the text, as well as everybody whose help enabled this work to see the light of day, I must say that any defect in this work is entirely mine.

## **DEDICATION**

To:

Lady Mercedes Akua Brakoa Afful

aka - Mecha

(Daddy's Little Girl)



## TABLE OF CONTENTS

<b>Content</b>	<b>Page</b>
DECLARATION .....	ii
ACKNOWLEDGEMENT .....	iii
DEDICATION .....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES .....	ix
LIST OF FIGURES .....	x
ABSTRACT.....	xi
<b>CHAPTER ONE: INTRODUCTION.....</b>	<b>1</b>
1.1 Background to the Study.....	1
1.2 Problem Statement.....	7
1.3 Objectives of the Study.....	8
1.4 Research Questions.....	9
1.5 Significance of the Study.....	10
1.7 Profile of the Study Areas.....	12
1.7.1 The Economic Activities.....	13
1.7.2 Accra Polytechnic .....	14
1.7.3 Fiesta Royale Hotel.....	15
1.7.4 Golden Tulip Accra.....	17
1.7.5 Travel Xpress International Hotel.....	19

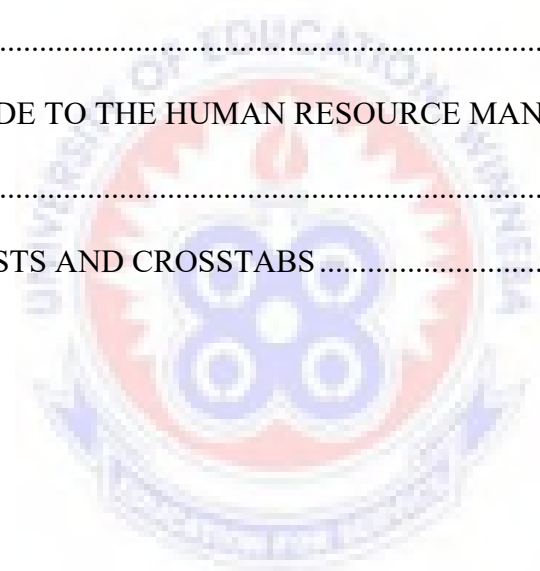
**CHAPTER TWO: LITERATURE REVIEW AND CONCEPTUAL**

<b>FRAMEWORK.....</b>	<b>19</b>
2.1 Introduction.....	19
2.2 Tourism; a Key Driver for Socio-Economic Progress.....	20
2.3 Critical Issues in Hospitality and Tourism Education .....	22
2.4 Review of Tourism Education in Ghana .....	27
2.5 Application of Relationship Management Theory and Stakeholder Theory to Tourism and Hospitality .....	31
2.6 Tourism Education–Government Relationship.....	33
2.7 Tourism Education and Industry Relationship.....	33
2.8 Conceptual Framework .....	37
<b>CHAPTER THREE: METHODS OF DATA COLLECTION .....</b>	<b>41</b>
3.1 Introduction .....	41
3.2 Research Philosophy .....	42
3.3 Research Design.....	44
3.4 Sampling Procedure and Sample Size Determination .....	46
3.5 Survey Instrument - Questionnaire and In-depth Interview .....	48
3.6 Fieldwork .....	49
3.7 Response Rate.....	50
3.8 Ethical Considerations .....	50
4. 9 Summary .....	51

<b>CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION .....</b>	<b>52</b>
4.1 Introduction .....	52
4.2 Field Characteristics and Demographic Dimensions .....	53
4.3 Challenges and Hindrance in Hospitality and Tourism Education.....	53
4.4 Gender and Hospitality and Tourism Education.....	54
4.5 Institution Attended .....	57
4.6 Programmes of Study.....	58
4.7 Employment-related Characteristics and Perceptions of Respondents.....	59
4.7.1. Employment Status .....	60
4.7.2 Employees' Department.....	61
4.8 Evaluation of Hospitality and Tourism Education in Ghana .....	63
4.9 Assessment of Study Conditions and Study Provisions .....	68
4.9.1 Consultations.....	69
4.9.2 Friendly Faculty Members.....	69
4.9.3 Students' Involvement in Activities on Campus .....	70
4.9.4 Student Value Similarities .....	70
4.9.5 Knowledge Acquired Applicable to Career.....	70
4.9.6 Competency Most Useful at Workplace .....	71
<b>CHAPTER FIVE: MAJOR FINDINGS, RECOMMENDATIONS AND</b>	
<b>CONCLUSIONS .....</b>	<b>76</b>
5.1 Introduction .....	76
5.2 Major Findings .....	76
5.3 Conclusions .....	78



5.4 Recommendations .....	80
REFERENCES .....	83
<b>APPENDIX A</b> .....	92
QUESTIONNAIRE FOR LECTURERS AND OTHER TEACHING STAFF .....	92
<b>APPENDIX B</b> .....	96
QUESTIONNAIRE FOR EMPLOYEES OF HOTELS .....	96
<b>APPENDIX C</b> .....	101
INTERVIEW GUIDE FOR THE HEAD OF DEPARTMENT .....	101
<b>APPENDIX D</b> .....	104
INTERVIEW GUIDE TO THE HUMAN RESOURCE MANAGERS .....	104
<b>APPENDIX E</b> .....	106
CHI-SQUARE TESTS AND CROSSTABS .....	106



## LIST OF TABLES

<b>Table</b>	<b>Page</b>
Table 1: Shows a systematic increase in these indicators for over a three decade.....	5
Table 2: Profile of the Employees.....	56
Table 3: Present employment status of respondents.....	60



## LIST OF FIGURES

<b>Figure</b>	<b>Page</b>
Figure: 1 Map of the Accra Metropolitan Assembly.....	12
Figure 2: Tourism education-industry relationship (systems approach).....	38
Figure 3: Four elements of research design relating to the qualitative and quantitative .....	45
Figure 4: A bar chart showing responses of challenges and hindrances in hospitality and tourism education in Ghana.....	54
Figure 5: A pie chart showing Gender of Respondents.....	55
Figure 6: A bar chart showing Institution attended by Respondents.....	58
Figure 7: A pie showing programmes of study by respondents.....	59
Figure 8: A pie chart of the position of employee respondents.....	61
Figure 9: A bar showing the departments of employees.....	62
Figure 10: Level of Satisfaction.....	63
Figure 11: Education /Work Emphasis.....	65
Figure 12: Hospitality and tourism education and career paths in Ghana.....	67
Figure 13: A pie chart showing respondents' participating in class discussions.....	68
Figure 14: Student-faculty members/student-student relationship.....	69
Figure 15: Knowledge acquired applicable to career.....	71
Figure 16: Views and perceptions on hospitality and tourism education in Ghana.....	72

## ABSTRACT

The main purpose of this thesis was to examine the challenges and constraints of hospitality and tourism education in Ghana. It was specifically directed towards identifying factors hindering the development of hospitality and tourism education in Ghana, exploring the effectiveness of competency skills learnt in school and its relevance to the job market and the significance of a closer industry/academe relationship for hospitality and tourism development in Ghana. The study employed descriptive research design and made use of mixed methods as such both qualitative and quantitative techniques for data collection and analyses were used. A non-probability cross-sectional survey was used to sample 76 graduate employees from three hotels in Accra, in addition to 9 lecturers from Accra Polytechnic. Three in-depth interviews were conducted in total, two from line managers or supervisors from the hotels and an head of department. Chi-square, Correlation and Phi Coefficient of Association were the main tests and analytical tools used in this study. The study revealed that, indeed factors such as educators not providing realistic information to students leading to “*reality shock*” when they enter the industry, hospitality and tourism education and training not corresponding to industry’s career path in Ghana, unrealistic career expectations leading to early exit by graduates and lack of resources allocation and support are militating against the development of hospitality and tourism in Ghana. Again, it came out that most hotels employ more polytechnic graduates than graduates from the universities. The policy implications here is that the polytechnic should be encouraged to stick to their core mandate of providing practical and technical training to meet the needs of the industry.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

African countries have long been reliant on traditional sectors such agriculture with little or no secondary activities in the mining and manufacturing sectors to augment those ones for their economic survival. Many of these governments are finding ways of reducing their economic reliance on these traditional industries. This has made tourism one of the best tools, hence moving it into the mainstream economic development agenda, even though conventional mass tourism has not yet dominated the continent.

According to Mitchell and Asheley (2007), tourism as a modern phenomenon continues to push itself onto the “radar” of developing countries’ policy agenda. Hall (2007), also credited with this assertion, added that tourism is now included in the poverty-reduction strategies of more than 80% low-income countries in Africa and the South Pacific Islands. The United Nations Conference on Trade and Development (UNCTAD), in a report presented in 2001, noted that tourism can make a substantial contribution to the developmental programmes of any country and it is a tool for combating poverty among countries seeking rapid development. For a less developed country (LDC), the steady development of the tourism and hospitality industry is likely to have a measurably positive socio-economic impact with a tendency of ‘graduating’ it from that status. A careful study involving Botswana, Cape Verde, Maldives, Samoa and Vanuatu as a graduation case of less developed countries (to developing countries) showed a close association between tourism development and the socio-economic progress of these countries.

Optimism about the worldwide future growth of tourism combined with Africa's currently small market share and its internationally recognized resource endowment for tourism, is leading several countries to consider ways through which tourism can accelerate economic growth and diversify their economies. Now the question is, why tourism and, by extension, the hospitality industry? The tourism and hospitality industry is and can be an engine of growth capable of stimulating, invigorating and rejuvenating other sectors of the African economy (Iain and Crompton, 2001). Some of the other tangible reasons tourism should be a development tool in Africa are:

1. Tourism products and services are built upon intrinsic tourism assets—coastal-, wildlife-, nature-, cultural- or city-based— that can compete internationally, and these abound in Africa. Natural assets for tourism development is usually accompanied by and packaged with appropriate and competitively built assets.
2. Currently, over 8% of all jobs worldwide are estimated by WTTC to depend on travel and tourism, which is forecast to create over 5.5 million jobs per year over the next decade.
3. Tourism brings with it more opportunities for linkages with other sectors in the economy.

To be acceptable as a development tool, tourism must generate economic benefits for a broad spectrum of the population and must also ensure their inclusion in decision-making on sector development and trends, as well as preserve the resource base on which tourism is based. The private sector requires a profit on its investments. The government's role is to create the policy framework that will encourage for-profit investments in addition to incentives and regulatory frameworks that will ensure good economic returns to a broad

range of beneficiaries from these investments and conserve the country's cultural and environmental heritage. Given its cross-sectorial nature, tourism will only develop sustainably if it is integrated into the country's overall policies and economic and physical planning mechanisms and if linkages are created across the many sectors spanned by tourism. Partial policy measures will be inadequate to address vested interests, underlying economic relationships and generic social or physical constraints.

Egypt, Morocco, Tunisia and South Africa have all until recently (until the Arab Spring) been the four countries benefiting most from tourism on the African continent. Kenya, a shining example for most African countries in terms of tourism, established a ministry for tourism as far back as 1966, thereby embracing tourism as an important developmental tool for socio-economic development.

Another success story in the tourism and hospitality industry in Africa is that of South Africa, with a population well over 41 million and a land area of 1.27million sq. km (nearly five times the size of UK).Its resource base for tourism and hospitality is phenomenal. The country's attractiveness for tourism lies in its diversity, having propositional features such as accessible wildlife, varied and impressive scenery, unspoiled wilderness areas, sunny and hot climate, diverse culture and a well-developed infrastructure with virtually unlimited opportunities for special interest activities such as wild water rafting and whale watching, etc. a 2012 South African Yearbook named the top top South African tourist destinations to be Cape Town, the Kruger National Park, the Western Cape Wine Routes, Garden Route, Durban, KwaZulu-Natal Game Parks, Johannesburg and Mpumalanga.

According to statistics, nearly 8.4 million tourists came to South Africa in 2011, an increase of 3.3% of the previous year. Most tourists to South Africa– nearly 72%– hail from neighbouring Southern African Development Community (SADC) countries. The 2010 FIFA World Cup soccer tournament was a milestone for the South African tourism and hospitality industry. Hotels were extended, infrastructure developed and hospitality professionals were primed in preparation for that massive and historic event– and it paid off with more than 300,000 tourists visiting South Africa during the World Cup. According to economist Kevin Lings, as recently quoted in the Business Day, the amount of cash received from tourism in 2012 had increased by R10.6 billion or 14% year-on-year, which is a healthy situation in anyone’s books!

On the back of the healthy numbers of tourists visiting the country, the hotel and hospitality industry is faring similarly well, according to the CEO of Pam Golding Hospitality, Joop Demes, in a recent interview with the Business Day. He says “potential growth in revenue per available room (RevPAR) – how sales are measured– could be as much as 15%. Hotel room revenue is similarly expected to increase by 8.7% by the end 2013”. However, the South African Government’s White Paper on the Development and Promotion of Tourism, presented in May 1996, identified inadequate training, education and poor service, among other factors, as key constraints on the country’s tourism industry, preventing it from playing a more meaningful role in the national economy.

Hospitality and tourism development in Ghana has also seen some success outcomes over the years. Tourism was declared as one of the four priority sectors of the Ghanaian economy under PNDC Law 166 in 1986, having been identified in 1985 as a key sector in the country’s development agenda under the Economic Recovery Programme



(ERP). The sector emerged as the fourth largest foreign exchange earner after cocoa, gold and timber in 1992. By 1993, the Ministry of Tourism and Diaspora Relations was established to manage and supervise the formulation of policies in the sector. The ministry existed to advance and develop Ghana as an internationally competitive and high quality destination where the tourism industry, besides producing macroeconomic benefits, explicitly contributes to poverty reduction and the conservation of the country's cultural, historical and environmental heritage.

Statistical data available on Ghana indicate that Ghana's hospitality and tourism industry has seen remarkable progresses in terms of international arrivals, receipts and tourism infrastructure and superstructures. The table 1 below shows a systematic increase in these indicators for over a three decade.

<b>Year</b>	<b>Arrivals</b>	<b>Receipt ( US \$)</b>
1987	103,440	36.5
1997	325,438	265.6
2007	586,612	1,172
2009	802,779	1,615.2
2010	913,224	1,875.0
2013 (Target)	1,263,857	2,195.0

**Source:** GTA, 2010; MoT, 2013

Tourism is a competitive industry that requires a good mix of attractions and support facilities to ensure a balance and sustainable development. Ghana's tourism and hospitality infrastructure, according to the Ghana Tourism Authority (GTA), has also seen an increase, with the number of hotels increasing from 1,345 in 2005 to 1,800 in 2011. The number of hotel rooms also grew from 18,752 to 26,047 within the same period, with the number of beds growing correspondingly. Festivals in Ghana have also seen some new entrants or revivals such as the Emancipation Day, started in 1998, the PANAFEST in 2004, Akwantukese Festival by the people of the Wassaw Amanfi Traditional Area in the

Western Region and, quite recently, Akwantu-tintin Festival for the people in New Juabeng.

All these developments on Ghana's hospitality and tourism scene have brought the manpower needs of the industry to bear. The tourism industry worldwide is known to be a labour-intensive service industry dependent for survival on the availability of quality and qualified manpower to organise, deliver, operate and manage the tourist product. The quality of the total tourist experience is also dependent on the quality of interaction among the tourist, tourism industry and personnel manning the industry. Employment generated domestically by the tourism industry has also seen an increase from 172,823 in 2005 to 291,202 in 2010, with an expected increase to 380,092 by the end of 2013 (MoT-PPB, 2013-2015). While these levels of employment are encouraging, pundits have emphasised the need for well-educated and trained tourism and hospitality manpower to manage the sector in Ghana.

There have been much discussions over the past three decades on the provision and content of hospitality and tourism education worldwide and the realization that the tertiary education sector has much to contribute to the evolving science or craft of tourism (Oppamann, 2000). Some have acknowledged and raised concerns over the rapid growth in hospitality and tourism degree courses. Others have also advocated a core body of knowledge which should form the basis of hospitality and tourism degree education (Richards, 1998, Airey and Johnson, 1999). King (1991), acknowledged that industry placements have long been a part of hospitality and tourism in the UK and Thailand, with majority of hospitality and tourism-related programmes requiring a period of practical experience before graduation.

Busby (2005) criticised that where industry-linkage strategies do exist, they are often centered on industrial placement or work experience models. He also emphasised that hospitality-tourism and industry-linkage strategies in many educational institutions are often haphazard and lack vision. Cooper and Westlake (1998) and Solnet (2004) all affirmed Busby's judgment, adding that the linkage mentioned above lacks focus, commitment and resources.

## **1.2 Problem Statement**

As one of the world's largest employment sources and one of the nation's largest employment industry as well, the hospitality and tourism has become an increasingly complex and diverse industry that cannot be neglected by destinations and businesses if they wish to remain competitive in the global economy (Gun, 1994). The development of hospitality and tourism education in Ghana over the past two to three decades has been phenomenal, with the introduction of degree and diploma programmes in the country's national and private tertiary institutions, but a gap still exists between the supply of and demand for quality manpower locally to meet the industry's needs. This is evident in the importation of expatriate staff to man the industry, especially at the upper management level. This can partly be blamed on the rapid growth of the industry in the country, with the last decade seeing embellishments in multinational hotels in the country's two major cities, Accra and Kumasi. While this could be as a result of the influx of international tourists and businessmen in Ghana's oil and gas sector, nevertheless, the situation has exposed a crack in Ghana's human resource need in the hospitality and tourism industry.

Good and quality education is the key to solving human resource issues confronting the hospitality and tourism industry in Ghana. The emergence of tourism studies as a legitimate area of academic investigation in Ghana is a recent and an ongoing development (Akyeampong, 2008). Its education, research and methodological approach are being highly influenced by other disciplines in the social sciences. Studies on tourism education have usually centered on the three domains/models, that is, generic tourism degrees, functional tourism degrees and market-/product-based tourism degrees. Others have also looked at the triangulational relationship between the unique characteristics of the three primary tourism stakeholders- students, educators and hospitality and tourism professionals- and ways by which the effects of their relationship can be enhanced. Akyeampong (2008), proposed a framework for tourism education in Ghana, but all these studies have failed, to an extent, in critically examining the challenges and constraints on hospitality and tourism education in Ghana, particularly. There is, therefore, the need to examine critically the challenges and constraints on hospitality and tourism education in Ghana.

### **1.3 Objectives of the Study**

The general objective of this research is to examine the challenges and constraints on hospitality and tourism education in Ghana.

However, the specific objectives are to:

- i. Identify factors hindering the development of hospitality and tourism education in Ghana.

- ii. Explore the effectiveness of competency skills acquired in school for the job market.
- iii. Examine the significance of a closer industry and academe relationship for tourism development in Ghana.
- iv. Analyse the role of tertiary institutions in the development of hospitality and tourism in Ghana.

#### **1.4 Research Questions**

The following research questions are fundamental and imperative for the critical examination of the problem stated above and in exploring and explaining the issues as they relate to hospitality and tourism education in Ghana:

- a) Is tourism a discipline or a vocational field of study?
- b) What factors have hindered the development of hospitality and tourism education in Ghana?
- c) Does the current hospitality and tourism education curriculum emphasise the supply of labour to meet the industry's needs?
- d) Do hospitality and tourism education and training correspond to tourism career path in Ghana?
- e) To what extent does the relationship between the academia and the industry significantly develop hospitality and tourism in Ghana?
- f) What role do tertiary institutions play in the development of hospitality and tourism in Ghana?

- g) Has enough attention and resources been allocated to hospitality and tourism education in Ghana, as given to the more traditional disciplines?

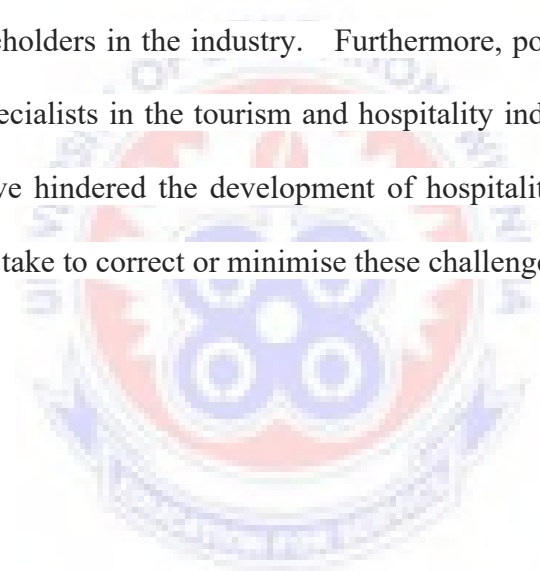
### **1.5 Significance of the Study**

Writing from a hospitality and tourism perspective, Bergsma (2000) noted that the average age of people seeking employment is increasing worldwide and more people are in for education and training than ever before. This, she said, has necessitated hospitality and tourism operators to follow the same trends when recruiting and investing in human capital, noting that it is the quality of human resource, not capital assets, that will make the difference in the future of the hospitality industry's place on the market, (Bergsma 2000). This trend not only reflects the important role hospitality and tourism education plays within the sector but also points out the enormous task it ought to pursue in order to produce human resources capable of steering affairs within the hospitality and tourism industry as far as the future, especially, is concerned. World Tourism Organisation (WTO) in 1997 singled out higher education in tourism as holding a potential for achieving customer satisfaction in the industry and also improving competitiveness in the tourism businesses if specific education and training are guaranteed.

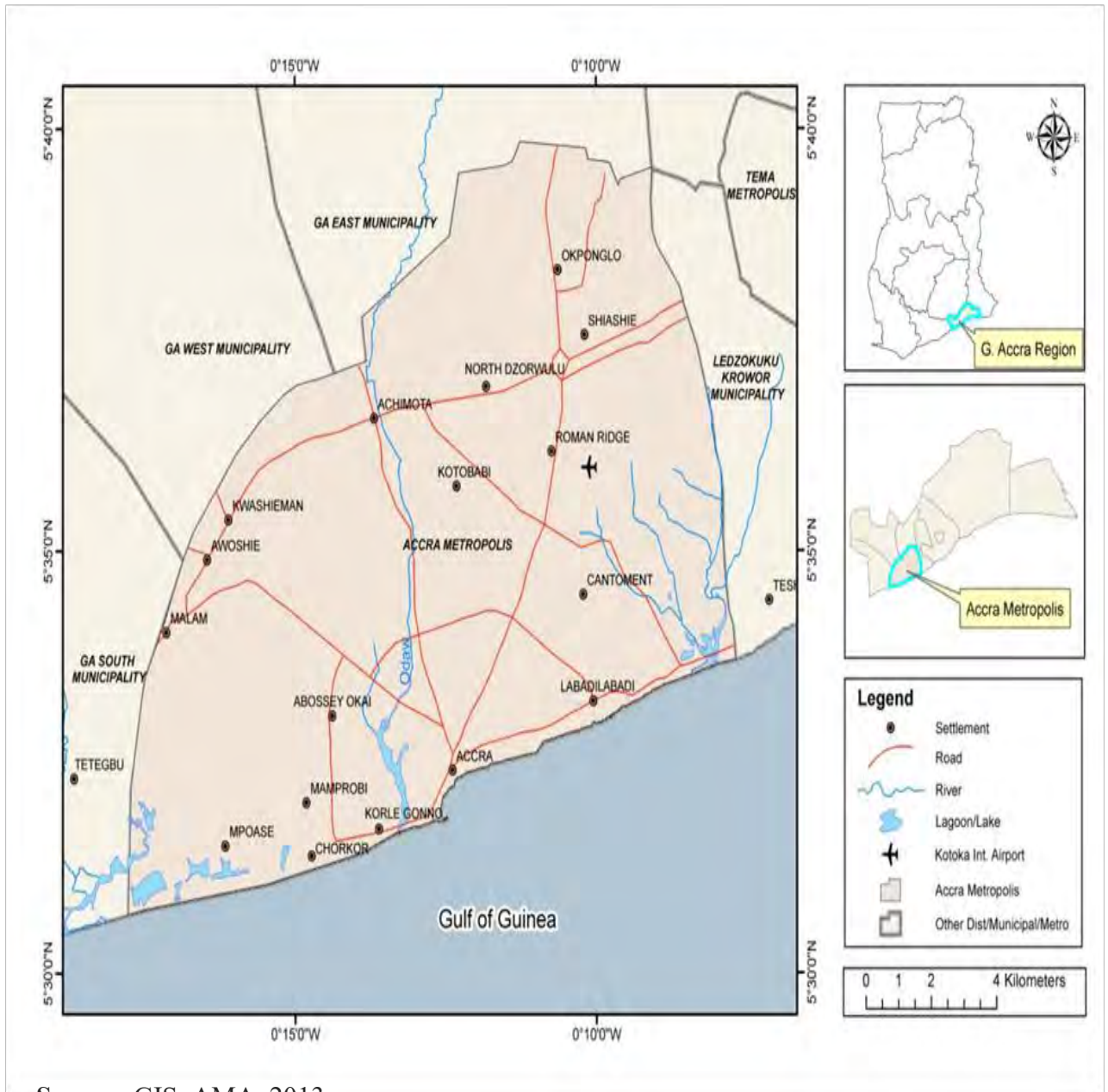
This research is significant in many ways. Firstly, this study is geared towards identifying, analysing and discussing the challenges and constraints on hospitality and tourism education in Ghana, especially at the vocational and the tertiary level. As such, it will primarily benefit the hospitality and tourism academia and researchers whose works are to develop strong indigenous theories, concepts and methodologies to help grow the discipline in Ghana.

The study is expected to add to the existing knowledge and literature on the challenges and constraints on tourism education worldwide and in Ghana particularly. Adding to existing literature is an important aspect of research, as it describes how the proposed research is related to prior research works in the area. Literature in research also shows the originality and relevance of research problems. It also justifies proposed methodologies being adapted in the research.

The findings are also expected to provide an understanding of factors that have hindered the development of tourism and hospitality education in Ghana for students who are the future stakeholders in the industry. Furthermore, policy makers, employers and human resource specialists in the tourism and hospitality industry will better understand the factors that have hindered the development of hospitality and tourism education in Ghana and steps to take to correct or minimise these challenges and constraints.



### 1.7 Profile of the Study Areas



Source: GIS, AMA, 2013

Figure: 1 Map of the Accra Metropolitan Assembly

The Accra Metropolitan Assembly is located in the Greater Accra Region. The region is the smallest of Ghana's 10 administrative regions in terms of area, occupying a total land surface of 3,245 square kilometres or 1.4% of the total land area of Ghana. The region is the second most populated region, after the Ashanti Region, with a population of



4,010,054 in 2010, accounting for 16.3% of Ghana's total population (Ghana Statistical Service). The Greater Accra Region is bordered on the north by the Eastern Region, on the east by the Lake Volta, on the south by the Gulf of Guinea and on the west by the Central Region. The Greater Accra Region currently harbours the seat of government in Accra.

The metropolitan area, where the study took place, also has a total land size of 200 square kilometres and is made up of six sub-metropolitan assemblies, namely; Okaikoi, Ashiedu Keteke, Ayawaso, Kpeshie, Osu Klotey and Ablekuma. With more than three million inhabitants, Accra is among Africa's largest cities in a region undergoing one of the continent's fastest rates of urbanisation (UN-HABITAT, 2009). The area was founded by the Ga people of Ghana in the late 1600s. In 1877, Accra replaced Cape Coast as the capital of the British Gold Coast colony. After the completion of a railway for the mining and agricultural sectors, Accra became the economic centre of Ghana. The primacy of the city is influential in the daily inflows to and outflows of both human and vehicular traffic in the city. Accra is a major centre for manufacturing, marketing, finance, insurance, transportation and tourism. As an urban economy, the service sector is the largest, employing about 531,670 people, while the informal service sub-sector absorbs the largest number of labour force.

### **1.7.1 The Economic Activities**

Rapid in-migration, both from the countryside and from other West African nations, has brought a series of transformations to Accra's urban economy, and with them have come new challenges that influence local policy makers' decisions. The sectors of Accra's economy consist of the primary, secondary (manufacturing, electricity, gas, water,

construction) and tertiary sectors (supermarkets, shopping malls, hotel, restaurant, transportation, storage, communication, financial intermediation, real estate service, public administration, education, health and other social services). The tertiary service sector is the city's largest, employing about 531,670 people. The second largest, the secondary sector, employs 22.34% of the labour force or around 183,934 people. 12.2% of the city's workforce is reportedly unemployed, totaling around 114,198 people (A.M.A Report 2012).

There are over 50,506 identified residential properties and about 4,054 commercial/industrial/mixed properties with a total retail value of GH¢1,384,901,377,745.00. There are also 29 markets, 36 facilities for both on-street and off-street parking, over 120,000 units of wholesale, retail and other self-employed businesses, as well as several facilities for the promotion of sports, recreation and many tourist centres.

### **1.7.2 Accra Polytechnic**

Accra Polytechnic is the first polytechnic to be established. It was established in 1949 as a technical school and inaugurated in 1957 as Accra Technical Institute. In 1963, the institute was renamed Accra Polytechnic by the orders of the then President, Dr. Kwame Nkrumah. By the Polytechnic Law of 1992 (PNDC Law 321), which became fully operative during the 1993/1994 academic year, Accra Polytechnic was elevated to a tertiary status. The institution was then placed under the Higher Education Council with autonomy to award higher national diplomas (HNDs). With the passage of the PNDC Law 321, the polytechnic upgraded its programmes and facilities to provide middle-level manpower to revolutionise and feed the growing Ghanaian industries.

Accra Polytechnic began to offer HND programmes in mechanical engineering, electrical/electronic engineering, building technology, civil engineering, furniture design and production, secretaryship and management studies, bilingual secretaryship and management studies, accountancy, marketing, purchasing and supply, fashion design and textiles, mathematics and statistics, and science laboratory technology. The technical courses offered by the polytechnic were maintained. In 2007, the Polytechnic Act (Act 745) was promulgated and it repealed PNDC Law 321 of 1992. The new Act granted the Accra Polytechnic autonomy to award HND and other certificates accredited by the National Accreditation Board (NAB) and award degrees subject to the conditions that the council of the polytechnic may determine. The polytechnic currently offers two degree programmes and fifteen HND programmes. These programmes are run in three schools. As a tertiary institution, Accra Polytechnic is governed by a council established under the Polytechnic Act 2007 (Act 745).

### **1.7.3 Fiesta Royale Hotel**

Fiesta Royale Hotel is a four-star airport hotel located on the last end of the Gorge Walker Bush Motorway (H1N1) in Accra. It is located only five minutes' drive away from Ghana's main airport, the Kotoka International Airport in Accra, and 15 minutes away from the Accra city centre. The hotel raises the bar for business and leisure accommodation in Ghana by combining affordable luxury and modern facilities. It also offers an unrivalled combination of hospitality, delightful amenities, efficient service and modern luxury

Fiesta Royale Hotel offers three types of accommodation to suit your needs - the standard rooms, executive suites and chalets. The hotel has 100 luxuriously appointed and

elegant rooms with contemporary decor. These include the 10 chalets and all the facilities you would expect from a first-class hotel such as swimming pool, gym, business centre, conference rooms, etc.

The standard rooms at Fiesta Royale Hotel have been carefully designed and appointed to offer the highest standards. Extremely spacious and well maintained, each standard room has either a king-sized bed or two normal-sized beds. The standard room is contemporary in its furnishing to spells elegance. The room is ideal for both the business traveller and the leisure guest. All the standard rooms have the modern facilities any traveller expects now such as international direct dialing-IDD, multi-channelled television, a mini-bar and many more.

The executive suites have an additional space made to ensure privacy. The extra spacious room features a tastefully decorated bedroom and a superbly outfitted living room area with a cleverly secured interconnecting door. The executive suite is furnished with king-sized beds, opulent bathroom complete with bath tubs and a glass-enclosed shower. The living area on its part offers a working area complete with an executive desk, high-speed internet access point, a multi-channelled TV and a kitchenette.

The ten chalets offer two bedrooms each and are cleverly hidden behind a leafy screen of immaculately manicured ficus plants, tropical bamboos and a sea of ixoras. The chalets offer excellent lodging for the short-/long-staying business executive or family. Each chalet at Fiesta Royale Hotel has been carefully furnished with facilities to meet the high standards of both a luxury hotel and the comfort of a modern home. These include a fully equipped kitchen, double-door refrigerator, an elegant dining room complete with table and 6 chairs, a hair dryer and a shaving point and an opulent bath tub and shower,

among others. Fiesta Royale Hotel also offers the following facilities to its esteemed guests; business centre, gift shop, business, packages, restaurant & bar, car rental services, sports facilities.

#### **1.7.4 Golden Tulip Accra**

Golden Tulip Accra is also a four-star hotel situated in Accra, the capital city of Ghana. It is an African-style hotel with 238 rooms in a delightful landscape over spacious grounds and extensive tropical gardens and lush vegetation. The hotel caters for both business and leisure travellers. Situated in a suburb of Accra, the hotel is only five minutes' (2km) drive from the Kotoka International Airport and ten minutes' drive to the city centre and government ministries. The hotel's central location makes it easily accessible to the city centre and other commercial areas of the city of Accra. It is also within easy reach of nightclubs, shops, museums and beaches.

The hotel's luxuriously furnished accommodations include 4 junior suites, 2 luxurious Tulip suites, 6 premier suites, 16 chalets and 206 standard and premier rooms. The standard rooms at the Golden Tulip Accra Hotel offer luxury and comfort for any type of visitor. Each room has been meticulously decorated to the Golden Tulip International's standard. The rooms have key card access, wireless internet, mini bar, safe, free coffee & tea facilities, iron/ironing board, hair dryer, multi-channelled TV, an accurate timed wake-up system, same day laundry and 24-hour room service.

The premier rooms offer guests a place to relax in luxury. These spacious rooms include areas for lounging while enjoying the picturesque view the Golden Tulip Hotel Accra has to offer. Each room is well equipped with all the comforts of the standard rooms.

Guests are pampered with a fruit basket on arrival, extra amenities, turndown services, among other benefits. The junior suites offer a quiet and peaceful ambience for longer stays or for a night or weekend getaways. The suites include a spacious living room for lounging and have recently been renovated. The suites have a spacious desk for business travelers as well.

The newly refurbished Tulip suites offer a place to relax in luxury. Each suite is luxuriously furnished with areas for lounging and a meeting space for private discussions. Each Tulip suite is fully equipped with all the comforts of a first class business hotel. Guests are pampered with a fruit basket and bottle of sparkling wine on arrival, turndown services and dedicated room attendants, among other benefits. The refurbished premier suites (formerly executive apartments) are located on the west wing of the hotel. They are designed with all the comforts required by a business traveller, guests who are seeking privacy, while enjoying pampering by the luxury and various services and amenities only offered by the Golden Tulip Accra Hotel. Guests are also spoiled by dedicated room attendants, turndown services and extra amenities, among other benefits.

The Golden Tulip Accra Hotel chalets are set amid beautiful tropical gardens that are immaculately maintained for guest enjoyment. The chalets are convenient for long-staying guests, as it offers the luxury and high quality services of the hotel, while creating privacy of an isolated accommodation. Each chalet is equipped with a living room and a kitchenette and is cozily furnished to fulfill the needs of today's traveller in every respect.

Golden Tulip Accra Hotel offers the following facilities to their guests, brunch restaurant, car rental services, sports facilities, coffee shop, pool bar, casinos and conference centres.

### **1.7.5 Travel Xpress International Hotel**

Travel Xpress International Hotel, Accra is a four-star hotel close to Accra Mall, University of Ghana and A and C Mall. The hotel has 112 air-conditioned guestrooms, all with blackout drapes/curtains. The rooms are individually furnished and decorated. This hotel also caters for both business and leisure travellers. A total renovation of the property was completed in 2011 and opened to the general public. Travel Xpress International Hotel Accra is one of the few smoke-free properties in Ghana.

The hotel offers four types of accommodation to guests. These are standard single, standard double, junior suites and twin double.



## **CHAPTER TWO**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **2.1 Introduction**

This chapter defines tourism and tourism education and seeks to identify and describe its challenges and constraints. Secondly, the chapter also endeavours to review

tourism and hospitality education in Ghana from the pre-colonial era through to the era of state activism- that is, the post-independent era- to the present constitutional period. It attempts to apply relationship management and stakeholder theory to hospitality and tourism education in Ghana, where hospitality and tourism education and government relationship is examined.

## **2.2 Tourism; a Key Driver for Socio-Economic Progress**

Sub-Saharan African states have long been reliant on traditional industries such as agriculture with little or no secondary activities such as mining and manufacturing for their economic survival. Many of these governments are finding ways of reducing their economic reliance on these traditional industries. This has made tourism one of the best tools, consequently moving it into the mainstream economic development agenda, even though conventional mass tourism has not yet dominated the region.

Tourism as a key driver for socio-economic progress has long been recognised as an export industry capable of generating the much-needed foreign exchange, creating jobs, sustaining cultural activities and encouraging economic diversification by many developing countries (Tooman, 1997). The tourism industry is known to be multifaceted in nature, with revenues coming from transportation (airlines, bus, etc.), visitors' spending on food and beverages and leisure and entertainment activities in the destination countries. Again, the development of tourism produces economic and employment benefits in many related sectors such as construction, agriculture and telecommunication. The contribution of tourism to the economies of these regional countries depend on the quality and the



revenues of their tourism offer, making quality manpower needs of the industry crucial to the region.

Unlike the small islands of the Caribbean where tourism is the sun, sea and sand type, with little environmental pressure threatening their key selling points on which their tourism depends, tourism in sub-Saharan Africa largely attracts business travellers with little cultural and ecological tourists (even though their numbers cannot be compared to that of the Caribbean islands), yet the concept of sustainable tourism development has attained a momentum at the regional level.

UNWTO, as the main UN agency dedicated to the development of tourism, also points out that, particularly, developing countries stand to benefit more from sustainable tourism and help make this benefit a reality. Hayle (2002), discussing the issues of tourism development in the Caribbean, argues that the areas of concern for tourism sustainability can be grouped into two main issues- the preservation of the environment for tourism and the development of people involved in the tourism trade. The latter usually assumes eminence among the academia and practitioners in the industry alike. Education has long been seen as a critical element in achieving sustainable development in tourism, and according to Buam and Conlin (1995), the role of well-educated, trained and motivated hospitality and tourism professionals becomes crucial to the industry's success. The tourism industry needs quality and skilled human resource to thrive. According to Evans and Lindsay (1999) and Zeithaml et al., (1990), quality human resource can help organisations meet their customers' expectations and their satisfaction.

The development of tourism education in Ghana over the past two to three decades has been phenomenal with the introduction of degree and diploma programmes in the

country's national and private tertiary institutions, but gap still exists between the supply of and the demand for quality manpower locally to meet the industry's needs. This is characterised by the importation of expatriate staff to man the industry, especially at the upper management level. This can partly be blamed on the rapid growth of the tourism industry in the country, with the last decade seeing embellishments in multinational hotels in the country's two major cities, Accra and Kumasi. These additions are as a result of the influx of international tourists and businessmen into the country, especially with the discovery of oil and gas within the country's economic setup.

### **2.3 Critical Issues in Hospitality and Tourism Education**

Over the last half of the century, education related to tourism and hospitality, for that matter, has become a notable and distinct part of the repertoire of higher education all the world over. These disciplines (hospitality and tourism related) now have their own community of scholars, a body of research, journals and books featuring quite prominent national and international groups and organisations. All these should suggest that the hospitality and tourism academia feels fairly confident, sure and secure about its position. But that, according to Airey (2004), is not entirely the case. That he expounds as a keynote speaker in a paper titled, "From here to uncertainty", highlighting the uncertainties (both the teething problems associated with the recognition of tourism as a new area of study, as well as the more fundamental issues related to the nature of tourism knowledge) bedeviling the tourism sector as far as higher education is concerned.

Arguably, the history of hospitality and tourism education goes back far more than just half a century ago, in that the study of some of its component sectors such as catering,

hotel operations and travel and tour management and operations or activities such as recreation and leisure components can trace their origins to before the World Wars. Specialised disciplines such as sociology, economics and geography have all paid particular attention to the important role of hospitality and tourism in, for example, cultural exchanges, regional studies or foreign trade studies for even a longer period (Airey, 2004). RAE (1891) provided an example for the promising travel trade in the Victorian era. Norval (1936), Brunner (1945) and Pimlott (1947) all provide works demonstrating serious scholarship in tourism and hospitality. However, Airey stated that this earlier developments are relatively fragmented either by a sector or individual scholar.

It was in the 1960s that key changes in hospitality and tourism education in society and in higher institutions generally emerged both as a clear area of study and a subject in its own right. The difference between the changes brought about during the 1960s and what had happened previously, according to Airey (2004), is that the basis was established for a new and fairly discrete subject and an associated community of scholars. One outcome of this change has seen a fairly phenomenal rate of growth. This suggests a relatively easy and confident process in which the growth has provided tourism and hospitality education its own rationale and justification. Again, according to Airey and Johnson (1999), this brief background suggests one rather confident level of a complex picture in which there has been a recognition and demand for hospitality and tourism education with a corresponding expansion in the number of students, scholars, researches and publications.

However, there is also another (rather less confident) face of hospitality and tourism education and it is these, as suggested by the title of this sub-heading, “*Critical Issues in Hospitality and Tourism Education*”. The first is that of uncertainty. As a new subject

area, it is not surprising that tourism's beginnings were marked by uncertainties and, according to Airey and Tribe (2002), the more surprising thing is that if anything, the uncertainties have increased over time and have become more fundamental. Taking a historical approach and starting from the late 1960s, the underlying message in tourism's scholarship was that it has developed more of the questions and tensions inherent in the study of this complex human activity such that, if anything, the academia are now much less certain about the direction than the early developers were in the 1960s (Airey, 2004).

Another serious uncertainty, at least for the early years, was where the scholarship would come from. In the early 70s, there were only one book (not terribly serious), a few scattered journals devoted to tourism hospitality, an international organisation of scholars based in Switzerland for tourism and a research association based in the USA. Against this background, the knowledge essentially came from what Tribe (1999) has referred to as an "extra-disciplinary knowledge" from "industry, the government, think tanks, interest groups, research institutes and consultancies"; in other words, knowledge from outside academia. This, according to Airey (2004), is clearly demonstrated in the very comprehensive reference list of Burkart and Medlik's (1974), an early textbook which is dominated by the government and official reports. This nonexistence of traditional literature clearly presented a test to the early course developers, as well as to subsequent scholars.

Secondly is hospitality and tourism activities *Laziness or Terrorism?*, a David Airey (a tourism professor) literature in which he narrated that when he went to Scotland in 1972 to join the first associates of tourism postgraduates, the idea of studying tourism was a mystery to most people both within and outside academia. He stated that for many,

the image of studying for a degree in tourism was confused with the idea of lying on a beach for a year, while a misunderstanding by a Guildford headmistress led her to believe that her pupil's father was teaching "terrorism" at the university (Airey, 2004). In the early 1970s and in the wake of the Guildford pub bombs, this was perhaps an understandable mistake. However, such misunderstandings proved not to be serious and the first tourism programmes were launched successfully and recruitments even done more successfully. The justification of employment prospects and tourism becoming "the world's largest industry" provided ample evidence to use against the skeptics.

Another critical issue confronting hospitality and tourism education is its seriousness or otherwise. From the very beginnings, there have been questions about whether or not the twin disciplines are really a serious area of academic endeavour, especially tourism. The term "Mickey Mouse" degrees was almost invented for tourism, and on a fairly regular basis the media (Observer 1995) were delighted in carrying stories, often with academics from other subject areas in collusion, about how these were not really worthy of the title "degree" (Airey, 2004). Yet with equal regularity, when they have been the subject of external scrutiny, tourism and hospitality programmes have fairly, consistently been reported to provide the students with a good education leading to appropriate employment prospects. In 1992, the HM Inspectorate in UK commented that the well-designed tourism and hospitality programmes are vocationally relevant, provide a good balance of theory and practice and offer the students adequate academic challenge.

In 2001, a report by the Quality Assurance Agency of Britain reaffirmed the overall quality of the student experience from programmes in higher education in the related areas

of hospitality, leisure, recreation, sport and tourism (QAA, 2001). Noteworthy comments include:

*“Curricula are multidisciplinary, flexible and coherent with impressive links to industry and the professions.” (p1). “The interrelationship between theory and practice is a consistently strong feature...” (p1). “The quality of teaching is consistently high. It is characterised by a rich diversity of approaches, including many industry-supported initiatives.” (p1). “The progression of diplomates and graduates in employment and further study is satisfactory overall and an impressive feature of some of the provision.” (p5).*

Hospitality management education was not left in the agenda to promote the industry. For example, Miles Quest, a former editor of the *Caterer and Hotelkeeper*, wrote several editorials and addressed the 1988 HM Inspector’s conference in Britain, criticising the need for a degree-level provision for the tourism and hospitality industry. Hawkes (2003) and Slattery (2002) have been critical of hospitality management education provision, though for different reasons, in recent years. Two pieces of research undertaken by the Higher Education Funding Council– England could certainly be said to have been as a result of the atmosphere created by a trickle of industry sniping of higher education in the late ’90s. The review of hospitality management (HEFCE, 1998) and ‘Getting Ahead: Graduate careers in hospitality management (HEFCE, 2001) symbolises the most systematic attempts to understand the nature of higher education and the impact this has on firms actually employing graduates in the industry (Lashley, 2004).

The next big question relates to the purpose of the programmes or what the programmes are meant for. Airey (2004) noted that at the beginning, this seemed not to be

a major issue. Tourism and hospitality had a clear and fairly narrow, vocational focus, with hospitality leading in this respect. An important influence here was the presence of the twin discipline in departments offering degrees in hotel management. While acknowledging the communications difficulties with the hospitality and tourism industry at large, Airey and Tribe (2000) describe hospitality courses as being prominently influenced by industry. “The emphasis on practical and industry-oriented content is clear from module titles such as food preparation techniques.” The Council for National Academic Awards in Britain in 1992 suggested that these programmes “combined a range of business studies components”, as well as more generic management studies, and “these are combined with specific hotel and catering studies which invariably include a science element.” (Council for National Academic Awards, 1992:7).

Airey and Tribe (2000) noted that in recent years, course titles have shifted from hotel and catering management to include hospitality, and while they recognise that the change in title opens up a wider conceptual framework, “at the same time, it is clear that the vocational orientation remains at the core of the curriculum”.

#### **2.4 Review of Tourism Education in Ghana**

Scholarship in tourism as an area of academic investigation is quite recent and an ongoing development in Ghana (Akyeampong, 2008), even though that of hospitality dates much earlier. Its education, research and methodological approach have been highly influenced by other disciplines in the social sciences. Unlike other industries such as agriculture, business and commerce, concern for manpower needs and development in the tourism and hospitality industry came belatedly to the country’s developmental agenda for tourism. This, according to Go (1994), could be due to governments’ late recognition of

tourism, especially, as a valuable tool in diversifying their economies and reducing their over-dependence on traditional industries. Of this, Ghana is no exception.

Tourism as an industry and its education, for that matter, emerged after the World War II, with major foundational pillars being established just in the period after independence. This period is characterized by the state becoming actively involved in the provision and operations of hospitality and tourism facilities and infrastructure in the country. This is the era of state activism where the state enthusiastically acts as an entrepreneur in the operation of attractions, hotels, travel and tour operations and other infrastructure for tourism and hospitality. This era, to quote Akyeampong (2008),

*“marked the beginning of modern tourism industry in Ghana in terms of linkages between the key tourism components of attractions, transportation, supporting services and public institutions.”*

The egalitarian philosophy of the then ruling government in that era brought about the expansion of the country's hospitality and tourism fortunes, with every region in the country receiving at list one hotel and/or attraction and some major cities in Ghana getting some international-class hotels. This era, most significantly, saw the establishment of tourism regulatory institutions and statutory departments to check the development of hospitality and tourism in the country.

Tourism was declared one of the four priority sectors of the Ghanaian economy under PNDC Law 166 in 1986, having been identified in 1985 as a key sector in the country's development under the Economic Recovery Programme (ERP). The sector emerged as the fourth largest foreign exchange earner after cocoa, gold and timber in 1992. Tourism degree and diploma programmes really started in Ghana in the University of Cape



Coast in 1996 under the Department of Geography and Tourism and the Cape Coast Polytechnic in 1999, but tourism and hospitality-related education and training was said to have started by the opening of Ambassador Hotel in Accra in 1956, originally presented as a gift by the United Kingdom to Ghana after gaining its independence in 1957. This continued right afterwards to the era of state activism (1957– 1966) where the state saw to the provision and expansion of hospitality and tourism facilities and infrastructure to almost all the regions of the country.

However, formal tourism and hospitality-related education and training can be traced to the pioneer polytechnic in Ghana, the Accra Polytechnic, which was established in 1949 as a technical school and commissioned in 1957 as the Accra Technical Institute. The education and training was placed among the courses taught by the Department of Catering and Institutional Management. The Kumasi Polytechnic followed suite in 1954, as well as the Takoradi Polytechnic in 1954 and the Ho Polytechnic in 1968. These pioneering polytechnics have since been upgraded to tertiary status, offering diploma and certificate programmes by the Polytechnic Law of 1992 (PNDC 321). This act also placed the polytechnic under the Higher Education Council with autonomy to award Higher National Diplomas (through the National Board for Professional and Technician Examinations (NABPTEX). Currently, all the ten regions of Ghana have a polytechnic in their regional capitals. Again, all of these polytechnics have a department (Hotel Catering and Institutional Management) involved in tourism and hospitality-related education and training in an effort to develop and enhance quality and qualified manpower to meet the needs of the country's hospitality and tourism industry.

PNDC Law 321 of 1992 was promulgated and repealed by the Polytechnic Act (Act 745) in 2007, granting the polytechnics autonomy to award higher national diplomas (HND), diplomas and other certificates accredited by the National Accreditation Board (NAB) and award degrees subject to the conditions that the council of those polytechnics may determine. Of this arrangement, the Ho Polytechnic first introduced a Bachelor of technology degree programme (B-Tech) in Hospitality and Tourism Management in 2006/2007 academic year, with the University of Cape Coast being its certificate-awarding and affiliated institution.

In November 2008, the Takoradi Polytechnic also established the Department of Tourism. The department started with the Bachelor of technology in tourism management (a top-up degree programme for HND tourism and hotel, catering and institutional management (HCIM) graduates). The department aims to produce graduates who will function effectively and efficiently to help actualise the potential of Ghana's hospitality and tourism industry in terms of manpower needs for the socio-economic development of the country.

The Hotel, Catering and Tourism Training Institute (HOTCATT) was established in 1991 by the then Ghana Tourist Board (now Ghana Tourism Authority, GTA) in Accra to provide the much-needed vocational training and skills. As the training wing of the Ministry of Tourism (MoT), HOTCATT was restructured and merged with GIMPA Hospitality Training Institute in 2009 to effectively and efficiently introduce training programmes for the hospitality and tourism industry (GTA, 2010). The programmes of the institute are practical in nature and the modules are for the upgrading of employees in the sector. HOTCATT also revived its mobile training modules early this year to improve the

skills of workers in the hospitality industry, the first of which was opened at Sogakope in the Volta Region in May 2014. Courses taught on the mobile module include housekeeping, personal hygiene, front office management, food and beverage.

## **2.5 Application of Relationship Management Theory and Stakeholder Theory to Tourism and Hospitality**

The concept of 'stockholding' has recently come up not only in management literature but in policy studies in general and higher education in particular (Nyseth and Ringholm 2004; Maassen and Cloete 2002; Marstein 2003). Olsen (2005) mentioned stakeholders as a part of the service enterprise model, and also pointed out that the higher education institution is dependent upon external actors. Arguing for the debate, Olsen made a point that universities' autonomy and academic freedom are actually threatened by the stakeholder approach. Neave (2002) also advanced the same argument while adding that the stakeholder approach to the debate is something new.

Most literatures on stakeholder involvement in higher education relate to strategic management and generally concentrate on the importance of these stakeholders in the education delivery process (Burrows 1999; Goedegebuure et al. 2006; Goedegebuure and Lee 2006). But according to Maassen (2000), the subject of stakeholder theory has traditionally been in companies, so when the theory is applied to higher educational institutions, the term itself should expand to take the other important external actors and networks.

Crispin and Robinson (2001), seeing the industry as a primary stakeholder group for tourism education, stated that tourism education can be enhanced significantly if

employers themselves are able to play a key role in the design and delivery of the tourism curricula. Likewise, tourism students are deserving of better representation in the industry for which they are being prepared and, through their educational experience, need to develop impressions and contacts in the industry. Educators, as a ‘body of knowledge’ are often the media between students and industry and should focus on providing quality education that prepares students for working life and furnishes them with appropriate employment opportunities, considering their level of qualification.

The relationship management approach can also be applied in the study of the relationship that exists among the major stakeholders in the tourism industry. Applying it appropriately, it can be established that a relationship clearly exists between the providers of education (institutions) and the end users of this process (students, industry). Jain et al. (2003) affirmed this and also added that if applied correctly, a relationship management approach is a useful tool in gaining understanding about ways in which such relationships can be enhanced. Gronroos (1994) also said the relationship management approach in tourism and hospitality education could have a similar impact that it has had on the business world. Gummesson (2002) considers it important for educators to enhance their links with industry, community and government as a subsequent symbiotic relationship will occur that might serve all stakeholders indefinitely. Solnet, et al. (2007), in examining an industry partnership approach in tourism education, said using the relationship management approach in tourism and hospitality education has two key implications; firstly, the relationship between education and industry must be managed, developed and nurtured and secondly, this relationship management approach demands a strategic decision and commitment on the part of education.

## **2.6 Tourism Education–Government Relationship**

There is a rather long tradition of stakeholder influence on education in Ghana. Government representatives (stakeholders) have been involved in the internal governance of university, colleges and polytechnics, at least on the boards of universities and colleges. A reform to the tertiary education system was published in 1991 by the Government of Ghana. The white paper made several proposals for the restructuring and reorganisation of tertiary education and tertiary educational institutions. The proposals included, among others, the establishment of a board of accreditation to contribute to the “furtherance of the better management of tertiary education”. The accreditation board was to serve as the quality assurance body at the tertiary education level.

PNDC Law 317 established the National Accreditation Board (NAB) in 1993. The legislation was replaced by the National Accreditation Board Act, 2007, Act 744 with a mandate to, among others, accredit both public and private (tertiary) institutions with regard to the contents and standards of their programmes and to determine, in consultation with the appropriate institution or body, the programme and requirements for the proper operation of that institution and the maintenance of acceptable levels of academic or professional standards.

## **2.7 Tourism Education and Industry Relationship**

The tourism industry worldwide is known to a labour-intensive service industry dependent for survival on the availability of quality and qualified manpower to organise, deliver, operate and manage the tourist product. The quality of the total tourist experience

is also dependent on the quality of interaction among the tourist, the tourism industry and the personnel manning the industry. The relationship between the hospitality and tourism industry and education has captured the attention of many scholars throughout the years. Nevertheless, there has been a dearth of research into the overall “quality” of this relationship with the status of hospitality and tourism programmes on offer. Investigating the status of the industry-education relationship, researchers have argued that it is a complex one. Baum (1994) also stated that manpower issues in tourism industry are multidimensional in nature. A survey conducted in 1992 by the British National Tourist Organisation revealed that chief among people-related concerns in the tourism industry worldwide is the poor image of the tourism industry as an employer. Other areas for concern were the quality and availability of skilled staff, rewards and benefits, labour turnover, working hours and conditions, use of expatriate labour, barriers to employment in the sector and education (Vanessa and Baum, 1997). Most of these problems can be rectified through properly designed curriculum and the provision of quality education and somehow accurate career information and guidance.

According to Airey and Tribe (2000), hospitality and tourism-related education developed from on-the-job training in hotels in its foundation, thereby reiterating its vocational focus which “emphasised the essential links between an educated workforce and a strong industry. The importance of a closer industry/academe relationship is also maintained and acknowledged by authors such as Goodman Jnr. and Sprague (1991), McHardy and Allan (2000), Barrows and Walsh (2002) and Jayawardena (2001). As Connolly and McGing (2006) put it, “the industry has a strong preference to hire people with strong practical skills and ‘soft’ people management skills.” This Zopiatis and

Panikkos(2007) emphasised that to ensure survival, the challenge, therefore, for the designers of educational curriculum and the providers of courses is firstly to meet the needs of industry in order to have a robust discipline that will survive.

The development of an individual's professional capabilities will most certainly be influenced by the quality of the relationship between tourism education and industry, and according to Cooper and Shepherd (1997), a symbiotic and mutually beneficial relationship will most certainly enhance the students' professional development opportunities. This Zopiatis and Panikkos (2007) stated, relationship is unfortunately often characterised by a lack of trust, understanding and vision, manifested through antagonistic behaviours, lack of recognition, appreciation and respect for the other side, even though their co-existence is important for their survival. This is because the industry may have a different agenda from that of most institutions entrusted with delivering the tourism education. This should be logically expected, as the industry is usually profit orientated and may contradict the mission of most academic institutions.

However, Vanessa and Baum (1997) reiterated that in a challenging environment, education programmes in tourism have emerged in response to;

- keeping the industry abreast of the latest technology and trends,
- the availability of qualified replacement staff at all times,
- raising the image of careers in tourism,
- staffing new and growing tourist industries,
- employment regulation,
- reduction in foreign labour and

- responding to increasingly demanding service and communications requirements of customers.

These Baum calls “implicit components of sustainable human resource policies and practices in tourism,” (Baum, 1995).

With these components in mind, Baum (1993) proposed an integrated human resource development framework for tourism, identifying the linkage which tourism education has with the wider economic, social and political environment, and highlighted its importance. The key elements for consideration which, according to Baum, should be evaluated and analysed by those responsible for tourism policy formulation are;

- the tourism environment;
- tourism and the labour market;
- tourism in the community;
- tourism and education and
- human resource development in the tourism.

It is evidenced from the element proposed by Baum above that tourism education, featured prominently and backed by clear and sound policies, can improve the prospects of tourism’s human resources, thus making tourism education highly significant for the overall human resource climate within tourism industry.

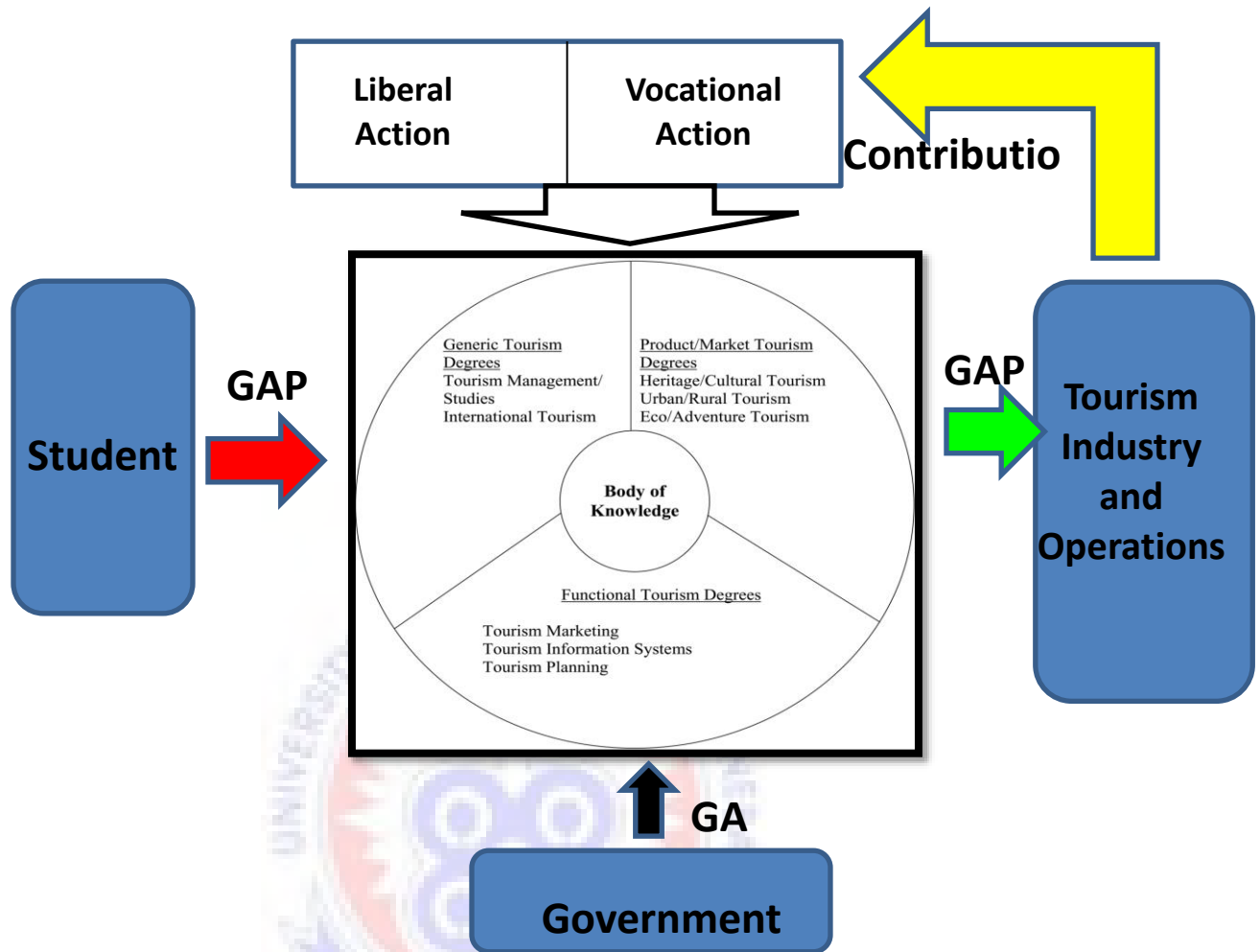
Students are key in the establishment of a mutually beneficial and supportive relationship between tourism and industry. They are the individuals whose sojourn through education and application and sharing of knowledge will help to drive change. Without students’ involvement, any efforts to enhance the education-industry relationship will fall short of achieving any meaningful outcomes. It is also important to remember that the



major beneficiary of an enhanced industry-education relationship is the individual student. Consider the enhanced marketability and employability of a student who has just graduated from a well-respected academic programme.

## **2.8 Conceptual Framework**

The conceptual framework employed for this study is the systems framework adapted from Ludwig (1940). The systems framework indicates an active structure, a process or an arrangement whereby an action taken by any of the member components generates a change in other components. The essence is to look at tourism and hospitality education in Ghana as a system where input depicts the entry of any student into the higher educational system, the process depicting the entire procedure, work and activities involved in the provision and delivering of education to students. The output of the system is where students enter the tourism and hospitality industry and their involvement is practicalised in the industry. The focal point of this framework is to help study the relationship among the key tourism and hospitality stakeholders involved in the provision of education in Ghana. The framework has been modified to include attributes such as liberal and vocational actions in the provision of hospitality and tourism education.



**Source:** Adapted from Ludwig (1940, Page (1985), Crispin and Robinson (2001), Zopiatis (2004) and Tribe (2002).

**Figure 2: Tourism education-industry relationship (systems approach)**

The above framework is adapted from the three domain models of tourism education by Crispin and Robinson (2001), the hospitality education-industry relationship, five GAP model by Zopiatis (2004) and Curriculum Space Quadrant by Tribe (2002). The three main stakeholders contributing to the delivery of quality education have been illustrated as the students, government and the tourism and hospitality industry and their contribution or lack of it being depicted as gaps. The gaps also illustrate the challenges and constraints on delivering hospitality and tourism education.

Leiper (1990) defines system as a set of elements or parts that are connected to each other by at least one distinguishing element. In this order, the hospitality and tourism phenomenon is the distinguishing feature and focus of the system. The elements connecting the system are the provision of higher education to students who are important stakeholders in the development of the industry. The system's idea can be explained by identifying the key features of tourism and hospitality education systems as follows:

- The inputs (e.g. the supply of hospitality and tourism education)
- The process (e.g. the provision of education by institutions or the body of knowledge involved in the provision)
- The outputs (e.g. graduates' participation and activities in the larger industry).
- The external factors conditioning the system (e.g. the role of the public and private sectors, business environment, consumer and trade associations, political and economic issues and their influence).

External factors such as the role of stakeholders or the type of political and economic policies of a government may exert some degree of influence on the nature of the system, e.g. making tourism or the service industry (hospitality) a priority area by a government may exert pressure on education providers to meet the challenging needs of the industry in order to meet the target set by the government. Where these factors have a strong effect on the system, it is termed an "open system". In reality, labour demand by the industry is just likely to be affected by the state of the education delivery.

Idyllically, changes in a system should adjust immediately to a new state. However, reality differs; there is almost always a delay before the other factors adjust. The delay may

occur as a result of inertia or inherent reaction in the system. This can be bureaucratic processes and, most often, the financial commitment needed for the system to function. This explains why a change in the government's policy may require time for stakeholders to implement and communicate the new idea to other important stakeholders. On the other hand, where external factors exert limited influence, the system is considered "closed". The framework once more considers the nature of the "flow" between the various components and labels it as 'gap', where a specific relationship may exist and which in essence is explained as the challenge or constraints on the delivery of hospitality and tourism education.

The relevance of the framework for this study is that it presents a system where components exhibit a high degree of interdependence, so that the behaviour of the whole system is very much seen more as the sum of all the parts (Murphy, 1985). The advantage of using this model is that it allows for the tracing of the effect of different issues, as well as identifying where improvements need to be made in the overall domestic tourism experience. It again considers the distribution channel by key players in marketing and operations management. It identifies domestic tourism promotion as involving the interplay of demand and supply, human activities, communication among different elements in the system and the effect of tourists on the system. The main weakness in this framework is that it does not consider travel arrangement by tourists.



## **CHAPTER THREE**

### **METHODS OF DATA COLLECTION**

#### **3.1 Introduction**

Invariably, every research is based on some underlying philosophical assumptions about what constitutes 'valid' research and which research method(s) is/are appropriate for the advancement of knowledge in a given study. In order to conduct and evaluate any

research, it is, therefore, important to know what these assumptions are. Chapter three discusses the philosophical assumptions and the research design strategies supporting this study. Both positivist and interpretive philosophical assumptions were reviewed and presented, as this study uses the mixed method. In addition, the chapter discusses the research methodologies and design used in the study, including strategies, instruments and data collection and analysis methods, while attempting to explain the stages and processes involved in the study.

### **3.2 Research Philosophy**

Research philosophy is a belief about the way through which data about a phenomenon should be gathered, analysed and used (Myers, 1997). What is known to be true (epistemology), as opposed to what is believed to be true (doxology), encompasses the various philosophical approaches underlying a research. The main purpose of science then is the process of transforming doxa to episteme, thus, transforming things believed to things known. Gephart (1999) classified research paradigms into three philosophically distinct categories- positivism, interpretivism and critical postmodernism. Galliers (1991) also classified positivist and interpretivist as the two main philosophies identified in the Western tradition of science.

The interpretivism approach aims to explain the subjective reasons and meanings that lie behind social action and give the research greater scope to address issues of influence and impact and ask questions such as ‘why’ and ‘how’. According to Reeves and Hedberg (2003), the “interpretivist” paradigm stresses the need to put analysis in context and is concerned with understanding the world as it is from subjective experiences of

individuals. It uses meaning- (versus measurement) oriented methodologies such as interviewing or participant observation that rely on a subjective relationship between the researcher and subjects. Kaplan and Maxwell (1994) also noted that interpretive research does not predefine dependent and independent variables but focuses on the full complexity of human sense as the situation emerges.

French philosopher August Comte invented the positivist ideology of exploring social reality. To Comte, observation and reason are the best means of understanding human behaviour; thus true knowledge is based on the experience of senses and can be obtained by observation and experiment. Positivism has a long and rich historical tradition, with well-known positivists such as Descartes, Russell, Bacon, Mill and Popper (Hirschheim, 1985). Positivists assume that knowledge is objective and quantifiable and, according to Henning, Van Rensburg and Smit (2004), positivistic paradigm is concerned with uncovering truth and presenting it by empirical means. Thus, positivism regards human behaviour as passive, controlled and determined by external environment and focuses on experimental and quantitative methods of investigating the environment (Gephart, 1999).

There has, however, been much debate on the issue of whether or not the positivist paradigm is entirely suited for the social sciences (Hirschheim, 1985). Authors like Kuhn (1970), Bjorn-Andersen (1985) and Remenyi & Williams (1996) have all called for a more pluralistic approach and attitude to research methodology in the social sciences. Indeed, some of the difficulties experienced in social science-based research may be attributed to the inappropriateness of the positivist paradigm such as the apparent inconsistency of

results experienced, especially in information systems research and lack of regard for the subjective states of individuals (Dash, 2006).

According to critics of this paradigm, objectivity needs to be replaced by subjectivity in the process of scientific inquiry. Again, Galliers (1991) opined that some constituent parts or variables of reality might have been previously thought immeasurable under the positivist ideology – and hence went uninvestigated. Notwithstanding, however, this research used both the interpretative and the positivist ideology, otherwise called the mixed approach. It makes use of elements from both philosophical ideologies and considers them complementary.

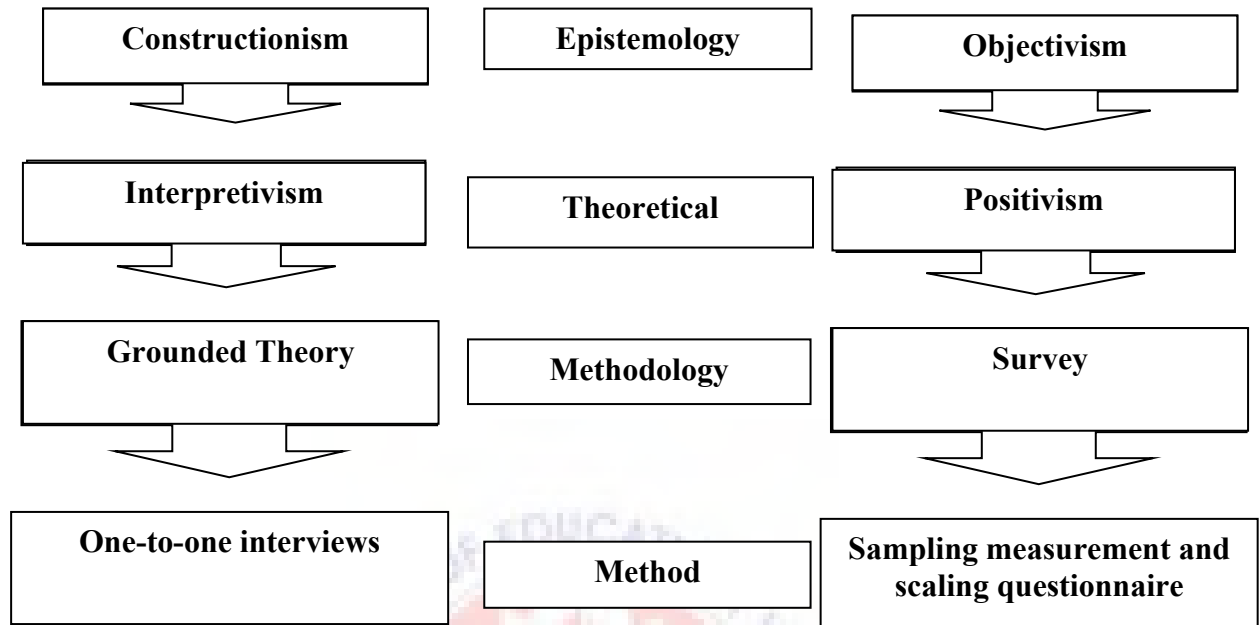
### **3.3 Research Design**

According to Myers (1997), an understanding of the underlying assumptions behind ‘valid research’ is essential in order to justify the methodologies and methods to be employed in the research design. Justification of the methodological choice should, however, relate to a theoretical perspective that underpins the research (Crotty, 1998), and to Crotty, a theoretical perspective is something that reaches into the assumptions about the reality we bring to our work. To ask about these assumptions is to ask about the theoretical perspective.

Justifying methodological choice, according to Levy (2003), also reaches to the understanding of what constitutes human knowledge, what kind of knowledge will be attained from the research and what characteristics this knowledge will have. This issue invariably relates to the epistemology informing the theoretical perspective and the type of methodology governing the choice of methods.



**Fig. 3 Four elements of research design relating to the qualitative and quantitative methodology in this study.**



*Source: Adopted from Crotty (1998).*

**Figure 3: Four elements of research design relating to the qualitative and quantitative**

The design used for the study is that of a descriptive one. It is a type of design in which data is collected without any alteration to the environment or manipulation of the process. It involves collecting data in order to test hypotheses or to answer research questions relating to the study (Gay, 1992). It addresses the ‘what’ questions instead of answering questions about ‘how/when/why’ the characteristics occur (Shield & Rangarajan, 2013). The descriptive design was employed, considering the purpose of the study, the research questions which deal with the ‘what’ of the study, the hypotheses and the nature of the target population.

### **3.4 Sampling Procedure and Sample Size Determination**

Due to the unique characteristics of the population, non-probability cross-sectional survey was used. This involved identifying respondents with homogeneous characteristics and similar backgrounds for data collection at a point in time (Levy & Lemeshow, 1999; Babbie, 2001; Buor, 2008). It is carried out once and represents a snapshot of the views of respondents at a specific point in time. Moreover, as a cross-sectional survey, it is the aim of this study to examine the differences and similarities between groups of people as educators, employees or employers (Spata, 2003). A cross-sectional survey is recognised as a legitimate approach in social sciences-based research (Mintah, 2012; Aryee, Srinivas, & Tan, 2005; Pizam et al., 1979).

As stated earlier, this research used both the interpretative and the positivist ideology, otherwise called the mixed approach. The mixed approach also considers the combination of both quantitative and qualitative techniques for data collection and analysis. Using the mixed approach takes care of the various disadvantages associated with using a single research technique (Moore, 1993; Gardner, 1993).

Qualitative techniques involving direct observations, in-depth interviews and focused group studies enable researchers to study selected issues, give attention to details and explain issues that cannot be done very well with quantitative methods. On the other hand, however, the quantitative approach enables researchers to easily manipulate data on a large-scale, facilitating comparison and the statistical aggregation of the data (Patton, 2002). Conversely, the quantitative method suffers from the researcher's inability to probe further or explain issues to respondents as it is limited to a set of questions asked on the survey instrument. It is, therefore, considered appropriate to use both the qualitative and

quantitative methods, called the mixed method, in data gathering, as it would enrich the descriptive research process, since the open-ended comments in the questionnaire used provide a better way to elaborate, explain and contextualise the facts obtained.

The increasing demand for research in our social life has created the need for an efficient method for determining the sample size needed to be representative of a given population. Again, the determination of appropriate sample size is an important and complex issue and largely depends on the precision in the statistical estimation needed by the researcher and the number of variables involved in any study (Molina & Esteban, 2006 and quoted by Owusu-Mintah, 2012). Baker (1999) stated that for research purposes, a sample size of 30% is considered adequate for a population of less than one thousand members.

For this research, however, it was extremely difficult getting the exact number of employees with a tourism and hospitality background in the three hospitality and tourism facilities used in the study. A rough estimate, with the help of three employees, put the number to about 35 and this was used to estimate for the remaining two facilities, since they were all four-star hotels. The researcher, therefore, estimated that 95 employees had hospitality and tourism background in the three facilities. A formula published by the National Education Association (NEA) in the United States of America (USA) was, thus, used to determine the sample size. NEA, founded in 1857 with a membership of about 3.2 million as of 2006, is the largest professional organisation and largest labour union in the United States. It represents public school teachers and other support personnel, faculty and staffers at colleges and universities, retired educators and college students preparing to become teachers. This formula is computed as

$$S = \frac{X^2 NP (1 - P)}{d^2 (N - 1) + X^2 P (1 - P)}.$$

Where S = required sample size

$X^2$  = table value of chi-square for a degree of freedom at the desired confidence level (3.841)

N = the population size

P = the population proportion (assumed to be 0.50, since this would provide the maximum sample size)

d = the degree of accuracy or margin of error expressed as proportion (0.05)

Using the above formula, the sample size was, thus, calculated to be 76 employees out of the population of 95.

### **3.5 Survey Instrument - Questionnaire and In-depth Interview**

Primary data was also collected through the development and administration of self-completed questionnaire-which was basically in three sections- to lecturers and hotel employees. Section one focused on the demographic characteristics of respondents. Questions asked in this section bothered on age, gender, academic qualification, position and length of stay at the department. Section two looked at views and perceptions of hospitality and tourism. In addition, there were questions on hospitality and tourism education programmes and curricula design. Likert scale, ranging from 1 (strongly agree) to 5 (strongly disagree), was used for soliciting the views and perceptions of hospitality and tourism from both the lecturers and hotel employees. Respondents were also asked to rank in order of magnitude their perception of courses studied at the department, work attitudes, skills acquired by the graduates and competencies expected by employers, as well

as suggestions from the graduates and employers on what are ideal to enrich the hospitality and tourism curriculum.

Section three concentrated on hospitality and tourism education and employment in Ghana. Questions on resource allocation for the training and development of hospitality and tourism education in Ghana, as well as factors hindering its training and development, was also asked in this section. Respondents were also asked to rank the aims of hospitality and tourism education programmes in Ghana. Employees were asked to rate some competencies learnt in school which they find most useful in their first and current jobs. In addition, an in-depth interview was conducted with one head of department of one educational institution and one official from the human resource department of a hotel.

### **3.6 Fieldwork**

Pre-testing of the instrument was done in November 2013 at the Cape Coast Polytechnic. A total of five lectures were purposely chosen from the department of tourism. This was to test the validity of the instruments before the actual fieldwork. Modifications were then made to certain questions by rephrasing them or deleting some aspects. The actual survey lasted for about one month, from mid December 2013 to January 2014. The lengthy time for the survey was due, in part, to the busy schedules of the lectures involved, as most demanded appointment before meeting them. Some of the interviews were also postponed twice as a result of the busy schedules of the heads of department in question.

In all, 79 questionnaires were distributed to three institutions and two in-depth interviews were conducted and recorded for later transcription, even though three were initially planned. Most questionnaires were retrieved after two weeks.

### **3.7 Response Rate**

Out of the 79 questionnaires administered, 73 were fully completed and used in the analysis. This worked to a response rate of 96.05%. In a similar study conducted in Ghana by Owusu-Mintah (2012), only 25 questionnaires were retrieved from the employees, out of the total of 62 administered; representing a response rate of 42%. In another study on the employment and employability profile of a group of Pilipino school graduates, a response rate of 54% was registered by Guzman and Costa (2008). Kim, Chun and Petrick (2009), in their study on the career path of general managers and vocational insights for HTM undergraduates, reported a response rate of 65.2%. Also, in a two-stage sequential study involving graduates preparing for tourism and event management careers by Robinson, Barron and Solnet (2008), 101 usable responses out of 145 students enrolled were retrieved, representing an active response rate of 70%.

All these studies considered their response rates satisfactory, considering the size and complexity of the survey. The present study, in the same spirit and context, also considers the response rate of 73 respondents highly satisfactory as the formula used in calculating the sample size estimated a sample of about 76 respondents for this study at a +/- 0.5 margin of error.

### **3.8 Ethical Considerations**

An adherence to acceptable ethical considerations and behaviour is important in any research work; tourism and hospitality research not an exception (Khan & McCleary, 1996; Schmidgall, 1992). Ethical considerations and deliberations below were taken into

account in this study. These are; how do I make sure the questionnaire allows respondents to give me additional information that they consider vital? Do the items on the questionnaire and approaches employed respect people's backgrounds, literacy and experience? What will I do if a respondent discloses something that gives cause for concern about them or about someone else? And to a larger extent, what are my legal and ethical responsibilities regarding the information given?

The objective of the study was clearly stated and carefully explained to respondents and key participants before the administration of the questionnaire and conducting of the interviews in this study. They were then given the choice to decide on whether or not to participate in the research. Participants were also provided the opportunity to decide on the use of their identity (Grinyer, 2002) and were assured that all information collected would be treated in confidence and only used for academic and research purposes only.

#### **4.9 Summary**

This chapter outlined the various research philosophies used for the advancement of knowledge in this study. Epistemology, as opposed to doxology encompassing the various philosophical approaches, was discussed. The three philosophically distinct paradigms, being positivism, interpretivism and critical postmodernism, were looked at and their various proponents were espoused. For this study, both the interpretivist and positivist ideologies were adopted. Research design used for the study and its methodological approach was also argued out from a theoretical perspective- examining assumptions about reality that we bring to our work.

Description of the sources of data, population and sample size determination, instruments for data collection and sampling techniques used and data credibility issues were also assessed. The chapter ended with explanations of how the pre-testing of the questionnaire was done and how the actual survey was conducted. Response rate and adherence to acceptable ethical considerations were also looked at.



## **CHAPTER FOUR**

### **DATA ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

The focus of this chapter is to present and analyse data collected from the field. It describes the socio-demographic dimensions of respondents involved in the study. It was decided that views and perceptions of hospitality and tourism should be collected from hotel employees with hospitality and tourism background, teachers and lecturers of the subject and some heads of department in the hotels in order to understand fully the challenges and constraints on hospitality and tourism education in Ghana, and these views



and perceptions are also analysed and presented in this section. Aspects such as their opinions regarding the relevance of the some subjects and courses studied while in school to the job market are presented.

#### **4.2 Field Characteristics and Demographic Dimensions**

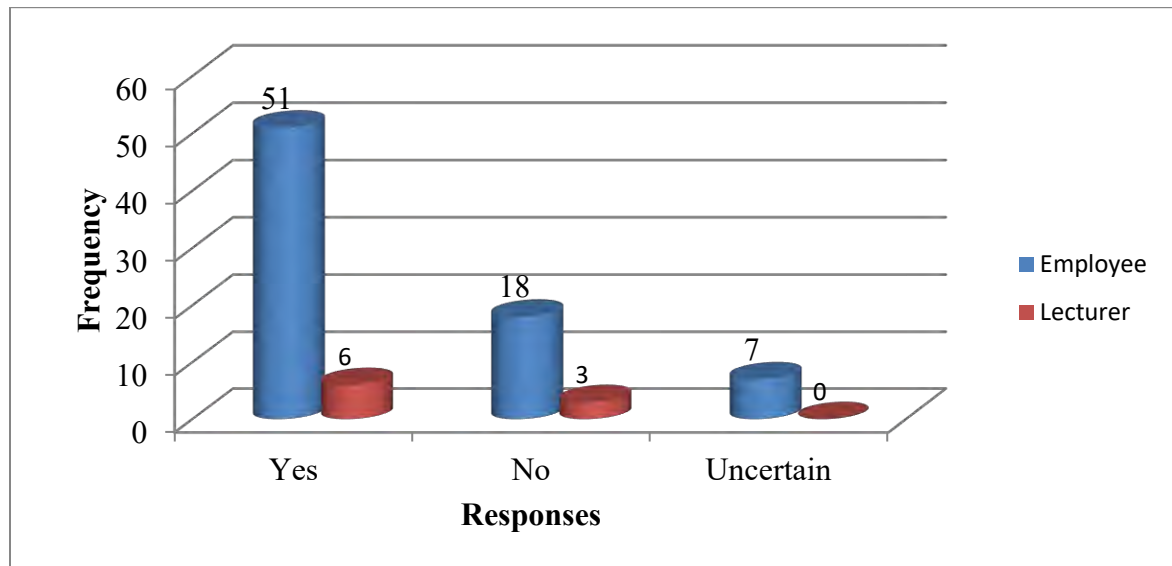
Seventy-six valid questionnaires were retrieved from the employees in the hotels and these were used in the survey. Those retrieved from the lecturers were nine (valid ones) and these were used for data analysis. In totality, eighty-five valid questionnaires were used in the data analysis and presentation of this research work and this represents 97% of the total questionnaires distributed.

#### **4.3 Challenges and Hindrance in Hospitality and Tourism Education**

Fifty-one employee respondents, representing 67.1% of total respondents, agreed that there are challenges and hindrance facing hospitality and tourism education in Ghana. Eighteen, representing 23.7% of the respondents, did not agree to the fact that there are challenges and hindrances in hospitality and tourism education in Ghana. Seven respondents, representing 9.2%, were not certain in their responses.

For the lecturer respondents, six, representing 66.67%, did agree that there are challenge and hindrances facing hospitality and tourism education in Ghana. Three persons, representing 33.33% of the respondents, did not agree that there are challenges and hindrances facing hospitality and tourism education in Ghana. There are no difference between the mode of employee respondents and lecture respondents, since t-test resulted a test statistic (-1.239) fall within critical value for 2 tailed test (2.262) with 9 degrees of freedom. Also, the p-value of 0.247 is greater than apha value of 0.05 ( $p > 0.05$ ). A further

test confirmed that there are challenges and hindrances in hospitality and tourism education in Ghana.

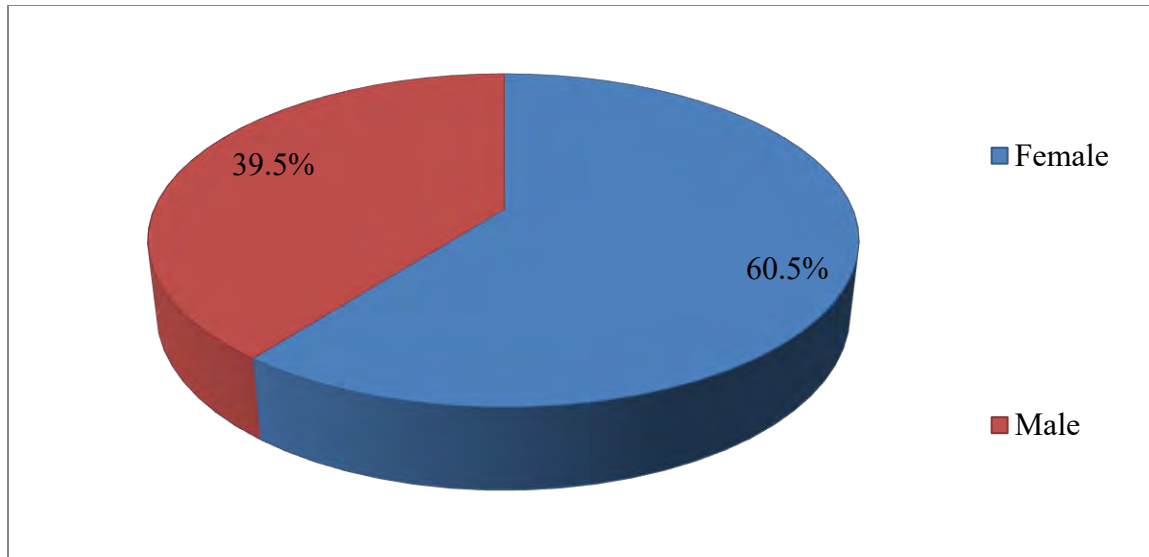


Source: Fieldwork, May, 2013

**Figure 4: A bar chart showing responses of challenges and hindrances in hospitality and tourism education in Ghana**

#### 4.4 Gender and Hospitality and Tourism Education

An important consideration in hospitality and tourism educational research is gender (Doherty et al, 2001 and Owusu-Mintah, 2012). This is because the work environment of the industry is predominantly female and occupied by the younger generation (Mill & Morrison, 1998). The pie chart below depicts the gender distribution of employees in the study.



**Source:** Fieldwork, Nov. 2013

**Figure 5: A pie chart showing Gender of Respondents**

The proportion above depicts similar studies by so many researchers about the employment nature in the hospitality and tourism industry (Lees, 2002; Hillage and Pollard, 1998; Harvey, 2001; van der Heijden, 2001; Bolaane et al., 2010). A study conducted by Owusu-Mintah (2012) had the percentage of females and males to be 59.5 and 40.5 respectively in the industry, which is quite similar to this study. A chi-square test of independence produced chi-square ( $\chi^2$ ) value of 0.539 at four degrees of freedom with p-value of 0.0463. The p-value is less than alpha value of 0.05 ( $P > 0.05$ ), indicating, however, that there is no significant relationship between gender and respondents' perception on whether there are challenges and constraints on Hospitality and Tourism education in Ghana.

Detailed demographic information of the employees involved in the study is also presented in table 2 below. Their demographic characteristics presented here include their gender, age, institution attended, year of graduation and programmes studied in school.

Their ages were grouped between ages 19 and 42, with an average age being 29.41 years and a modal age 24years.

**Table 2: Profile of the Employees**

	Frequency	Valid (%)	Mean	Median	Mode
<b>Gender</b>					
Female	46	60.5			
Male	30	39.5			
<b>Age</b>					
19 – 24	19	25.0			24
25 – 31	18	23.7	29.41	31	
32 – 36	30	39.5			
37 – 42	9	11.8			
<b>Institution attended</b>					
A-Poly	10	13.2			
C-Poly	13	17.1			
GIMPA	4	5.3			
Ho Poly	19	25.0			
K-Poly	9	11.8			
Lagon	2	2.6			
MUC	1	1.3			
T-Poly	7	9.2			
UCC	10	13.2			
VVU	1	1.3			

**Table 2: Continued**

	Frequency	Valid (%)	Mean	Median	Mode
<b>Year of graduation</b>					
1999	6	7.9			
2006	10	13.2			
2008	15	19.7			
2009	12	15.8			
2010	27	35.5			
2011	3	3.9			
2012	3	3.9			

---

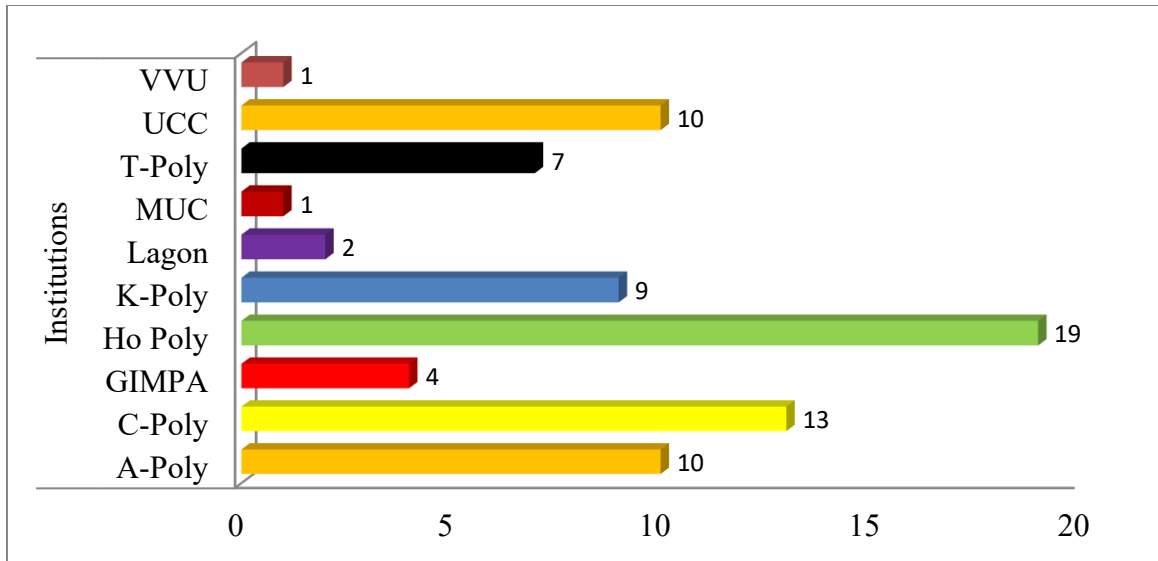
<b>Programmes of study</b>		
Accounting	8	10.5
Economics	1	1.3
Fashion Design	6	7.9
Hospitality and Catering	45	59.2
Public Administration	1	1.3
Purchasing and Supply	1	1.3
Tourism	14	18.4

---

Source: Fieldwork, Nov. 2013

#### **4.5 Institution Attended**

A quarter of the employees sampled (n=19) attended Ho Polytechnic in the Volta Region and they formed the majority. Students from Cape Coast Polytechnic formed the second majority with 17.1% of employees graduating from the institution. The Accra Polytechnic and University of Cape Coast were both the third highest with 13.2 %. Valley View University and Methodist University Collage were the least in this category with only one respondent each sampled.



**Source:** Fieldwork, Nov. 2013

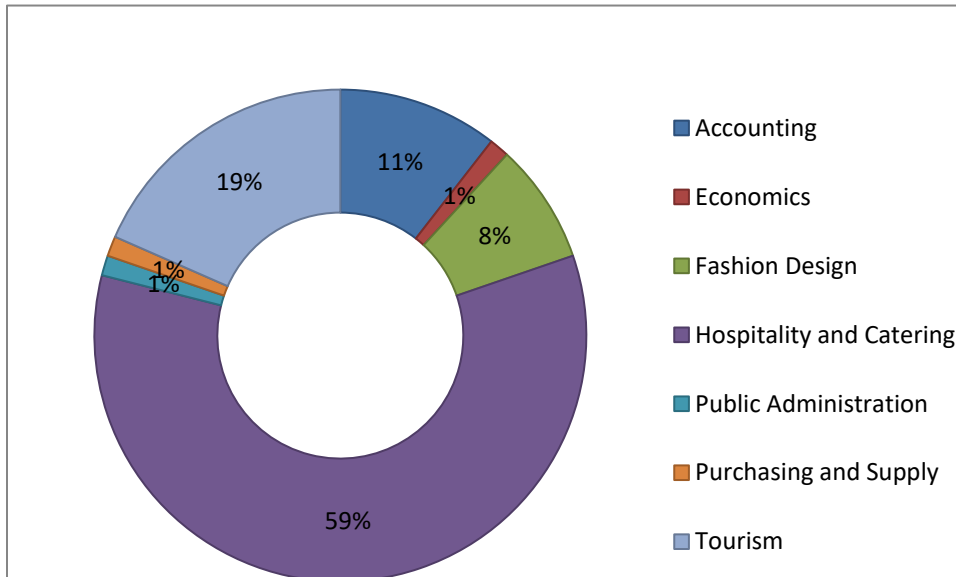
**Figure 6: A bar chart showing Institution attended by Respondents**

Notable in the above chart is the contribution made by the five polytechnics in providing manpower to the three facilities sampled. The polytechnics formed a total of 76.31% of the respondents. This is not surprising as the polytechnics are mandated to imbue students with the technical competences needed by the industry. Again, it not surprising that the two private universities (Valley View University and Methodist University) had the least graduates working in the hotels sampled because unlike the polytechnics, they are just recently venturing into the industry and are more into the training of middle to top-level management.

#### **4.6 Programmes of Study**

Data on programmes studied while in school shows that the highest of 45 respondents studied hospitality and catering under the heading ‘hotel, catering and institutional management’, while 24 respondents studied tourism. These related disciplines combined to give an appreciable percentage of 77.6. This percentage is, however, not

uncommon as hospitality and tourism is the main stake and the backbone of the industry within which the facilities are located.



Source: Fieldwork, Nov. 2013

**Figure 7: A pie showing programmes of study by respondents**

Accounting and finance graduates were relatively higher among the employees sampled with the percentage of 10.5. A relatively surprising turn is the 7.9% of respondents found to have studied fashion design and were working in the hospitality facilities sampled. This percentage was well ahead of employees found to have studied economics, public administration and purchasing and supply, having only 1.3% each.

#### **4.7 Employment-related Characteristics and Perceptions of Respondents**

Employment-related benefits such as free transportation and accommodation, career development and advancement, satisfactory salaries, unhindered promotion, friendly co-workers and supervisors have been known to motivate workers in their chosen field (Kang & Gould, 2002, Owusu-Mintah, 2012). These benefits or lack of them often

becomes a function of an employee's satisfaction with the employer and their willingness to stay or quit from the organisation.

#### 4.7.1. Employment Status

The table below shows the present employment status of respondents. A total of 58 employees, representing about 76.3%, involved in the survey were regular or permanent staff. Both temporary and contractual staff covered by the survey were 11.8% each.

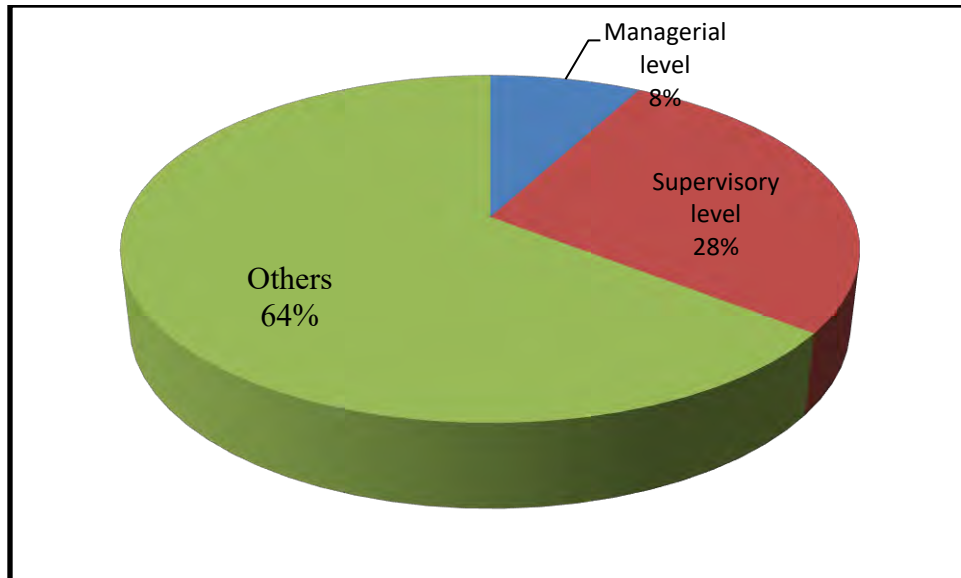
**Table 3: Present employment status of respondents**

	n	Valid Percentage
Regular/Permanent	58	76.3
Temporal	9	11.8
Contractual	9	11.8
Total	76	100.0

**Source:** Fieldwork, Nov. 2013

When asked to indicate present position held in the hotels, only six respondents, representing 7.9% of the total sample, held a managerial position. Twenty-one of the respondents (27.6%) hold a supervisory-level position, with the remaining 49 respondents (64.5%) distributed across the lower to technical-level positions in the three hospitality facilities sampled.





Source: Fieldwork, Nov. 2013

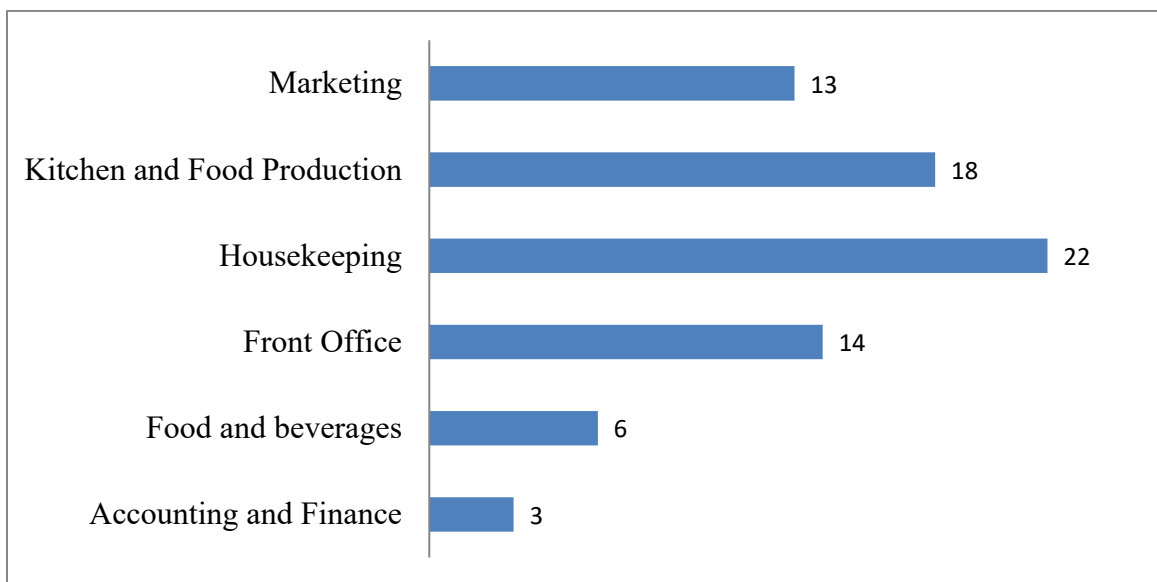
**Figure 8: A pie chart of the position of employee respondents**

The respondents were also asked to indicate whether their current employment was their first after leaving school. A little over half (55.3%) said yes, whilst the remaining 44.7% said it was either their second, third or fourth.

#### **4.7.2 Employees' Department**

One of the objectives of this work was to explore the effectiveness of skills acquired in school in the job market. In order to achieve this objective, employees' department at the workplace in relation to their course of study was compared and their level of satisfaction with their work was analysed. This is to hypothesise that if an employee is assigned a task related to their knowledge or skills, there is a higher probability that they will be satisfied with their job. This is to say that job satisfaction is invariably a function one's ability to perform a task well.

The bar chart below shows the departments of respondents at their workplaces (hotels). It can be noted that the percentage of respondents working under housekeeping was higher (28.9%) than that of kitchen and food production (23.7%). In descending order, those at the front office were the third highest, 18.4%. Notable on the chart also is the percentage of respondents that work under the marketing department (17.1%) which was surprisingly higher than those under the food and beverage department (7.9%).



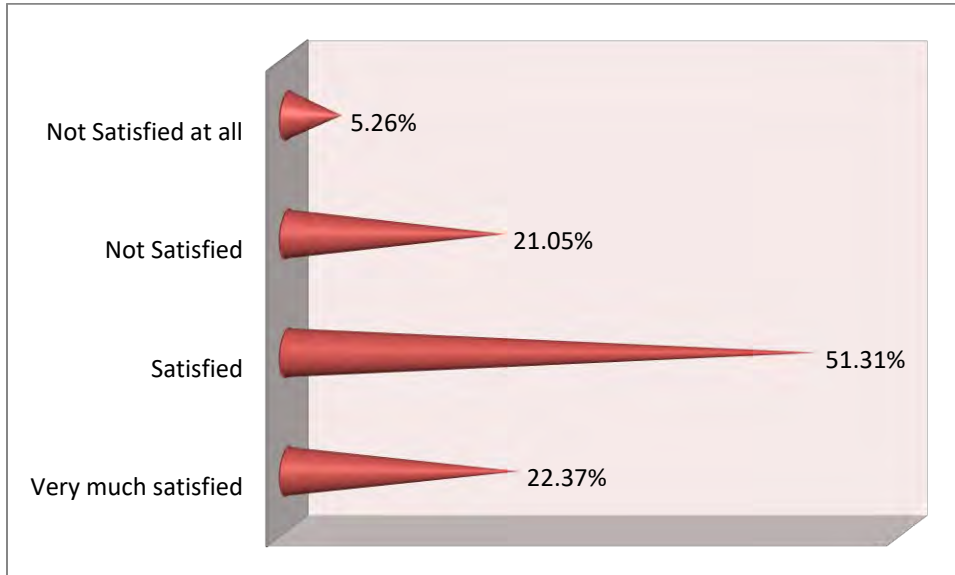
Source: Fieldwork, Nov. 2013

**Figure 9: A bar showing the departments of employees**

The chi-square ( $\chi^2$ ) analysis revealed that there is an evidence to compel a rejection of the first null hypothesis that suggest that there is no significant relationship between the course of study in school and the position held by respondents at the workplace, since resulted p-value of 0.119 is greater than 0.05.

The data on job satisfaction as a variable reveal that a total of 73.68% of the respondents were satisfied with their job, whilst the remaining 26.32% were not satisfied with their jobs. There was also a realisation that those satisfied with their job are

predominantly those holding supervisory positions. While the latter realisation confirms a similar study on post-graduate employees in the tourism sector conducted by Owusu-Mintah (2012:127), his satisfaction rate is quite the opposite of this study.



Source: Fieldwork, Nov. 2013

**Figure 10: Level of Satisfaction**

#### 4.8 Evaluation of Hospitality and Tourism Education in Ghana

The hospitality and tourism industry in Ghana has witnessed a tremendous boom in recent years. It is inextricably linked to the success chalked up in hospitality and tourism education. The growth in Ghana's tourism industry has also fuelled the growth of hospitality and tourism educational courses and programmes being offered both in public and private institutions. The thriving economy and increased business opportunities in Ghana have also acted as a boom for Ghana hotel industry.

Today, the hospitality industry is shifting towards technologically interfaced products and services. To perform and remain competitive in the ever increasingly volatile hospitality business environment, graduates require a complex set of operational and

managerial skills to, among other things, develop constructive thinking for transferring the acquired skill and knowledge into productivity and performance. To enable the supply of a skilled and efficient human resource for the industry, the following analyses were made from data collected from the field.

#### **4.8.1 Hospitality and Tourism Education, the debate**

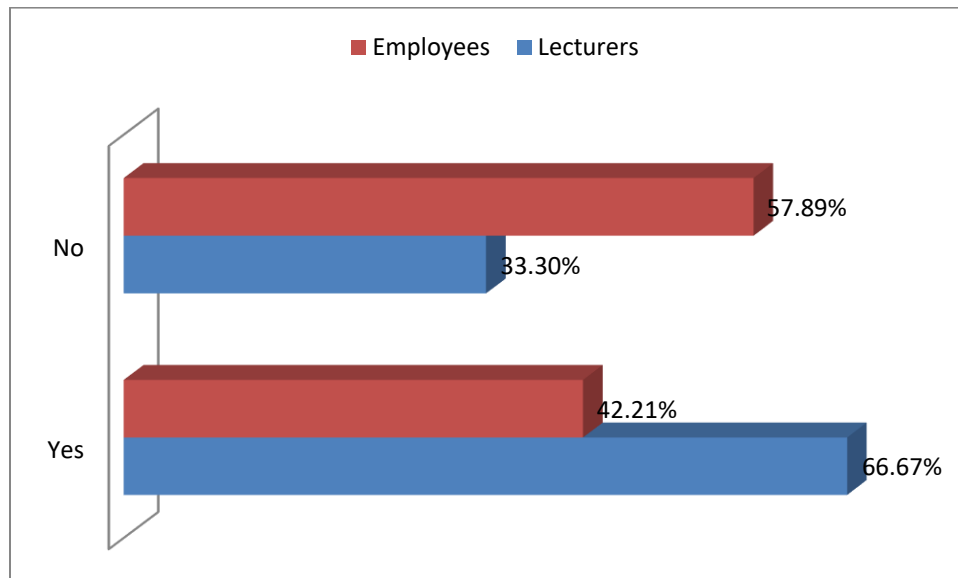
One research question deduced from the objective of this research work was to add a voice to the ever-increasing debate as to whether tourism/hospitality is a discipline or a vocational field of study. All the 9 lecturer respondents, representing 100%, opine that tourism as a subject of study is a discipline in its own right, whilst hospitality and catering education is a vocational field of study. Sixty-three (63) of the employees, representing 83%, said hospitality and catering education is a vocational field of study, while the remaining 13, representing 17%, said it is a discipline in its own right. When asked about tourism, all the 76 respondents said it is a discipline in its own right.

#### **4.8.2. Educational System and its Emphasis on the Supply of Labour to Industry**

An important aspect of curriculum evaluation studies has been to capture alumni perceptions on whether or not the courses they studied helped them at their workplaces and whether or not it placed emphasis on the supply of a labour force to meet the industry's needs. This was captured in the third objective of this study, which was to examine the significance of a closer industry/academe relationship for hospitality and tourism development in Ghana. The establishment of close linkages with the various industries making up the hospitality and tourism industry (hotels, travel and tour operators, attractions

and event managers, etc.), so that they could lend their support (financial and attachment/internship placement) to the educational institutions, is of importance in this instance.

The respondents were therefore asked to state their opinions on whether or not the courses they studied at their various institutions were important and if they prepared them adequately for their current jobs. The analysis is shown in figure below.



Source: Fieldwork, Nov. 2013

**Figure 11: Education /Work Emphasis**

A total of 38 of the respondents of both employees and lecturers, representing 44.7%, were of the view that the current tourism education system emphasises the supply of a labour force to meet the industry's needs, while 47, representing 55.3%, disagree with the fact. It can also be noted from the above figure that whilst most graduate employees think the current tourism education system does not emphasise the supply of a labour force to meet the industry's needs, most lecturers however disagree.

In the qualitative interview, the head of department of one of the educational institution had this to say on the same subject:

*“The current graduate unemployment in the country has put pressure on all of us to lead an industry-driven curriculum, so that students who leave here become productive in the industry. The emphasis can be seen in the various linkages we have with the industry. This has helped us to secure attachment and internship training for our students. Courses such as hospitality law has been introduced recently all in an effort to meet the needs of the industry.”*

However, all the supervisors interviewed disagreed that the educational institutions are doing a good job in preparing students for the labour market. One supervisor has this to say:

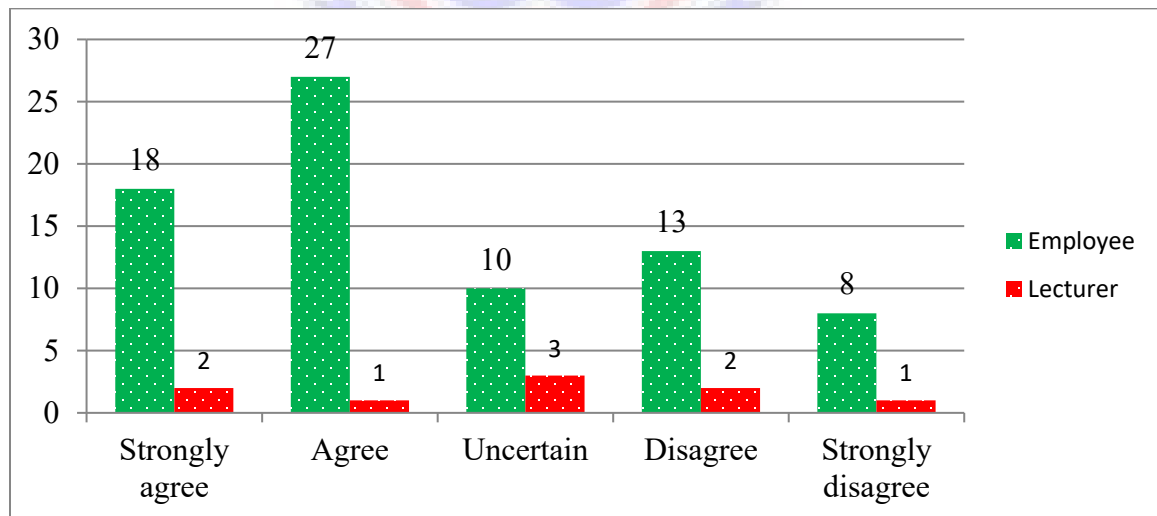
*“I personally don’t think students get to understand the industry well before they leave school; it seems few graduates are really dedicated to the industry as they come and leave the industry very fast..... I think they leave that fast because they realise the industry is not what they thought it was, like long working hours and closing deep into the night and especially having to work to the peak during holidays, which some had wanted to be with their families instead, so we have to poach from other disciplines to augment our workforce.*

One also reiterated:

*“I also don’t think students get to understand the industry well before they leave school. It appears young graduates of today seem to have unrealistic career expectations. For example, they expect to get promotion from operative to managerial levels within the short time in the industry.”*

On the issue of hospitality and tourism education and training hierarchy corresponding with tourism career paths in the Ghana, 18, representing 23.7%, of employee respondents and 2, representing 22.2%, of lecturer respondents strongly agree that the hierarchy of hospitality and tourism education and training does not correspond with tourism career paths in Ghana. Ten (10) respondents, representing 13.2% of employee respondents, and 3, representing 33.3% of lecturer respondents, were not certain in their response. Thirteen (13), representing 17.1%, and two, representing 22.2% of employee and lecturer respondents respectively disagree that hierarchy of hospitality and tourism education and training does not correspond with tourism career paths in Ghana.

In conclusion, however, 59.21% of graduate employees and 33.30% of lecturers agreed with the statement that the hierarchy of hospitality and tourism education and training does not correspond with tourism career paths in Ghana, whilst 27.63% of lecturers and 33.30% of graduate employees disagree with the same statement.



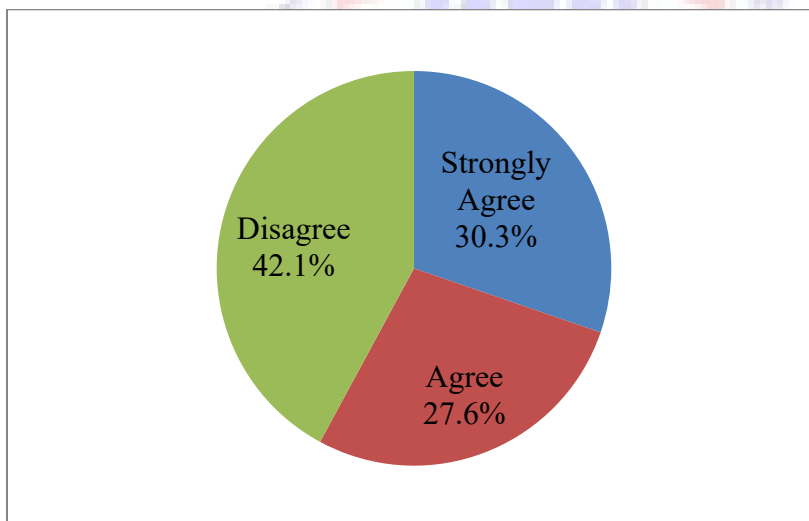
**Source:** Fieldwork, Nov. 2013

**Figure 12: Hospitality and tourism education and career paths in Ghana**

#### 4.9 Assessment of Study Conditions and Study Provisions

An important aspect of employee behaviour is the assessment of their study conditions and study provisions while in school. The hotel employees were therefore asked to look back at their overall experience at school and show their level of agreement or disagreement to a series of statements. The first statement was their participations in class discussions. The data are shown in figure nine below.

The figure shows that nearly all employees acknowledged that they participated actively in class discussions while in school. Indeed, a high number of them (68.4%) strongly agreed to their participation. But when asked whether they participated in group studies while on campus, quite a number of employees (42.1%) said no, whilst majority said they participated in group discussions while on campus.



**Source:** Fieldwork, Nov. 2013

**Figure 13: A pie chart showing respondents' participating in class discussions**

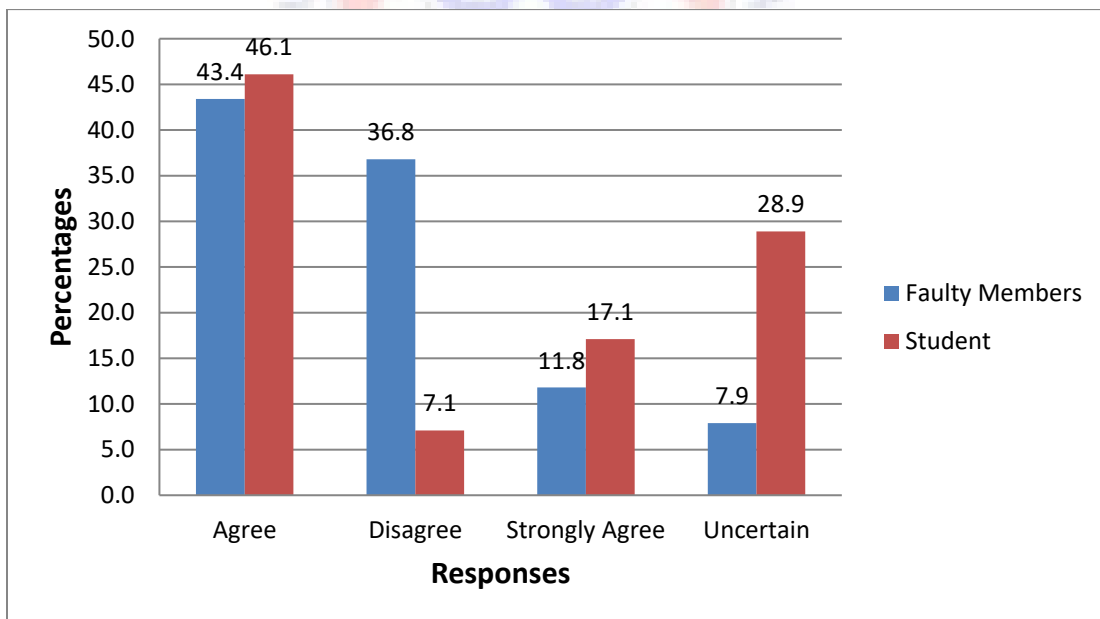


#### 4.9.1 Consultations

Respondents were asked whether they met any faculty member during consultation hours over their class work. Fifty-one per cent (51%) responded that they met faculty members during consultation hours and 49% responded that they did not meet faculty members during consultation hours.

#### 4.9.2 Friendly Faculty Members

Respondents were further asked whether or not the faulty members were friendly. An estimated 43.3% agreed that faulty members were friendly, 11.8% agreed strongly that faculty members were friendly, 36.8% strongly disagreed that faulty members were friendly and 7.8% were uncertain about whether faulty members were friendly or not.



Source: Fieldwork, Nov. 2013

Figure 14: Student-faculty members/student-student relationship

On the other hand, 17.1% of the respondents strongly agreed that their mates were friendly and helpful, 46.1% of them agreed that their mates were friendly towards them, 7.1% were of the view that fellow students were not friendly and helpful and 28.9% were uncertain whether their mates were friendly and helpful or not.

#### **4.9.3 Students' Involvement in Activities on Campus**

A total of 45 respondents, representing 59.2%, were involved in school activities while in school; 31 respondents, representing 40.8%, said they were not involved in activities on campus. Chi-square analysis revealed that there was no evidence to suggest that being involved or not in campus activities has any relationship with respondents' responses in the challenges and hindrance in hospitality and tourism education in Ghana, since the significant level of 0.789 is greater than alpha level of 0.05 ( $P > 0.05$ )

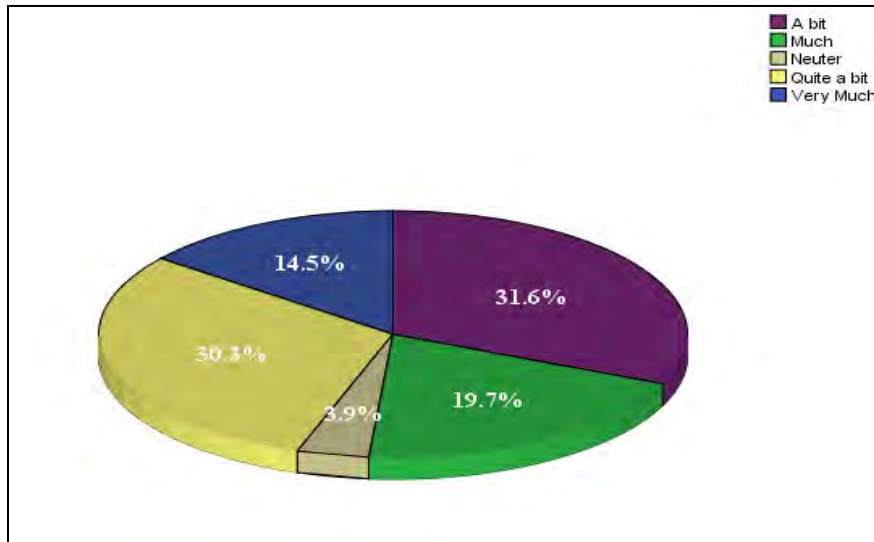
#### **4.9.4 Student Value Similarities**

A total of 13 respondents, representing 17.1% of total respondents, responded that they strongly agreed with the fact that most students have values similar to theirs; 30, representing 39.5%, responded that they agree most students have similar values as theirs. Eleven (11) respondents, representing 14.4%, were uncertain in their response, while 22, representing 29%, disagreed that most students have similar values as theirs.

#### **4.9.5 Knowledge Acquired Applicable to Career**

Out of the 76 respondents answering the question bothering on whether or not knowledge and skills acquired in school is applicable to careers; 11, representing 14.5%,

responded that the knowledge and skills acquired in school are very much applicable to their careers; 15, representing 19.75%, responded that they were much applicable; 3, representing 3.9%, were uncertain; 24, representing 31.6%, responded that applicability is just a bit and 23, representing 30.3%, responded quite a bit.



Source: Fieldwork, Nov. 2013

**Figure 15: Knowledge acquired applicable to career**

Phi analysis, however, shows that there is a strong correlation between the response to challenges and constraints on hospitality and tourism education in Ghana and that which was given to the development of knowledge and skills acquired in school, since phi value is 0.683 which is close to 1.

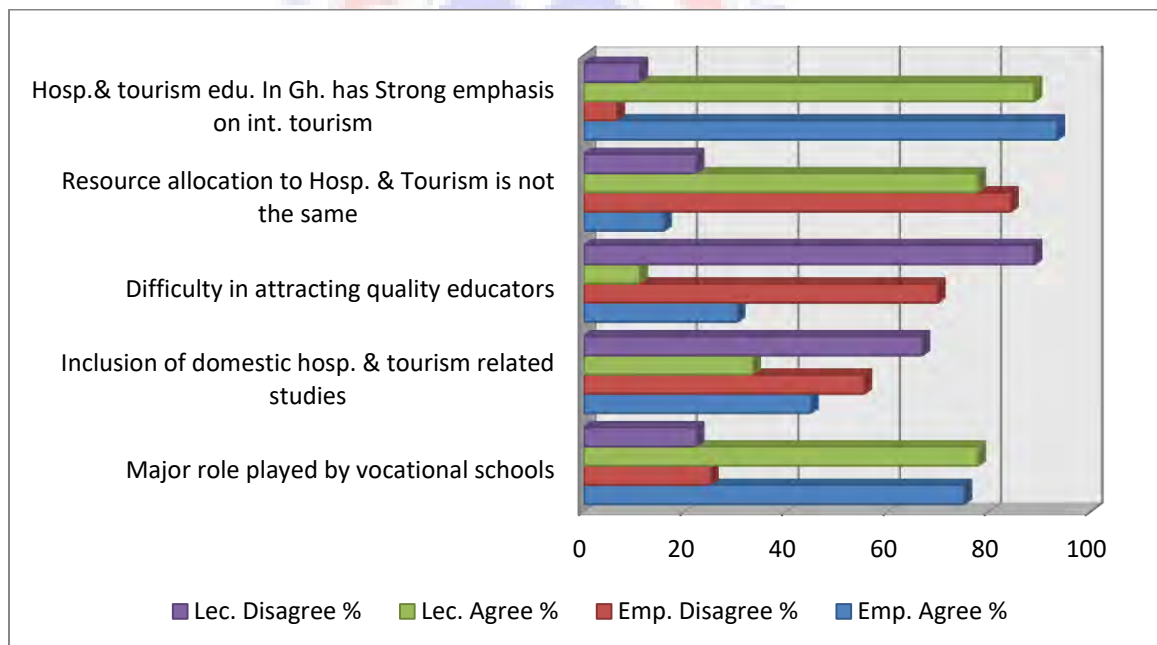
#### **4.9.6 Competency Most Useful at Workplace**

A total of 47 out of the 76 employee respondents were of the view that communication skills as a competency acquired in school are most useful at their workplace. It represents 24.1% of the total respondents. Forty-three, representing 22.1%,

responded that human relationship skills are the most useful competency applied in their work. Twenty respondents, representing 10.3%, said entrepreneurial skills are the most useful competency applied in their work; 30, representing 15.4%, responded that problem-solving skills are the most useful competency acquired in school that is applicable in their work. Twenty-eight (28), representing 14.4%, and 27, representing 13.8%, were of the view that critical thinking and information technology skills are most useful competencies acquired in school which are applicable in their work.

#### 4.14 Perceptions on Hospitality and Tourism Education in Ghana

The cluster bar chart below illustrates the views and perceptions of both lecturers and hotel employees sampled on hospitality and tourism education in Ghana.



Source: Fieldwork, Nov. 2013

Figure 16: Views and perceptions on hospitality and tourism education in Ghana

On the issue of whether or not hospitality and tourism education in Ghana lays strong emphasis on international tourism, majority of the respondents (lecturer, 88.89%; employees 93.42%) said it does. When asked whether it was difficult to attract quality and qualified hospitality and tourism educators to teach in the polytechnic, majority of the lecturers (88.89%) answered no, whilst 69.73% of the graduate employees also said no they don't think it is difficult. In the interview, a respondent has this to say on the same question posed to him:

*“For about five years now, the number of people pursuing post-graduate studies in the field of hospitality has seen a rapid increase, giving rise to so many people wanting to teach in the polytechnics. I receive at least two applications or a form of request from people seeking employment in this polytechnic every month, most of these people are highly qualified, I must say. I sometimes think it a general trend in most institution as this country is currently experiencing massive graduate unemployment.”*

As high as 75% of employees and 77.77% of lecturers sampled agreed that vocational schools play a major role in hospitality and tourism education in the country. In the qualitative survey, however, a respondent explained that the contribution made by the vocational schools in the country is mostly in the area of providing catering and cookery training to students.

Respondents were asked to evaluate the inclusion of domestic hospitality and tourism-related studies in the curriculum used in Ghana. A little over half (55.26%) of graduate employees confirmed that curriculum used in schools has little or modest local content. About 66.67% of lecturers sampled also opined that the content of the curriculum is predominantly foreign. In the interview, a respondent stated:

*“Even though most of our textbooks and teaching materials are foreign, we try as much as possible to localise either the ingredients or the materials in the practical preparations. We also try to teach some hygienic and safe methods of preparing most of our domestic and local cuisines. We are even encouraging our students to include some of our local cuisines on their menu when they go into the industry.”*

When respondents were asked whether they agreed with the view that resource allocation and support for the study of hospitality and tourism in the country has not been the same, compared with what is allocated to the more traditional disciplines such as the physical sciences and the business studies, almost all the respondents (lecturers- 88.89%, employees- 93.42%) answered in the affirmative. But in the qualitative interview, however, a respondent disagreed and made the following assertions:

*“This is just a perception and the notion of many people, but actually, the story is not the same. How can one say that and upon what fact? Our department makes a lot of demand on this institution and on government, acquiring equipment for our kitchen, establishing our restaurant and so many more. I believe it’s all about our internal bureaucracies within this institution and the persuasion power of the departmental heads to get what your departments want. In this institution, for example, each department wants something, the business school wants a new building, the civil and building departments want equipment for their laboratory and so on....., so the heads of the departments are constantly on the go to make a concrete case that theirs must be attended to first, and at the end of the day, the one who makes the most sane argument wins. I can say we have been fortunate. After all, all of us with same qualifications receive the same salaries.”*

He, however, conceded that if the argument about resource allocation and support to hospitality and tourism education in this country is stretched further to include the national cake, the health sector and the physical sciences, for that matter, will always come first.



## CHAPTER FIVE

### MAJOR FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

#### 5.1 Introduction

This final chapter of the thesis presents a summary of the major findings of the study and their implications. This is followed by the conclusion of the research based on the major findings. Recommendations have also been made to help address problems identified during the research.

#### 5.2 Major Findings

The purpose of this research work was to examine the challenges and constraints on hospitality and tourism education in Ghana. Primary data was collected through the development and administration of self-completed questionnaire, which was basically in three sections to lecturers and hotel employees. In addition, an in-depth interview was conducted with one head of department of one educational institution and one official from the human resource department of a hotel. The following six major research findings were made from the data analysis. They are as follows:

First, it was realized from the analysis that majority of employee (67.1%) and lecturer respondents (55.6%) believe there are challenges and constraints on hospitality and tourism education in Ghana and that having such a believe is not dependent on the sex of the respondent (p-value of 0.463). Also, majority of respondents (76.31%) found in the hotels are polytechnic-trained. This, however, is not surprising, considering the mandate given to polytechnics in this country to train students in technical competencies needed by the industry.



Second, it was found out that work assignments and, by extension, the department in which hotel employees work are mostly related to their courses of study, and this finding is consistent with the outcome of the study by Owusu-Mintah (2012:215). Again, while most lecturers (66.66%) agreed with the fact that the core curriculum emphasis of tourism and hospitality education currently is to supply a labour force to meet the industry's need in Ghana, most graduate hotel employees (57.89%) and industry managers disagree with the assertion.

The third finding is that tourism as a subject is mostly considered a discipline, whereas hospitality management is thought of as a vocational field of study by respondents. It was also revealed that hospitality and tourism education in Ghana has laid a strong emphasis on international tourism. More so, the study unravelled that it is not difficult to attract quality and qualified people to teach in the polytechnics as the country is saddled with a huge graduate and post-graduate unemployment rate.

It also came to light in the analysis that most respondents (lecturers—59.21%, employees—50%) are of the opinion that hospitality and tourism education and training does not correspond to the industry's career path in Ghana. This could be seen in the numerous academic progression and job placement agitations by mostly polytechnic students in the country.

The study also revealed that there is a strong correlation between the developed knowledge and skills acquired in school and professional knowledge and skills applied by graduate employees in their careers (phi value of 0.683). It was again found out that of all the competencies listed for appraisal by respondents, communication skills, followed

closely by human relations skills, were deemed most useful by the employees in their places of work.

It was found out in the analysis that vocational schools play a major role in Ghana's hospitality and tourism education, especially in the area of catering and cookery training. Again, the curriculum being used is mostly of foreign content with little local content, even though much effort is being made to localise the content of the core hospitality and tourism curriculum.

The analysis on comparative resource allocation revealed that there is a general perception that resource allocation and support for the study of hospitality and tourism in the country is not the same as the one given to the more traditional disciplines such as the physical sciences and the business studies. The situation on the ground, however, shows the opposite, as equitable distribution of resources, in particular, depends on the persuasion and negotiation prowess of the heads of department in most institutions.

### **5.3 Conclusions**

Based on the findings of the study outlined above, the following conclusions are made; there are indeed challenges and constraints on hospitality and tourism education in Ghana, and this assertion does not depend on whether the respondent is a male or female.

Furthermore, the hotels employ more polytechnic graduates than graduates from the universities and other tertiary institutions. This has implications vis-à-vis the type of competencies needed mostly by hotel operations. Most departments in hotel operations such as housekeeping, kitchen and food production, front office, food and beverage and maintenance are all specialised technical and practical areas that need technical and

practical (hands-on) competencies, hence the preference for polytechnic graduates with hospitality, catering and tourism background.

Also, whilst tourism is perceived as a discipline in its own right, hospitality and catering are seen as a vocational field of study, and this is supported by Charlotte (1997). Additionally, vocational schools in the country play an important role in the education and training of students to man the industry. Again, it can be concluded that while most educators agree with the fact that the current core curriculum of tourism and hospitality education emphasises the supply of a labour force to meet the industry's need in Ghana, most graduate employees and industry operators disagree with this claim; this is also supported by Lam & Xiao (2000).

In addition, there is an opinion that hospitality and tourism education and training does not correspond to the industry's career path in Ghana. More so, it is not difficult to attract quality and qualified people to teach in the polytechnics as the country is saddled with a high rate of graduate and post-graduate unemployment. There is also a positive correlation between the knowledge and skills acquired in school and professional knowledge and skills applied by graduate employees in their careers. Again, communication skills and human relations skills are two most useful competencies applied by students in their places of work.

Finally, there is a strong perception that resources allocation and support for the study of hospitality and tourism in the country is not the same as the one given to the more traditional disciplines such as the physical sciences and the business studies. However, the situation on the ground suggests that there is an equitable distribution of resources

invariably dependent on heads of departments of most institutions' persuasion and negotiation prowess.

#### **5.4 Recommendations**

Hospitality and tourism is a vital component of Ghana's economy. However, if Ghana wants to be a world-class tourist destination, whether for business or pleasure, then the country needs to equip the new generation of tourism graduates with the right skills and knowledge before they enter the industry. Based on the conclusions drawn from the above research findings, the following recommendations have been made:

First, concerning the revelation that hotels in Ghana employ more polytechnic graduates than those from the universities, it is recommended that the polytechnics in the country should be encouraged to pursue their core mandate of providing from technical to practical manpower training as specified in the Polytechnic Act 745 of 2007. The current monotonous system where almost all the polytechnics in the country are offering almost the same courses as the universities, with little or no practical or technical orientation, should be discouraged and measures must be employed to redirect these polytechnics to their core mandate. This monotonous structure is often as a result of the fear that if they (the polytechnics) concentrate on practical and technical training, they might not get enough students to patronise their programmes.

This has resulted in the country's polytechnics having more than half of their population pursuing courses in business and management studies (a sentiment often shared by many researchers, e.g., Owusu-Mintah, 2012, Degyenga, 2013). But with the country's current developmental agenda moving toward the active involvement of the private sector,

it is certain sectors such as manufacturing, science, technology and applied social sciences (hospitality and tourism) are imperative actors in the nation's bid to achieve its development goals. Time is now ripe for the polytechnics to dedicate more efforts solely toward producing practical, technical and technologically oriented engineers, technologist, caterers and food technicians and housekeepers to man the sectors.

Second, having noted the important role played by the vocational schools in the country's hospitality and tourism education and training, it is recommended that the National Vocational Training Institute (NVTI), with the vision of providing the best system of employable Technical Vocational Education and Training (TVET) skills, must be encouraged and activities and programmes must be streamlined to enhance the most effective and efficient systems of delivering such education and training in vocational schools in the country.

Alternatively, the Hotel Tourism and Catering Training Institute (HOTCATT), now being run by the Ghana Institute of Management and Public Administration (GIMPA), should also be encouraged to institute programmes that can stand the test of time and train hospitality employees with vocational background to upgrade their skills to meet the need of the industry.

Considering the disagreement between educators on one side and employers and employees on the other side on whether the core curriculum of hospitality and tourism emphasises the supply of labour to meet the industry's need in Ghana and the opinion that hospitality and tourism education and training does not correspond to the industry's career path in Ghana, a new educational model or framework for hospitality and tourism such as the one proposed by Akyeampong (2008) or JICA/MOE (2001), which aims to establish a

link between education and training paths and career paths in the hospitality and tourism sector, be adapted to chart a clear and distinct path for all the stakeholders involved.

The suggested model demands effective collaboration and partnership among stakeholders, from curricular design through to the setting of competency standards to training and assessment. The model also advocates building a hierarchical career path into the curricula of hospitality and tourism education and training and enough room for distinguishing relationships, functions and objectives at different levels of the course/programmes. Distinctions are also set in the curricula design regarding qualifications of educators and teachers, facilities and equipment, experimental foundations needed for the course programmes and the knowledge and skill constructs of students and trainees in the proposed framework.

Furthermore, a recommendation is made for proposals to be sent to the academic board of various hospitality and tourism education and training institutions for the renaming of the two most useful competencies applied by graduates at workplaces (communication and human relations) to include the wording 'hospitality and tourism'. The proposed nomenclature is Communications Skill for Hospitality and Tourism and Human Relations Skill for Hospitality and Tourism, as there are courses such as Marketing for Hospitality and Tourism or Hospitality and Tourism Law. Changing the nomenclature puts emphasis on the course and set specific directions as to the nature and purpose of the subject, which will invariably be more beneficial to students.

Finally, catering and hospitality training, for that matter, makes a lot of demands on resources such as food research laboratories, kitchen equipment, demonstration restaurants, etc., thus on the issue of resource allocation to the study of hospitality and

tourism, it is recommended that while the government is undisputedly the sole provider of such facilities to the institutions, the departmental heads and heads of institutions who have been equipped with the right proposal and approach should be encouraged to seek help from private and corporate institutions and organisations involved in the hospitality and tourism business.



## REFERENCES

- Airey, D, Johnson, S (1999), "The content of tourism degrees in the UK", *Tourism Management*, Vol. 20 pp.229-35.

- Airey, D. (2004). From Here to Uncertainty. In Tribe, J. and Wickens, E. (Eds) *Critical Issues in Tourism Education: Proceedings of the 2004 Conference of the Association for Tourism in Higher Education*, Missenden Abbey, Buckinghamshire, UK. 1st-3rd December.
- Airey, D. and Tribe, J. (2000), "Education and hospitality", in Lashley, C. and Morrison, A. (Eds), *In Search of Hospitality: Theoretical Perspectives and Debates*, Butterworth-Heinemann, Oxford, pp. 276-92.
- Akyeampong, O. (2008). A proposed framework for tourism education and training in Ghana. in O. Akyeampong, & A.B. Asiedu, (Eds.) *Tourism in Ghana: A Modern Synthesis*, (pp. 124–140) Accra, Ghana: AGLC Press.
- Amoah, V, Baum, T (1997), Tourism education: policy versus practice, *International Journal of Contemporary Hospitality Management*, Vol. 9 No.1, pp.5-12.
- Aryee, S., Srinivas, E. S., & Tan, H. H. (2005). Rhythms of life: Antecedents and outcomes of work-family balance in employed parents. *Journal of Applied Psychology*, 90(1),
- Baker, T. L. (1999). *Doing social research*. Boston, MA: McGraw Hill.
- Baum, T. (Ed.), (1993). *Human Resource Issues in International Tourism*, Butterworth-Heinemann, Oxford.
- Baum, T. & Conlin, M.V. (eds) (1995). *Island Tourism: Management Principles and Practice*. Chichester: John Wiley.
- Baum, T., (1994). The development and implementation of national tourism policies, *Tourism Management*, 15(3), pp. 185-92.
- Baum, T., (1995). *Managing Human Resources for the European Tourism and Hospitality Industry: A Strategic Approach*, Chapman & Hall, London,



- Bergsma M. (2000). The Future of Tourism and Hospitality. *Tourism and Hospitality Research*, 2(2), 76-79.
- Burkart, A. J. & Medlik, S. (1974) *Tourism Past Present and Future*, London: Heinemann.
- Burrows, J. (1999) .Going Beyond Labels: A Framework for Profiling Institutional Stakeholders, *Contemporary Education*, 70(4), pp. 5-10.
- Busby, G. (2005) Work experience and industrial links. In D. Airey and J. Tribe (Eds.), *An International Handbook of Tourism Education*. London: Elsevier.
- Charlotte, M. E, & Tazim B., (1997). The Disciplinary Dilemma of Tourism Studies, *Annals of Tourism Research*, University of Calgary, Canada, Vol. 24.
- Connolly, P., McGing, G. (2006), Graduate education and hospitality management in Ireland, *International Journal of Contemporary Hospitality Management*, 18(1), pp.50-9.
- Cooper, C, Westlake, J (1998). "Stakeholders and tourism education: curriculum planning using a quality management framework", *Industry and Higher Education*,
- Cooper, C., & Shepherd, R. (1997). The relationship between tourism education and the tourism industry: Implications for tourism education, *Tourism Recreation Research*, 22(1), pp.34-47.
- Council for National Academic Awards, (1992). *Review of Hotel and Catering Degree Courses*, London: CNAA.
- Crispin Dale, Neil Robinson, (2001). The theming of tourism education: a three-domain approach, *International Journal of Contemporary Hospitality Management*, 13(1), pp.30 - 35

- Crotty, M., (1998). *The Foundations of Social Research: Meaning and Perspective in the Research Process*, Allen and Unwin.
- Degyenga M. A (2013) *Make our Polytechnics Purely Technological Institutes*. GNA Retrieved 17 September,2014.
- Evans, J. R. & Lindsay, W. M. (1999). *The Management and Control of Quality*. Cincinnati, OH: South-Western College Publishing.
- Evans, M. (1988). Academic credibility and the hospitality curriculum: the image problem, *Cornell Hotel and Restaurant Administration Quarterly*, 29(2), pp.44-5.
- Galliers, R. D. (1991). *Choosing Appropriate Systems Approaches: A Revised Taxonomy*, Amsterdam, North Holland
- Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York, NY: Basic Books.
- Gay, L.S. (1992). *Educational Research. Competencies for Analysis and Application*. New York, Macmillan Publishing.
- Gephart (1999). *Paradigms and research methods*. *Research Methods Division forum*,
- Ghana Tourist Authority (2010). *Ghana tourism statistics factsheet*, Retrieved 26th April, 2010. from <http://www.ghanatouristboard.org>.
- Go, F. (1994). Emerging Issues in Tourism Education, in Theobald, W. (ed.) *Global Tourism: The next decade*. London: Butterworth Heinemann.
- Goedegebuure, L. & Lee, J.v.d. (2006), *In Search of Evidence. Measuring Community Engagement: A Pilot Study* [Homepage of Eidos], Available:<http://www.eidos.org.au/news/items/2006/12/119393-upload-00001.pdf>[2014.03.05].

- Goedegebuure, L., Meek, V.L., Carvalho, T., Santiago, R., Ferreira, B., Boer, H.d. & Lee, J.v.d. (2006). *Managing Stakeholder Expectation: A Conceptual Framework*, Paper presented at the 28th Annual EAIR Forum, 30 Aug. to 1 Sept. 2006, Rome.
- Goodman, R.J. Jr, & Sprague, L.G. (1991). The future of hospitality education: meeting the industry's needs", *Cornell Hotel and Restaurant Administration Quarterly*, 32(2), pp.66-70.
- Grinyer, A. (2002). The anonymity of research participants: assumptions, ethics and practicalities, *Social Research Update*, Issue 36, Department of Sociology, University of Surrey
- Gronroos, C. (1994). From marketing mix to relationship marketing: towards a paradigm shift in marketing. *Marketing Decision*, 32(2), 4-20.
- Gummesson, E. (2002). *Total Relationship Marketing (2nd ed.)*. Oxford: Butterworth Heinemann.
- Hall, C. M. (2005). *Tourism: Rethinking the social science of mobility*. Harlow, England: Prentice Hall.
- Hawkes, G. (2003). Passing on the fulfilment, *Hospitality Review*, 5(1), 12-17.
- Hayle, C. (2002). A Seamless Education and Training System for Caribbean Tourism Human Resource Development in Jayewardene, C. (ed.) *Tourism and Hospitality Education and Training in the Caribbean*, Jamaica: University of the West Indies Press
- Henning, E. with Van Rensburg, W. & Smit, B (2004). *Finding your way in qualitative research*. Pretoria: Van Schaik. ISBN 0-627-02545-5 pbk. Pages 179.

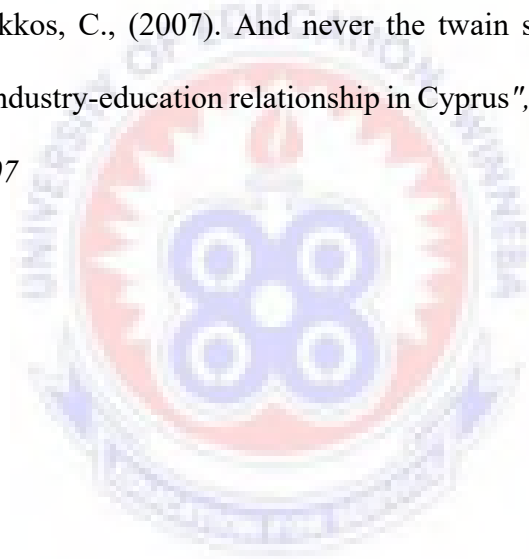
- Higher Education Funding Council for England, (1998). *Review of Hospitality Management*, London: HEFCE.
- Higher Education Funding Council for England, (2001). *Getting Ahead: graduate careers in hospitality management*, London: HEFCE.
- Hirschheim, R. (1985). Information systems epistemology: an historical perspective, in *Research Methods in Information Systems*, Mumford
- Iain T. C. & Doreen E. Crompton (2001) Africa Region Working Paper Series No. 12  
Tourism in Africa
- Jain, R., Jain, S. & Khar, U. (2003). Measuring customer relationship management. *Journal of Services Research*, 2(2), 97-108.
- Kaplan, B. & Maxwell, J.A., (1994). Qualitative research methods for evaluating computer information systems, in J.G. Anderson, C.E. Aydin, and S.J.Jay (eds), *Evaluating Health Care Information Systems: Methods and Applications*, CA: Sage, p.45-68.
- Khan, M. M., & McCleary, K. W. (1996). A proposed model for teaching ethics in hospitality. *Hospitality & Tourism Educator*, 8(4), 7-11.
- Kim, S.S., Chun, H. & Petrick, J. F. (2009). Career Path Profiles of General Managers of Korean Super Deluxe Hotels and Factors Influencing Their Career Development: Vocational Insights for HTM Students and Hotel Employees. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 8 (2), 97-116.
- King, B.E. (1991). *Cooperative education for hospitality and tourism students: An Australian case study*, *New Horizons in Tourism and Hospitality Education, Training and Research*, Calgary, 19-126.

- Lashley, C. (1999). On Making Silk Purses: developing reflective practitioners in hospitality management education: *International Journal of Contemporary Hospitality Management*, 11(4), 180-185.
- Leiper, N. (1990) 'Tourism Attraction Systems'. *Annals of tourism research*, V.17.
- Levy P.S., Lemeshow S (1999). *Sampling of Populations: Methods and Applications (3rd edition)*. New York, NY: Wiley.
- Levy, D. and Henry, M., (2003), 'A comparative analysis of US, UK and Australian published property research methodologies and methods' *Pacific Rim Property Research Journal*, 9(2), pp 148-162
- Maassen, P. & Cloete, N. (2002). Global Reform Trends in Higher Education" in Transformation in N. Cloete, Juta and Company (Pty) Ltd. *Higher Education: Global Pressure and Local Realities in South Africa*, ed., Pretoria.
- Maassen, P. (2000). The Changing Roles of Stakeholders in Dutch University Governance, *European Journal of Education*, 35(4), pp. 449.
- Marstein, E. (2003). *The influence of stakeholder groups on organizational decision-making in public hospitals*, BI Norwegian School of Management, Department of Leadership and Organisational Management, Sandvika.
- Martineau H. (1853). The Cours de philosophie positive (1830-1842); English translation & condensation: *The Positive Philosophy of August Comte*.
- Moore, A. (1993). *Capacitación de capacitadores*. Washington, DC: US National Park Service, Office of International Affairs.
- Murphy, P. E. (1985). 'Tourism: A Community Approach'. Illustrated Edition, Methuen

- Myers, M., (1997). "Interpretive Research in Information Systems", in J Mingers and FStowell (Eds), *Information Systems: An Emerging Discipline?* McGraw-Hill, London, pp 239-266
- Neave, G. (2002). "The Stakeholder Perspective Historically Explored" in Higher Education in J. Enders & O. Fulton, *Globalising World. International Trends and Mutual Observations.*, eds. Kluwer Academic Publishers, Dordrecht.
- Nyseth, T. & Ringholm, T. (2004). *Municipal government and the diversity of community governance* [Homepage of Roskilde University.
- Observer newspaper (1995) *New Focus, Second Class Citizens p15*, 3 September 1995. London.
- Olsen, J.P. (2005). *The Institutional Dynamics of the (European) University* [Homepage of Centre for European Studies, University of Oslo].
- Oppermann, M. (2000). Triangulation—a methodological discussion. *International Journal of Tourism Research* 2(2), pages 141–145,
- Owusu-Mintah, S. B. (2012). *Tourism education and training in Ghana: An evaluation of the HND tourism curriculum of Cape Coast Polytechnic.*[Unpublished doctoral thesis], University of Cape Coast. Ghana.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods (3rd ed.)*, Thousand Oaks, CA: Sage Publications.
- Pizam, A., Neumann, Y., & Reichei, A. (1979). Tourist satisfaction: uses and misuses. *Annals of Tourism Research*, 6(1):195–197.
- QAA (2001) *Hospitality, Leisure, Recreation, Sport and Tourism, Subject Overview Report 2000- 2001*, Gloucester: Quality Assurance Agency for Higher Education.

- Reeves, T., & Hedberg, J. (2003). *Interactive learning systems evaluation*. Englewood Cliffs, New Jersey: Educational Technology Publications.
- Remenyi, D., & Williams, B. (1996). The Nature of Research: Qualitative or Quantitative, Narrative or Paradigmatic? *Information Systems Journal*, 6, 131-146.
- Richards, G (1998). A European network for tourism education. *Tourism Management*, Vol. 19 No.1, pp.1-4.
- Robinson, R., Barron, P., & Solnet, D. (2008). "Innovative Approaches to Event Management in Career Development: A Study of Student Experiences", *Journal of Hospitality, Leisure, Sport & Tourism Education*, 7(1), 4-17
- Schmidgall, R. S. (1992). Hotel managers' responses to ethical dilemmas. *FIU Hospitality Review*, 10(2), 11-18.
- Shields, P. & Rangarajan, N. (2013). *A Playbook for Research Methods: Integrating Conceptual Frameworks and Project Management*. Stillwater, OK: New Forums Press.
- Slattery, P. (2002) Finding the hospitality industry, *Journal of Hospitality, Leisure, Sport and Tourism Education* 1(1), 6-12.
- Solnet, D. (2003). *The "missing in action" workforce: Innovations in hospitality and tourism*
- Solnet, D. (2004). *Linking industry and education providers: A relationship management approach*. Paper presented at the Council for University Tourism and Hospitality Educators, Brisbane, Australia.
- Spata, A. V. (2003). *Research methods: science and diversity*. New York, NY: J. Wiley & Sons.

- Tooman, A. L. (1997). *Tourism and Development Journal Research*, v. 35p. 33-40
- Tribe J (1999) *The Philosophic Practitioner: Tourism Knowledge and the Curriculum*,  
Unpublished doctoral dissertation, University of London, London.
- Tribe, J. (2002) Technical Report on the curriculum Development Project for Moldova.
- Vanessa A. A, & Baum T., (1997). Tourism education: policy versus practice,  
*International Journal of Contemporary Hospitality Management*, 9(1) pp. 5 – 12
- Zeithaml, V.A., Parasuraman, A., &Berry, L.L. (1990).*Delivering quality service –  
balancing customer perceptions and expectations*. New York: The Free Press.
- Zopiatis, A. &Panikkos, C., (2007). And never the twain shall meet: Investigating the  
hospitality industry-education relationship in Cyprus", *Education + Training*, 49(5)  
pp. 391 – 407



## **APPENDIX A**

### **QUESTIONNAIRE FOR LECTURERS AND OTHER TEACHING STAFF**

#### ***On the topic:***

#### ***“Challenges and Constraints on Hospitality and Tourism Education in Ghana.”***

This questionnaire is part of a survey being conducted in connection with a Master of Technology Education, Catering and Hospitality Management (M-Tech) on the above mentioned topic at the Department of Catering and Hospitality, University of Education, Winneba.

The aim of this survey is to identify and examine the challenges and constraints on



hospitality and tourism education in Ghana. I would greatly appreciate it if you take part in this survey. I want to, however, state that any information provided shall be treated confidentially and shall be used for academic and research purposes only. Be also assured of measures put in place to keep you anonymous.

Thanks for your co-operation.

*Please tick  $\surd$  and provide information where appropriate.*

**SECTION A: DEMOGRAPHIC INFORMATION.**

1. Gender:      Male                       Female
2. Age: .
3. What is the highest academic qualification you have attained so far?  
B.A/BS                       MA/MS/MPhil                       Phd/EdD                       Others
4. How long have you been with the polytechnic?  years
5. How long have you been with the department?  years
6. What is your position at the department?

.....

**Section B: Views and Perception on Hospitality and Tourism**

7. Is tourism education a discipline   
OR a vocational field of study?
8. Does the current tourism education system emphasise the supply of a labour force to meet the industry's needs? Yes       No
9. The hierarchy of hospitality and tourism education and training does not correspond to tourism career paths in Ghana.

Strongly agree, Agree, Uncertain, Disagree, Strongly disagree.

10. Hospitality and tourism education is specified based on the individual needs of tourism students.

Strongly agree, Agree, Uncertain, Disagree, Strongly disagree

11. Hospitality and tourism education is specified by the general demand of the industry.

Strongly agree, Agree, Uncertain, Disagree, Strongly disagree

12. Most degree programmes of hospitality and tourism education are dominated by non-tourism-related disciplines.

Strongly agree, Agree, Uncertain, Disagree, Strongly disagree

13. Hospitality and tourism education programmes are limited in meeting the specific requirements of the industry in Ghana.

Strongly agree, Agree, Uncertain, Disagree, Strongly disagree

14. Curricula of hospitality and Tourism education are not developed effectively.

Strongly agree, Agree, Uncertain, Disagree, Strongly disagree

15. The curricula of hospitality and tourism education do not emphasise internship.

Strongly agree, Agree, Uncertain, Disagree, Strongly disagree

16. Ghana's hospitality and tourism education lays a strong emphasis on international tourism.

Strongly agree, Agree, Uncertain, Disagree, Strongly disagree

17. Domestic hospitality and tourism-related studies are rarely included in the scope of tourism education programmes.

Strongly agree,  Agree,  Uncertain,  Disagree,  Strongly disagree

18. Vocational schools play a major role in hospitality and tourism education in Ghana.

Strongly agree,  Agree,  Uncertain,  Disagree,  Strongly disagree

19. Many authorities involved in the development of hospitality and tourism education programmes confuse educators in their bid to execute policies.

Strongly agree,  Agree,  Uncertain,  Disagree,  Strongly Disagree

Researchers have said the following as means by which hospitality and tourism education programmes emerged. Please rank them in order of magnitude as you think it applies in Ghana, from the highest of six (7) to the lowest of one (1).

- Keeping the industry abreast of the latest technology and trends
- The availability of qualified replacement staff at all times
- Raising the image of careers in tourism
- Staffing new and growing tourist industries
- Employment regulation
- Reduction in foreign labour
- Responding to changing service demands and requirements of customers

### Section C: Hospitality and Tourism Education in Ghana

20. Is it difficult to attract quality educators to join the education field?

Yes  No

21. What do you think is the motivation for developing the hospitality programme in this polytechnic? .....

22. Hospitality and tourism-related programmes are not accorded the same level of respect as the more traditional disciplines. Yes  No

If yes, what might be the reason(s).....

23. Resource allocations to the study of hospitality and tourism in this polytechnic are not the same as the ones given to the others.

Strongly agree, Agree, Uncertain, Disagree, Strongly disagree

24. Support to the study of tourism in this polytechnic is not the same as the one given to the more traditional disciplines.

Strongly agree, Agree, Uncertain, Disagree, Strongly Disagree

25. What other factor(s) hinder(s) the development of tourism studies in this polytechnic? .....

26. In your view, what should be done to enhance the development of tourism in this polytechnic?.....

27. The following are the aims of tourism education identified by some stakeholders. Kindly rank them in order of magnitude as you think it applies in Ghana, from the highest of six (7) to the lowest of one (1).

- To prepare students for key managerial roles in the tourism industry
- To prepare students to develop and render quality services
- To develop transferable skills
- To develop students' ability to think flexibly and critically
- To gain a holistic understanding of tourism
- To prepare students to contribute to the overall planning of tourism development
- To enable students to understand their role in national development

26. Please if you have any additional comment share with us below

.....*End of Survey, Thank You!!!!!!*

## APPENDIX B

### QUESTIONNAIRE FOR EMPLOYEES OF HOTELS

*On the topic:*

***“Challenges and Constraints on Hospitality and Tourism Education in Ghana.”***

This questionnaire is part of survey being conducted in connection with a Master

of Technology Education, Catering and Hospitality Management (M-Tech) on the above mentioned topic at the Department of Catering and Hospitality, University of Education, Winneba.

The aim of this survey is to identify and examine the challenges and constraints on hospitality and tourism education in Ghana. I would greatly appreciate it if you take part in this survey. I want to, however, state that any information given shall be treated as confidential and shall be used for academic and research purposes only. Be also assured of measures put in place to keep you anonymous.

Thanks for your co-operation.

#### A. Assessment of Study Conditions and Study Provisions

1. Looking back at your overall experience at the university, particularly at the Department of Hospitality and Tourism, to what extent would you agree or disagree with the following?

**S.A=Strongly Agree, A=Agree, D.A=Disagree Agree, S.D=Strongly Disagree**

	<b>S.A</b>	<b>A</b>	<b>Neutral</b>	<b>D.A</b>	<b>S. D</b>
I participated in class discussions					
I met with faculty members during consultation hours over my class work					
Most faculty members are friendly and helpful					
Most students are friendly and helpful					
I became involved in activities on campus					
Most students had values similar to mine					
Most of my subjects seemed relevant and applicable to my future					
I participated in study-group discussions when on campus					

2. For each of the following items, please indicate how much you feel you have gained as a result of university education?

	<b>Verymuch</b>	<b>Much</b>	<b>Neuter</b>	<b>A bit</b>	<b>Quite a bit</b>
Developed my knowledge and skills applicable to a career					
Developed my ability to work as a team member					
Have been motivated to do my best					
Provided me with a broad overview of					

my course					
Sharpened my analytical skills					
Built my confidence to be investigative					
Developed my problem-solving skills					
Stimulated my enthusiasm for further learning					
Developed my ability to plan my own work					
Equipped to make informed judgment					
Use computers					
Speak effectively					

**B. Graduate employment and work**

3. Present employment Status

- Regular/ permanent
- Temporary
- Contractual

4. What kind of skills acquired in the school do you usually apply in your workplace?

.....

5. Which department do you work for in this organisation?

.....

7. What is your present position?

Managerial level

Supervisory level

Others(specify).....

8. Is this your first job after school?

Yes  No

**If yes, please answer the following.(You may check more than one answer).**

9. What is your reason(s) for staying on this job?

- Salaries and benefits
- Career challenge
- Related to special skill
- Related to course of study

- Proximity to residence
- Family influence
- Good human relations with employer and fellow employees
- Other reason(s), please specify .....

**If no, please answer the following. (You may check more than one answer).**

10. What were your reasons for leaving your last employer?

- Salaries and benefits
- Career challenge
- Related to special skill
- Proximity to residence
- Relations with people in the organisation
- Other reason(s), please specify .....

11. How long did you stay on your last job?

- Less than a month
- 1 to 6 months
- 7 to 11 months
- One year to less than 2 years
- 2 years to less than 3 years
- 3 years to less than 4 years
- Others, please specify .....

12. How long did it take you to land your first job after school?

- Less than a month
- 1 to 6 months
- 7 to 11 months
- One year to less than 2 years
- 2 years to less than 3 years
- 3 years to less than 4 years
- Others, please specify .....

13. Was the curriculum you had in school relevant to your first job?

Yes

No

14. What competency acquired in school did you find most useful in your first job?

Communication skills

Problem-solving Skills

Human relations skills

Critical-thinking Skills

Entrepreneurial skills

Information technology skills

Skills relating to my course such as.....

**Please rank the following using 1 to indicate the most important and 6 for the least important**

15. What can you suggest to enhance the competitiveness of your alma mater, especially your department?

Employ only competent faculty members

Continuously train staff to update and improve their competencies

Review and update the curriculum and syllabi

Add more major subjects

Upgrade the facilities

Limit class size to 25 or less students

**SECTION C: DEMOGRAPHIC INFORMATION.**

16. Gender: Male  Female

17 Age:

18. What is the highest academic qualification you have attained so far?

B.A/BS

MA/MS/MPhil

Phd/EdD

Others

19. Institution attended .....

20. Year of graduation .....

21. Course offered .....

26. Please if you have any additional comment share with us below



*End of Survey, Thank You!!!!!!*



## **APPENDIX C**

### **INTERVIEW GUIDE FOR THE HEAD OF DEPARTMENT**

*On the topic:*

***“Challenges and Constraints on Hospitality and Tourism Education in Ghana.”***

This interview is part of a survey being conducted in connection with a Master of

Technology Education, Catering and Hospitality Management thesis on the above topic at the Department of Catering and Hospitality, University of Education, Winneba.

You are being interviewed as an expert and head of department. It is projected to last thirty (30) minutes. I would like to inform you that any information given during this interview will be recorded and transcribed for later analysis. I want to, however, state that information given shall be treated confidentially and shall be used for academic and research purposes only, besides your anonymity is assured.

Thanks for your co-operation.

**Section A: Demographic Information.**

1. Gender and age?
2. What is the highest academic qualification you have attained so far?
3. How long have you been with this institution and the department?

**Section B: Views and Perception on Hospitality and Tourism Education (HTE)**

Main Questions	Additional Questions	Clarifying Questions
In your opinion, is tourism a discipline or a vocational field of study? What about hospitality?	<ul style="list-style-type: none"> <li>➤ Why do you think so?</li> <li>➤ What about hospitality education</li> <li>➤ And why that view, please?</li> </ul>	

What are the aims of HTE in this polytechnic	What is the current level and focus of hospitality and tourism diploma programmes in Ghana	
Does the current tourism and hospitality education curriculum emphasise the supply of a labour force to meet the industry's needs?	<ul style="list-style-type: none"> <li>➤ In what way?</li> <li>➤ Does the curriculum emphasise internship?</li> <li>➤ Does it emphasise the carrier prospects of students?</li> <li>➤ Does HTE specifically meet the general demand of the industry</li> <li>➤ Is the curriculum domestic in scope?</li> <li>➤ Does the hierarchy of HTE and training correspond to tourism career paths in Ghana</li> </ul>	❖ Can you expatiate little this?
Is true that most degree and diploma programmes in HTE are dominated by non-tourism related disciplines?	<ul style="list-style-type: none"> <li>➤ Does it have any advantages?</li> <li>➤ What about its disadvantages?</li> </ul>	❖ Can you tell me anything else?
What role do vocational schools play in HTE in Ghana?	<ul style="list-style-type: none"> <li>➤ Is this role significant?</li> </ul>	
Is it difficult to attract good and quality educators to join the field of education?		
What do you think is the motivation for developing the HTE programme in this polytechnic?		❖ Can you give some examples?
Are resource allocations to HTE in this polytechnic the same as the ones given to the others?		
Is the level of respect accorded HTE the same as that accorded more traditional disciplines in this institution?	<ul style="list-style-type: none"> <li>➤ What factor(s) hinder(s) the development of tourism studies in this institution?</li> </ul>	
What should be done to enhance the development of tourism in this polytechnic?		

**Please do you have anything to add?**

*\*Note: Additional follow-up questions would be asked if need be.*



## **APPENDIX D**

### **INTERVIEW GUIDE TO THE HUMAN RESOURCE MANAGERS**

*On the topic:*

**“Challenges and Constraints on Hospitality and Tourism Education in Ghana.”**

This interview is part of a survey being conducted in connection with a Master of Technology Education, Catering and Hospitality Management thesis on the above topic at the Department of Catering and Hospitality, University of Education, Winneba.

You are being interviewed as an expert and head of department. It is projected to last thirty (30) minutes. I would like to inform you that any information given during this interview will be recorded and transcribed for later analysis. I want to, however, state that information given shall be treated confidentially and shall be used for academic and research purposes only, besides your anonymity is assured.

Thanks for your co-operation.

**Section A: Demographic Information.**

1. Gender and Age?
2. What is the highest academic qualification you have attained so far?
3. How long have you been with this organisation and the Department?

**Section B: Views and Perception on Hospitality and Tourism Education (HTE)**

Main Questions	Additional Questions	Clarifying Questions
In your opinion, is tourism study a discipline or a vocational field of study?	<ul style="list-style-type: none"> <li>➤ Why do you think so?</li> <li>➤ What about hospitality education?</li> <li>➤ And why that view please?</li> </ul>	
What are the aims of the HR department in this organisation?	Has it changed from previous years’?	
Looking at the performance of graduate employees, do you think the current tourism and hospitality education curriculum emphasises the supply of a labour force to meet the industry's needs?	<ul style="list-style-type: none"> <li>➤ In what way?</li> <li>➤ Does the curriculum emphasise internship?</li> <li>➤ What about the carrier prospects of students?</li> <li>➤ Is HTE specifically meeting the general demand of the industry?</li> <li>➤ Do you think the curriculum is domestic in scope?</li> </ul>	❖ Can you expand this a little?

	<ul style="list-style-type: none"> <li>➤ Does the hierarchy of HTE and training correspond to the tourism career path in Ghana</li> </ul>	❖ Can you tell me any other thing about HTE?
<ul style="list-style-type: none"> <li>➤ Do you see hospitality and tourism education programmes to be limited in scope?</li> </ul>	<ul style="list-style-type: none"> <li>➤ And do they meet the sophisticated and specific requirements of the industry?</li> </ul>	
Are you aware that most HTE degree and diploma programmes are dominated by non-tourism-related disciplines?	<ul style="list-style-type: none"> <li>➤ If yes, do you see any advantages in this?</li> <li>➤ And have you experienced any of the advantages?</li> <li>➤ What about its disadvantages?</li> </ul>	
What role do you think vocational schools play in HTE in Ghana	<ul style="list-style-type: none"> <li>➤ Is this role significant?</li> </ul>	❖ Can you give me some examples?
Is it difficult to attract good and qualified employees for the organisation?		
Do you think HTE graduates are handicapped by the lack of technical skills and workplace experience?		
What can you say about the link between education and training institutions and the industry in Ghana?		
Does the international service ethic, as expected by foreign operators, exist among employees in the hospitality and tourism industry in Ghana?	<ul style="list-style-type: none"> <li>➤ How?</li> </ul>	
Do you think hospitality and tourism graduates are dedicated to the industry?	<ul style="list-style-type: none"> <li>➤ What about graduates' commitment to their jobs?</li> </ul>	
In your opinion, what factors account for labour turnover in this organisation?		
What in your opinion should be done to enhance the development of hospitality and tourism education in Ghana?		

## APPENDIX E

### CHI-SQUARE TESTS AND CROSSTABS

Course \* Which department do you work for in this organisation—Crosstabulation

Count		Which department do you work for in this organisation			Total
		Front Office/Reception	Housekeeping	Kitchen and Food Production	
	Accounting/purchasing and supply	7	7	7	21
Course	Fashiondesign	6	5	5	16
	Tourism/hospitality and catering	19	7	13	39
Total		32	19	25	76

### TEST 1

#### Chi-square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	7.334 <sup>a</sup>	4	.119
Likelihood ratio	7.505	4	.111
No of valid cases	76		

### TEST 2

#### Chi-square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-square	2.495 <sup>a</sup>	4	.646
Likelihood Ratio	2.520	4	.641
N of Valid Cases	76		