FACTORS AFFECTING THE PROVISION OF SKILLED MANPOWER TO THE HOSPITALITY INDUSTRY IN KENYA.

(A Case Study of Selected Private Training Colleges in Nairobi).

By
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D53/0L/1529/02

A Research Project Submitted in Partial Fulfillment for the Requirements of the Award of Master of Business Administration Degree (MBA – HRM), Kenyatta University

August 2005
Wamwangi, James
Factors affecting the provision of skilled
DECLARATION

I declare that this research project is my original work and have not been presented in any other University for examination purposes.

Signature: __________________________ Date: __________

Name: James Chomba Wamwangi
Reg. No: D53/0L/1529/02

This research project has been submitted for examination with my approval as the University Supervisor.

Signature: __________________________ Date: __________

Name: Dr. Mark O. Ogutu

CHAIRMAN, BUSINESS ADMINISTRATION DEPARTMENT

Signature: __________________________ Date: __________

Name: Dr. George Gongera
DEDICATION

This research project is dedicated to my wife Jane Waruguru Chomba and my children Mwangi, Wambui, Wangeci, Nyambura and Muthoni.
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ABSTRACT

This research project was carried out to explore the factors that affect the provision of skilled manpower to the hospitality industry in Kenya. The study established the extent to which the government regulations, demand and supply for training, the courses offered, physical facilities and the lecturers affect the provision of skilled manpower to the hospitality industry in Kenya.

The researcher used both the exploratory and descriptive research designs to bring out the issues under investigation. The target population for the study was 50 registered colleges by the Commissioner of Higher Education in Kenya (CHE). These were private training institutions that provide post-secondary school education courses, other than the universities. The researcher purposively took a sample of 30 institutions in Nairobi especially those that offer hospitality courses, that is, catering, tours and travel, hotel management, air lines operations, among others.

Data for the study was collected using questionnaires and structured interviews. Additional data was gathered and reviewed from books, magazines, journals, official government publications and previous research studies conducted on related topics. Data for this study was analyzed using measures of central tendencies like mean, modes and median and with the help of SPSS (statistical package for social sciences), the data has been presented in charts, graphs, tables and cross tabulations.
The output for this study is this research project paper to be used by future researchers and scholars as well as the stakeholders in the middle level colleges and the hospitality industry as a whole. The researcher has come up with findings on the variables under investigation and made conclusions and some recommendations on the way forward and on how there can be effective provision of skilled manpower to the hospitality industry in Kenya.
OPERATIONAL DEFINITION OF TERMS

• **Profitability** – ability to generate more income to cover the running expenses and give a reasonable return on investment.

• **Private College** – an institution of higher learning or professional training (post secondary school) other than University, that is privately owned.

• **Hospitality** – cordial reception: kindness in welcoming guests or strangers.

• **Tourism** – is a service based industry comprising of tangible and intangible components. The tangible elements include transport, foods and beverages, tours, souvenirs and accommodation, while intangible elements involve education, culture, adventure or simply escape and relaxation.

• **Manpower** – strength expressed in terms of available persons to perform a task.

• **Skilled Manpower** – persons trained to perform specific tasks to an expected level of performance.
ABBREVIATIONS AND ACRONYMS

TVET – Technical and vocational Education and Training

ABE – Association of Business Executive

CHE – Commission for Higher Education

IMIS – Institute of the Management of Information Systems

KASNEB – Kenya Account and Secretarial National Examination Board

UNESCO – United Nations Education Social & Cultural Organization

PITMAN – Sir Isaac Pitman Ltd (An examining body)

KNEC – Kenya National Examination Council

MOES&T – Ministry of Education Science and Technology

ILO – International Labor Organization

IATA – International Association of Travel Agencies

TOEFL – Test of English as a Foreign Language

ICM – Institute of Credit Management

KIE – Kenya Institute of Education
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Economic growth and social development of countries are invariably associated with large and sustainable investment in education and training. Countries with the highest incomes are also those where workers are most educated.

Training has been defined as the planned and systematic modification of behavior through learning events, programmes and instructions which enable individuals to achieve the levels of knowledge, skill and competence to enable them carry out their work effectively. Thus, education and training make individuals employable, help them gain access to decent work and escape poverty and marginalization. (Armstrong, 2000)

Education and training also improve individuals' productivity and income earning opportunities at work, their mobility in the labor market, and provide a wide choice of career opportunities. Employers look for well-trained professionals and the key word in recruitment is ability to deliver. (M’iweta 2000).

Education and training is an investment in human capital and empirical evidence, based on endogenous growth models, shows that human capital is a key determinant of economic growth. Indeed, sustainable development is only possible if there is a critical mass of skilled people. Studies on poverty in Kenya show that education and training are important factor in poverty reduction. (M’iweta 2000).
Training provisions are commonly moving away from state-controlled, centralized and supply driven delivery towards a diversified, flexible system of public and private institutions and enterprise-based supply. The rationale behind this is to endeavor to make training supply respond better to economic and social needs and make it more flexible in the face of rapid demand shifts.

Tertiary institutions and in particular those dealing with technical and vocational training have increasingly become popular because of the important role they play of training skilled manpower for the public and private sectors. These institutions develop appropriate vocational attitudes, initiative and creative thinking oriented to work besides inculcating skills that are applicable to various trades, vocations and professions. On the other hand in respect to transition, these institutions play an important role in that while the universities admit only a small fraction of secondary school leavers with top grades; these institutions provide opportunities for diverse student population. (Sessional Paper No. 1 2005)

The development of a country in whichever sphere is dependent on the quantity and quality of the trained human resource available. Sound Government policies and strategies are needed to ensure that the appropriate manpower is trained and available to secure and maintain the jobs in the labor market. (Sessional Paper No. 1 2005)

The task of training manpower in Kenya is mainly done through public and private institutions and to a lesser extent through internally organized training programmes by the industries and organizations themselves. However, lately there has been hue-and-
cry about the quality of training being provided and the caliber of graduates from both public and private training colleges. The current Technical and Vocational Education and Training (TVET) curriculum is inflexible and not responsive enough to the changing needs of the labor market. Therefore, there is a mismatch between the skills learned in training institutions and skill demands from the industry. (ILO, 2004)

Hence, this study intends to establish factors affecting the provision of skilled manpower by private training colleges to the hospitality industry and the challenges, obstacles and opportunities these colleges face while discharging their duties.

1.2 Statement of the Problem

More and more private training colleges are being established in cities, municipal towns and even in urban towns throughout the country. The demand for private education has been increasing at all levels and for all types of education; academic, technical and vocational. (Karmokolias and Maas, 2000)

The proliferation of these colleges has raised great concern to the authorities, the private sector and the parents / guardians with respect to quality of training offered the delivery methods, the curricula, the training environment, the tuition fees charged, examination and certification, among others. Whereas a number of these private colleges may be doing a credible job, the majority seems to lack what it takes to qualify to be a training college. The Commission for Higher Education is in the process of publishing “Rules, Guidelines and Standards for Coordination of Post-secondary Education and Training”. This is an indication that there are no existing strict enforceable rules, guidelines and standards for these colleges. (Commission for Higher Education: Newsletter Issue No. 2, 2004).
While physical accommodations can be modest, the bulk of instruction requires physical premises reasonably hospitable to educational pursuits. But some of the colleges are located in environments that are not conducive to learning and hardly have the necessary facilities and equipment to offer quality education. (Karmokolias and Maas, 2000)

So, before making the decision to invest in a training program a prospective candidate is advised to establish the following:

i. The registration status with the licensing government ministry or department.

ii. The organization that administers examinations and how it is rated by the government

iii. Recognition status of the college with regulatory bodies such as the commission of higher education.

iv. Available teaching and learning facilities such as workshops, laboratories, Kitchens for catering courses and libraries.

The actual numbers of these private training colleges are not known, which implies there is a problem with the registration mechanism, the private sector complains that some of the graduates being produced are “half-baked” and the parents/guardians say the tuition fees are usually very high and there is no guaranteed return for their money due to the competitive job market.

Like in many developing countries, tourism (hospitality industry) is important in Kenya’s economy. Tourism surpassed the traditional foreign exchange earners, coffee and tea, to become the country’s leading export sector for the first time in 1987.
following rapid growth, particularly in the 1960's and 1980's. This position was maintained until 1997 when tourism was overtaken by tea. Horticulture has also surpassed tourism in foreign exchange earnings. (Ikiara, 2001)

However, tourism (hospitality industry) remain among the leading sectors in foreign exchange earning and its performance being a service industry is dependent on the caliber of the manpower working there. In order to ensure tourism sector remains among the top foreign exchange earners, what caliber of manpower does it engage from the private training colleges given the present state of affairs in these colleges? It is with this in mind that the researcher embarks on this research to bridge the gap that exists in knowledge of the issues or factors that affect the provision of skilled manpower to the hospitality industry in Kenya.

1.3 Objectives of the Study

1.3.1 Broad Objective

To find out the factors affecting the provision of skilled manpower to the hospitality industry in Kenya with special reference to some selected private training colleges in Nairobi.

1.3.2 Specific Objectives

a) To find out the extent that the private training colleges comply with government regulations in terms of registration, admission, accreditation, curricula, duration of courses, examination and certification among others.

b) To determine the factors influencing demand and provision of training.
c) To establish the variety of courses offered, their popularity and levels of skills training and the qualification of instructors/lecturers teaching these courses.

d) To identify the factors influencing the quality of training and performance in these training colleges.

e) To find out the yearly output of graduates and where they end-up after training.

1.4 Research questions

i. Are these training colleges registered and by who and do they observe regulations governing the running of training institutions?

ii. What factors influence the demand and supply of training?

iii. What types of courses are offered, are they demand driven and what is the caliber of instructors/lecturers teaching them?

iv. What are the factors that make the quality of training and performance be compromised?

v. How many trainees qualify each year and are they in gainful employment after training?

1.5 Significance of the Study

This study will be of significance to the following:

i) The Government through the Ministry of Education will use the findings from the study to formulate strategies and implement the recommendations, which will be made.

ii) The private sector (hospitality industry), will be able to understand the factors, which affect the provision of skilled manpower to the industry and take necessary action.
iii) **Parents/guardians** will be able to understand how the private training colleges are run and even the issue of fees charged by the managements of the colleges.

iv) **Commissioner for Higher Education** who is in charge of regulating these colleges, will be able to understand what is not happening and why. The study will endeavor to find out why these colleges are mushrooming and recommend on how to contain the proliferation.

v) The study will also expose the strengths and weaknesses of the **training colleges themselves** and recommend on how they could be strengthened in order to achieve what is expected of them.

vi) **The students** will know the nature/state of the training colleges and will be able to make an informed choice while enrolling for a course.

1.6 **Scope and Limitations of the study**

The study will cover the private training colleges in Nairobi offering training to those aiming to join the hospitality industry as salaried or self-employed workers. Nairobi will be ideal for the study because it is the hub of the hospitality industry in Kenya, with big tourist hotels and international conference centers and facilities. Besides the biggest hospitals and hostels requiring hospitality services are located in there. Nairobi is also home to most of the private training colleges and will provide a significant population for the study.

The researcher however, anticipates some challenges and limitations in the course of carrying out this study. The knowledge of the total number of private training colleges offering hospitality courses would be very important and essential for this study.
However, neither the Ministry of Education nor the Commission for Higher Education has the actual number since there are those colleges, which are operating and not yet registered. Therefore, the study will depend on the directory published by Commission for Higher Education “Kenya Post-Secondary Training Directory – 2004”.

Due to busy schedules at the researcher’s work place and the short time allocated for this exercise, the researcher may find it hard to study a bigger sample. The researcher however, will select a representative sample and will hire an assistant to assist in data collection so as to beat the deadline provided.

Lack of adequate funds will be another limitation since the researcher will use his own personal savings to carry out the task. Since this project is self sponsored, the researcher will consider a small scope, that is, Nairobi area for the study and this will represent the whole country.

Lack of co-operation – it is anticipated that some respondents may not be willing to answer the questionnaires. The researcher will accompany each questionnaire with a cover letter informing the respondent that the research is for academic purposes only and that the information given will be treated with utmost confidentiality.
CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature from different sources on the factors that affect the provision of skilled manpower in general and specifically how the private training institutions participate in providing skilled manpower to the hospitality industry in Kenya. A review of related literature was conducted to compare the knowledge of experts in the area of college administration/management, curriculum, design of training programme, assessment and certification, training needs assessment, training delivery, performance, employability, monitoring and evaluation. The review serves as a method of comparing and contrasting the views of experts, and to provide a conceptual framework for the study.

2.1 Government Regulations Governing Training Colleges

Training colleges both public and private are governed by regulations and regulations are governmental orders having the force of law. They are published in government publications or gazette as official notification to the public of the implementation of program or the establishment of rules or procedures. The Ministry of Education and Commission for Higher Education are responsible to ensure that colleges comply with the regulations as laid down. To conform with the regulations the colleges would be expected to offer the approved curricula, enroll the right applicants, engage qualified instructors/lecturers, use appropriate premises and administer examinations from recognized bodies among others.
2.1.1 Registration of Private Training Colleges

The Commission for Higher Education has put in place stringent requirements to regulate the operation of training colleges and has also stipulated the requirements for any collaborative arrangements with other institutions of higher education. The Ministry of Education through its Inspectorate Department has also an active role it plays during the registration, since it is the Inspectors who should carry out the inspection and recommend for registration.

According to the Universities (Coordination of Post-Secondary school institutions for university education) Rules 2004, no university is allowed to collaborate with a college that has not been approved by the Commission for Higher Education. It is also mandatory for post secondary institutions intending to offer academic courses or to collaborate with universities to apply to the Commission for validation of their programmes, according to the rules published by the Ministry of Education. The approval is granted only after inspection to ensure that the collaborating college has adequate facilities such as libraries, laboratories and workshops. The Commission will inspect course standards, entry requirements, number and duration of courses, content and contact hours, staff qualifications and ethical practices. (Commission for Higher Education, 2004)

2.2 Demand and Provision (Supply) of Education

2.2.1 Demand

In education and training the commodity in demand is knowledge and skills. This is provided in schools and training institutions at a price (fees) to those willing and can afford or sponsored. Knowledge and skills are demanded by individuals to enable
them enter the world of work and subsequently earn a living or simply to further their education. The industries and the business world demand skilled manpower to maintain and sustain their operations. The private training colleges are experiencing another type of demand for their services from parents and guardians who want to keep their children busy and as such keep them off from the rampant ills in the society like the use of drugs, alcohol, irresponsible antisocial behaviors and peer pressure. This has seen the parents pushing their children to undertake training in courses that may not be of the children’s choice. Demand for college education has also been partially created by the deficit that is created by the Kenyan University Joint Admission Board when it selects the students to join the local public universities. The private universities and government’s TVET institutions absorbs only a small number of the secondary school leavers, leaving the bulk of them to join the private training colleges or simply stay at home. (MOES&T Statistics, 2004)

Enrollment in public technical training institutions was 26,259 in 1999 and this had increased to 32,718 in 2003. However, the number of trainees in private training institutions is not known. Based on the 1999 census data, a total of 2.8 million boys and girls aged between 14 and 17 years who should have been in secondary school were not enrolled and, despite the rise in secondary school enrolments, the transition rate from secondary level to university still remains low, at 12 percent. Some of the secondary school students who miss to join the universities and public training colleges end up enrolling in private training colleges. (MOES&T Statistics, 2004)

This can be evidenced by the tables below:
Table 2.1(a)  MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY


<table>
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<td>MALE</td>
<td>FEM</td>
<td>MALE</td>
<td>FEM</td>
<td>MALE</td>
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<td>10,638</td>
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<td>MOI</td>
<td>3,483</td>
<td>2,312</td>
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<td>EGERTON</td>
<td>7,131</td>
<td>2,842</td>
<td>5,998</td>
<td>1,968</td>
<td>6,816</td>
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<td>JOMO KENYATTA (JKUAT)</td>
<td>2,511</td>
<td>626</td>
<td>2,992</td>
<td>1,288</td>
<td>2,565</td>
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<tr>
<td>MASENO</td>
<td>2,338</td>
<td>1,385</td>
<td>2,596</td>
<td>1,538</td>
<td>2,531</td>
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<tr>
<td>TOTAL</td>
<td>28,070</td>
<td>13,696</td>
<td>29,232</td>
<td>13,114</td>
<td>38,656</td>
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<td>PRIVATE UNIVERSITIES</td>
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<td>PRIVATE ACCREDITED</td>
<td>3,186</td>
<td>3,816</td>
<td>3,093</td>
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<td>PRIVATE UNACCREDITED</td>
<td>777</td>
<td>346</td>
<td>876</td>
<td>472</td>
<td>949</td>
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<td>TOTAL</td>
<td>3,963</td>
<td>4,162</td>
<td>3,968</td>
<td>4,521</td>
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### Table 2.1(b)  MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

**Student Enrolment by Gender in Government Technical Institutions**

<table>
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<tr>
<th>INSTITUTION</th>
<th>1999</th>
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<td></td>
<td>Male</td>
<td>Fem</td>
<td>Male</td>
<td>Fem</td>
<td>Male</td>
</tr>
<tr>
<td>National Polytechnic</td>
<td>2,720</td>
<td>1,739</td>
<td>2,979</td>
<td>1,228</td>
<td>4,523</td>
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<tr>
<td>Kenya Polytechnic</td>
<td>1,784</td>
<td>1,141</td>
<td>1,943</td>
<td>801</td>
<td>3,567</td>
</tr>
<tr>
<td>Mombasa Polytechnic</td>
<td>689</td>
<td>441</td>
<td>646</td>
<td>266</td>
<td>785</td>
</tr>
<tr>
<td>Kisumu Polytechnic</td>
<td>664</td>
<td>425</td>
<td>833</td>
<td>343</td>
<td>647</td>
</tr>
<tr>
<td>Eldoret Polytechnic</td>
<td>5,858</td>
<td>3,745</td>
<td>6,400</td>
<td>2,639</td>
<td>9,522</td>
</tr>
<tr>
<td>Total</td>
<td>4,511</td>
<td>2,016</td>
<td>4,511</td>
<td>2,016</td>
<td>4,511</td>
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**Source:** Ministry of Education, Science and Technology, (2004)
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<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
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<tr>
<td>Technical Training Institutes</td>
<td>5,942</td>
<td>3,799</td>
<td>4,960</td>
<td>3,280</td>
<td>5,295</td>
<td>4,160</td>
<td>5,547</td>
<td>4,539</td>
<td>5,436</td>
</tr>
<tr>
<td>Institutes of Technology</td>
<td>4,875</td>
<td>2,040</td>
<td>4,380</td>
<td>2,895</td>
<td>4,674</td>
<td>3,672</td>
<td>4,898</td>
<td>4,007</td>
<td>4,800</td>
</tr>
<tr>
<td>Total</td>
<td>10,817</td>
<td>5,839</td>
<td>9,340</td>
<td>6,175</td>
<td>9,175</td>
<td>7,832</td>
<td>10,445</td>
<td>8,546</td>
<td>10,236</td>
</tr>
<tr>
<td>Total</td>
<td>16,675</td>
<td>9,584</td>
<td>15,740</td>
<td>8,814</td>
<td>10,064</td>
<td>20,654</td>
<td>13,001</td>
<td>19,831</td>
<td>12,887</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>26,259</td>
<td>24,554</td>
<td>30,555</td>
<td>33,655</td>
<td>32,718</td>
<td></td>
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<td></td>
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</tbody>
</table>

**Source:** Ministry of Education, Science and Technology, (2004)
2.2.2 Supply

Since independence in 1963, the education sector has witnessed major growth in terms of numbers if what statistics shows is something to go with. At the primary level, enrolment in formal public primary schools grew from 891,533 pupils in 1963 to 7.2 million pupils in 2004 (3.5 million girls and 3.7 million boys) and at the secondary level, enrolment grew from 30,000 students in 1963 to 862,908 students in 2003 (415,246 girls and 447,662 boys). The number of public secondary schools has also increased from 151 at independence to 3,661 in 2004. Enrolment and growth in universities have been increasing since the establishment of the first Kenyan university, the University of Nairobi, in 1970. (MOES&T Statistics, 2004)

There are now 6 public universities and 13 recognized private universities. The total enrolment in public universities has increased from 3,443 students in 1970 to 58,017 students (18,317 females and 39,700 males) in 2003/04. In private universities the total enrolment for 2003/04 is 9,541 students (5,128 females and 4,413 males), while the officially known number of Kenyans attending foreign universities was 5,123 students in 2003. In the 2003/04 academic year, the total number of those enrolled in public and private universities rose to 67,558 students. With regard to skills training, the country has 4 national polytechnics, 17 institutes of technology, 1 technical teacher’s training college and 21 technical training institutes. In addition, there are over 600 youth polytechnics distributed throughout the country. However, only 350 of the youth polytechnics receive Government assistance. The private sector operates close to 1,000 commercial colleges that offer courses in computers and technical and non-technical areas of training. Due to the great and growing demand for post
secondary education there has been an upsurge of private training colleges, some of which are run by unqualified people whose aim is to make profits regardless of the quality and standards. (MOE&ST Statistics, 2004)

2.3 Technical and Vocational Education and Training (TVET)

For the country to achieve the desired economic growth targets and social development, a high priority needs to be placed on the development of human capital through education and training by promoting technical and vocational training, as well as the teaching of sciences and information technology. Not only will the growth of the education and training sector contribute to economic growth and social returns, it will also increase demand for more equitable education attainment, which is an important human welfare indicator by itself. (Sessional paper No. 1, 2005)

The objective of TVET is to provide and promote life-long education and training for self-reliance. The challenges facing this sub-sector include: inadequate facilities and capacities to cater for those who complete primary and secondary education and wish to undertake TVET. Lack of effective co-ordination of training and the disproportionate duplication in the production of skilled personnel across the entire economy has resulted in: mismanagement of scarce resources; unnecessary duplication of efforts; conflict of jurisdiction; under-utilization of available training facilities; wasteful and unnecessary competition; and costly and irrelevant training programmes. (Sessional paper No. 1, 2005)
Vocational education and initial training should instill knowledge of science and technology within broad occupational area and develop the requisite technical and professional competencies and specific occupational skills. A critical issue for vocational education and training is the emphasis placed upon general academic education and development of portable skills on one hand, and on occupationally-oriented training on the other, in order to facilitate smooth transition from school to work and enhance individuals' basic employability. (ILO, 2004)

Education and skills formation could lead to less unemployment and to more equity in employment. The economy and society at large, like individuals and enterprises, benefit from human resources development and training. The economy becomes more productive, innovative and competitive through existence of skilled human potential. (ILO, 2004)

As indicated in Table 2.1 (b) and section 2.2.2, the government's TVET institutions have limited capacity to provide (supply) the demand for training. Hence the important role played by the private training colleges in supplementing the government's efforts in the provision of skilled manpower.

2.4 Training in Private Colleges

Training has been defined as the planned and systematic modification of behavior through learning, events, programs and instructions which enable individuals to achieve the levels of knowledge, skills and competence to enable them carry out their work effectively. Training has been defined in greater details as the planned process to
modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in a work situation, is to develop the abilities of an individual and to satisfy the current and future manpower needs of the organization. (Armstrong, 2000)

Training can further be defined as the teaching of vocational or practical courses that relate to specific useful skills. It forms the core of apprenticeships and provides the backbone of content at technical colleges or polytechnics. Today it is often referred to as professional development. Propriety training, given by private training firms and institutions, has traditionally been a large supplier of skills in the industrialized world. (ILO, 2004)

Training for Profit in Private Colleges

Profitability is as important in education as in any other industry in the private sector. After all, profits are the very basis of sustainability. Without them, private schools would slide into bankruptcy and be of no value to their clients. (Karmokolias and Maas, 2000)

Training would return value to the training institutions in terms of increased enrollment and reduced cost of operation. More and more training institutions are realizing that it is necessary and possible to provide training to professionals, and in turn achieve high financial return. The managements of different organizations in turn realize the tremendous benefits that are achievable through training and are accepting it as an investment rather than expense. It is the ability to achieve consistently high pass rate that determines the increase in student patronage from year to year. Hence colleges must attract and retain an adequate number of students in order to make profits and remain profitable in the foreseeable future. Brilliant teaching reflects
scholarship, personal integrity and the ability to communicate with the young. (Sizer, 1996)

2.5 Management in Colleges

Management is the process of designing and maintaining authority and leadership in an organization, in which individuals work together in groups to accomplish efficiently selected aims. It involves five interrelated functions, planning, organizing, staffing, directing/leading and controlling. An organization is a system of a set of relationships in any kind of undertaking. Hence a college is an organization that needs to be managed effectively to achieve its objectives. It is assumed that one of the prime aims of private colleges is to make profits. (Welhrich and Koontz, 1993)

Leadership is the ability to influence people to strive willingly and enthusiastically to achieve group goals. The essence of leadership is followership. Any organization must therefore put in place effective leadership and management in order to accomplish its goals. Therefore a college must have effective leadership and management. It must spell out the mission of the college in terms of its market, customer, technology and service/as well as products (courses), goals and the environmental concerns. (Welhrich and Koontz, 1993)

Private training colleges, being business entities in their own right are managed by managers who are usually referred as principals. The management and leadership styles applied by each principal determine the success or failure of the college. Lack of management skills has been the main contributor to the collapse of most of the private colleges. (Karmokolias and Maas, 2000)
2.6 Quality of Training

Most of the private training colleges use curriculum examined by foreign examining bodies like IMIS, PITMAN, City and Guilds (London), IATA, ABE (UK), in addition to locally examined curricula from KNEC and KASNEB. Colleges market themselves as offering foreign curricula to attract more students, since it is assumed that foreign curricula are better. Quality training results from a combination of many factors which include: type and source of the curriculum, the caliber of instructors/lecturers, delivery methods, training facilities, training environment and assessment techniques among others. Some of the private colleges are yet to attain these. (Kariuki, 2003)

2.7 Improving College Teaching

The nature of the teaching improvement programs sometimes does not respond to a given lecturer’s personal and specific needs. Many lecturers have yet to be motivated to show interest in teaching. Since college lecturers are hired with expectation that they will offer effective instruction, providing them with assistance to improve their instruction is a logical extension of this expectation. Just as students deserve guidance as learners, lectures are entitled to helpful direction in their teaching. No matter how good a lecturer is in the class room or laboratory, he or she can improve. No matter how effective a particular teaching method is, it can be enhanced. The key ingredient of effective teaching includes a deep knowledge of the subject and the ability to communicate with, and motivate student’s enthusiasm for the subject. (Eble & McKeachie, 1986)

Majority of the middle level colleges have no staff development programmes. Lectures are hired with the condition that they can deliver effectively. Lack of
provision for further training and skill upgrading results in lecturers not exposed to modern technology and delivery methods. Lecturers who wish to upgrade themselves would only do so through personal arrangements by enrolling at Kenya Technical Teachers College or through correspondence courses. (Kariuki, 2003)

**Characteristic of successful teaching improvement program**

Eble & Mc Keachie (1986), Menges (1991), Seldin (1993, 1994) have suggested some benchmarks for successful teaching and improvement programs. The key ones are:

a) Tailor the program to the institution’s culture

b) Design it for long term impact but build it for short term payoff

c) Structure it with multiple approaches to meet individual preference schedules and styles

d) Gain clear and visible support from top level administrators and be sure this support is publicly articulated

e) Use advisory groups to design and manage the program

f) Enable teachers to participate as partners and let them exercise significant autonomy and initiative in shaping their development, experience and

g) Recognize and record excellence in teaching.

### 2.8 The Role of Administrators in Improving College Teaching

Experience suggests that administration takes the following action to improve teaching:

a) Making the campus environment more responsive to teaching- Each lecturer should be encouraged to set personal professional goals in the classroom.
Teaching load should be kept to reasonable limits so that the teacher has time to keep abreast of change in the discipline.

b) Providing the proper settings and tools to support instruction—Unfortunately, in many colleges, classroom condition including light, heat, air, and noise are no better controlled today than they were in less technologically advanced times. Floors are not swept, equipments do not work, and chalks and erasers are in short supply. Failure to pay attention to these details suggests that teaching is considered a second class activity by the institution.

c) Rewarding improved teaching - Many lecturers argue that the biggest road block to improved teaching is the reward system that puts teaching against research. Many institutions give lip service to the importance of teaching but then turn around and reward scholarly research and publication. If teaching is not given a central role in hiring, promotion and tenure decisions faculty will perceive that only research and publications are considered important. Teaching is an art not a science. Yet every artist needs guiding in technique before setting to work and there is no artist or teacher who cannot improve his or her skills. (Seldin, 1993).

2.9 Role of Lecturers/Instructors in Enhancing Teaching

As learning becomes more complex, students frequently depend upon the lecturers to assist them with multitudes of academic problems. Instructors are encouraged to stop viewing teaching as covering the content and start viewing it as ‘helping the students learn’. Such a change in process orientation can lead to a focus on understanding how people learn and the variables and variations of learning that are possible and can be
accomplished through the use of resources designed to facilitate learning by transforming college teaching. (Seldin, 1993)

2.10 Physical Facilities (Buildings, Furniture, Equipment and Library)

Considerable research has been carried out in the United States on the role of physical facilities on performance of educational institutions. Conversely, in Europe; the findings appear to be based more on qualitative studies arrived from social science methodology. In these cases direct causality is more difficult to establish, although newer narrator and ethnographic research approaches are being increasingly pursued. (Tanner & Jago, 1999)

These qualitative studies have provided a cheaper analysis and understanding of more classical scientifically based qualitative findings. Taking the above factors into account the following points are derived.

a) Students’ academic achievement improves with improved building conditions.

b) Individual factors such as lighting levels, air quality and temperature and acoustics have an effect on student’s behavior and their conduct, although there is limited qualitative evidence available on some of these factors.

c) New and emerging trends in school building planning and design and their impact on student’s outcome and behavior have yet to be evaluated using a vigorous research methodology. It is important to note that, a building’s age, air conditioning and floor covering, vary in life expectancy and levels of maintenance. Thus different elements will impact on learning and behaviour differently.
d) Some recent replicated studies have identified a relationship between cosmetic factors related to age, maintenance and conditions and student’s performance and behaviour with student’s achievement score improving by as much as 5% in schools of higher condition ratings where teachers rated schools as sub standard and above standards. (Tanner & Jago 1999).

2.11 Location

The success of every enterprise depends on at least in part on its location. The choice depends a great deal on the kind of business you want to open. For many services providers, some considerations are proximity to your customers and competitors, complimentary business cost of the premises and availability of key inputs like labor and materials. (Le Posky 2004)

Business Location is therefore a key factor to consider when assessing the success of a college. Its components include vicinity to the transport terminuses, quiet learning atmosphere, closeness to a reference library, and closeness to food and refreshment supplies, among others. (Le Posky 2004)

Location has been one of the major considerations in establishing the private colleges. In Nairobi most of the private colleges are located in the Central Business District where transport, security and other amenities are available. (M’iweta 2000)

2.12 Advertising and Promotion

Traditionally education was considered a public good that was provided by the government and not-for-profit organizations like churches, but today even not-for-profit firms have to make surplus to survive. But then how do colleges ensure they increase their enrolment without promotion? In this age of stiff competition colleges have to market their services just like other businesses. . (Kotler 1994)
Since private colleges are considered as business entities, like any other business they do allocate a budget for marketing. They employ the marketing skills with expectation of concrete results, which are reflected in increased enrolment. Education services being intangibles are difficult to promote. They are difficult to show in advertising (Print, TV or Radio). Service advertising should therefore emphasize tangible cues to help customers understand and evaluate the services. The cues may be physical facilities like classrooms, campuses etc (Kariuki, 2003)

2.13 Price/Tuition Fees level

Price is important because it is the only element in the marketing mix, which produces revenue; all the others represent costs (Cole 1996). Fee level is usually based on the target market (high or low income), competitor’s price, desired level of profitability among others.

Porter (1980) however warns against using price cuts as a competitive strategy because competition easily counters it. Carried too far, it would leave the firm worse off, some might even close down. He further recommends better forms of competition like advertising or customer service as these may boost industry sales for all players.

Although course and examinations fees appears high in relations to Kenya’s per capita income and constitute the main reason for dropping out, waiting list in some training colleges suggest that demand for training is still high. (Karmokolias and Maas, 2000)
2.14 CONCEPTUAL FRAMEWORK

GOVERNMENT REGULATIONS

LEVELS AND VARIETY OF COURSES

QUALITY OF TRAINING

COLLEGE MANAGEMENT

COLLEGE FEES

PHYSICAL FACILITIES AND LOCATION OF COLLEGE

PROVISION OF TRAINED MANPOWER TO HOSPITALITY INDUSTRY IN KENYA

Dependent Variable

Independent Variables

Source: Researcher (2005)
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter outlines the research design that was used by the researcher. It describes the target population, the sampling strategy and the data collection and instrumentation. It also provides the data analysis techniques that were used.

3.1 Research Design

The researcher adopted both descriptive and exploratory research design. The descriptive design was to help gather secondary information from different sources including previous studies that have been conducted in relation to the issue at stake. It also helped to describe issues as they were without alterations. The exploratory design was used to obtain information, which was first hand or primary to the researcher by use of questionnaires and structured interviews as the research tools.

3.2 Target Population

The target population for this study was all the registered colleges by the Commission for Higher Education. Due to various limitations, only 50 colleges in Nairobi was considered for the study and thus provided the sample frame. The study also targeted
other stakeholders in the hospitality industry namely; hotels, hospitals, hostels, tours and travel operators and airline operators.

3.3 Sampling Strategy

The sample for this study was drawn as follows: The first group of respondents was drawn from 50 registered colleges located in Nairobi. The colleges offering hospitality courses were selected using systematic sampling taking every second name from the list of registered colleges provided by the Commissioner for Higher Education. The sampling strategy adopted was the simple random sampling where the researcher arranged the 50 colleges offering hospitality courses in a list and gave them codes. These were mixed up and the researcher randomly selected 30 colleges. From each college selected, the researcher purposively selected the principal and/or his or her deputy, one lecturer and 7 students. This resulted to a sample of 300 respondents as shown below:

Table 3.3 (a) Sampling Strategy

<table>
<thead>
<tr>
<th>Category</th>
<th>Target Population</th>
<th>Ratio</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>50</td>
<td>0.6</td>
<td>30</td>
</tr>
<tr>
<td>Deputy</td>
<td>50</td>
<td>0.6</td>
<td>30</td>
</tr>
<tr>
<td>Lecturers</td>
<td>50</td>
<td>0.6</td>
<td>30</td>
</tr>
</tbody>
</table>
The other group of respondents was the hospitality industry stakeholders where purposive sampling was used. Here 25 hotels, (3-5 star hotels in Nairobi), 25 hostels, 25 tours and travel operators, 25 airline operators and 25 hospitals were selected. The researcher interviewed one respondent from the management of each institution. This was because the researcher wanted to know how the graduates from the colleges offering hospitality courses were absorbed into the job market. It is believed that this sample was significant and representative of the whole hospitality industry. The total sample for this group was 125 respondents. The distribution is shown below:

Table 3.3(b) Sampling Strategy

<table>
<thead>
<tr>
<th>Category</th>
<th>Target population</th>
<th>Ratio</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hotels</td>
<td>50</td>
<td>0.5</td>
<td>25</td>
</tr>
<tr>
<td>Tours and travel</td>
<td>50</td>
<td>0.5</td>
<td>25</td>
</tr>
<tr>
<td>Airline operators</td>
<td>50</td>
<td>0.5</td>
<td>25</td>
</tr>
<tr>
<td>Hospitals</td>
<td>50</td>
<td>0.5</td>
<td>25</td>
</tr>
<tr>
<td>Hostels</td>
<td>50</td>
<td>0.5</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td></td>
<td>125</td>
</tr>
</tbody>
</table>

Source: Researcher (2005)
3.4 Data Collection and Instrumentation

The researcher used structured interviews and questionnaires as the research instruments to collect primary data. The questionnaires were four sets. There was a questionnaire for colleges (principals, lecturers, students), managers (hotels, tours and travel operators, airline operators, hospitals and hostels). The questions were mostly close ended though there were a few open-ended questions. The researcher collected the data by administering the questionnaires personally with the help of two research assistants to the respondents and later collected them after two days.

The interviews were ideal for this research because they enabled the researcher to ask questions that gave in-depth information, which could only be achieved, by asking probing questions.
3.5 Data Analysis

Data for this study was analyzed using descriptive statistics that is, measures of central tendencies like mean, modes and median and with the help of SPSS (statistical package for social sciences) the data has been presented in charts, graphs, tables and cross tabulations.
CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter analyses the data collected, discusses and interprets the research findings. It consists of an overview of the data collected and the analysis of the factors affecting the provision of skilled manpower in the hospitality industry by private training colleges in Nairobi.

4.1 Overview of data collected and analyzed

Out of the 425 questionnaires that were distributed 227 were returned. This represents a response rate of 53.4%, which is considered significant enough to provide a basis for valid and reliable conclusions with regard to the factors affecting the provision of skilled manpower in the hospitality industry by private training colleges in Nairobi.

This is shown in table 4.1 below:

Table 4.1  Overview of data collected.

<table>
<thead>
<tr>
<th>Population characteristics</th>
<th>Sample (t)</th>
<th>Returned questionnaires (r)</th>
<th>Non-Response Error (t-r)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>30</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>Deputy</td>
<td>30</td>
<td>-</td>
<td>30</td>
</tr>
<tr>
<td>Lecturers</td>
<td>30</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Students</td>
<td>210</td>
<td>150</td>
<td>60</td>
</tr>
<tr>
<td>Hotels</td>
<td>25</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td>Tours and travel</td>
<td>25</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>Airline operators</td>
<td>25</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Hospitals</td>
<td>25</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>Hostels</td>
<td>25</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>425</td>
<td>227</td>
<td>t-r=198 (46.6%)</td>
</tr>
</tbody>
</table>

t =Sample
r =Returned Questionnaires (53.4%)
t - r = Non-Response Error (46.6%)
Source: Researcher (2005)
4.2 Principals

4.2.1 Gender and years of service

Chart 4.2.1: Gender of principals

As shown in Chart 4.2.1, out of a total of 17 principals who responded, 41% were male and 59% were female. This is an encouraging development where female presence is significant. Asked the number of years one has been a principal/manager, the majority 52.9% had worked between 3 and 5 years, whereas 11.8% had worked for 2 years and only 5.9% had served longest with 10 years. This implies most of the principals/managers who responded are relatively young in management and have potential for development.

4.2.2 Establishment and registration of the college

The majority 52.9% of the colleges visited were established between 2000 and 2004, with the oldest having been established in 1988. This indicates that the colleges are relatively young and have been established to cater for the increasing demands in skills training.

It is a statutory requirement that colleges should be registered by a government body and in this case MOEST. Further for quality assurance and regulatory purpose, tertiary and higher institutions of learning are required to register with CHE. Table 4.2.1 below shows that, on registration 88.2% of the colleges visited were registered by MOEST, while only 11.8% were registered by CHE. Two of those registered by the
MOEST were registered one year after they were established. This indicates that colleges do operate for duration of one or more years before they are registered.

**Table 4.2.1: College registration**

<table>
<thead>
<tr>
<th>The college is registered by?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid MOEST</td>
<td>15</td>
<td>88.2</td>
<td>88.2</td>
<td>88.2</td>
</tr>
<tr>
<td>CHE</td>
<td>2</td>
<td>11.8</td>
<td>11.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

From table 4.2.1, very few colleges have bothered to register with CHE. This would imply that the CHE have not taken serious the issue of registration and hence the colleges are not complying with the regulations.

### 4.2.3 Enrollment in examinations and passes

All colleges which responded offer two levels of examinations that is certificate and diploma level and only one college which offers a third category known as foundation.

In the year 2004, a total of 254 students were enrolled to sit for certificate level and out of these 235 students passed giving 92.5% pass. On average 14 students were enrolled for certificate level with 13 students passing. The college which enrolled most certificate level students had 50 and the least had 10 students. For the diploma level, 1047 students were enrolled and out of which 1007 passed, giving 96.1% pass. On average 61 students were enrolled for diploma level with 59 students passing. The college which had enrolled most diploma level students had 120 and least had 5 students. This is an impressive pass rate considering most of the courses are examined by national and international examination bodies (see 4.2.7).
4.2.4 The Pattern of enrollment

There are several patterns on how colleges enroll their students depending on the curriculum they are following and examination cycle. The most popular patterns are monthly enrollment and term/semester enrollment. Asked which pattern of enrollment the colleges were using, 5.9% of the respondents indicated they were using monthly and 52.9% were using term/semester, whereas 41.2% were using both patterns as shown in figure 4.2.1. The term/semester is the most common pattern and fits well with most examination cycles. The monthly enrollment is usually for shorter courses which are internally examined.

Figure 4.2.1: Pattern of enrollment

What pattern of enrollment is applied in your college?

4.2.5 Courses offered and students' enrollment

Colleges training for the hospitality industry offer a wide variety of courses as listed in table 4.2.2 below:

Table 4.2.2: Courses offered

<table>
<thead>
<tr>
<th>1. Public relations</th>
<th>2. Front office operations</th>
<th>3. Personnel management</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Travel agent marketing</td>
<td>5. Hotel and catering</td>
<td>6. Secretarial studies</td>
</tr>
</tbody>
</table>
Most of these courses are offered at both certificate and diploma levels with the
duration of the training ranging between 6 months for a course like travel agent
marketing and 3 years for a course like hotel management.

The enrollment in the colleges visited indicated an increase in enrolment trend
between 2003 and 2005 as shown in table 4.2.3 below:

Table 4.2.3: Students enrollment

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th></th>
<th>2004</th>
<th></th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>464</td>
<td>Girls</td>
<td>779</td>
<td>1040</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>476</td>
<td>Boys</td>
<td>549</td>
<td>767</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>940</td>
<td>Total</td>
<td>1328</td>
<td>Total</td>
<td>1807</td>
</tr>
</tbody>
</table>

From the table there is clear indication that for the three years under consideration
more girls than boys were enrolled for training and there has been a significant
increase in overall enrollment with a 92.2% increase between 2003 and 2005. During
the same period the enrollment of girls increased by 118.5%. This implies that
hospitality courses are more popular with girls; the reason could be since they are
service oriented.

4.2.6 Lecturers/instructors qualifications

The respondents' indications were that there was a total of 141 lecturers/instructors of
which 73.8% had degree qualifications and the other 26.2% had diploma or advanced
diploma qualifications. This Training methodology is an important requirement for
those who would be lecturers/instructors. Out of all the lecturers/instructors only
42.6% had attended a training methodology course. This indicates that most of the lecturers/instructors join teaching directly from their learning institutions and they do not pursue further training in methodology. Colleges should organize in-house training of lecturers/instructors in order for them to acquire teaching skills.

4.2.7 Examination bodies

Colleges use different examination bodies to assess and certify their students in various courses. The table 4.2.4 shows the examination bodies.

Table 4.2.4: Examination bodies

<table>
<thead>
<tr>
<th>Examination body</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. KNEC</td>
<td>14</td>
<td>82.4</td>
</tr>
<tr>
<td>2. ABE</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>3. KASNEB</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>4. City and Guilds</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>5. ICM</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>6. TOEFL</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>7. Pitman</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>8. IMIS</td>
<td>1</td>
<td>5.9</td>
</tr>
</tbody>
</table>

The table shows that 82.4% of the colleges which responded use KNEC as their examination body and by extension it implies that they use curriculum developed by Kenya Institute of Education. Another 23.5% use KASNEB as their examination body for accounts courses. These two examination bodies are national examination bodies. All the other examination bodies in the table are foreign based. It is encouraging to note that majority of colleges are using local examination bodies and curriculum.

4.2.8 Provision of lecturers with textbooks

Textbooks are a vital resource for the lecturers/instructors. In most cases they are not readily available and when available some of them are very expensive. In absence of
textbooks, lecturers/instructors result in using the old notes from their former schooling period or other materials which they can lay their hands on.

The chart 4.2.2 below indicates that 29.4% of the colleges provide their lecturers with textbooks, while 5.9% did not and hence the lecturers used their own textbooks.

Further 64.7% of the colleges apply both cases.

**Chart 4.2.2**

![Diagram showing the distribution of colleges providing textbooks](image)

*Does the college provide the lecturers with textbooks or they use their own?*

- Textbooks provided by the college
- Lecturers/instructors use their own
- Both cases apply

**4.2.9 Theoretical and practical training sessions**

One important characteristic of skills training is availability of practical training sessions within the timetable. The more the time is allocated for the practical sessions the better the course is considered to be.

From the figure 4.2.2 below 64.7% of the respondents said their colleges have both theoretical and practical sessions, whereas 35.3% said they did not have. This could mean either the colleges with no practical sessions only offer theoretically rated courses (for example, management and accounts) or they do not have practical session
due to lack of workshops. In the colleges where they have practical sessions, 76.9% said it takes place within their premises, while 23.1% use outside premises. The idea of using other institution’s workshop for practical sessions is an innovative one since it allows the full utilization of the workshop and provides a crucial service needed for effective training.

Figure 4.2.2: Theoretical and practical training sessions

Does the college have both theoretical and practical sessions?

<table>
<thead>
<tr>
<th>Variables</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>70</td>
</tr>
<tr>
<td>Valid %</td>
<td>0%</td>
<td>70%</td>
</tr>
</tbody>
</table>

4.2.10: College motivation of lecturers/instructors

Motivating other people is about getting them to move in the direction you want them to go in order to achieve a result (Armstrong 20000). Colleges motivate their lecturers/instructors in order for them to achieve good performance in training. Asked how they motivate their lecturers/instructors, the respondents responded as shown in the table 4.25 below:

Table 4.2.5: Motivating lecturers/instructors

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creating conducive working environment</td>
<td>2</td>
<td>11.76</td>
</tr>
<tr>
<td>2. Giving gifts/rewards to best performers</td>
<td>2</td>
<td>11.76</td>
</tr>
<tr>
<td>3. Providing better teaching and training facilities</td>
<td>1</td>
<td>5.88</td>
</tr>
<tr>
<td>4. Having a manageable number of students in a class</td>
<td>1</td>
<td>5.88</td>
</tr>
</tbody>
</table>
5. Giving good salary package  |  4  |  23.56
6. Giving tokens and allowances |  2  |  11.76
7. Giving good allowances |  2  |  11.76
8. Giving token and recognition |  1  |  5.88
9. Giving long holiday and good pay |  1  |  5.88
10. Giving bonuses to well performers |  1  |  5.88

From the table, good salary package is what is used by most colleges for motivating the lecturers/instructors to perform.

### 4.2.10: Workshops for practice

Workshops are very important since they are used for conducting the practical sessions in skills training. Due to the high cost of setting them up in terms of instruments, tools, equipment, machinery, furniture and fittings, some colleges tend to ignore their importance and do without them. The table 4.2.6 shows colleges with and without workshops for practice.

#### Table 4.2.6: Workshop for practice

<table>
<thead>
<tr>
<th>Does the college have workshop(s) for practices?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Yes</td>
<td>9</td>
<td>52.9</td>
<td>52.9</td>
<td>52.9</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>47.1</td>
<td>47.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

From the table, 52.9% of the respondents said their colleges had own workshops for practices, while 47.1% did not have. Lack of workshops to conduct practical sessions could contribute to poor performance and inadequate acquisition of skills. For those colleges with workshops for practice, 11.8% said the equipment is more than adequate while 41.2% said the equipment were adequate.
4.2.11 Library facility

Library as a resource center in a college is very important yet some colleges do not even have one. An overwhelming majority of the respondents, 94.1% (16) indicated that their colleges had libraries, while only 5.9% (1) did not have. Having a library is one thing and equipping it with appropriate and adequate textbooks and reference materials is another. The figure 4.2.3 shows the rating of the library facilities.

Figure 4.2.3: Rating of library facilities

If YES, how do you rate the quality of the library facilities?

From figure above 12.5% rated the quality of their libraries as very good, 56.25% as good and 31.25% as average. This is encouraging and shows seriousness on the part of college management by providing libraries with reasonable facilities.

4.2.12 College facilities

The state, quality and quantity of college facilities determine the rating of the college whether good, average or bad. College facilities range from classrooms, workshops, tools, equipment, library, laboratories, hostels, vehicles to teaching aids. Colleges
strive to have adequate facilities in order to attract more students and provide quality training. The table 4.2.7 below shows the effect of college facilities on student’s patronage.

Table 4.2.7: Effect of college facilities on students’ patronage

<table>
<thead>
<tr>
<th>To what extent do you think college facilities influence its student’s patronage?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid To a great extent</td>
<td>10</td>
<td>58.8</td>
<td>62.5</td>
<td>62.5</td>
</tr>
<tr>
<td></td>
<td>To some extent</td>
<td>4</td>
<td>23.5</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>Not at all</td>
<td>2</td>
<td>11.8</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>94.1</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>5.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table indicates that 62.5% of the respondents agreed that college facilities had to a great extent influenced students’ patronage and 25.0% to some extent, whereas 12.5% said the facilities had no effect at all. Colleges should ensure availability of adequate and appropriate facilities since they are the crowd puller.

4.2.13 Range of fees per month

The figure 4.2.4 below indicates that 5.9% of the respondents charged below Ksh 1,000 and most of the colleges 41.2% charged fees between Kshs 1,000-1,500 per month, whereas 29.4% charged fees between Kshs 1,500-2,000. Those who charged between Ksh 2,000 – 2,500 and Ksh 2,500 – 3,000 are 5.9% and 11.8% charged more than Ksh 3,000.

Tuition fees charged by private colleges differ greatly since colleges have varying methods of arriving at the fees to be charged. Courses being offered, the location of the college, extra-curricular activity facilities are among the considerations.
4.2.14 Influence of college fees on students' patronage

College fees are a major determinant whether a student is able to pursue education and training. Many have not realized their dreams due to lack of fees. The chart 4.2.3 below shows the extent fees levels influence students' patronage.

Chart 4.2.3: Influence of college fees on students' patronage

The chart indicates that 29.4% of the respondents agreed that the level of fees influence to a very great extent student patronage and 52.9% think to a great extent,
11.8% think only to some extent, whereas 5.9% do not think fee levels have any influence at all.

On the ability of students to pay fees, 47.1% of the respondents indicated that the student's ability was both average and high and only 5.9% of the respondents indicated that the students' ability to pay fees was low.

4.2.15 Location of the college within Nairobi

In marketing the location of a business is considered very crucial in terms of access and reach by the clients, it is even more crucial which part of the city/town the business is situated. There are those who would not dare go for shopping outside the Central Business District (CBD) in Nairobi. Equally the same the location of a college is crucial in order to attract more students. As indicated in the table 4.2.8 below, 47.1% of the colleges were located in the city center, 29.4% in the Eastern part of the city and 17.6% are located in the Western part of the city. 5.9% are located in the Northern part of the city.

Table 4.2.8: Location of colleges

<table>
<thead>
<tr>
<th>State the location of your college within Nairobi</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid City center</td>
<td>8</td>
<td>47.1</td>
<td>47.1</td>
<td>47.1</td>
</tr>
<tr>
<td>Northern</td>
<td>1</td>
<td>5.9</td>
<td>5.9</td>
<td>52.9</td>
</tr>
<tr>
<td>Eastern</td>
<td>5</td>
<td>29.4</td>
<td>29.4</td>
<td>82.4</td>
</tr>
<tr>
<td>Western</td>
<td>3</td>
<td>17.6</td>
<td>17.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Asked whether the location of the college influenced student's patronage, 35.3% of the respondents agreed that college location had influence on the student's patronage.
to a very great extent, 29.4% to a great extent, and 29.4% to some extent, whereas 5.9% did not agree.

4.2.16 Whether the college is on rented premises

A college like any other institution can be located in either rented premises or owner premises. A college located on owner premises tends to be generous with space that is having large rooms. Whereas colleges on rented premises tend to have squeezed space so as to maximize on the space available.

Table 4.2.9: Colleges located within rented premises

<table>
<thead>
<tr>
<th>Is the college located within rented premises</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Yes</td>
<td>9</td>
<td>52.9</td>
<td>52.9</td>
<td>52.9</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>47.1</td>
<td>47.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

From table 4.2.9, the responded indicated that 52.9% of the colleges are located in the rented premises, while 47.1% had their own premises.

4.2.17 Choice of the current location

The location of premises is chosen with several considerations in mind. With regard to the choice of college location, 58.8% of the respondents indicated that it was due to quiet learning environment, 17.6% due to availability of public transport, 17.6% due to proximity to the target group, and 5.9% due to security reasons.
4.2.18 Number of private colleges offering hospitality courses

Hospitality industry being among the leading sector as foreign exchange earner in this country need to have a steady and reliable source of trained skilled manpower. Asked their opinion with respect to the number of private training colleges offering hospitality courses, 47.1% of the respondents said they are too many, 41.2% said they were just enough and 11.8% said they were few.

Table 4.2.10: Number of private colleges offering hospitality courses

<table>
<thead>
<tr>
<th>Do you think private training colleges offering hospitality courses are?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Too many</td>
<td>8</td>
<td>47.1</td>
<td>47.1</td>
<td>47.1</td>
</tr>
<tr>
<td>Just enough</td>
<td>7</td>
<td>41.2</td>
<td>41.2</td>
<td>88.2</td>
</tr>
<tr>
<td>Few</td>
<td>2</td>
<td>11.8</td>
<td>11.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.3 Lecturers

4.3.1 Gender and years of service

Table 4.3.1: Gender of lecturers

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>8</td>
<td>40.0</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>60.0</td>
<td>60.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

As shown in table 4.3.1, out of a total of 20 lecturers who responded 40% were male while the rest 60% were female. This is an encouraging development where female presence is significant. This compares well with the gender distribution of principals (see chart 4.2.1). Asked the number of years one has been in the college, the majority 53.9% had stayed between 5 and 7 years, whereas 7.7% had stayed shortest for 2 years and 7.7% had stayed longest for 11 years. Since most of the lecturers who responded had stayed for average 6 years, this would imply that the employment conditions in these colleges are relatively reasonable to warrant this length of stay.

4.3.2 Lecturers' qualifications and courses taught

The qualification level of a lecturer is an important factor of consideration during the recruitment and selection exercise. It is one of the determinants in assessing the performance during the teaching. 62.5% of the respondents said they had master degrees, 25% had bachelor degrees and 12.5% had diploma level certificates. On the courses taught by these lecturers, the list is similar with the one in table 4.2.2.
4.3.3 Provision of curriculum/syllabus

The curriculum/syllabus is a vital document in any training institution and lecturers are required to use it as reference and source of the content to be taught. All the respondent lecturers (100%) as shown in table said their colleges provided them with curriculum/syllabus for the courses they teach. This is an encouraging observation which indicates that college management does realize the importance of the syllabi.

Table 4.3.2: Provision of curriculum/syllabus

| Has the college provided you with the curriculum/syllabus for the course(s) you are teaching? |
|------------------------------------|-------------------|-----------------|-----------------|
|                                    | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid Yes                          | 19        | 95.0    | 100.0          | 100.0             |
| Missing System                     | 1         | 5.0     |                 |                   |
| Total                              | 20        | 100.0   |                 |                   |

4.3.4 Source of curriculum

Asked the source of the curriculum/syllabus they use in their colleges, from table 4.3.3 below, 29.4% of the respondents indicated that the curriculum/syllabus was from foreign examination bodies and 70.6% said it was from other sources. In this case other sources could mean Kenya Institute of Education (KIE) and curriculum/syllabus prepared by the college itself. Foreign curricula taught due to the examination body which will examine them are popular with some colleges and they act as advertisement tool for the colleges. The foreign curricula are usually of short duration mostly less than one year whereas local curricula from KIE have minimum duration of 2 years and maximum 3 years.
### Table 4.3.3: Source of curriculum/syllabus

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign examination</td>
<td>5</td>
<td>25.0</td>
<td>29.4</td>
<td>29.4</td>
</tr>
<tr>
<td>bodies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None of the above</td>
<td>12</td>
<td>60.0</td>
<td>70.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>85.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>3</td>
<td>15.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4.3.5 Provision of textbooks**

Textbooks are vital as resource for the lecturers, without them lecturers would be handicapped in their delivery since they would miss an authoritative source of their content. From chart 4.3.1 below, 63% of the respondents indicated that the colleges provided them with textbooks and 37% used textbooks from other sources.

**Chart 4.3.1: Provision of textbooks to lecturers**

![Pie chart showing 63% Yes and 37% No]

**4.3.6 Other sources textbooks**

From figure 4.3.1 below, the lecturers using other sources of textbooks indicated that 42.9% were borrowing from libraries, 42.9% were using personal textbooks and notes
and 14.3% were borrowing from friends. Personal notes though of assistance may become too old and are usually not up-dated,

Figure 4.3.1: Other sources of textbooks

4.3.7 Training methodology course

Training methodology is a course for those who would become professional teachers. The course may be done when one is pursuing one’s field of specialization or afterwards when one is already teaching. From chart 4.3.2 below only 5% of the respondents indicated they had attended a training methodology course and 95% had not. This is an indication that most of the lecturers are hired directly after finalizing training in their area of specialization without having done a methodology course. The lecturers who have not done training methodology are disadvantaged in that, they may not be familiar with the fundamentals of teaching and delivery methods and this would result in providing sub-standard training.
All the lecturers who had attended training methodology course indicated they had obtained diploma level certificates.

4.3.8 Workshops for practice

As mentioned in 4.2.10, workshops are vital for any meaningful practice session to take place. Some skills can only be trained if a workshop exists. Asked whether the college had workshops for practice, table 4.3.4 indicates that 55% of the respondents said they had and 45% said they did not have. The response is close to what the principals indicated in table 4.2.6.

Table 4.3.4: Workshops for practice

<table>
<thead>
<tr>
<th>Does the college have workshop(s) for practices?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Yes</td>
<td>11</td>
<td>55.0</td>
<td>55.0</td>
<td>55.0</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>45.0</td>
<td>45.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Those who had workshops rated the level of equipment in their workshops as adequate (41.7%) and not adequate (58.3%). This implies that even the colleges with workshops, the majority had no adequate tool and equipment to conduct training as expected.
4.3.9 Library facility

Lecturers and students rely on the libraries to source for information and subject contents. From table 4.3.5 below, 80.0% of the respondents indicated that their colleges had a library, while 20% indicated that they did not have a library.

**Table 4.3.5: College library**

<table>
<thead>
<tr>
<th>Does the college have a library?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Yes</td>
<td>16</td>
<td>80.0</td>
<td>80.0</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

For the colleges which had libraries, 20% of the respondents indicated that the quality of library facilities were very good, 20% also indicated they were good, 40% indicated they were average and 5% indicated they were below average and 15% did not respond. Given that the majority 80% indicated the faculties were average and above, this is comparable with the response from the principals as indicated in figure 4.2.3.

4.3.10 College facilities

As stated in 4.2.12 and indicated in table 4.2.7 college facilities could have an influence on student’s patronage. The figure 4.3.2 below indicates that 16.7% of the respondents were of the opinion that college facilities influenced its student’s patronage to a great extent, 72.2% to some extent while 11.1% did not think it had influence at all.
4.3.11 Ability of student to pay fees

If the students are able to pay fees is a big blessing to the college since it would be in a position to fulfill its obligation in providing the expected quality of training. From the table 4.3.6 below, 35% of respondents rated the ability of students to pay fees as high 35.0% and 65.0% rated the ability as average. This is an encouraging situation for the colleges since it implies that most of the students do not fall into arrears with fees payment which if it happened would impact negatively on the part of the colleges since they would not be able to perform.

Table 4.3.6

<table>
<thead>
<tr>
<th>How would you rate the ability of students to pay fees in this college?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Valid</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
4.3.12 Number of training colleges offering hospitality courses

Asked their opinion on the number of private training colleges offering hospitality courses, 10% of the respondents indicated there were too many, 45% indicated they were just enough and 45% indicated they were few.

**Figure 4.3.3: Private training colleges offering hospitality courses**
4.4 Students

4.4.1 Choice of college

The choice of the college one is to attend is an important decision which is often influenced by several factors. Table 4.4.1 below gives the reasons given by the respondents on why they chose their colleges. ‘Affordable fees’ with 27.3% of the respondents was the most frequent reason, followed by ‘Performance always good’ and ‘Offer quality education’ with 20% each.

Table 4.4.1: Reasons for choice of college

<table>
<thead>
<tr>
<th>Reasons for choosing the college</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Location</td>
<td>17</td>
<td>11.3</td>
</tr>
<tr>
<td>2. Affordable fees</td>
<td>41</td>
<td>27.3</td>
</tr>
<tr>
<td>3. Hospitality/welcoming</td>
<td>4</td>
<td>2.7</td>
</tr>
<tr>
<td>4. Recommended by friends</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>5. Performance always good</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>6. Quality management</td>
<td>13</td>
<td>8.7</td>
</tr>
<tr>
<td>7. Offers quality education</td>
<td>30</td>
<td>20</td>
</tr>
</tbody>
</table>

4.4.2 Choice of the course

The choice of a course one intends to undertake has a lot of implication on one’s future life and career development. Many people have either succeeded or failed in life due to the choice they made on the course they took. People choose courses for many reasons, and table 4.4.2 below list the reasons given by the respondents. ‘Course is popular’ with 28.7% of the respondents was the most frequent reason, followed by ‘Job afterward well paying’ with 20%.

Table 4.4.2: Reasons for choice of course

<table>
<thead>
<tr>
<th>Reasons for choosing the course</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improve career opportunity</td>
<td>14</td>
<td>9.3</td>
</tr>
<tr>
<td>2. Enhance my career</td>
<td>7</td>
<td>4.7</td>
</tr>
<tr>
<td>3. As a challenges in life</td>
<td>13</td>
<td>8.7</td>
</tr>
<tr>
<td>4. To progress career wise</td>
<td>11</td>
<td>7.3</td>
</tr>
</tbody>
</table>
4.4.3 Expectations after training

Persons enroll for training with specific reasons and expectations to achieve after the training. From table 4.4.3 below 47.3% of the respondents indicated they would like to continue with further education, 29.3% wished to be self-employed, 16.7% wished to be salaried employed and 6.7% had not yet decided.

Table 4.4.3: Expectations

<table>
<thead>
<tr>
<th>What is your expectation after training?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be self employed</td>
<td>44</td>
<td>29.3</td>
<td>29.3</td>
<td>29.3</td>
</tr>
<tr>
<td>To be salaried employed</td>
<td>25</td>
<td>16.7</td>
<td>16.7</td>
<td>46.0</td>
</tr>
<tr>
<td>To continue with further studies</td>
<td>71</td>
<td>47.3</td>
<td>47.3</td>
<td>93.3</td>
</tr>
<tr>
<td>Not yet decided</td>
<td>10</td>
<td>6.7</td>
<td>6.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.4.4 Variety of teaching methods

Teaching can be made enjoyable and effective depending with the type and combination of the teaching methods used and the more the reason why lecturers should take a training methodology course to learn the various teaching methods and techniques.

From chart 4.4.1 below, the respondents on being asked whether the lecturers used other teaching methods besides lecture, 30.7% indicated they always used other
methods, 34.7% they only used other methods sometimes and another 34.7% indicated they never used other teaching methods.

Chart 4.4.1: Besides lectures, do lecturers use other methods

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.3%</td>
<td>55.3%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

4.4.5 Personal interest on students

Lecturers and students need to establish cordial working relationship so as to maximize the benefits in the teaching/learning process. Lecturers in particular need to reach out to the students and provide them not only with knowledge and skills but also counsel and guide them. From table 4.4.4 below, the respondents on being asked whether lecturers showed personal interest with the students, 41.3% indicated they always showed interest, 55.3% indicated they showed interest only sometimes and 3.3% indicated they never showed interest.
Table 4.4.4: Showing personal interest in students

Do lecturers in this college show personal interest in their students?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Always</td>
<td>62</td>
<td>41.3</td>
<td>41.3</td>
<td>41.3</td>
</tr>
<tr>
<td>Sometimes</td>
<td>83</td>
<td>55.3</td>
<td>55.3</td>
<td>96.7</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>3.3</td>
<td>3.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

4.4.6 Quality of teaching

Teaching like any other activity can be analyzed and rated whether it has been done properly or not. From table 4.4.5 below, on being asked to rate the quality of teaching 15.3% of the respondents indicated that the quality of teaching was very good, 39.3% indicated it was good, 36.7% indicated it was average and only 8.7% who indicated it as below average.

Table 4.4.5: Rating quality of teaching

<table>
<thead>
<tr>
<th>Rating quality of teaching</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>23</td>
<td>15.3</td>
</tr>
<tr>
<td>Good</td>
<td>59</td>
<td>39.3</td>
</tr>
<tr>
<td>Average</td>
<td>55</td>
<td>36.7</td>
</tr>
<tr>
<td>Below average</td>
<td>13</td>
<td>8.7</td>
</tr>
</tbody>
</table>

4.4.7 College premises

The aura of a college is judged by its premises and surroundings. Usually the state and type of the premises would tell a lot about the training institution itself and the management. From chart 4.4.2 below, 11.3% of the respondents rated the college premises as very good, 37.3% rated as good, 41.3% rated as average, and only 10.0% who rated as below average.
4.4.8 Quality of workshop facilities

Workshops are vital for conducting practical work. But without the essential facilities such as is tools, equipment and machinery they are of no much help. Asked about the quality of workshop facilities, 3.3% of respondents indicated they were very good, 46% indicated they were good, 22% indicated they were average, 26.7% indicated they were below average and 2% indicated there were no workshops.

4.4.9 Tuition fees

In a private training college, tuition fee is the major source of income for the college to meet its financial obligations. Colleges use a number of factors to determine the
tuition fees to charge such as the cost of training and overheads, what other colleges are charging and the target students. Asked to describe the tuition fees in their colleges, from figure 4.4.2 below, 56.0% of the respondents considered the fees as high, 39.3% considered it as average and 4.7% considered it as low.

**Figure 4.4.2: Description of tuition fees**

![Bar chart showing distribution of tuition fees](chart.png)

<table>
<thead>
<tr>
<th></th>
<th>Valid %</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>60</td>
</tr>
<tr>
<td>Average</td>
<td>40</td>
</tr>
<tr>
<td>Low</td>
<td>10</td>
</tr>
</tbody>
</table>

**4.4.10 Fees influence in joining the college**

From table 4.4.7 below, 25.3% of the respondents indicated that the amount of fees charged influenced their decision to join their colleges to a little extent, 32.7% to some extent, 32.0% to great extent and 10 % to a very great extent.
Table 4.4.7: Fees influence in joining the college

To what extent did the amount of fees charged influence your decision to join this college?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid To a little extent</td>
<td>38</td>
<td>25.3</td>
<td>25.3</td>
<td>25.3</td>
</tr>
<tr>
<td>To some extent</td>
<td>49</td>
<td>32.7</td>
<td>32.7</td>
<td>58.0</td>
</tr>
<tr>
<td>To a good extent</td>
<td>48</td>
<td>32.0</td>
<td>32.0</td>
<td>90.0</td>
</tr>
<tr>
<td>To a very great extent</td>
<td>15</td>
<td>10.0</td>
<td>10.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

4.4.11 College location

As shown in the chart 4.4.3 below, 11% of the respondents said the college location influenced their decision to join their colleges to a very great extent, 51% to a great extent while 38% to some extent.

Chart 4.4.3: Location influence in joining the college

4.4.12 Number of colleges offering hospitality courses

16.7% of the respondents considered the private training colleges offering hospitality courses to be too many, 62.7% considered them just enough, or few 20.7
4.5 Managers in Hospitality industry

4.5.1 Hospitality industry respondents

Hospitality industry comprises a wide range of organizations and institutions which serve people with foods, drinks, accommodation, transportation and other services for leisure and recuperation. For the purpose of this study the following organization and institutions were visited: Tours and Travels, Hotels, Airline operators, Hospitals and Hostels. Table 4.5.1 below shows the respondents.

**Table 4.5.1:** Hospitality industry respondents

<table>
<thead>
<tr>
<th>Hospitality industry respondents?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Tours and Travels</td>
<td>7</td>
<td>17.5</td>
<td>17.5</td>
<td>17.5</td>
</tr>
<tr>
<td>Hotels</td>
<td>18</td>
<td>45.0</td>
<td>45.0</td>
<td>62.5</td>
</tr>
<tr>
<td>Airline Operators</td>
<td>10</td>
<td>25.0</td>
<td>25.0</td>
<td>87.5</td>
</tr>
<tr>
<td>Hospitals</td>
<td>2</td>
<td>5.0</td>
<td>5.0</td>
<td>92.5</td>
</tr>
<tr>
<td>Hostels</td>
<td>3</td>
<td>7.5</td>
<td>7.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

4.5.2 Where managers attended training

To know where the managers in the hospitality industry had attended their training, 55.0% of the respondents indicated they were trained in government training institutions, 35.0% in private training colleges while 10.0% are trained on the job.
Table 4.5.2: Where managers attended training

<table>
<thead>
<tr>
<th>Where did you attend your training?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a governent training institution</td>
<td>22</td>
<td>55.0</td>
<td>55.0</td>
<td>55.0</td>
</tr>
<tr>
<td>In a private training college</td>
<td>14</td>
<td>35.0</td>
<td>35.0</td>
<td>90.0</td>
</tr>
<tr>
<td>On the job training</td>
<td>4</td>
<td>10.0</td>
<td>10.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

4.5.3 Employment of hospitality students

The ultimate aim of students is to get employment either salaried or self-employed. 97.5% of the respondents admitted that their organizations employed students from private training colleges.

Chart 4.5.1: Employment of hospitality students

4.5.4 Performance of colleagues trained in private colleges

Asked to rate the performance of colleagues trained from private colleges, 12.5% of the respondents indicated they were excellent, 40% indicated they were very good, 42.5% indicated they were good and only 5% indicated they were fair.
4.5.5 Quality of training offered in private colleges

With regard to the quality of training in hospitality industry offered in private colleges, 32.5% of the respondents rated them as excellent, 50.0% as very good, 12.5% as good whereas 5.0% rated them as fair.

| How would you rate the quality of training offered in private colleges training for the hospitality industry? |
|---|---|---|---|---|
| | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | | | | |
| Excellent | 13 | 32.5 | 32.5 | 32.5 |
| Very good | 20 | 50.0 | 50.0 | 82.5 |
| Good | 5 | 12.5 | 12.5 | 95.0 |
| Fair | 2 | 5.0 | 5.0 | 100.0 |
| Total | 40 | 100.0 | 100.0 | |
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary and Conclusions

The study evaluated the factors affecting the provision of skilled manpower to the hospitality industry in Kenya. This was in relation to the objectives provided in chapter one.

The results of this study have shown that there are indeed factors that affect the provision of skilled manpower to the hospitality industry, either positively or negatively as outlined below. The analysis provided indicated that private training colleges do register with the government and mainly with MOEST where 88.2% had registered but only 11.2% indicated they had registered with CHE. This is a worrying trend where only a few colleges are registered with CHE, a body which is supposed to monitor and ensure maintenance of quality in training. The KIE curricula/syllabi examined by KNEC was being offered by 82.4% of the respondents, which is encouraging and removes the notion that overseas examined courses are more popular than local ones. The issue of overseas examined courses has been used as a marketing tool by some of the colleges. The duration courses in these colleges ranges from 6 months for example travel agent marketing course to 3 years for example hotel management course. The shorter duration courses are tailor-made and internally examined whereas the longer duration ones are regular courses and externally examined. The colleges offer certificate and diploma level courses and the indications were that students' performance was very encouraging since in 2004, 92.5% of certificate level students passed their examinations and 96.1% of diploma level students also passed their examinations.
There are several factors which influence the demand for training and the students in responding on why they choose courses, 28.7% indicated because they were popular and 20% indicated because the prospective jobs afterwards were well paying. Students' expectations after the training would be another factor that would influence the demand for training and on expectations, 47.3% indicated that they would wish to further their studies and 46% would expect to be self-employed (29.3%) and salaried employed (16.7%). With this, the demand for training revolves around the desire to pursue further training and to seek employment. In furthering the training, the certificate and diploma level persons will continue to degree level and those wishing to undergo skill up-grading course would do so to boost their earnings. Due to the limited university openings for schools leavers, the demand for skills training in private colleges has increased and this study indicates that between 2003 and 2005 overall enrollment increased by 92.2% and the enrollment for girls was even higher at 118.5%. This implies that more and more people are going for skills training for the hospitality industry which is an indication that people are seeing a future in the industry.

There are several factors which influence the provision of training; some critical factors are availability of training places and facilities. With the training places offering hospitality courses, 47.1% of principals, 10% of lecturers and 16.7% of students indicated that they were too many. The state, quality and quantity of college facilities determine the rating of the college whether good, average or bad. The study has shown that 62.5% of the respondents agreed that college facilities had to a great extent influenced students' patronage and 25.0% had been influenced to some extent. Another factor which affects provision of training is the tuition fees; the study has
indicated that 29.4% of the respondents agreed that the level of fees influenced to a very great extent students' patronage and 52.9% agreed there is influence to a great extent. The location of the college and hence the reach to the college is another factor which do influence provision of training. In marketing the location of a business in considered very crucial in terms of access and reach by the clients, it is even more crucial which part of the city/town the business is situated. The study found that 47.1% of the colleges were located in the city center which makes the majority of the colleges reachable.

Private training colleges offering training to the hospitality industry provides various courses and the study was able to list 21 courses (see table 4.2.2). The courses are offered at both certificate and diploma levels and they range from eco-tourism, accounts, cabin crew, sales and marketing to hotel management. The number of lecturers, their qualifications and experience are crucial for a college to attain its performance objectives. From the study, out of a total of 141 lecturers/instructors reported by the principals, 73.8% had degree qualifications and the other 26.2% had diploma or advanced diploma qualifications and out of the 20 lecturer-respondents 62.5% of them indicated they had master degrees, 25% had bachelor degrees and 12.5% had diploma level certificates. On experience, the majority 53.9% indicated they had stayed in their colleges for between 5 and 7 years. These are good indications that the lecturers in these colleges were well qualified and had some reasonable experience in the teaching profession.
The quality of training and students' performance are influenced by various factors. The study has identified some of these factors as discussed here;

- The type and source of curricula/syllabi and the ratio of theory to practice do significantly contribute to the quality of training in that a dubious source and a unfamiliar type in terms of skill level would lead to graduates who cannot be qualified. A curriculum/syllabus heavily practice biased would produce a hands-on graduate.

- Academic qualifications of lecturers are not enough if they do not have training methodology qualification. The study indicated that only 5% of the respondent-lecturers had attended a training methodology course and 95% had not. This is confirmed since only 30.7% of the respondent-students indicated that other teaching methods were used besides lecture. Therefore, there is danger in the lecturers not being able to deliver the contents and skills as required and so producing half-baked graduates.

- Over enrollment and limited facilities for sharing do affect the quality of training. The study observed a tremendous increase in enrollment at 92.2% between 2003 and 2005. Workshops for practice were in 52.9% of the colleges where only 3.3% of respondents indicated workshop facilities were very good and 46% indicated they were good. It is important to have a calculated balance between the enrollment and training facilities.

- Textbooks are vital as resource for the lecturers and students, without them lecturers would be handicapped in their delivery since they would miss an authoritative source of their content and students would miss a source for reference. Colleges providing lecturers with textbooks in a way contributes to the
provision of quality training and the study indicated that 63% of the respondent-lecturers were provided with textbooks by the college. Also equally beneficial are the libraries where 80% of respondents indicated they had libraries.

In the study, out of the 17 colleges, a total of 254 students were enrolled to sit for certificate level in the year 2004 and out of these 235 students passed giving 92.5% pass. For the diploma level, 1047 students were enrolled and out of which 1007 passed, giving 96.1% pass. On employing students from private training colleges, 97.5% of the managers of hospitality industry organizations and institutions indicated that their organizations employed students from private training colleges. This implies that the hospitality industry has faith and confidence in the private colleges and the courses they offer. It is important to note that 35% of these managers indicated they also received their training from private training colleges.

5.2 Recommendations

Based on the analysis of the study and the findings and conclusions, the management of the private training colleges offering hospitality courses should consider the following recommendations as far as the provision of skilled manpower to the hospitality industry is concerned.

- Local curricula/syllabi which address the needs of the hospitality industry requirements should be given priority in use.
- Hiring of academically qualified lecturers should be maintained and these lecturers should further undergo training methodology course.
- Colleges should better their facilities and resources in order to attract more students and charge reasonable fees.
➢ Colleges should ensure they have adequately equipped workshops for use in practice sessions.

➢ The college management should maintain good rapport and cooperation with the hospitality industry which would result in things like attachment and employment for their students.

➢ College management should collaborate with the ministries of tourism and labor in conducting labor market surveys.

➢ All colleges should register with CHE in order to benefit with the services they provide of monitoring and maintaining quality standards.

➢ College managers should attend training management course in order to perfect their skills of managing the college.

➢ Colleges should provide the lecturers with incentives which will encourage them to stay and perform.

➢ Colleges should mount skill up-grading courses which lead in multi-skills to attract people already in the industry.

5.3 Limitation of the Study

The researcher however, had some challenges and limitations in the course of carrying out the study. The knowledge of the total number of private training colleges offering hospitality courses was very important and essential for the study. However, neither the Ministry of Education nor the Commission for Higher Education had the actual number since there are those colleges, which are operating and not yet registered, in the study some colleges were found operating without being registered. Therefore, the study depended on the directory published by Commission for Higher Education “Kenya Post-Secondary Training Directory – 2004”.

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Due to busy schedules at the researcher's work place and the short time allocated for this exercise, the researcher found it hard to study a bigger sample. The researcher however, selected a representative sample and hired an assistant to assist in data collection so as to beat the deadline provided.

Lack of adequate funds was another limitation since the researcher used his own personal savings to carry out the task. Since this project was self sponsored, the researcher considered a small scope, that is, Nairobi area for the study and this represented the whole country.

Lacks of co-operation – some respondents were not willing to answer the questionnaires. The researcher accompanied each questionnaire with a cover letter informing the respondent that the research was for academic purposes only and that the information given was to be treated with utmost confidentiality.

5.4 Suggestions for Further Research

There is need to carry out more or further research on the issue of the provision of skilled manpower to the hospitality industry. The researcher would like to suggest the following areas: -

a) Training of the food kiosk owners and operators: who is doing it?

b) Comparative study between the public training institutes and private training colleges in the provision of skilled manpower to the hospitality industry in Kenya.
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http://www.vibration data.com

http://www.unesco.org/education
APPENDICES

APPENDIX I

Time Plan: January- August 2005

<table>
<thead>
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<th>Activity</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
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<tbody>
<tr>
<td>Concept paper</td>
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<td></td>
<td></td>
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</table>

**Key**

- Activity undertaken
APPENDIX II

Budget Plan

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount (Kshs.)</th>
</tr>
</thead>
<tbody>
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<td>Hiring research assistant</td>
<td>10,000</td>
</tr>
<tr>
<td>Typing and printing</td>
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</tr>
<tr>
<td>Stationeries</td>
<td>2,000</td>
</tr>
<tr>
<td>Travel expenses</td>
<td>8,000</td>
</tr>
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<td>Computer time (Internet)</td>
<td>5,000</td>
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<td>Photocopies and binding</td>
<td>1,000</td>
</tr>
<tr>
<td>Contingencies</td>
<td>3,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24,000</strong></td>
</tr>
</tbody>
</table>
APPENDIX III

QUESTIONNAIRE - 1

COLLEGE PRINCIPAL/MANAGER

This research is aimed at examining the factors that affect provision of skilled manpower to the hospitality industry in Kenya. The results are confidential and strictly for academic use. We have provided you with separate questionnaires for your lecturers/instructors and students, please give the questionnaires to 3 lecturers/instructors and to 10 students randomly selected. All sets of the questionnaires will be collected together. Your honest participation in this survey will be highly appreciated.

Part A – General

1. Name of College ____________________________

2. Gender Male _______ Female _______

3. Number of years you have been the Principal/Manager of the college _______

4. When was the College established? ______________

5. The College is registered by: MOES&T ____and/or CHE ____ OR Not Yet ____
   Year of registration _________________________

6. Number of students enrolled in last examination session
   Certificate _______________ Diploma _______________
   Other specify __________

7. Number of students who passed in last examination
   Certificate _______________ Diploma _______________
   Other specify __________

8. What pattern of enrollment is applied in your college?
   Monthly _______ Term/Semester _________ Both ______

8. Indicate the student’s enrollment in your college per course, level and year

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. How many lecturers/instructors are there per course being offered and what are their academic/technical qualifications

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>Number of Lectures</th>
<th>Academic/technical Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Part B: Quality of Training**

1. Which examination body(ies) does the college use to examine the students?


2. Indicate the number of lecturers/instructors who have attended training methodology course

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>Number of Lectures</th>
<th>Training Methodology Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

3. Does the college provide the lecturers/instructors with textbooks or they use their own

   - Textbooks provided by college
   - Lecturers/instructors use their own
   - Both cases apply

4. Does the college have both the practical and theoretical sessions?

   - YES
   - NO

   If YES, where does the practical session take place?

   - Within the premises
   - Outside the premises

5. How does the college motivate its lecturers/instructors in order to achieve good performance?


**Part C: Physical Facilities**

1. How many lecture rooms (classrooms) does the college have?

   _____________
2. Does the college have workshop(s) for practices?
   YES ___________  NO ___________
   If YES, how would you rate the level of equipment?
   • More than adequate __________
   • Adequate __________
   • Not adequate __________

3. Does the college have a library?
   YES ___________  NO ___________
   If YES, how do you rate the quality of the library facilities?
   • Very good __________
   • Good ______
   • Average ______
   • Below average ______

4. To what extent do you think college facilities influence its student’s patronage?
   • To a great extent ______
   • To some extent ______
   • Not at all ______

Part D: Fees

1. What is the range of fees charged by the college per month in Kshs?
   • Below 1000 __________
   • 1,000 - 1,500 __________
   • 1,500 - 2,000 __________
   • 2,000 - 2,500 __________
   • 2,500 - 3,000 __________
   • Above 3,000 __________

2. To what extent do you think the college level of fees influences its students’ patronage?
   • To a very great extent ______
   • To a great extent ______
   • To some extent ______
   • Not at all ______

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3. How would you rate the ability of students to pay fees?
   - Low
   - Average
   - High
   - Very high

Part E: Location

1. State the location of your college within Nairobi;
   - City centre  ( )  Northern ( )  Eastern ( )  Southern ( )  Western ( )
   - Is the college located in rented premises? YES ________ NO ________
   - If YES, what is the name of the building
     ___________________________________________________________
     The college occupies floor number(s)
     ___________________________________________________________

2. To what extent do you think college location influences students’ patronage?
   - To a very great extent
   - To a great extent
   - To some extent
   - Not at all

3. Why was this location chosen for the college? (Choose those applicable)
   - Availability of public transport
   - Availability of public amenities
   - Quite learning environment
   - Security
   - Proximity to target group

Part F: General

1. Do you think private training colleges offering hospitality courses are?
   - Too many
   - Just enough
   - Few
   - Too few
The questionnaire may not have allowed you to report something you may want to say about your college please make any additional comments below

__________________________________________________________________________________

Thank you for sparing your time to respond to this questionnaire.
QUESTIONNAIRE - 2
LECTURERS/INSTRUCTORS

This research is aimed at examining the factors that affect provision of skilled manpower to the hospitality industry in Kenya. The results are confidential and strictly for academics use. Your honest participation in this survey will be highly appreciated.

Part A: General
1. Name of the college

__________________________________________________________

2. Year when you joined the college ____________________________

3. Gender Male ____________ Female ____________

4. Course(s) you are teaching in this college

__________________________________________________________

5. Academic and Professional qualification

__________________________________________________________

6. How many students are there in the course(s) you are teaching?

__________________________________________________________

Part B: Quality of Training
1. Has the college provided you with a curriculum/syllabus for the course(s) you are teaching

YES _______________ NO ___________

If YES, the curriculum/syllabus is from:

- Kenya Institute of Education (KIE) ___________
- Foreign examination bodies (name them)_______________________________
- None of the above ________________________________

2. Does the college provide you with textbooks for use during the training?

YES _______________ NO ___________

If NO, what is the source for your teaching textbooks and references?

- Personal textbooks and notes __________
- Borrowing from friends _______________
• Borrowing from libraries ____________
• Other sources ____________

3. Have you attended any training methodology course?
   YES ____________     NO ____________
   If YES, at what level was the course?
   • Certificate ____________
   • Diploma ____________
   • Others (specify) ____________

Part C: Physical Facilities

1. How many lecture rooms (classrooms) does the college have
   ____________

2. Does the college have workshop(s) for practices
   YES ____________     NO ____________
   If YES, how would you rate the level of equipment?
   • More than adequate ____________
   • Adequate ____________
   • Not adequate ____________

3. Does the college have a library
   YES ____________     NO ____________
   If YES, how do you rate the quality of the library facilities?
   • Very good ____________
   • Good ____________
   • Average ____________
   • Below average ____________

4. To what extent do you think college facilities influence its student’s patronage?
   • To a great extent ____________
   • To some extent ____________
   • Not at all ____________

Part D: Fees

1. How would you rate the ability of students to pay fees in this college?
   • Low ____________
• Average______
• High__________
• Very high_____

Part E: General

1. Do you think private training colleges offering hospitality courses are?
   Too many __________
   Just enough________
   Few________________
   Too few____________

2. The questionnaire may not have allowed you to report something you may want to say about your college please make any additional comments below

____________________________________________________________________________________
____________________________________________________________________________________

Thank you for sparing your time to respond to this questionnaire.
QUESTIONNAIRE - 3
STUDENTS

This is a research aimed at examining the factors that affect provision of skilled manpower to the hospitality industry in Kenya. The results are confidential and strictly for academics use. Your honest participation in this survey will be highly appreciated.

Name of the college __________________________________________________________

Part A – Quality of training

1. Why did you choose this college?

__________________________________________________________________________
__________________________________________________________________________

2. Why did you choose the course you are undertaking?

__________________________________________________________________________

3. What is your expectation after training?
   • To be self-employed ______
   • To be salaried employed ______
   • To continue with further studies ______
   • Not yet decided ______

4. Besides lectures, do lecturers use other methods of teaching like group work, class discussion and other interactive methods?
   • Always ______
   • Sometimes ______
   • Never ______

5. Do lecturers in this college show personal interest in their students?
   • Always ______
   • Sometimes ______
   • Never ______

6. How do you rate the quality of teaching in this college?
   • Very good ______
• Good __________
• Average __________
• Below average __________

Part B: Physical Facilities
1. How do you rate the quality of the college premises?
   • Very good __________
   • Good __________
   • Average __________
   • Below average __________

2. How do you rate the quality of facilities in the practical workshop?
   • Very good __________
   • Good __________
   • Average __________
   • Below average ______
   • Not there ______

Part C: level of fees
1. How would you describe the tuition fee in this college?
   • Very high __________
   • High __________
   • Average __________
   • Low __________

2. To what extent did the amount of fees charged influence your decision to join this college?
   • To a little extent ______
   • To some extent ______
   • To a good extent ______
   • To a very great extent ______

Part D: Location
1. To what extent did the college location influence your decision to join this college?
   • To a very great extent ______
• To great extent __________
• To some extent __________
• To a little extent __________

Part E: General

1. Do you think private training colleges offering hospitality courses are?
   Too many __________
   Just enough __________
   Few __________
   Too few __________

2. The questionnaire may not have allowed to you to report something you may want to say about this college. Please make any additional comment below

   ________________________________________________________________
   ________________________________________________________________

Thank you for sparing your time to respond this questionnaire.
QUESTIONNAIRE - 4
MANAGEMENT STAFF

• HOTELS
• TOURS AND TRAVEL OPERATORS
• AIRLINE OPERATORS
• HOSPITALS
• HOSTELS

1. What is the name of your organization? ________________________________

2. Location of the organization ________________________________

3. Where did you attend your training?
   In a government training institution ________ (Name) ________________________
   In a private training college ________ (Name) _____________________________
   On the Job Training ________________ (Where) ____________________________

4. Does your organization employ students from private training colleges offering hospitality courses?
   YES ________________ NO ________________
   If NO, what are the reasons ___________________________________________

5. How would you rate the performance of recruits or employees from the private training colleges?
   Excellent __________-
   Very good __________
   Good ______________
   Fair ______________
   Poor _____________

6. Do you think the courses offered by private training colleges for the hospitality industry match with the industry’s requirements?
   YES __________
   NO __________
   Do not know __________
If NO, what should be done _________________________________

7. How would you rate the quality of training offered in the private colleges training for the hospitality industry?
   Excellent ________  -
   Very good _________
   Good ______________
   Fair ______________
   Poor ______________

8. Do you think private training colleges offering hospitality courses are?
   Too many __________
   Just enough __________
   Few ________________
   Too few ____________

9. Give suggestions on how best the hospitality industry can acquire skilled manpower?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Thank you for sparing your time to respond this questionnaire