FACTORS AFFECTING PERFORMANCE IN FOOD AND BEVERAGE CRAFT COURSE EXAMINATIONS IN TECHNICAL TRAINING INSTITUTIONS IN NYANZA PROVINCE, KENYA.

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A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILLMENT FOR THE DEGREE OF MASTER OF SCIENCE IN HOSPITALITY AND TOURISM MANAGEMENT IN THE SCHOOL OF HOSPITALITY AND TOURISM OF KENYATTA UNIVERSITY.
DECLARATION

This thesis is my original work and has not been presented for a degree in any other University.

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We confirm that the work reported in this thesis was carried out by the candidate under our supervision as University Supervisors.

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DEDICATION

This work is dedicated to our lovely children Joy, Rai and Musa. I encourage you to grow up to love working and never give up.
ACKNOWLEDGEMENT

I wish to acknowledge the unending support that I received from my supervisors Prof. Hudson Nyambaka and Dr. Nasibi M. Were both of Kenyatta University for their focused advise whenever I needed their guidance. To them, I am forever indebted. I am also greatly indebted to all the study groups and government officers in the respective study fields as well as the students and staff of various Institutes from whom I collected valuable data for my research. My appreciation also goes to my colleagues in the Ministry of Higher Education, Science and Technology who assisted with valuable information whenever I needed it.

Lastly, I wish to thank my family members who continued to encourage me to persevere and complete my research and the whole study in the face of critical financial and time constrains. To all of you, I say a big thank you.
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<tr>
<td>ASESP</td>
<td>African Social and Environmental Studies Programme Manual</td>
</tr>
<tr>
<td>CD</td>
<td>Curriculum Development</td>
</tr>
<tr>
<td>DTAQA</td>
<td>Directorate of Technical Accreditation and Quality Assurance</td>
</tr>
<tr>
<td>FBCC</td>
<td>Food and Beverage Craft Course</td>
</tr>
<tr>
<td>FBCE</td>
<td>Food and Beverage Craft Examination</td>
</tr>
<tr>
<td>GoK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KIE</td>
<td>Kenya Institute of Education</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>TEP</td>
<td>Technical Education Programme</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Environmental Scientific and Cultural Organization</td>
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</table>
ABSTRACT

The hospitality industry is one of the largest employers and among the highest revenue earners in Kenya. The industry is served by graduates of the Food and Beverage Craft Course (FBCC), which is offered in the various Technical Training Institutes in the country, which were established principally to prepare a low-level human resource required in the hospitality industry. Despite the noble aim, performance by students in this course in most of the Institutes has in the past five years continued to decline despite the continued growth in industry which called for the need to improve on exam performance. The purpose of this study was to investigate the factors that affect performance in FBCC. The objectives of the study were to; establish the factors affecting performance in FBCC, identify the types of resources and facilities available in the institutes for effective training in FBCC, determine the methods and techniques used by the lecturers in training, determine the incentives used by the administration to motivate lecturers when their students perform well and to identify the challenges that the learners and lecturers experience in the training and teaching of the course. In this study, the production function theory was used to establish the relationship between the training and performance in the course. The study covered the six Technical Training Institutes that were offering the course at craft level. Data was collected using questionnaires and observation schedules. The sample consisted of 25 lecturers and 120 students undertaking Craft Course in Food and Beverage. The study used descriptive research design to gather factual information through critical analysis of facts and status of the out-put of the training programme. Validity and reliability of the instruments were ensured through piloting of the instruments with lecturers and students who were not part of the main study. Quantitative data was analyzed into percentages and frequencies using descriptive statistics with the help of Statistical Package for Social Sciences (SPSS). The results of the study revealed that poor performance in the Institutes was as a result of lack of equipment at 23%, inadequate practical lessons at 43% and inadequate facilities and resources at 19%. The method of teaching used by 75% of the lecturers was lecture method which was inappropriate for this course. Lack of motivation stated by 73% of the lecturers was also cited as a factor affecting performance. The study recommended that the government and other stake holders should assist the institutions acquire modern training equipment, the institutions should strive to frequently expose their lecturers to in-service training in order to sharpen their teaching skills and that the lecturers should use learner-centred teaching methods to attract full participation of the learner.
CHAPTER ONE
INTRODUCTION

1.0 Introduction

This chapter contains the background to the problem, the statement of the problem, the purpose of the study, the objectives, research questions, significance of the study and conceptual framework among others.

1.1 Background of the study

Education and training play an important role in human development through the process of empowering people to improve their well-being and to participate actively in nation building (Republic of Kenya, 1998). Training involves transfer of skills, knowledge, behaviour and attitudes and the expertise necessary to enable them play an effective role in the society and to serve the needs of national development (Kerre, 1995). This is more so in a given industry that requires specific skills and expertise. One such industry is the hospitality industry that offers hotel and catering services to members of the public as well as to the tourists. The industry is usually defined by its output of products and services, which satisfy the demand for food, drink and accommodation to its clientele (Lillicrap, 1992).

Hospitality may be defined as the method of production which ensures that the needs of the guests are satisfied to the utmost. It is designed to enhance the mutual well-being of the parties concerned. This, according to Tiedemann (1983), means that there has to be a steady supply of goods and services in quantity and quality desired by the guests and at a price that is acceptable. Others have also stated that hospitality
principally consists of offering food, beverage and lodging. This includes offering the basic needs for the people who are away from their homes.

The development of the hospitality industry dating back to over 200 years ago was due to the improvement of the transport industry which led to a more informed clientele who required places to sleep and eat while away from home (Billingsley, 2009). They needed properly trained personnel to satisfy their needs as they visited the hospitality establishments. Technical Training Institutes were therefore established in many countries to train various cadres of personnel to serve the various sectors of the economy and including the hospitality industry.

Technical education and vocational training programmes in Africa have been found to differ from one country to the other and deliver their services at different levels in both public and private institutions. These programmes lead to certificates at various levels for the students who successfully complete the prescribed curricula. The inevitability of rapid changes that swept across the globe also necessitated many countries to have changes within their education sectors. This finally led to more rapid development in the different sectors of the economy (Digolo, 1996).

After independence in Kenya in 1963, the education system focused on Vocational training. This was meant to promote the learning of practical-oriented subjects that provided knowledge, skills, competencies and opportunities for innovation (Republic of Kenya, 1976). It was also noticed that, during the early 1970s, the political, community and religious leaders started to spearhead funds-drives through the *harambee* (joint effort) spirit to support the establishment of community-based Institutes of Technology. These Institutes were aimed at providing vocational skills to
school leavers to enable them to innovate and contribute to the economic development of the country in the end according to Mugambi (2004), almost every region of Kenya had an institute of technology. The government too established Technical Training Institutes for the same purpose.

The objectives of technical and vocational education in Kenya include the following:

a) laying a strong foundation for acquisition of vocational skills required for socio-economic development.

b) exposing students to scientific and technological trends, skills and ideas to enable them to be creative and to be innovative.

c) developing vocational and entrepreneurial skills as a basis for further training and employment.

d) development of appropriate vocational attitudes, initiative and creative thinking oriented to work.

e) inculcating appropriate skills, which are applicable to various trades, vocations and professions.

f) developing an appreciation for the dignity of manual work (Republic of Kenya, 1998).

Arising from these objectives, the Technical and Vocational Training Institutes started food and beverage craft courses that provide knowledge, skills and competencies required in the hospitality industry (Lilicrap, 2000), which is a very important industry in Kenya because of the revenue that the country earns through tourism. The industry almost entirely depends on the personnel produced by the technical institutions which offer Food and Beverage Courses at artisan, craft and diploma certificate levels. Those who graduate from these institutions have been absorbed in the hospitality industry in various departments such as the kitchen,
restaurant, stores, laundry and the housekeeping. Like any other industry, the success of the effective delivery of technical education is confirmed through national examinations, and this also applies to the Institutes that offer hospitality courses. Currently, the Kenya National Exams Council (KNEC) is the major examining body involved in assessing the performance of students undertaking national examinations and it administers examinations including technical examinations yearly. The City and Guilds of London which is a foreign examining body also examines students most of whom are from private training institutions. If the performance in craft courses is not good as shown by table 1 below, which gives the analysis of the FBCE shows that the performance of graduates in the industry will definitely not measure to the expectations of the industry.

Table 1: An analysis of the FBCE in 5 technical institutions in Nyanza Province for between 2005-2009.

<table>
<thead>
<tr>
<th>YEAR OF EXAMS</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Of candidates in all 5 institutions</td>
<td>96</td>
<td>104</td>
<td>101</td>
<td>110</td>
<td>108</td>
</tr>
<tr>
<td>Distinction pass</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Credit pass</td>
<td>0.5%</td>
<td>1%</td>
<td>0.5%</td>
<td>0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Pass</td>
<td>46%</td>
<td>43%</td>
<td>40%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Referrals</td>
<td>50%</td>
<td>52%</td>
<td>38%</td>
<td>42%</td>
<td>42%</td>
</tr>
<tr>
<td>Fail</td>
<td>1.5%</td>
<td>3%</td>
<td>10%</td>
<td>8%</td>
<td>7.5%</td>
</tr>
<tr>
<td>C.R.N.C</td>
<td>-</td>
<td>1.5%</td>
<td>1.5%</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

KEY: C.R.N.C (Course Requirement Not Complete)


With the figures on Table 1, it is evident that the results have not good as there has been no distinctions posted and even the credit percentages have also been too low in the five year period.
This can have a negative impact on the industry and it is therefore important that performance of the trainees in the examination is improved to ensure their enhanced performance in the hospitality industry.

1.2 Statement of the problem

The hospitality industry is a fast growing industry and a high foreign exchange earner for Kenya. However, despite the emphasis that the government has put on the industry, the examination performance of students undertaking Food and Beverage Craft course is quite low. This may mean that the institutes could be producing weak students who are not well-trained to meet the growing demands of the industry. For the last five years or so, a lot of emphasis and support as well as various restructuring efforts have been carried out in technical education sub-sector in Kenya. All these efforts have been geared towards improving service delivery in this sub-sector but the students have continued to perform poorly in the craft level examinations.

The low performance in the FBCC has also continued unabated despite the efforts of the Ministry of Higher Education, Science and Technology (MoHEST). The Ministry is charged with the responsibility of improving performance and maintaining standards in the technical institutions. The Directorate of Technical Accreditation and Quality Assurance (DTAQA) are mandated to ensure quality training in the institutions by carrying out advisory routine, panel and subject assessments in the institutions.

Although none or very few studies has been conducted to investigate the factors that influence poor performance of students in the Craft Course, a number of studies on
academic performance in Kenya have been carried out in primary and secondary schools. Little has therefore been done in technical training institutions, especially on the factors that affect students' academic performance in national technical examinations. This study was therefore necessary in order to establish the factors that were responsible for the poor performance in Food and Beverage Craft Examinations (FBCE) in the technical training institutions, particularly in the former Nyanza Province.

1.3 Purpose of the study

The purpose of this study was to investigate the factors that affect performance in FBCE in Technical Training Institutions and Institutes of Technology in the then Nyanza Province.

1.4 Objectives

i. Determine the factors which affect performance in Food and Beverage Craft Examinations.

ii. Identify the types of resources and facilities available in the Institutes for effective training in Food and Beverage Craft Course.

iii. Determine the methods and techniques used by the lecturers in the training of the students.

iv. Determine the incentives used by the administration to motivate lecturers when their students perform well.

v. Identify the challenges that the learners and lecturers experienced in their learning and teaching of the course.
1.5 Research Questions

The following questions guided the study:

i. What resources and facilities were available in the training institutions?

ii. Did the availability of resources and facilities contribute positively to the performance of students in Food and Beverage Craft examinations?

iii. Did the teaching approaches and methods adopted by lecturers affect the performance?

iv. What incentives did the administration use to motivate lecturers for good performance?

v. What were the major challenges faced by the lecturers and learners in the Technical Training Institutes?

1.6 Significance of the Study

The study is significant in that its findings will be used by administrators, lecturers, curriculum developers, educational planners and quality assurance officers to improve students’ performance in the Technical Training Institutes, especially in the area of Hospitality. The lecturers and administrators may also use the information obtained internally to assist the Technical Institutions to establish strong academic policies which may assist them in running internal examinations as well as in the admission of the students to their institutions. The results may also be used to enlighten the administrators on the major challenges and constraints that the lecturers and learners faced in the course of their study and work. Students and lecturers will therefore be
able to find ways of acquiring relevant learning resources and facilities to be used in training. The lecturers may also be in a better position to take corrective measures on the various factors that affected performance in the Institutes before the situation gets out of hand. They will be in a position to identify appropriate assessment methods for improving academic performance in the Craft Course. The quality assurance officers may also use the findings as a basis for evaluating and guiding the learning activities in the classroom. The findings may therefore reinforce curriculum development process by focussing attention on solving the problems faced in teaching. The research findings may therefore also support policy making in technical education sub-sector in Kenya.

1.7 Delimitation

The study was based in former Nyanza Province of Kenya which was one of the eight provinces in Kenya. It had fifteen (15) districts at the time of the study but under the new constitution, it now has six counties. The study considered a sample of five (6) technical institutions in Nyanza Province and it looked only at performance in terms of scores attained by candidates in their National Technical Examinations in Food and Beverage for the period (2005-2009). These results therefore may not reflect the situation in the whole country as Nyanza was just but one of the eight provinces.

1.8 Limitations

This study covered was limited to the government-run Technical Training Institutes and Institutes of Technology. It covered the 2005-2009 periods and included all the six Technical Training Institutes which offered the course at craft level in Nyanza
Province and focused only on the aspects that made performance in the Course to be poor.

1.9 Assumptions

In carrying out this study, the following basic assumptions were made:

i. That the respondents will give honest answers.

ii. That the study will be comprehensive to cover all the pertinent questions capable of solving the research problems.

iii. That the respondents were knowledgeable about the factors affecting academic performance in the technical training institutes and therefore will provide useful information required without fear, favour or prejudice.

iv. The presence of the researcher when filling the questionnaire will not influence the question items.

1.10 Conceptual Framework

The concept that guided this study was derived from the “production function” theory in industry where inputs in form of capital go through a process to produce specific and desired outputs or returns and productivity (Vaizey, 2011). In reference to this theory, resources that go through an education process should have effects, hence an analogy with the production function theory. This theory’s relevance to education was first reported in the United States of America in the Coleman Report of 1966. Here, socio-economic factors were found to be more important in education than school factors in explaining learner achievements. The characteristics of school outputs were found to be depending largely on a single input, the socio-economic characteristics of
entering learners, and everything else was secondary (Psacharopoulos & Woodhall, 1997). The teachers’ qualification, relevant textbooks methods of instruction and reading materials were the school variables found to be related to learner achievement and attainment in examinations. The other important extraneous variable was the teaching and learning process. This included the capacity of teachers, their attitudes and motivation, learners’ motivation influenced by feedback from the output, the relevance and quality of education offered. The family backgrounds, the socio-economic factors and learners’ immediate environment had also been found to be more important determinants of learner achievement than the school factors. This was revealed by Alexander and Simmons in 1975 when they applied production function theory to education to examine the effects and interactions between pre-school factors, schooling, education outputs and final outcomes (www.ichr.ua/files/user 17/vol.3. chapter 6, 2011).

Figure 1: Conceptual framework showing the relationship between institutional and administrative factors and students’ academic achievement

```
INPUT
(Independent variables)

Institutional and administrative factors
- Resources
- Facilities
- Motivation
- Teachers’ qualification
- Entry grade
- Gender

PROCESS
(Process variables)

Teaching and Learning process
- Curriculum implementation
- Methods of teaching

OUTPUT
(Dependent variables)

Academic performance
- Students’ achievement
```
1.11 Operational definition of terms

A la' carte menus: This is a French word for a menu with all the dishes priced and ordered separately.

Academic performance: The ability of students to portray positive achievement by their examination results and or competence at the place of work.

Beverage: A drink or liquid usually excluding water prepared specifically for human consumption.

Food and beverage course: The training course that prepares students with skills in preparation, production and service in the area of foods and beverages, especially in the hospitality industry.

Hospitality: Is the relationship between a guest and a host or the act or practice of being hospitable.

Hotel chains: These are hotels which maintain a uniform standard throughout. They can be found in the same or different countries.

Industry: Any economic activity that produces goods or services

Inns: The houses where people lived but the owners offer sleeping places usually for one night at some cost to travellers who are unable to reach their destination while on a journey.

Institutes of technology: Technical institutions originally established by the community on self-help basis and later taken over by the government for
administrative purposes. They were formally called *Harambee* Institutes of Technology.

**Learning facilities:** A place or building with equipment used for the purposes of learning and training in order for the learner to gain the expected skills at the required standards.

**National examinations:** The examinations set by a national examination body and taken by all registered and qualified candidates all over the country.

**Taverns:** These are public houses developed from Inns and which offer accommodation and meals to travellers and business people who are on a journey to stay longer than one night.

**Technical courses:** The science and engineering courses. They impart specific occupational skills and knowledge required in the world of work.

**Technical Education:** The study of technology in which students learn about the process and knowledge related to technology. It prepares graduates for occupations classified above skilled crafts but below the engineering professions.

**Technical Institutions:** The middle-level colleges offering technical education and charged with preparing candidates for national examinations at certificate, diploma and higher diploma levels.

**Technical Training Institutes:** Technical Institutions established after all the technical schools were converted to Technical Training Institutions.

**Tourism:** Travel for recreational, leisure or business purposes. The tourists are people who travel and stay in places outside their usual environment for more than 24 hours for leisure, business and other purposes.
**Vocational training:** The training that prepares the trainees for jobs that are based on manual or practical activities. This training enables the trainees to directly develop expertise in a particular group of techniques or technology.
2.1.2 Growth of hospitality industry

The word “hospitality” has ancient roots that date from the earliest days of the Roman civilization. According to Dittmer (2000), hospitality is derived from the Latin verb “hospitarie” meaning “to receive a guest”. It therefore focuses principally on a host, who receives, welcomes and caters for the needs of people who are temporarily away from their homes. The guests traditionally require food, beverages and lodging or shelter. The hospitality industry is therefore a business that where the interests of guests are catered for.

The history of hotels or hospitality is intimately connected to that of civilization and has been in existence since early Biblical times (Dittmer, 2000). Its development is also tied to the development of transportation and the economic growth of cities, regions and nations. Further, while much travel has been dependent on roads, other people have travelled on foot, on the backs of animals or in vehicles pulled by animals or by train or automobile. Roads were however the key elements in the development of travel and transportation systems. Each segment of the hospitality industry also changed and grew as the road transportation improved.

According to Gaillard (2000), the Greeks developed thermal baths in villages designed for rest and recuperation. Later, the Romans also built mansions to provide accommodation for travellers on government business. The caravanserais also provided resting places for caravans along the Middle East trade routes. In the middle ages, monasteries and abbeys were the first establishments to offer refuge to travellers on a regular basis. Religious orders also built inns, hospices and hospitals to cater for
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travellers on the move but they did not offer meals for the numerous travellers who were on pilgrims and the sanders who were on their way to the Holy Land.

In France, at the beginning of the 15th century, hotels were already available and the English law which required that hotels keep a register was in use. These laws were used to introduce and enforce rules for inns. With this development, according to Dittmer (2000), more than 600 inns were registered in England. During the same time, around 1500 AD, thermal spas were developed in France and at the end of the 1600's, the first Stage Coaches that followed regular timetable started operating in England. Half a century later, clubs similar to the English gentlemen’s clubs and Masonic lodges began to appear in America. The industrial revolution also facilitated the construction of hotels throughout in the mainland Europe, England and America around 1760s (Berharat, 2009).

At the beginning of the 1800’s, the Royal Hotel was built in London (Levy, 2009) at the time that the holiday resorts began to flourish along the French and Italian Riviera while in Japan, Ryokan guesthouses sprung up to cater for travellers. In India, the government operated bungalows which provided reliable accommodation for travellers. These bungalows had facilities such as inside toilets, louvers on the doors and a la carte menu which were a welcome move by the guests. As from 1800 during the industrial era, the railroad transport had a significant impact on the development of the hospitality industry as passenger rail traffic. This led to the establishment of railroad stations which became obvious locations for new hospitality businesses (Levy, 2009).
In the state of New York, The Saga More Hotel on Lake George was the first hotel to provide electricity in all its rooms in 1800. The Hermitage hotel that opened its door in 1896 also offered its guests the refined and luxurious atmosphere that was enjoyed by the rich at the close of the nineteenth century. Shortly after this, the Victoria Hotel in Kansas City also started offering bathrooms in every room (Billingsley, 2009).

The author also states that the prosperous 1920s saw a veritable boom in the hotel industry as numerous hotels were established. It is also recognized here that, the involvement of architects in 1923 saw construction of a hotel considered as the most beautiful hotel in the world for decades in the heart of Marviakech in Morocco.

After World War II, travellers continued to increase as people had more leisure time and increased disposable income. Inns, taverns, restaurants and later hotels were therefore opened in or near railroad stations (Dittmer, 2000). This created a growing number of actual and potential customers for hospitality services. By 1950s, the increasing number of travellers using automobiles and airplane no longer found the grand old hotels located near major railroad stations appealing. They started to seek accommodation in new and more convenient locations that had clean and comfortable rooms and access to parking spaces for their automobiles. This, according to Dittmer (2000), saw the enhancement of standards of hospitality service delivery to the present level.

In the 1960’s, new tourist resorts form Spain to Greece and from Balearics to Yugoslavia began to flourish around the Mediterranean Sea. Numerous city and beach hotels were therefore built around and they opened their doors to summer guests who were hungry for relaxation and good dose of sunshine (Medlik, S. & Ingram, G.,
The year 1970, according to O’Gorman (2007), saw the beginning of the construction of hotels for business people when the airline companies started to extend their efforts in the domain of hotels, and when oil in the Middle Eastern countries started to attract business people to the Middle Eastern countries of Iran, Iraq, Kuwait and Saudi Arabia among others. This movement was supported by such factors as the sudden prosperity due to revenue from the oil industry. Various hotels were therefore developed primarily designed for business people in such cities as Dubai, Abu Dhabi, Riyadh and Jeddah. Hotel chains developed more spacious rooms with cuisine designed to meet the customers’ needs (O’Gorman, 2007).

The third boom in the hotel industry that began in 1980 was marked by a more inventive marketing that increasingly adapted the industry to particular types of clientele. This trend prompted the construction of hotels near airports to provide hotels and conferences facilities to the travellers. The hotel industry therefore became more competitive and this prompted business travellers and retired people to become important customers (Dittmer, 2000).

In the 1990s, modern technology started to make an impact in the hospitality industry and this led to its rapid expansion to especially cater for the needs of a more enlightened clientele. There therefore arose the need for hotel and hospitality personnel to be trained, hence the increased programmes for the training personnel for the industry. This has been especially urgent as the economies were beginning to pick up after a recession in the hotel business caused by the Gulf War of 1991 which caused the multinationals to reduce their travel budgets. Due to the Gulf war, there
was great insecurity for both individuals and business, making the period to be considered as black year of the hotel trade (Levy, 2009).

2.1.3. Training in hospitality industry

Hospitality industry is no longer considered domestic, but rather a global industry which should deliver quality services. Because the industry caters for people from different cultures, intercultural training was developed in the 1960s primarily to train staff to deal with people from different cultures and to improve the productivity of a workplace. This kind of training is needed in order to reduce the problems that arise when cultural values, norms, and beliefs clash. According to (Hofstede & Pedersen, 2002), training can also help an organization to improve employees’ performance and sustain the efficiency of a workplace.

Until the end of the twentieth century, vocational education had focused only on such trades as automobile mechanics or welding, and according to Steffee and Gale (1995), it was associated principally with the activities of lower social classes. As a consequence, it carried some social stigma as it had been associated with the age-old apprenticeship system of learning which had been regarded to be for the low class in society.

As the labour market became more specialized and economies demanded higher levels of skill, governments and businesses started to increasingly invest in technical education. This had been done through publicly-funded training programmes. This also included subsidized apprenticeship or traineeship initiatives for businesses (Brooks, & Brooks, 1993). Technical education was diversified during the 20th
century and it now exists in industries such as retail, tourism, information technology, funeral services and cosmetics.

In Finland, after the nine-year comprehensive school, almost all students choose to go to either high school which was an institution preparing students for tertiary education, or to a vocational school which offered technical education (Steffee & Gale 1995). Here, secondary education lasted three years. This gave a formal qualification for students to join university or the Finnish polytechnics. In fields such as the police school and the air traffic control personnel training, the entry requirements of vocational schools training was completion of high school. The education in vocational schools which were mostly maintained by the municipalities was also free and the students from low-income families were eligible for a grant from the state for the duration of the courses that lasted 3 to 4 years (Steffee & Gale, 1995). Here, the curriculum was also primarily vocational but had an academic part that adapted to the needs of a given course.

In Korea, technical high schools offered programmes in the fields of agriculture, technology and engineering, commerce and business, maritime and fisheries, and hospitality (Brooks, & Brooks, 1993). In principle, all students in the first year of high school (10th grade) followed a common national curriculum but in the second and third years (11th and 12th grades), the students were offered courses that enabled them to specialize in various fields. Through collaboration between schools and local employers, students participated in workplace training in some programmes (Steffee & Gale, 1995).

To make vocational high schools more attractive, the Korean government changed the name vocational high schools into professional high schools in April 2007 and with
the change of the name, the government also facilitated the entry of vocational high school graduates to colleges and universities (Brooks & Brooks, 1993). At tertiary level, vocational education and training was provided in junior colleges (two- and three-year programmes) and at polytechnic colleges where they studied to get an Industrial Associate degree. Polytechnics also provided one-year programmes for craftsmen and master craftsmen as well as short programmes for employed workers in various trades including hospitality. The requirements for admission to these institutions were in principle the same as those in the rest of tertiary sector, but on the basis of the College Scholastic Aptitude Test where candidates with vocational qualifications were given priority in the admission process (Brooks & Brooks, 1993). Polytechnic colleges in Korea which catered for 5% of all the Korean students were also state-run institutions and the government funding kept student fees much lower than those charged by other tertiary institutions.

In Egypt, when the students left secondary school, they joined the university or the vocational training institutions for courses taking between 2 years and 3 years in a trade of their choice. After the first year of study, they usually picked on an area they would wish to specialize and train in for the remaining two years and later use six months for industrial attachment (Henson, 2001).

In Uganda, according to a recent review of human resource and employment situation, there was a shortage of administrators, managers, craftsmen and related workers in the country (Odongo, 1993). As the review had shown, the greatest shortage was of technicians and associated professionals in various fields. To address this imbalance, the government put emphasis on the expansion of technical institutions that offered certificate and diploma courses in various trades in order to increase the intake in
technical and vocational training institutes. The review also found that those who did not qualify to join the university after high school S6 (equivalent of form six) were undertaking courses at certificate level in various trades including hospitality.

In Kenya, the training needs for this sector started soon after independence when the government realized that hospitality and tourism industry could play a significant role in the country's economic development (Mogambi, 2004). The initial emphasis was on conservation of the natural resources, development of tourist attraction sites and infrastructure. This industry evolved at the Kenyan Coast due to earlier contact with the Arab traders and the construction of the railway line which began in Kenya (Mayaka, 2005). By 1960, some hotels such as Norfolk had already reached international standards. When it was later realized that the personnel for this sector needed to be trained, the goals and objectives of education and training as stated by the Session Paper No 1 of 2005 (Republic of Kenya, 2005), had to be set to improve the quality and relevance of teaching, learning and research. The same Paper was also noted that in order to meet the demands for the 21st century, the education and training programmes must be of highest quality so as to compete favourably with the international standards, hence the need to train highly qualified personnel for the hospitality industry.

The formal training for the industry started in Kenya in 1969 at the Kenya Polytechnic where a four-year hotel management training programme was launched with a capacity of 120 students (Mogambi, 2004). However, in 1973, the Kenya government entered into partnership with the government of Switzerland following which the Swiss Government constructed the Kenya Utalii College as a hotel training
centre with an expanded curriculum (Kihara, 2005). Since then, the number of students wishing to pursue courses in hospitality has continued to increase as a result of the popularity of the course. There also grew a rising demand and as a result a proliferation of other private and public colleges offering hospitality-related courses in various parts of the country (Mayaka, 2005).

The industry offers job opportunities to a large number of personnel and many people have been able to advance within the industry from the position of chef to that of a restaurant manager (Lillicrap, 2000).

The basic staffs needed in the industry are basically the operational personnel in food, beverage and accommodations operations. Courses for restaurant managers, banqueting managers, wine waiter or waitress and catering officers are offered to prepare staff for positions that organizations offering catering services may need. Other courses serving the hospitality industry include laundry, housekeeping, front office operations, human resource development, accounting and tour guide (KIE, 1994).

The entry requirements for food and beverage craft certificate course are laid down by the Kenya Institute of Education (KIE). These are an artisan certificate in food and beverage or Kenya Certificate of Secondary Education (KCSE) grade ‘D’ plain and above. The course takes duration of 2790 hours, out of which at least 800 hours are spent on industrial attachment. Certificates are awarded by KNEC to candidates who have fulfilled the requirements of the course. However, there are also other recognized examining bodies such as City and Guilds of London that also administer
examinations and award recognised certificates. The food and beverage courses are offered at artisan, craft, diploma and degree levels.

2.2 Factors Affecting Teaching and Learning

2.2.1 Methods of Instruction and training

Methods of instruction are orderly, systematic and deliberate effort made for adopting a procedure of work in a classroom where teaching and learning takes place (Sharma 1967 and Wilkins, 1982). There are a number of methods of instructions that are used in a learning situation which include lecture, question and answer, discussion, demonstration method and collaborative teaching methods (Sharma, 1967). However, for the purpose of this study, only discussion, demonstration and collaborative methods were reviewed since these are considered to be the most commonly used methods in teaching the food and beverage course and if used inappropriately therefore, they are destined to negatively influence performance in the examinations.

2.2.2 Collaborative Teaching

In collaborative teaching, educators with different areas of expertise voluntarily work together to create solutions to problems that are impeding student’s success (Gately and Gately, 2001). It is a proactive educational approach where general and special educators and related service providers jointly assess, plan, teach and evaluate academically and behaviourally heterogeneous groups of students in an educationally integrated setting. The teachers share responsibility by taking turns to teach, speak to students or present instructions as the others observe. The data gathered during
observation is used to assess student's needs or evaluate their performance (Falagan, 2009).

2.2.3 Discussion Method

Discussion is central to all aspects of teaching and it is the most preferred method used by teachers who choose to reduce their own talk. It helps to involve the students more actively in their thinking process (Arends, 1999, Hornby, 2000). Since the method involves feedback and pupil participation, it is an effective method of instruction which helps the students to strengthen their cognitive structures and increases their ability to think (Abercrombie, 1971). It further promotes the students' involvement and engagement, and helps them to learn important communication skills, thus improving their thinking process. Although some students may not perform well in discussions due to personality problems, they may never-the-less perform very highly in examinations where they concentrate to solve problems on their own. This method is very close to question and answer method which involves questioning as an important means of teaching. This method has not been well used and balanced with other methods of teaching and according to Farrant (1988), it provides for a fuller and deeper understanding of the subject in question.

2.2.4 Demonstration Method

Demonstration method is used to show and explain how something works or how something is done (Hornby, 2000) and it supports theoretical classroom teaching (Houston, 1970). Much of what is learnt and done practically sticks in the students' mind and they develop lasting competences that help them to excel in the examinations as they acquire practical skills that they also use in their everyday lives.
According to Farrant (1988), demonstration is a more practical form of learning that is done by imitation and experience as what is done practically is much more effective. This justifies the need to have proper facilities in the laboratory to enable the trainees develop knowledge and skills to prepare and serve food in different types of establishments to the customers' satisfaction" (KIE; TEP 1994). Without gaining practical experience, performance in the examinations may just be dependent on cramming, hence poor performance. This is especially true because as psychologists suggest, we learn only 10% through our sense of hearing, 80% or more through the sense of sight we retain about 20% of all that we hear and 50% of what we see and hear(Ayot, 1984). This is especially critical because in Food and Beverage Craft Certificate course, 60% of the work is practical therefore for the student to understand and excel in the examinations there has to be a lot of demonstration and practical work.

2.3 Teaching and Learning Resources and facilities

The quality of the instructional process determines performance and final achievement in the examinations. Factors associated with the instructional process include facilities, teaching and learning materials, teacher quality, teaching methods and classroom organization (Fuller, 1985). While the availability of facilities is a major vehicle for quality enhancement, of more critical importance is the utilization of such facilities besides their availability. According to Eshiwani (1993), elements of schools such as classrooms, workshops and laboratories are basic educational quality requirements and it was important to investigate the availability and adequacy of these facilities, books and other learning materials as basic tools for educational development as they directly affect performance in the examinations, and according to
Aduda (1998), the teachers’ use of time and classroom resources is known to be a principal determinant of pupil performance in examinations.

In the 1998 World Bank observation, it was noted that scientific laboratories and workshops needed to be well equipped and supplied with consumables (World Bank, 1998). The institutions should therefore operate with well-stocked and up-to-date libraries that have sufficient study space to cater for the teaching and research needs of the various academic departments.

Resources should also be planned for properly and utilised in an effective manner to bring about efficient provision of quality and relevant education as availability of educational materials has a major bearing on educational outcomes. It has been stated by Monari (2007) that factors such as physical facilities, time allocation for teaching and learning, school administration, curriculum instruction, school community relations, home environment, and socio-economic background contribute to students’ performance in examinations. These could therefore affect performance in food and beverage examinations as they do to other examinations.

2.4 Class size and student/teacher ratios

The effects of the class size and teacher-student ratio on achievement scores continue generate debate amongst researchers. However, according to Alexander and Simmons (1980), class size or student-teacher ratio is a variable traditionally considered important to internal the efficiency of education. It is argued that, the larger the class or student-teacher ratio, the lower the student achievement in class and in examinations. Eshiwani (1993) had however observed that marginal increases of
average class size may not adversely affect student performance in examinations. In any case, internal efficiency is improved by increasing the student: teacher ratio. According to a report on Financing Education Development 1982 – 1988, it is argued that, large classes do not necessarily result into decreased student performance, but rather the release of funds for the purchase of the much needed textbooks and other facilities. However, since the food and beverage course is 60% practical, when the class size for practical lesson is too large, the lecturer may not be able to attend to all students adequately during practical lessons. The ideal number of students for a food and beverage class should be 20-25 students to one lecturer (KIE, 1991). According to Mugambi (2006) in his studies on factors affecting performance in KCSE examinations, noted that overcrowding in classrooms affected learning activities. The study further noted that students in schools with higher student ratio learn less practical lessons than students in schools with lower student ratio.

2.5 Motivation Techniques

The role of the teacher is basic and critical in the improvement of the quality of education and training and achievement in examinations. Uplifting of both the morale and economic status of the teacher is therefore important for the success of education and science (UNESCO, 1994). It has been noted that performance in the key curriculum subjects like mathematics has not been satisfactory for quite a long time, and this is partly due to lack of motivation of the teachers (Aduda, 1998). It is the teacher who turns into reality policies for improving education quality through good performance, but for this to take place, the teacher must be fully motivated and dedicated (World Bank, 1998).
The improvements in rewards, career opportunities and in-service training opportunities are generally accepted as essential to attracting high quality recruits and retaining talented practitioners in teaching and leadership position (UNESCO, 1994). It must be pointed out that, the teacher’s real salaries have tended to remain disproportional to the high rate of inflation, thus rendering the money less valuable and this lowers the motivation among professional teachers at all levels and this compromises their resolve to produce students of higher achievement (Republic of Kenya, 1998).

Among the theories of motivation, Maslow’s theory of “hierarchy of needs” states that a person’s needs are arranged in a hierarchy of importance, and it is these needs which make people work hard to produce tangible results like achievement in examinations (Lewis, 1999). Hertzberg’s two-factor theory of motivation states that motivational factors are job-centred and are related to the job, encompassing individual performance, job responsibilities and recognition obtained from the job (Lewis, 1999). Teachers must therefore feel satisfied in their jobs if they are to produce results in terms of students’ achievement in examinations. When the lecturers of food and beverage teach and get positive feedback from the administration, they tend to be motivated to go out of their way, put in more effort to get even higher pass rate for their students from the previous year. This will especially be true when the right facilities are in place and the environment conducive, and the lecturers will work extra hard to produce desired results (Mayaka, 2005).
2.6 Factors affecting examinations performance

The poor performance in national examinations has been attributed to several reasons. These have been cited as including the poor coverage of the syllabus, failure to understand questions properly by students; theoretical teaching that lacks adequate practical sessions and lack of the mastery of concepts as the main contributors to poor performance both at secondary and tertiary college levels KNEC (2001). The report further states that, inadequate revision and negative attitude towards certain subjects as well as the failure by the students to read questions carefully were detrimental to good performance.

A series of studies have also been conducted under the auspices of the International Association for the Evaluation of Educational Achievement. In one of the studies, Anderson and Postlethwaite (1989), found a relationship between the teacher characteristics, classrooms size, quality of instructions and student achievement in mathematics. The researcher believes that some of the factors cited could also emerge as factors affecting performance in food and beverage courses.

According to Smyth (1987), there is positive correlation between the allocated time for covering a given course and the level of achievement. He stresses that, the way in which the time allocated is utilized for instruction purposes is critical to achievement. Camber and Keeves (1973) also observed that, the more hours allocated by institutions to a given subject, the higher the achievement of the learner.

Food and Beverage Craft Certificate Course is 60% practical, this is an indication that practical learning is crucial and the time allocated for practical should be adequately
utilized so as to impart relevant skills and knowledge to the students taking the course. At the end of the training, the students sit for a practical examination administered by KNEC (KIE, 1994). Eshiwani (1983) and Fuller (1987) have also argued that, the quality elements that are consistently related to the achievement are instructional materials, especially textbooks, school library, well-equipped workshops, quality teachers and the length of instructional time. Other quality elements cited are the frequency of homework, class size and academic learning time. Since performance is affected by various factors some of the factors cited could also emerge as factors affecting performance in food and beverage courses.

Hospitality training in Africa in general and Kenya in particular has been institutionalised and marked by multiple constraints that limit its impact on the development of the countries. Most African countries generally support the general objective of vocational and technical training to meet national manpower requirements in fields such as hospitality industry, agriculture and other technical skills services. Academic performance in national examinations according to Kamunge report is an important phenomenon and evidence of skills acquisition in the industry (Republic of Kenya, 1988). From the review of literature, factors which include availability of teaching and learning resources and facilities, class size and teaching methodologies are factors which may affect performance.
CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter describes the research design, location of the study, target population, sampling techniques, research instruments, pilot study, validity and reliability of instruments, data collection techniques, data analysis and logistical and ethical considerations.

3.1 Research Design

The study adopted a descriptive research design which sought to uncover the nature of factors involved in a given situation, the degree in which they existed and the relationship between them. According to Kombo and Tromp (2006), descriptive design studies are designed to obtain pertinent and precise information concerning the current status of phenomena and wherever possible to draw valid general conclusions from the facts discovered. The design was chosen because the examination results that were being investigated had already happened, and could not be manipulated (Kerlinger, 1986, Borg & Gall, 1989). The study considered and analyzed conditions and events, which had occurred in the past and were assumed to still exist in the field at the time of the study. Several independent variables play a great role in determining the academic performance in examinations. This study postulated that the six independent variables are usually the main causes of students’ academic performance during the national examinations.
3.2 Location of the study

The study area, Nyanza Province is located in the Western part of the Republic of Kenya. At the time of the study it had fifteen districts which now form the present day Siaya, Kisumu, Migori, Kisii, Homabay, and Nyamira Counties. It borders the former Western Province to the North, the former Rift Valley Province to the East and North-east and Lake Victoria and Tanzania to the West. The area’s main economic activities include farming and fishing. There is however the growing potential in the tourism industry and several tourist class hotels have sprung up in Kisumu, Kisii, Homa Bay and Bondo Towns. Tourist sites have also been opened up in Kisumu town, Ndere Island in Lake Victoria as well as the famous Lambwe Valley National Park. There is therefore high potential for those trained in hospitality industry to get jobs in the fast growing industry in the area. By the time of the study, the area had seven (7) public technical training institutions and institutes of technology registered with MoHEST which were easily accessible and it was also possible the required number of respondents. Out of these, only six offered Food and Beverage course at Craft level as at 2007.

3.3 Target Population

The population of the study consisted of 380 students in First, Second and Third year of study who were undertaking Food and Beverage Course in the six institutions and all 25 lecturers from the Technical Training Institutions and Institutes of Technology in Nyanza Province which were offering food and beverage course at craft level for the period 2005-2009. There were seven public technical training institutes in the province as at the time of the study.
3.4 Sampling Techniques

Purposive sampling was used to identify the particular institutions where the food and beverage course was being offered. There were seven public Technical Training Institutions and Institutes of Technology in Nyanza Province. Of the seven only six were offering food and beverage course at craft level for the years 2005-2009. Simple random sampling technique using a table of random numbers was used to select 120 students, whereby sixty (60) were drawn from second year of study and another sixty (60) were in their third year of study, this was 31.6% of the population. It also involved all the 25 lecturers in the public TIVET (Technical Industrial Vocational and Entrepreneurship Training) institutions in the department of food and beverage who were teaching food and beverage course at craft level. It should be noted that, majority of second and third year students were involved in the generation of data. This was deliberately done in order to capture the perception of the students who had gained substantial experience in food and beverage training considering that they had spent longer period training as compared to the first year students. The same can be said of the lecturers of the Course who were few thus all were used for the study.

3.5 Research Instruments

The main research instruments used were questionnaires for lecturers and students, undertaking the course (Appendix I and II). The questionnaire sought to find out the demographic and socio-economic background of the respondents and the factors which were responsible for affecting performance. The questions were open and closed ended. An observation checklist was also drawn for the researchers' judgement on facilities and resources available (Appendix III). The instruments helped in gathering the information on the lecturers' academic and professional qualifications,
learning resources, facilities available, the instructional methods used and the motivational techniques applied by the lecturers whose students performed well.

3.6 Pilot Study

Pilot study was conducted on a population similar to the target population to maintain equivalence.

3.6.1 Validity
For increased precision and consistency, the draft tools were given to educational researchers and colleagues as well as the Supervisors to critically study and advice if they met content and construct validity. The instruments were then modified appropriately on the basis of the advice. They were also piloted with some students to ensure that they met face validity.

3.6.2 Reliability
For reliability, the tools were pre-tested with some 10 students and 5 lecturers in the Institutions which had not been selected for the study. Using reliability analysis scale (alpha), there was split-half method followed by determination of the correlation coefficient to check on the consistency of the results Mugenda and Mugenda (1999).

3.7 Data Collection Techniques
Formal arrangements were made with the Heads of Department through the principals of the sampled institutions for briefing on the intent of the study a month before the actual work. The Heads then arranged for the lecturers to be briefed on the study and they in turn arranged for the students to be briefed. A month later, the questionnaires were given to the lecturers to fill. The students selected for the study were also given the questionnaires to fill. They were to do this as the researcher stood-by so as to
collect the filled tools. Observation was carried out by the researcher on the workshops and library to identify the facilities and resources available in the technical institutions.

3.8 Data Analysis

Qualitative data that was collected by the questionnaires and observation schedules were organized, transcribed, analyzed and classified using descriptive statistics into appropriate descriptive themes as most data were qualitative in nature. Quantitative data was analyzed using descriptive statistics by use of "Pearson Product Moment" and the results presented as frequencies, percentages, tables and charts. Parametric test was also used to examine degree of association between various variables affecting performance in FBCE. Odds Ratios (OR) and its associated 95% Confidence Interval (CI) were employed to assist in determining the factor which are more likely to explain the outcome. P-value of less the 5% was considered statistically significant.

3.9 Logistical and Ethical Considerations

The researcher obtained a permit from Ministry of Education Headquarters-Jogoo House to carry out the research in Nyanza province. The researcher then visited the Provincial Technical Training Office-Nyanza to inform the office of the intended research in Technical Institutes and Institutes of Technology within the province. The researcher then proceeded to the institutions and after getting permission from the principals the researcher made arrangements with the lecturers and students of the samples institutions and made them aware of the intended study. This was to assure them that the study was not meant for victimization of any participant and the confidentiality of the participants would be upheld.
CHAPTER FOUR
FINDINGS AND DISCUSSION

4.0 Introduction
The study carried out in the former Nyanza province covered institutes that trained students in the various trades of technical education as a core function and one of these technical trades is the food and beverage trade. Of the seven institutions, one offers the food and beverage course at artisan level, the remaining six (6) offer food and beverage course at craft and diploma level. These institutes are concerned with preparing the students for better performance in their work places in line with the needs of the industry concerned.

The results of the study of the factors affecting performance in FBCE in technical training institutions in Nyanza Province Kenya are presented in this chapter. The chapter is divided into eight sections which include the background information of the respondents, the factors affecting performance, the resources and facilities, methods of teaching employed by lecturers, motivational techniques employed by the administration to motivate staff and the challenges facing the lecturers and learners in the course.

4.1 Demographic and socio-economic background of respondents
This study sought views from twenty-five (25) lecturers and one hundred and twenty (120) students. The response rate of the lecturers was 88% of the twenty five lecturers (25) only twenty two (22) returned the filled questionnaires. The student’s response rate was 100% as all the 120 students returned the filled questionnaires. The 25 lecturers and 120 students were asked to fill questionnaires with specific questions
that required information seeking to reveal the causes of poor performance in the examinations.

4.1.1 The research sample

The respondents involved in the study were distributed as per the results shown by Table 2. below. It indicates that the sampled students were drawn equally from Moi Institute in Migori, RIAT in Kisumu, Gusii institute in Kisii, Siaya Institute in Siaya, and Mawego institute in Homa Bay. However, the majority of the teaching staff was from Moi, Siaya and RIAT (22.7% each).

Table 2: Distribution of respondents per Institution.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Teaching Staff</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mawego Institute</td>
<td>3 13.6 24 20.0</td>
<td></td>
</tr>
<tr>
<td>RIAT</td>
<td>5 22.7 24 20.0</td>
<td></td>
</tr>
<tr>
<td>Gusii Institute</td>
<td>4 18.2 24 20.0</td>
<td></td>
</tr>
<tr>
<td>Siaya Institute</td>
<td>5 22.7 24 20.0</td>
<td></td>
</tr>
<tr>
<td>Moi Institute</td>
<td>5 22.7 24 20.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>22 100.0 120 100.0</td>
<td></td>
</tr>
</tbody>
</table>

4.1.2 The distribution of respondents by gender.

When the students were disaggregated according to their gender, it was realized that there were more female lecturers (95%) than their male counterparts. The same was also true in case of the students where the females were only 75% compared to their male counterparts. This shows that the course in Food and Beverage is somehow
regarded mainly as preparing the female for the profession in hotel and hospitality industry as clearly shown by Figure 2 below.

**Figure 2: Gender of Respondents**

The above trend arises from the socially ascribed notion that anything related to cookery is a domain of women. There is therefore need to address this misplaced notion since some of the most respected chefs in the world are men (Lillicrap, 1992). This imbalance may be addressed by encouraging more male students to enrol for the course and having planned motivation of male students by offering them scholarships.

**4.1.3 Age of the Students**

When the ages of the students were sought, it was found that most of the students were aged between 21 and 25 years as shown below.

**Table 3: Age distribution of the students**

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>frequency</td>
</tr>
<tr>
<td>Below 20</td>
<td>15</td>
</tr>
<tr>
<td>21-25</td>
<td>101</td>
</tr>
<tr>
<td>26-30</td>
<td>3</td>
</tr>
<tr>
<td>31-35</td>
<td>1</td>
</tr>
</tbody>
</table>
That the majority of the students were aged between 21 and 25 years (84.5%) is a clear indication that a large percentage of those who opt to join the Food and Beverage Course are high school graduates who have just completed the fourth grade of high schools.

4.1.4 Length of time between KCSE completion and admission for training.

The students were asked to state the number of years they had stayed at home before joining college after completing form four. The findings are shown in Table 4

<table>
<thead>
<tr>
<th>Length of time</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 years</td>
<td>100</td>
<td>83.3</td>
</tr>
<tr>
<td>3-4 years</td>
<td>12</td>
<td>10.0</td>
</tr>
<tr>
<td>More than 4 years</td>
<td>8</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings as shown by the table above confirm that 83.3% of the FBCC trainees fourth form school leavers who had spent between one to two years at home after completing secondary school and only 6.7% had spent more than four years at home before joining the colleges. This shows that the FBCC is a fairly very popular course with school leavers who see the course as a gateway to a prosperous future in the hotel and hospitality industry.
4.1.5 Marital Status of the Students

The study the marital status of the sampled students which may be related to or influence their preference for the course had shown that most of the students were still single as summarized in Table 5 below.

Table 5: Marital status of students

<table>
<thead>
<tr>
<th>Marital status</th>
<th>frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>109</td>
<td>90.8</td>
</tr>
<tr>
<td>Married</td>
<td>11</td>
<td>9.2</td>
</tr>
<tr>
<td>Divorce/separated</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Since the majority of the Food and Beverage students are single (90.8%) and none is divorced or separated, they had very little responsibility to worry then, hence their home and social background could have played very minimal role in influencing their performance in the examinations.

4.1.6 KCSE grade attained

When the study sought the grade attained by students who opt to pursue training in Food and Beverage course at the fourth form or KCSE examinations, it was revealed that the majority of the students had performed poorly in form four exams as shown by figure 3 below.
The results in figure 3 revealed that the majority (49.2%) of the Food and Beverage students had attained a mean grade of D+ in the KCSE examination and 19% had scored a mean grade of D. Only about 6% of the students had scored a mean grade of C while 20.1% had scored a mean grade of C-. This means that the Food and Beverage course rarely attracts high achievers in the KCSE examination. This presents a serious challenge to the Institutes' administrators and curriculum implementers to increase the entry requirements for the course. With this low entry grade, performance in the examinations cannot be high as the students will often lack the capacity to grasp what is to be learnt.

4.1.7 Payment of school fees

When the students were asked to state who paid for their college fees, it was revealed
that most of the students had their parents paying the fees as shown by the Table 6 below.

**Table 6: Source of students’ fees**

<table>
<thead>
<tr>
<th>Source</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guardian</td>
<td>34</td>
<td>28.3</td>
</tr>
<tr>
<td>Parent</td>
<td>84</td>
<td>70.0</td>
</tr>
<tr>
<td>Scholarship</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As the results show in Table 6, most of the students’ fees are paid by their parents (70.0%). Some 28.3% of the students had their fees paid by their guardians, while 1.7% of the students were sponsored and their fees paid by the sponsors. This presents a challenge to the stakeholders in the hotel industry because when parents paid the fees, many students are likely to be sent away from time to time due to non-payment and this may have negative effects in the performance in the examinations. The hotel and hospitality industry as well as the Catering Levy should therefore come out and sponsor students who are their prospective employees. This will help to develop the industry and attract highly qualified trainees (Mayaka, 2005).

The need for sponsorship is vital given the fact that many of the parents who pay fees for their children earn below shillings 6,000/= as presented in Table 7.

It was also revealed that many students do not know the income level of their sponsors and parents (42.5%). Some of the sponsors identified were the Non-Governmental organizations that operated within the region and the Constituency Development Fund (CDF).
Table 7: Income Level of the parents

<table>
<thead>
<tr>
<th>Income Level</th>
<th>frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 3,000</td>
<td>26</td>
<td>21.7</td>
</tr>
<tr>
<td>3,000-6,000</td>
<td>18</td>
<td>15.0</td>
</tr>
<tr>
<td>6,001-9,000</td>
<td>7</td>
<td>5.8</td>
</tr>
<tr>
<td>9,001-12,000</td>
<td>6</td>
<td>5.0</td>
</tr>
<tr>
<td>Over 12,000</td>
<td>12</td>
<td>10.0</td>
</tr>
<tr>
<td>I don’t know</td>
<td>51</td>
<td>42.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

4.1.8 Academic and professional qualification

The study also revealed that most of the staff were academically qualified to handle the course as most of them had attained degree and postgraduate education as shown by Table 8.

Table 8: Academic qualification of lecturers

<table>
<thead>
<tr>
<th>Grade Attained</th>
<th>frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>10</td>
<td>45.4</td>
</tr>
<tr>
<td>Higher Diploma</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>7</td>
<td>31.8</td>
</tr>
<tr>
<td>Master Degree</td>
<td>4</td>
<td>18.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As can be observed from the table, (45.4%) of the teaching staff of the food and beverage course were Diploma holders. This indicates that the lecturers were qualified to teach the course at this level as it is lower than diploma level. The rest are higher...
diploma (4.5%), bachelors' degree (31.8%) and master's degree holders (18.2%). The study further established that the teachers had received training in teaching methodology during their training and that all the 22 respondent lecturers had received professional training. They were therefore all qualified and competent to handle the food and beverage course and were most unlikely to be the cause of poor performance in the examinations.

4.1.9 Training in teaching methodology

The study revealed that all the lecturers had received adequate training in teaching methodology as shown by Table 9.

Table 9: Award given after training in teaching methodology

<table>
<thead>
<tr>
<th>Award given</th>
<th>frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in technical education</td>
<td>11</td>
<td>50.0</td>
</tr>
<tr>
<td>Bachelors Degree in technical education</td>
<td>11</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>

They either received Diploma in technical education or Bachelor's degree in technology putting them in a good position to handle students for the food and beverage course at craft level.

4.1.10 Length of Service

The study also revealed that reveal that most of the lecturers (45.5%) have teaching experience of more than 6 years. As shown by Table 10.
Table 10: Lecturers years of service in Food and Beverage teaching

<table>
<thead>
<tr>
<th>Length of service</th>
<th>frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 years</td>
<td>4</td>
<td>18.2</td>
</tr>
<tr>
<td>2-4 years</td>
<td>5</td>
<td>22.7</td>
</tr>
<tr>
<td>4-6 years</td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td>More than 6 years</td>
<td>10</td>
<td>45.5</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>

This is an indication that by this time the lecturers should have mastered the subject content to enable them properly handle the students taking the course. A World Bank report (1987) had noted that the number of years of experience of a lecturer was the most consistently positive and significant contributor to pupils academic performance. The students' failure in the food and beverage course could therefore not be solely attributed to the lecturers' education and training.

4.1.11 Teaching Workload for Food and Beverage Teaching Staff

When the teaching workload for the teaching staff was evaluated, it was revealed that the teachers handled very few numbers of units as shown below.

Table 11: Number of units assigned for teaching

<table>
<thead>
<tr>
<th>Number of units</th>
<th>frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 6</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>4-6</td>
<td>16</td>
<td>72.7</td>
</tr>
<tr>
<td>More than 6</td>
<td>5</td>
<td>22.7</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>
It can therefore be concluded that the majority of the teachers of the Food and Beverage course teach between 6 to 10 units (72.7%). In training the lecturers take at least six major units so they are able to effectively teach the six units and more which are minor units.

4.1.12 Training and the teaching subjects

The study had revealed that the lecturers were assigned to teach those subjects they studied and trained in to teach (86.4%). However some lecturers (13.6%) indicated that they were not assigned the subjects they studied while undergoing training. This mismatch could therefore contribute to failure in the examinations.

Those who taught the subjects they trained for should be in a position to impart skills to enable the trainees to perform well in examinations. However, those who were assigned subjects they did not study should be given an opportunity to teach what they studied, lest they contribute to the students’ failure.

<table>
<thead>
<tr>
<th>Number of lessons</th>
<th>frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-20 hours</td>
<td>11</td>
<td>50.0</td>
</tr>
<tr>
<td>21-30 hours</td>
<td>7</td>
<td>31.8</td>
</tr>
<tr>
<td>Over 30 hours</td>
<td>4</td>
<td>18.2</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study also revealed that half of the teachers (50%) taught for between 10 to 20 hours a week. In this regard, it is clear that many of these teachers were not overloaded. According to the KIE TEP Syllabus, lecturers of technical training institutions have a curriculum-based establishment of 15 hours a week. Since 86.4%
of the lecturers gave a response that they taught what they trained in, they were able to produce highly skilled personnel in the hotel industry who could provide quality service to the customers in the hospitality industry. This is especially critical because this industry is becoming more demanding and the competition is increasing. As had been observed by Camberand Keeves (1973), the more hours allocated by institutions to a given subject, the higher the achievement of the learner. They therefore need to provide sufficient time to enable the personnel to receive the right training.

4.2 Factors affecting performance in examinations

The main purpose of this study was to find out the factors that affect performance in Food and Beverage Examinations. When the lecturers were asked to state the factors they thought were responsible for poor performance in the food and beverage examinations, the results, as shown by the figure 4 below the lecturers felt that practical lessons were inadequate (43%). They also stated that the lack of equipment was a factor (23%) and that poor teaching methods (19%) was another contributor to poor performance in the examinations. Lecturers still felt that an inadequate teaching material was a factor (15%).

Figure 4: Factors affecting exam performance
4.2.1 Adequacy of equipment

The study also sought to find from the lecturers if the equipment needed for practical lessons were adequate and their response is summarised in Table 13.

Table 13: Adequacy of equipment for practical lessons

<table>
<thead>
<tr>
<th>Institution</th>
<th>Response</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>%</td>
<td>No</td>
</tr>
</tbody>
</table>
|                      | frequency|   |   | frequency |   |%
| Mawego Institute     | 1        | 33.3 | 2 | 66.7   |
| RIAT                 | 1        | 20.0 | 4 | 80.0   |
| Gusii Institute      | 0        | 0.0 | 4 | 100.0  |
| Siaya Institute      | 0        | 0.0 | 5 | 100.0  |
| Moi Institute        | 4        | 80.0 | 1 | 20.0   |
| **Total**            | **6**    | **27.3** | **16** | **72.7** |

It was revealed that inadequacy is more pronounced for practical lessons Table 13 where majority of the teaching staff with an exception of Moi institute regarded the equipment available for practical was adequate. The presence or absence of necessary facilities is also capable of distinguishing high and low achieving schools (Eshiwani, 1983). Lack the required facilities was definitely a major contributor to poor performance in the examinations. This is true because the presence or absence of school facilities implies that, practical oriented learning areas cannot be adequately delivered through theoretical presentation. In the final analysis, these students end up missing the core practical knowledge and skills that the food and beverage course demands.
4.2.2 Adequacy of workshops

The study also established where the departments offering food and beverage courses had training workshops, these workshops were very inadequate as far as necessary facilities were concerned as presented in Table 14.

Table 14: Adequacy of workshops in terms of numbers and size

<table>
<thead>
<tr>
<th>Institution</th>
<th>Response</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>frequency</td>
<td></td>
<td>frequency</td>
</tr>
<tr>
<td>Mawego Institute</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
</tr>
<tr>
<td>RIAT</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
</tr>
<tr>
<td>Gusii Institute</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
</tr>
<tr>
<td>Siaya Institute</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
</tr>
<tr>
<td>Moi Institute</td>
<td>5</td>
<td>80.0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>20.0</td>
<td>17</td>
</tr>
</tbody>
</table>

The result from Table 14 has revealed that the sampled Institutions lacked adequate training workshops except at Moi Institute. Only Moi Institute had workshops that were adequate in terms of numbers and size. In other words effective teaching of food and beverage courses is therefore likely to be hampered by the absence of adequate workshops in the 4 out of the 5 sampled Institutes. With inadequate workshops it means that the learners take a long time to go for practical lessons and there is strong likelihood that the students leave the training without requisite knowledge and skills and this may also be contributing to poor performance in the examinations.
4.2.3 Causes for the trend in performance

The figure below shows how the students perceived the major cause of poor performance in the Food and Beverage course.

**Figure 5: Factors attributed to poor performance in the course**

It can be observed from figure 5, that the students believed that the main cause of poor performance in the Food and Beverage course was lack of teaching materials and equipment (52%). Eshiwani (1983) had also stated that lack of facilities (20%) could be a major contributor to poor performance in examinations. This is true and lack of physical facilities can affect examinations performance adversely. Other reasons given by the students included poor instructional methods (18%) and lack of adequate syllabus coverage (10%). Syllabus coverage is important in any curriculum and it should be effectively covered and completed at each level. Performance in examinations can therefore be affected if the syllabus is not adequately covered as some students do not read beyond what the lecturers teach Mwangi (2000).
4.2.4 An assessment of the students' perception of the Food and Beverage Course

Performance is influenced to a large extent by students' attitude and perception towards a particular subject or course. This study revealed the students' perception and attitude towards the Food and Beverage course.

It was observed that an overwhelming number of students (98.3%) who were enrolled for the Food and beverage course liked the course. In order to assess students' perception of their future aspiration in the Food and Beverage course, the students were asked to state how they thought the course would assist them in future. The results showed that 50% of the students were positive that the course would assist them in future. Also, while 10% of the students said that the course would not help them, 25% of them stated that the course would assist them to start up their own business. A further 15% felt that the course would not help them in starting their own businesses.

When asked if they would like to pursue the same course at a higher level, all the 120 students responded that they would want to pursue higher education in the field of the hospitality industry. These findings confirm that the Food and Beverage course was very popular among the students and if handled well, the students were likely to perform fairly very well in the examinations. This is confirmed by the fact that they had a very positive attitude towards the course. This implies that poor performance is unlikely to be related to students' attitude towards the course. Emphasis on improving the course to produce good results in the examinations must therefore be focused on facilities and instructional methods.
4.3 Resources and facilities available in the institutions

The second objective was to identify the types of resources and facilities available in the institutions for efficient and effective training.

4.3.1 Facilities and equipment available

The results of the study also revealed the facilities and equipment available for teaching the Food and Beverage course in the institutes in the area of study as shown by Table 15 below.
### Table 15: Facilities and equipment for students

<table>
<thead>
<tr>
<th>Institution</th>
<th>Moi Institute</th>
<th>Mawego T.T.I</th>
<th>Siaya Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Students</strong></td>
<td>34</td>
<td>54</td>
<td>38</td>
</tr>
<tr>
<td><strong>Facilities Available</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tools and Equipment store</td>
<td>Available</td>
<td>Available</td>
<td>Available</td>
</tr>
<tr>
<td>Dry goods store</td>
<td>Available</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>Cold room</td>
<td>Not Available</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>Vegetable rack</td>
<td>Available</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>Well stocked library</td>
<td>Well stocked</td>
<td>Well stocked</td>
<td>Not Available</td>
</tr>
<tr>
<td>Reference book ratio</td>
<td>1:4</td>
<td>1:10</td>
<td>1:6</td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cookers in use</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Jikos</td>
<td>15</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Refrigerator</td>
<td>Available</td>
<td>Available</td>
<td>Available</td>
</tr>
<tr>
<td><strong>Fittings and fixtures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water supply</td>
<td>Not Available</td>
<td>Not Available</td>
<td>Available</td>
</tr>
<tr>
<td>Ventilation</td>
<td>Good</td>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td>Fuel or wood supply</td>
<td>Fair</td>
<td>Fair</td>
<td>Fair</td>
</tr>
</tbody>
</table>

As shown by Table 15 the results had revealed that all the three institutes lacked a cold room which is a critical facility in food storage. Apart from Moi Institute of Technology, the other institutes lacked some vital cookery facilities such as dry goods store, vegetable rack and even refrigerator. Lack of these vital facilities directly hampers efficient training in the hospitality industry which is 60% practical could have negative effect on examination results. It should be noted that, the quality and
adequacy of resources such as physical facilities equipment, teaching materials have a
direct bearing on the performance of teachers as they show how effectively the
curriculum is implemented (Republic of Kenya, 1999). Also, as most of the
Institutions are far away from the shopping centres where most ingredients used for
the production of meals are bought, lack of storage facilities may make the institutes
not buy some ingredients, hence fail to carry out the practical work with the students.
Many of the training institutes are therefore still ill-equipped to effectively provide
quality training to the Food and Beverage students.

4.3.2 Adequacy of teaching and learning resources and facilities

When the lecturers were asked if they were provided with adequate teaching materials
to help them ensure for effective teaching, it was found that the teaching materials
were inadequate in all the Institutions except at the Moi Institute in Migori as shown
in the Table 16 below.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Response</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>frequency</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Mawego Institute</td>
<td>1</td>
<td>33.3</td>
<td>2</td>
</tr>
<tr>
<td>RIAT</td>
<td>2</td>
<td>40.0</td>
<td>3</td>
</tr>
<tr>
<td>Gusii Institute</td>
<td>1</td>
<td>25.0</td>
<td>3</td>
</tr>
<tr>
<td>Siaya Institute</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
</tr>
<tr>
<td>Moi Institute</td>
<td>5</td>
<td>100.0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>40.9</td>
<td>13</td>
</tr>
</tbody>
</table>
The findings in Table 16 show that an overwhelming majority (75.4%) of the teaching staff with the exception of the staff of Moi Institute of Technology regard the available teaching facilities as inadequate for training students in Food and Beverage course. This will directly have a negative impact on performance in the national examinations.

4.4 Methods and techniques used in training

The third objective focused on the methods and techniques on the methods the lecturers used for training. The study also established that the method of teaching adopted by the lecturers in the institutes was mainly the lecture method. This method is especially inappropriate in teaching food and beverage courses because these causes are 60% practical as said earlier.

Table 17: Methods of instruction used by lecturers

<table>
<thead>
<tr>
<th>Method of Instruction</th>
<th>frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>21</td>
<td>95.5</td>
</tr>
<tr>
<td>Discussion</td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td>Demonstration</td>
<td>12</td>
<td>44.5</td>
</tr>
<tr>
<td>Group Work</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>Library research</td>
<td>1</td>
<td>4.5</td>
</tr>
</tbody>
</table>

While the demonstration method was moderately used (44.5%), this may be attributed to the lack of adequate teaching facilities, especially for the practical lessons. The poorly equipped workshops further made demonstration lessons teaching scarcely used. Lack of use of demonstration may mean that what is learnt is easily lost. As Ayot (1984) states, out of all that we hear and see we learn only 10% through our sense of hearing and 80% or more through the sense of sight. However, we retain only
about 20% of all that we hear and 50% of what we see and do. This shows that in using demonstration method, the learners may learn more of what is taught as they see and do for themselves. The apathy towards the use of demonstration methods and group studies may arise from the large student population which does not allow the learners to be exposed to learner-centred instructional methods that yield good results.

4.4.1 Lecturers' evaluation of own performance

When the lecturers were asked to state whether they were satisfied with their own performance, they were positive and said that the methods they were using contributed to good delivery of the subject matter as shown by Table 18.

<table>
<thead>
<tr>
<th>Satisfaction of performance</th>
<th>frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>50.0</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>40.9</td>
</tr>
<tr>
<td>Partly Satisfied</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It was however observed that, up to 40.9% of the lecturers were not satisfied with their own performance but some 10% were partly satisfied. This state of affairs arose from the fact that the lecturers were not provided with adequate teaching resources for the Food and Beverage course. They were therefore forced to improvise, but this is a situation which made many of them to perform below their expected capacity.
When the lecturers were asked about their suggestions on how to improve the training in food and beverage course, the results were that the aspects to improve were; increasing practical lessons (54.5%), improving the production and service course (18.2%), improving the facilities (9.1%), buying more reference materials (4.5%), adding more teachers (4.5%) and those who had no idea were 9.1%.

4.4.2 In-service training for Food and Beverage teachers

The study also revealed that the lecturers of Food and Beverage had undertaken in-service training to sharpen their teaching skills. This is especially important because in-service training is a very important component of teaching. This training had also helped them to acquire new technology and knowledge.

Table 19: In-service Training

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Mawego</th>
<th>RIAT</th>
<th>Gusii</th>
<th>Siaya</th>
<th>Moi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>10</td>
<td>45.5</td>
<td>2</td>
<td>66.7</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>54.5</td>
<td>3</td>
<td>33.3</td>
<td>3</td>
<td>60.0</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0</td>
<td>5</td>
<td>100.0</td>
<td>5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown by the results obtained, the majority of the lecturers of Food and beverage had not received any in-service training. However, all staff at Moi Institute of Technology in Migori had received some in-service training, while none from Siaya Institute of Technology had received any form of in-service training. Kathuri (1996) observes that teachers who are not in-serviced feel inadequate and threatened by new innovations or ideas hence; there is need for the institutions to find ways of having the lecturers attend some form of in-service training.
4.4.3 Benefits of in-service training to lecturers

When the study sought to establish whether the in-service training was beneficial to the lecturers, it was found that the in-service training was very beneficial to the majority of the lecturers as shown by Table 20 below.

Table 20: Benefits of the In-service training

<table>
<thead>
<tr>
<th>Usefulness</th>
<th>frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved practical experience</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Improved performance</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>New skills learnt</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The benefits of in-service training were confirmed by the fact that 50% of those who had received in-service training had acquired new skills, 30% had improved their performance and 20% had received practical experience. In order to improve efficiency and performance in the food and beverage course, emphasis should therefore be directed to in-service training of the staff and the provision of modern equipment.

4.5 Motivational techniques to improve performance

The fourth objective was concerned with the manner in which the administration of the institutions motivated their lecturers for good performance. When the motivational techniques were sought through the study, it was revealed that the motivational level was very low. It was established that the lecturers themselves were not motivated to improve performance. As revealed by Figure 7, there was no motivation (73%). However, where there was some motivation, it was only in the form of a token or a
Certificate of Merit (24%) or a letter of recommendation (3%) done to the lecturers wherever they were going for an interview for promotion.

From the results in figure 6, it can be seen that majority of the lecturers received no incentive when their students performed well in the examinations. In other words, the lecturers were not motivated. Motivation helps to create self-drive that is essential in improving performance.

**Figure 6: Incentives given to lecturers.**

It has been established that motivation is fundamental to the successful operation of any institution. For the school to realise maximum output, the pupil and professional staff must therefore be appropriately motivated (Ochieng', 2001). It is important therefore to motivate the staff in order for them to perform well in class and to consequently help the students to perform well in class and in examinations. As can be seen in the figure 6 above, there was almost no motivation and this can hamper productivity hence affect performance in examinations.
4.5.1 Rewards expected by the lecturers

When the lecturers were asked about the kind of rewards that they expected from the administration after posting good performance, they revealed that they only expected letters of merit or letters of appreciation (22.7%), monetary reward (22.7%) and being given scholarships (18.2%). Others still expected unspecified presents (9.1%), promotion (9.1%), or being offered permanent employment (9.1%). This has revealed that some of the lecturers were not permanently employed and they worked at the pleasure of Institute administration. Such staff definitely had their minds set elsewhere should an opening occur for employment. They may not be very committed to helping the students to perform well in their examinations, hence poor performance in food and beverage examinations.

4.6 Challenges facing lecturers and learners of Food and Beverage course

The last objective was concerned with the challenges both the lecturers and the students experienced. The study found out that the major challenge faced by the lecturers and students of food and beverage in the training and teaching of the course was lack of equipment (90%). This made them unable to conduct meaningful practical lessons considering that the course is 60% practical hence contributing to the poor performance in the national examinations.
Table 21: Challenges facing lecturers of food and beverage course

<table>
<thead>
<tr>
<th>Constraints</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of equipment</td>
<td>20</td>
<td>90.1</td>
</tr>
<tr>
<td>Lack of reference</td>
<td>15</td>
<td>68.1</td>
</tr>
<tr>
<td>Expensive course</td>
<td>14</td>
<td>63.6</td>
</tr>
<tr>
<td>Course difficulties</td>
<td>5</td>
<td>22.2</td>
</tr>
<tr>
<td>Lack of motivation</td>
<td>12</td>
<td>54.5</td>
</tr>
<tr>
<td>Lack of enough teachers</td>
<td>5</td>
<td>22.7</td>
</tr>
<tr>
<td>Wide syllabus</td>
<td>6</td>
<td>27.2</td>
</tr>
<tr>
<td>Inadequate practical</td>
<td>21</td>
<td>95.4</td>
</tr>
<tr>
<td>Poor teaching methods</td>
<td>10</td>
<td>45.4</td>
</tr>
</tbody>
</table>

The main challenge was therefore inadequate practical lessons 95.4%, Lack of equipment 90% followed by Lack of reference material at 68.1%. Least was poor teaching methodology at 22.7%. For this response, each lecturer had more than one challenge to site.

4.6.1 Challenges Experienced by the learners

The findings on the challenges that were being experienced by the learners revealed that the students mainly faced are lack of enough equipment (91.6%) as shown by Table 22. This confirms the previous finding which showed that most of the training institutes lacked adequate training facilities. This condition therefore poses a serious challenge to both learners and teachers and it is likely to result into poor examinations results.
Table 22: Problems experienced by students

<table>
<thead>
<tr>
<th>Problem</th>
<th>(n)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of References</td>
<td>50</td>
<td>41.6</td>
</tr>
<tr>
<td>Attachment too short</td>
<td>65</td>
<td>54.1</td>
</tr>
<tr>
<td>Lack of enough teachers</td>
<td>20</td>
<td>16.6</td>
</tr>
<tr>
<td>Lack of enough equipment</td>
<td>110</td>
<td>91.6</td>
</tr>
<tr>
<td>Lack of motivation</td>
<td>75</td>
<td>62.5</td>
</tr>
<tr>
<td>The course too difficult</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Lack of fees/course too expensive</td>
<td>70</td>
<td>58.3</td>
</tr>
<tr>
<td>Poor methodology of teaching</td>
<td>100</td>
<td>83.3</td>
</tr>
<tr>
<td>Lack of adequate teaching time for practical</td>
<td>96</td>
<td>95.8</td>
</tr>
<tr>
<td>Syllabus is too wide</td>
<td>99</td>
<td>80</td>
</tr>
<tr>
<td>Congestion in the classes</td>
<td></td>
<td>82.5</td>
</tr>
</tbody>
</table>

The other challenge mentioned by over 95% of the students was the lack of adequate teaching time for practical work and the lack of reference materials (41.6%). Reference materials such as text books and the real objects are supposed to supplement class delivery by the teachers. In the absence of these, the learners fail to get other important sources of information and are likely to fail in the examinations (Orodho, 1996).

In addition to the challenges mentioned above, the students also lacked fees. This sometimes contributed by the high cost of the course, especially given the fact that many of the students came from poor background (58.3%) as revealed previously by their demographic background. To some students, the course seemed to be too
difficult (10%), while others lacked motivation (62.5%). The syllabus was also considered as being too wide (80%). Many Institutes also lacked adequate teaching staff (16.6%), there was also congestion in the classes (82.5%). Also reported was lack of adequate teaching time for practical work (83.3%), too short time for attachment (54.1%) and poor instructional methods (83.3%).

4.6.2 Lecturers' view of the syllabus

When the lecturers were asked to give their views on the syllabus and what needed to be done to modify it, most of them pointed out that the syllabus needed the following modifications; duration of the course to be increased (56.4%), and the whole syllabus to be revised to reflect new technology (32.7%), since it has been in use for the over 10 years without any revision as shown by Table 23 below.

Table 23: Expected changes in the syllabus

<table>
<thead>
<tr>
<th>Expected changes</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The syllabus needs to be revised to reflect new technology</td>
<td>7</td>
<td>32.7</td>
</tr>
<tr>
<td>Duration of the course needs to be reviewed</td>
<td>10</td>
<td>56.4</td>
</tr>
<tr>
<td>The craft course needs to be reviewed</td>
<td>5</td>
<td>10.9</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.6.3 Areas of improvement according to the students.

While the lecturers suggested various areas that needed to be improved, the students also agreed that the availability of facilities and equipments (66%) was key. They further suggested that the students should themselves have self-drive and study harder (15.8%) and more reference materials should be provided (13.3%) besides having more practical lessons (8.3%). They also suggested more teachers were needed in the
Institutes (3.3%) and that the teaching techniques needed to be improve (3.3%). Some still felt that the curriculum should be fully covered (0.8%). The responses from the students therefore confirm that the Institutes have a lot of problems that need to be tackled urgently if performance in examinations in food and beverage course is to be improved.

4.6.4 Improvement of the Course

When the lecturers were asked to suggest ways of improving the course, it was revealed that the majority of them considered the improvement of training facilities (50%) as the most important if performance in the examinations were to be improved as by Besides the improvement of facilities, they also suggested that the following be done; in-service training (22.7%) and posting of enough and qualified lecturers (9.1%). Others were standardized training manuals (9.4 %) and more practical lessons (4.5%).
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction
This study evaluated the factors affecting performance in food and beverage craft certificate examinations in technical training institutions in Nyanza Province. This chapter summarizes the findings of the study, draws some conclusions and makes definite recommendations necessary for policy formulation.

5.1 Summary

5.1.1 Demographic and socio-economic background
The majority of the lecturers (22.7%) who were involved in the study were drawn from Moi Institute, Siaya Institute and RIAT. Equal numbers of student respondents were also drawn from each of the five institutions (20.0%). In terms of gender, most of the lecturers were females (95.5%). This was also true with the students where 72.5% were also females. The majority of the sampled students also fell in the age category of between 21 and 25 years (84.5%) and most of them were also single. Majority (49.2%) of the Food and Beverage students had only attained a mean grade of D+ in the KCSE examination.

According to Hall (2005) and Mugambi (2006), there is a significant correlation between entry grade and the final grade. From the findings of this study all the students admitted were having at least the required mean grade as stipulated by KNEC. With regard to who paid the fees for the students, it was found that it was parents who paid fees (70.0%). However, majority of these parents earned below Kshs. 6,000.
All the teaching staff were trained, but their dominant level of training was diploma (45.4%), most of the teaching staff had however served for more than six years (45.5%). Majority of the lecturers had never been in-serviced (54.4%) to keep abreast with changes taking place in the curriculum and teaching methodologies. As Eshiwani (1988) observed, the teachers' educational attainment is very important since it affects performance and the skills learned must be constantly upgraded. The study revealed that 54.4% of the lecturers had not attended a workshop or a seminar, this is likely to affect their own performance and performance of their students.

5.1.2 Factors Affecting performance in examinations.

a) Availability of resources and facilities

The research revealed that apart from Moi Institute, the other institutions lacked basic training facilities such as cold room, refrigerators and dry goods store. According to the majority of the teaching staff, the available training facilities were also not adequate for effective and efficient teaching of Food and Beverage course. The available training workshop at the institutes was, according to the majority of the teaching staff (81.0%) not inadequate for the training. This means that the practical lessons were greatly affected hence poor performance in the examinations. It is worth noting that the Report of the World Bank (1998) had emphasised that scientific laboratories and workshops need to be well-equipped and provisions made for proper maintenance of buildings and equipment.

According to the majority of the students (55.5%), their performance was average. They noted that the main cause of unsatisfactory performance was the lack of teaching facilities (88.5%). Others included poor instructional methods and lack of adequate syllabus coverage.
b) Methods and techniques used in training

The study revealed that the most frequently use instructional method in training was the lecture method (95.5%). The use of this method was attributed mainly to the lack of training facilities and resources that made the use of demonstration less applicable. The lecturers still never used learner-centred methods such as group discussion which make learning more permanent.

c) Motivational techniques the administration uses to improve performance

The study showed that in many instances, the teaching staffs were never motivated even when the students performed well in the examination (72.7%). However, the majority of the lecturers would have wanted to be given letters of appreciation or certificates of merit in recognition of good performance (22.7%). Others however preferred monetary reward (22.7%) or scholarships to enable them pursue further studies (18.2%).

d) Major challenges experienced.

The main challenge facing Food and Beverage lecturers was revealed as the lack of equipment (51.7%), the lack of reference materials and the lack of enough training resources that was cited by the students. The other challenges included lack of reference materials (15.8%) and the lack of school fees (7.5%).

The study had revealed that, the main aspects that the lecturers would have liked to be improved included, practical lessons (54.5%), production and service course (18.2%), and training facilities (9.1%). They also pointed out that facilities (50.0%), in-service training (22.7%) should be improved and enough qualified lecturers posted to boost performance in examinations (9.1%).
5.3 Implications of the findings

The findings of the study imply that there are various factors which may affect the performance of learners in a given learning situation. It is important to note that for every factor there can be a remedy.

5.4 Conclusions

The findings of this study showed that many of the students who were attracted to pursue the craft certificate in Food and Beverage course were below average students who had scored grade D+ in KCSE. However, most of them had a positive attitude towards the course. The study further showed that most of the lecturers in these training institutions were trained in the courses they taught. The study also revealed that most of the training institutions lacked the relevant training equipment, reference materials and adequate training resources and materials, especially for the practical lessons. This made the lecturers to mainly rely on lecture method as the main instructional method. This means that contrary to the current preferred learner-centered approaches to learning, the lecturers still relied on the old methods of teaching. The lecturers needed in-service training to sharpen their skills in teaching. The lecturers were not motivated by the administration they were thus demoralized and could not deliver good results.

5.5 Recommendations for Policy and Practice

On the basis of the findings of this study, it is recommended that, to improve the performance in the Food and Beverage course:

- The institutions should be assisted by the government and other stakeholders in education and the hospitality industry to acquire modern training facilities in order to produce highly qualified personnel.
• Apart from availing modern training facilities, the institutions should strive to frequently expose their lecturers to in-service training in order to sharpen their teaching skills.

• The hoteliers should come on board and provide finances for the organization of workshops for lecturers.

• Lecturers should use learner-centered teaching methods to attract full participation in order to ensure performance.

• The institutions should frequently motivate their staff in order to improve their performance.

5.6 Recommendations for further research

Arising from the findings of the study, it is suggested that similar studies be carried out:

• In institutes in other provinces in Kenya so as to compare results and make generalizations and replicate the study.

• To determine the factors affecting performance in other related courses at diploma and degree levels.

• To find out the attitude of male students towards food and beverage course given that this is traditionally a female domain.
REFERENCES


Mayaka M (2005), *East Africa, an International Handbook of Tourism Education* edited by Airey D and Tribe J. University of survey UK Elsevier


APPENDIX I: QUESTIONNAIRE FOR LECTURERS IN TECHNICAL TRAINING INSTITUTIONS

I am Elizabeth Amoke, a student at Kenyatta University taking a course in Master of Science in Hospitality and Tourism Management. I am involved in a study investigating the probable factors affecting performance in food and beverage craft certificate examinations in Technical Training Institutions in Nyanza Province. The information provided will be treated as confidential and shall not be divulged to any other person except the researcher. It is solely for the purpose of this study. I therefore kindly request you to be as truthful as possible as you answer this questionnaire.

Name of institution .................................................................

Date of interview .................................................................

Demographic and socio economic Information.

Gender of respondent

Female ( )

Male ( )

1. What is your highest level of qualification?

Diploma ( )

Higher Diploma ( )

Bachelors Degree ( )

2. How long have you been a lecturer of food and beverage?

Less than 2 years ( )

2-4 years ( )

4-6 years ( )

More than 6 years ( )
3. Are you assigned to teach subjects you studied in college/university?
   Yes ( ) No ( )

Factors affecting examinations performance

4. In your opinion, which are some of the factors that affect examinations performance? Give at least 6

5. Do you get adequate teaching materials for effective teaching?
   Yes ( ) No ( )

Resources and Facilities available

6. Is the equipment provided adequate for practical lessons?
   Yes ( ) No ( )

7a. Does the department have a training workshop?
   Yes ( ) No ( )

b. Is the workshop adequate in terms of size and numbers?
   Yes ( ) No ( )

7. What are the types of facilities and equipment available for training in your institution?

8a. Have you undergone training in teaching methodology?
   Yes ( ) No ( )

b. Indicate how many hours you have per week for teaching.
   2nd year 3rd year

Methods of teaching employed

9. Which methods of instruction do you use to teach?

10a. Have you attended any in-service course or seminar in area of specialization?
b. If yes, how useful did you find the course?

11. How do you rate your performance?

12. Suggest ways of improving the course.

13. Is the syllabus well designed for the duration of the course?

Challenges facing the lecturers and learners of the food and beverage course.

14. What are some of the challenges you face as a lecturer in food and beverage. Identify at least 5.

Motivational techniques.

15a. What incentives are you given by the administration when your students perform well?

b. Given a choice, what reward would you like?

Thank You.
APPENDIX II: QUESTIONNAIRE FOR STUDENTS

Introduction

I am Elizabeth Amoke, a student at Kenyatta University taking a course in Master of Science in Hospitality and Tourism Management. I am involved in a study investigating the probable factors affecting performance in food and beverage craft certificate examinations in Technical Training Institutions in Nyanza Province. The information provided will be treated as confidential and shall not be divulged to any other person except the researcher. It is solely for the purpose of this study. I therefore kindly request you to be as truthful as possible as you answer this questionnaire.

Name of institution ..............................................................................................................

Date of interview ..............................................................................................................

SOCIO-DEMOGRAPHIC INFORMATION

Gender of respondent

Female ( )

Male ( )

1. To which age group do you belong?

   Below 20 years ( )

   21 – 25 years ( )

   26 – 30 years ( )

   31 – 35 years ( )

2. What is your marital status?

   Single ( )    Married ( )    Divorced ( )    Separated ( )

3. Year of study.

   2nd year ( )    3rd year ( )

4. What grade did you attain at KCSE ( )
5. How long did you take after sitting KCSE before you joined this college?

1 – 2 years ( )
3 – 4 years ( )
More than 4 years ( )

SOCIO-ECONOMIC AND CULTURAL INFORMATION

7. Who pays your fees?
Guardian ( )
Parent ( )
On scholarship ( )

8. How much is his/her monthly income approximately
Below 3000 ( )
3000-6000 ( )
6000-9000 ( )
9000-12000 ( )
Over 12000 ( )
I don’t know ( )

9. Do you like the food and beverage course?
Yes ( )
No ( )

10. What made you choose this particular course?

11. Do you think the course will assist you in the future to?

a) Get a job Yes ( ) No ( )
b) Start up your own business Yes ( ) No ( )
12. Do you intend to pursue a course in the same field at a higher level? E.g. Diploma, Higher Diploma

Yes ( )  No ( )

13. How do you rate your performance in the food and beverage subjects?

Good ( )  Average ( )  Poor ( )

14. If poor, what factors would you attribute to the poor performance (more than one answer allowed?)

Lack of teaching material and equipment ( )
Methods used to teach are poor ( )
We do not cover the syllabus adequately ( )
Any other mention..................................................

15. Give suggestions on how to help improve the performance

________________________________________________________________________

16. What problems do you experience in the course of your training in food and beverage?

________________________________________________________________________

17. Are you satisfied with your choice for this course?

Extremely dissatisfied ( )  Dissatisfied ( )
Satisfied ( )  Extremely satisfied ( )
Neutral ( )

Thank you.
APPENDIX III: OBSERVATION GUIDE

1. Number of cookers in use

2. Number of Jikos

3. Size of workshops
   a) Kitchen
   b) Dining
   c) Condition of facility

4. No. of students

5. Tools and equipment store available

6. Dry goods store

7. Perishable storage
   i) Refrigerator
   ii) Cold room
   iii) Vegetable rack

8. Water supply available/not available

9. Ventilation good/fair/poor

10. Lighting good/fair/poor

11. Availability of well stocked library.

12. Availability of reference books available/not available
    (b) Ratio per student

13. Fuel good/fair/poor

14. Teaching aids/materials available/not available.
APPENDIX IV: LIST OF EQUIPMENT
FOOD AND BEVERAGE PRODUCTION MANAGEMENT

EQUIPMENT REQUIREMENTS

1. **Category One**
   - Tools and/or small equipment
     - 5 – Kitchen forks
     - 5 sets of assorted kitchen knives
     - 5 balloon whisks
     - 5 meat thermometers
     - 5 butcher choppers
     - 10 mandolins
     - 10 roast tins
     - 10 assorted cake tins
     - 10 chopping
     - 10 spiders
     - 10 perforated spoons
     - 2 meat mincers
     - 10 steel rods
     - 5 sets sauce pans
     - 10 hands potato peeler
     - 1 hand potato peeler
     - 10 set of glass bowls
     - 2 dozens darioles moulds
     - 2 dozens coupes
     - 5 lemon/orange squeezer
     - 2 dozens cupes
     - 5 lemon/orange squeezer
     - 9 perforated conical strainers
     - 5 refined conical strainers
     - 5 rolling pins
     - 10 wooden spoons
     - 5 piping bags
     - 5 graters
     - 2 tin openers
     - 5 sets of cutters

2. **Category Two**
   - Large Equipment
     - 5 gas range with ovens
     - 2 electric range with ovens
     - 2 jacketed steam kettles/pots
     - 5 large kales (wooden or metallic)
2 deep fat fryer
2 brat pans
3 trolleys
3 bainie - marie
5 braizing pans
2 salamanders
2 charcoal jikos
2 troughs

2 hot cupboards
2 serving counters (survery tables)
2 hot water heaters
2 large sinks
1 micro-wave oven

3. Category Three
Mechanical Equipment
1 food slicer
1 food mixer
1 vegetable cutter
2 refrigerator
1 cold room
1 freezer
1 potato peeler
1 meat mincer
1 conveyor belts
1 extractors fan (hood)
1 dough roller machine
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