

**STAKEHOLDER ATTITUDES TOWARDS TOURISM TRAINING
IN MIDDLE LEVEL COLLEGES IN KENYA**

BY

DUNSTAN KAMBAGA

SBE/D.PHIL/06/06

**A THESIS PRESENTED TO THE SCHOOL OF TOURISM, HOSPITALITY
AND EVENTS MANAGEMENT IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF
PHILOSOPHY IN TOURISM MANAGEMENT, MOI UNIVERSITY, KENYA**

SEPTEMBER 2016

DECLARATION

Declaration by the Candidate

I hereby declare that this thesis is my original work and has not been submitted for the award of a PhD or any other degree in any other University or Institution. All works written by other authors and used in the thesis are fully acknowledged.

Dunstan Kambaga **Date:**
SBE/DPHIL/TOU/06/2006

Declaration by Supervisors

This thesis has been submitted for examination with our approval as university supervisors.

Prof. Noah Sitati Wasilwa **Date:**
Moi University
School of Tourism, Hospitality and Events Management
Department of Tourism and Tour Operations Management
P.O. Box 3900, Eldoret

Prof. Hellen Ipara **Date:**
University of Eldoret
School of Natural Resource Management
Department of Wildlife Management
P.O. Box 1125, Eldoret

DEDICATION

I dedicate this work to my late father Kambaga (26/05/1975) and my late mother Florence (24/11/2014) for the sacrifices they made in educating me and giving me guidance in spiritual nourishment to believe in God. My wife Floric and my children Lorna, Charles, Anthony and my nephew Joshua for their immeasurable love and support

AND

To the almighty GOD, for His love for me up to this moment in life. I always say thank you GOD, and pray Our Father/ Salaam Maria, any time whether in joy or problem.

ABSTRACT

Training is critical to human resource development and in the promotion and development of the tourism industry. In Kenya, Middle Level Colleges (MLCs) have been instrumental in manpower training for the tourism sector and national development. Despite this, no comprehensive study has been undertaken to assess the performance of MLC trainees in tourism training under the changing global tourism environment to realize Kenya's Vision 2030. As such, this study assessed attitudes of key tourism stakeholders towards tourism training in MLCs and their contributions to human capital for the tourism industry in Kenya. Objectives of the study were to assess the types of programmes and management of tourism training offered by MLCs, the attitudes of trainees and trainers towards tourism training in MLCs. The study utilized the descriptive research design and targeted college administrators, tourism trainees and trainers. Twenty (20) MLCs were randomly sampled for this study from Nairobi County. College administrators from 16 MLCs were interviewed to get details on student enrolment in each college, number of staff, and infrastructure and equipment. A sample of 326 trainees out of 4,110 in public and 1,429 from private MLCs were selected using Krejcie and Morgan Table (1970) for the administration of questionnaires. These were composed of 172 trainees from public and 154 from private MLCs. 105 trainers comprising of 45 from public MLCs and 60 from private MLCs were purposively selected. These gave an overall sample of 447 interviewed who participated in the study. Data was collected using questionnaires and interviews, and analyzed using descriptive statistics to generate means, percentages and frequency, while inferential statistics including ANOVA and Chi-square test were used to do further analysis on selected variables. Findings revealed that there were significant differences in the types of programmes and management of tourism trainings offered by MLCs based on college administrators' attitudes ($\chi^2=8.878$, $df=15$, $p<0.05$). Diploma courses were rated as excellent for public MLCs and average and good for private MLCs and foreign diploma programmes respectively. Certificate courses in public MLCs were rated as good, while those in private MLCs and foreign certificates were rated as poor and average respectively. Trainees perceived tourism training in public MLCs as above average, while facilities in private MLCs were ranked higher than those in public MLCs. These facilities are used to market respective colleges. Trainers in both public and private MLCs cited tourism training in Kenya as adequate, and satisfactorily utilized radios and televisions as promotional strategies while lack of practical skills within the tourism sector hindered teaching in MLCs. Public MLC trainers complete their syllabi on time and the entry behavior for trainees to programmes is crucial to trainers in these institutions as compared to private MLCs. Middle level colleges are a critical source of middle level technical human capital in the tourism industry and different types of colleges are critical for healthy competition that leads to better trained graduates. It is recommended that the government coordinates tourism trainings in all MLCs in Kenya through regular training of trainers teaching in MLCs, and review of tourism programmes and curriculums to ensure production of quality graduates who are critical for tourism promotion and development. This can be realized through policy reviews, formulation and regulation of tourism training.

Table of Contents

DECLARATION	II
DEDICATION	III
ABSTRACT	IV
TABLE OF CONTENTS	V
LIST OF TABLES	XI
LIST OF FIGURES	XII
ACKNOWLEDGEMENTS	XVI
LIST OF ACRONYMS	XVII
CHAPTER ONE	1
INTRODUCTION	1
1.0 OVERVIEW OF THE CHAPTER	1
1.1 BACKGROUND TO THE STUDY	1
1.2 STATEMENT OF THE PROBLEM	5
1.3 STUDY OBJECTIVES	7
1.3.1 General Objective	7
1.3.2 Specific Objectives	7
1.4 RESEARCH QUESTIONS.....	7
1.5 JUSTIFICATION AND SIGNIFICANCE OF THE STUDY	8
1.6 SCOPE AND LIMITATIONS OF THE STUDY	10
CHAPTER TWO	12
LITERATURE REVIEW	12
2.0 INTRODUCTION	12
2.1 TRAINING AND EDUCATION.....	12
2.2 TRAINING IN MIDDLE LEVEL COLLEGES	13
2.3 DEVELOPMENT AND GROWTH OF GLOBAL TOURISM	16
2.4 TOURISM AS A MODE OF DEVELOPMENT	17
2.4.1 Global overview of tourism promotion and development	18
2.4.2 The role of tourism industry in the global economy.....	21
2.5 TOURISM PROMOTION AND DEVELOPMENT IN KENYA.....	23
2.5.1 Tourism promotion in Kenya.....	23
2.5.2 Development of tourism products in Kenya	24
2.6 TOURISM TRAINING	27

2.6.1 Global overview of tourism training.....	27
2.6.2 The effect of training on stakeholders	28
2.6.3 Tourism training in Kenya.....	29
2.6.4 Tourism examination bodies in Kenya	31
2.6.5 Tourism training institutions in Kenya	32
2.6.6 Tourism training programmes in Kenya	34
2.6.7 Tourism training curricula offered by Middle Level Colleges in Kenya.....	35
2.6.8 Enrollment of students in Middle Level Colleges in Kenya.....	37
2.7 ATTITUDES TOWARDS TOURISM TRAINING	39
2.7.1 The concept of attitudes in the context of tourism.....	40
2.7.2 Attitudes of tourism trainees and trainers towards tourism training.....	40
2.7.3 Motivation in tourism and its implications on tourism training	44
2.7.4 Facilities in tourism training institutions and their impact on tourism training.....	45
2.8 EXOGENOUS FACTORS THAT IMPACT ON TRAINEES’ ATTITUDES TOWARDS TOURISM TRAINING	46
2.9 THEORETICAL FRAMEWORK	48
2.10 CONCEPTUAL FRAMEWORK FOR THE STUDY.....	49
2.10.1 College administrators	52
2.10.2 Trainers	52
2.10.3 Trainees.....	53
CHAPTER THREE	54
RESEARCH METHODOLOGY.....	54
3.0 INTRODUCTION.....	54
3.1 STUDY AREA.....	54
3.1.1 Size and Location.....	54
3.1.2 Climate.....	54
3.1.3 Population	55
3.1.4 Infrastructure.....	56
3.1.5 Social-economic activities in Nairobi County	56
3.1.6 Middle Level Colleges offering tourism training in Nairobi County	59
3.2 RESEARCH DESIGN	61
3.3 TARGET POPULATION	62
3.4 SAMPLING PROCEDURES AND SAMPLE SELECTION.....	62
3.4.1 Selection of Middle Level Colleges (MLCs).....	62
3.4.2 Selection of Middle Level College administrators	63
3.4.3 Selection of trainees in Middle Level Colleges	63
3.4.4 Selection of trainers in Middle Level Colleges.....	64
3.5 DATA COLLECTION PROCEDURES	64
3.5.1 Types and sources of data.....	64

3.5.2	Piloting of research instruments.....	64
3.5.3	Selection and training of field assistants.....	65
3.5.4	Data collection methods and instruments	65
3.6	RELIABILITY AND VALIDITY OF RESEARCH INSTRUMENTS.....	67
3.6.1	Reliability of research instruments	67
3.6.2	Validity of research instruments	68
3.7	DATA PROCESSING, ANALYSIS AND PRESENTATION.....	69
3.7.1	Data validation and entry	69
3.7.2	Descriptive analysis	70
3.7.3	Inferential analysis	70
3.8	LIMITATIONS OF THE STUDY.....	73
3.9	ETHICAL CONSIDERATIONS	73
CHAPTER FOUR.....		74
MANAGEMENT OF MIDDLE LEVEL COLLEGES AND TRAINING PROGRAMS OFFERED.....		74
4.0	INTRODUCTION.....	74
4.1	DEMOGRAPHIC PROFILE OF PRIVATE AND PUBLIC COLLEGE ADMINISTRATORS.....	74
4.1.1	MoU's signed by MLCs with other training institutions	74
4.1.2	Preference for tourism related association of affiliation by MLCs.....	74
4.1.3	Year the public and private MLCs registered with CTDLT	76
4.2	FEES CHARGED AND DURATION OF TRAINING PROGRAMS IN MLCs	77
4.2.1	Fees Charged for certificate level	77
4.2.2	Fees charged for diploma Level.....	78
4.2.3	Duration of industrial based learning.....	79
4.3	COMPARISON IN TOURISM TRAINING CURRICULUM USED BY MLCs.....	80
4.3.1	Comparison between curriculums of public and private MLCs	80
4.3.2	Rating of tourism curriculum used by various MLCs	84
4.4	TRAINING CAPACITY IN MIDDLE LEVEL COLLEGES	86
4.4.1	Adequacy of capacity for tourism training in MLCs	86
4.4.2	Ratio of trainers to trainees in MLCs.....	86
4.4.3	Capacity of training equipment and facilities in sampled MLCs	87
4.5	STRATEGIES USED BY MIDDLE LEVEL COLLEGES TO PROMOTE TOURISM TRAINING IN KENYA.....	88
4.5.1	Methods used to promote tourism training by MLCs.....	88
4.5.2	Mode of training preferred by MLCs to promote tourism training	92
4.6	MANAGEMENT, EXPERIENCE AND QUALIFICATION OF COLLEGE ADMINISTRATORS	96
4.7	SUITABILITY AND RELIABILITY OF THE SAMPLE FOR CHI-SQUARE TEST.....	98
4.7.1	Correlation matrix and sampling adequacy	99

4.7.2 Rating of administrators' level of satisfaction with tourism training	100
4.8 DISCUSSION	102
4.8.1 MoU's, affiliation and registration of MLCs with CTDLT and their implications on tourism training	102
4.8.2 Fees charged, duration of industrial based learning offered by colleges and their effects on tourism training	104
4.8.3 Comparisons in tourism training curriculum used by MLCs.....	106
4.8.4 Rating of tourism curriculum offered by various institutions.....	107
4.8.5 Training capacity and its implications on tourism training offered in MLCs.....	108
4.8.6 Promoting and developing of tourism programmes by MLCs and their effects on training	109
4.8.7 Attitudes of administrators towards the time preferred for tourism training in MLCs	111
4.8.8 Effect of administrators' management, experience and qualifications on tourism training in MLCs.....	112
4.8.9 Suitability and reliability of the sample for factor analysis	115
4.9 CHAPTER SUMMARY	115
CHAPTER FIVE	117
ATTITUDES OF MIDDLE LEVEL COLLEGE TRAINEES TOWARDS TOURISM TRAINING IN MLCS	117
5.0 INTRODUCTION.....	117
5.1 DEMOGRAPHIC PROFILE OF TRAINEES	117
5.1.1 Country of origin of the trainee interviewed.....	117
5.1.2 Gender of the trainees	118
5.1.3 Age of trainees in years.....	118
5.1.4 Marital status of trainees	119
5.1.5 Highest academic qualification of trainees by college type.....	120
5.1.6 Type of courses undertaken by trainees	120
5.1.7 Duration of the courses undertaken by trainees	121
5.2 TRAINEES ATTITUDES TOWARDS TOURISM TRAINING IN MLCs.....	123
5.2.1 Trainees opinion on attending lessons	123
5.2.2 Trainees views on satisfaction of the training.....	123
5.2.3 Trainee opinion on qualifications attained in a competitive market.....	124
5.2.4 Trainee views on adequacy of tourism training in MLCs.....	124
5.3 TRAINEES' ATTITUDES TOWARDS QUALITY OF EQUIPMENT/FACILITIES IN MLCs.....	126
5.4 DISCUSSION	129
5.4.1 Country of origin, gender, age and marital status of trainees and their attitudes on training	129
5.4.2 Academic qualification, course undertaken and its duration and trainees attitudes on tourism training	131

5.4.3 Adequacy of tourism training, attendance of lessons, qualifications attained in MLCs after training and its satisfaction.....	132
5.4.4 Trainees’ attitudes towards quality of equipment/facilities in MLCs.....	134
5.5 CHAPTER SUMMARY	137
CHAPTER SIX.....	139
ATTITUDES OF TRAINERS TOWARDS TOURISM TRAINING IN MIDDLE LEVEL COLLEGES IN KENYA	139
6.0 INTRODUCTION.....	139
6.1 SOCIO-DEMOGRAPHIC CHARACTERISTICS OF TRAINERS’ DISTRIBUTION IN MLCs.....	139
6.1.1 Country of origin of trainers	139
6.1.2 Gender of the trainers.....	139
6.1.3 Age of trainers in years	140
6.1.4 Trainers’ marital status	141
6.1.5 Highest academic qualifications of trainers	141
6.2 TRAINERS ATTITUDES TOWARDS TOURISM TRAINING IN MLCs.....	143
6.2.1 Syllabus coverage by trainers	143
6.2.2 Trainers views towards teaching in multiple institutions	144
6.2.3 Influence of terms of services on trainers’ tourism training in MLCs.....	144
6.2.4 Influence of equipment / facilities on trainers’ tourism training in MLCs.....	145
6.2.5 Influence of students entry behaviors on trainers’ tourism training in MLCs.....	146
6.2.6 Influence of bonuses from college administration on trainers’ tourism training in MLCs	146
6.2.7 Influence of lack of teachers on trainers’ tourism training in MLCs.....	147
6.2.8 Influence of college environment on trainers’ tourism training in MLCs.....	147
6.2.9 Influence of economic needs on trainers tourism training in MLCs	148
6.2.10 Adequacy of tourism training in Kenya.....	149
6.3 STRATEGIES EMPLOYED IN PROMOTING TOURISM TRAINING PROGRAMS IN MLCs.....	149
6.3.1 Use of radio and television	149
6.3.2 Use of Newspapers/magazines	150
6.3.3 Use of posters/billboards.....	150
6.3.4 Use of website/internet	151
6.3.5 No promotion method used at all.....	151
6.4 CHALLENGES ENCOUNTERED IN PROMOTING TOURISM TRAINING IN KENYA.....	152
6.4.1 Lack of experience in the tourism field	152
6.4.2 Poor infrastructure in terms of classrooms	152
6.4.3 Lack of financial support from the Government of Kenya.....	153
6.4.4 Heavy teaching load.....	153
6.4.5 Poor class attendance by students	154
6.5 DISCUSSION	155
6.5.1 Characteristics of Trainers in MLCs.....	156

6.5.2 Trainers' attitudes towards tourism training syllabus coverage, terms of services and equipment / facilities in MLCs.....	158
6.5.3 Trainers' attitudes towards entry behaviors and bonus from college administrators in tourism training.....	161
6.5.4 Attitudes of trainers towards lack of teachers and adequacy of tourism training.....	162
6.5.5 Attitudes of trainers of MLCs in promoting tourism training programmes through advertisements.....	163
6.5.6 Attitudes of trainers towards the challenges hindering tourism training in MLCs.....	165
6.6 CHAPTER SUMMARY.....	167
CHAPTER SEVEN.....	169
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	169
7.0 INTRODUCTION.....	169
7.1 SUMMARY OF FINDINGS.....	169
7.1.1 Testing of research questions.....	169
7.1.2 Administrators' attitudes towards management in public and private MLCs.....	170
7.1.3 Trainees' attitudes towards tourism training in public and private colleges.....	171
7.1.4 Trainers' attitudes towards tourism training in public and private colleges.....	171
7.2 STUDY CONTRIBUTION TO THEORY.....	173
7.3 CONCLUSIONS.....	174
7.4 RECOMMENDATIONS.....	176
7.4.1 Recommendations on Regular review of tourism programmes and curriculum.....	176
7.4.2 Recommendations on production of quality graduates for tourism promotion and development.....	177
7.4.3 Recommendations for policy reviews, formulation and regulation of tourism training.....	177
7.4.4 Recommendations on managerial entrepreneurship for College administrators'.....	178
7.4.5 Recommendations for further research based on employees' attitudes towards trainees/graduates from MLCs.....	178
7.4.6 Recommendations for tourism training policy strategy.....	179
REFERENCES.....	182
APPENDICES.....	198

LIST OF TABLES

TABLE 2.1: CONTRIBUTION OF TOURISM TO ECONOMIC GROWTH: ESTIMATES AND FORECASTS	21
TABLE 2.2: ECONOMIC GROWTH BY SECTOR IN KENYA BETWEEN 2008 AND 2011	27
TABLE 2.3: ELTON'S ASSESSMENT MODEL	31
TABLE 2.4: STUDENT ENROLMENT IN TIVET IN INSTITUTIONS BY GENDER BETWEEN 2006 AND 2012	38
TABLE 2.5: TRAINEES IN MIDDLE LEVEL COLLEGES (2005 – 2010)	38
TABLE 2.6: TRAINEES IN KENYA UTALII COLLEGE (KUC) AND TECHNICAL UNIVERSITY OF KENYA (TU-K)	39
TABLE 2.7: SURVEY RESULTS OF TOURISM EMPLOYEE EDUCATION AND QUALIFICATIONS	43
TABLE 3.1: MONTHLY RAINFALL AND TEMPERATURES IN NAIROBI	55
TABLE 4.1: ASSOCIATIONS THE INSTITUTION IS AFFILIATED AND MOU'S	76
TABLE 4.2: YEAR THE PUBLIC AND PRIVATE MLCs REGISTERED WITH CTDL	77
TABLE 4.3: FEES AND DURATION OF THE TRAINING PROGRAMS IN MLCs	80
TABLE 4.4: COMPARISON BETWEEN MINIMUM ENTRY GRADE FOR JOINING A PUBLIC, PRIVATE OR FOREIGN PROGRAMME AND THEIR COMPARISON IN MLCs	83
TABLE 4.5: RATING OF TOURISM CURRICULUM USED BY VARIOUS MLCs	85
TABLE 4.6: CAPACITY OF TRAINING EQUIPMENT AND FACILITIES IN SAMPLED MLCs	88
TABLE 4.7: VARIOUS METHODS USED TO PROMOTE TOURISM TRAINING BY MLCs	92
TABLE 4.8: MOST PREFERRED METHOD OF PROMOTING TOURISM TRAINING	96
TABLE 4.9: TRAINING AND QUALIFICATION OF COLLEGE ADMINISTRATORS	98
TABLE 4.10: KAISER-MEYER-OLKIN AND BARTLETT'S TEST RESULTS	99
TABLE 4.11: KAISER-MEYER-OLKIN (KMO) AND BARTLETT'S TEST	100
TABLE 4.12: RATING OF ADMINISTRATORS' LEVEL OF SATISFACTION WITH TOURISM TRAINING USING ONE-SAMPLE TEST	101
TABLE 4.13: COLLEGE ADMINISTRATORS' CHI-SQUARE TESTS	101
TABLE 4.14: COLLEGE ADMINISTRATORS' SYMMETRIC MEASURES	101
TABLE 5.1: THE SOCIO-DEMOGRAPHICS CHARACTERISTICS OF THE TRAINEE INTERVIEWED BY COLLEGE TYPE	122
TABLE 5.2: TRAINEES ATTITUDES TOWARDS TOURISM TRAINING AND CHOICE OF MLCs	125
TABLE 5.3: TRAINEES' ATTITUDES TOWARDS QUALITY OF EQUIPMENT/FACILITIES IN MLCs	128
TABLE 6.1: SOCIO-DEMOGRAPHICS CHARACTERISTICS OF TRAINERS IN MLCs	143
TABLE 6.2: TRAINERS ATTITUDES TOWARDS TOURISM TRAINING IN MLCs	148
TABLE 6.3: STRATEGIES EMPLOYED IN PROMOTING TOURISM TRAINING PROGRAMS IN MLCs	152
TABLE 6.4: CHALLENGES ENCOUNTERED IN PROMOTING TOURISM TRAINING IN KENYA	155

LIST OF FIGURES

FIGURE 2.1: KIRKPATRICK’S HIERARCHY OF MODEL OF EVALUATION.....	13
FIGURE 2.2: CONCEPTUAL FRAMEWORK FOR THE STUDY.....	51
FIGURE 4.1: PREFERENCE FOR TOURISM RELATED ASSOCIATION OF AFFILIATION BY MLCs.....	75
FIGURE 4.2: YEAR THE PUBLIC AND PRIVATE MLCs REGISTERED WITH CTDLT.....	77
FIGURE 4.3: FEES CHARGED FOR DIPLOMA LEVEL BY MLCs.....	79
FIGURE 4.4(A): COMPARISON BETWEEN CURRICULA OF TRAINEES IN PUBLIC, PRIVATE AND FOREIGN MLCs.....	81
FIGURE 4.4(B): COMPARISON BETWEEN CURRICULA OF PUBLIC AND PRIVATE AND FOREIGN MLCs.....	82
FIGURE 4.5(A): RATING OF TOURISM CURRICULUM USED BY VARIOUS MLCs.....	84
FIGURE 4.5(B): RATING OF TOURISM CURRICULUM USED BY VARIOUS MLCs.....	85
FIGURE 4.6: RATIO OF TRAINERS TO TRAINEES IN MLCs.....	87
FIGURE 4.7: USE OF INTERNET TO PROMOTE TOURISM TRAINING BY MLCs.....	89
FIGURE 4.8: THE USE OF DECREASE OF FEES IN MARKETING TOURISM COURSES.....	91
FIGURE 4.9: PREFERENCE OF LUNCH TIME FOR TRAINING BY MLCs.....	94
FIGURE 4.10: PREFERENCE OF SUNDAY BY MLC FOR TRAINING OF TOURISM.....	95
FIGURE 4.11: TRAINING OF COLLEGE ADMINISTRATORS IN MANAGEMENT INTERVIEWED.....	97
FIGURE 4.12: QUALIFICATIONS OF TRAINED COLLEGE ADMINISTRATORS INTERVIEWED.....	97
FIGURE 5.1: COUNTRY OF ORIGIN OF TRAINEES INTERVIEWED.....	118
FIGURE 5.2: AGE IN YEARS OF TRAINEES IN YEARS.....	119
FIGURE 5.3: MARITAL STATUS OF TRAINEES.....	119
FIGURE 5.4: THE ACADEMIC QUALIFICATION OF TRAINEES BY COLLEGE TYPE.....	120
FIGURE 5.5: TYPE OF COURSES UNDERTAKEN BY TRAINEES.....	121
FIGURE 5.6: TRAINEES VIEWS ON SATISFACTION OF THE TRAINING.....	124
FIGURE 5.7: TRAINEE VIEWS ON ADEQUACY OF TOURISM TRAINING IN MLCs.....	125
FIGURE 6.1: COUNTRY OF ORIGIN OF TRAINERS.....	140
FIGURE 6.2: TRAINERS’ MARITAL STATUS.....	141
FIGURE 6.3: ACADEMIC QUALIFICATION OF TRAINERS.....	142
FIGURE 6.4: INFLUENCE OF TERMS OF SERVICES ON TRAINERS’ TOURISM TRAINING IN MLCs..	145
FIGURE 6.5: INFLUENCE OF EQUIPMENT / FACILITIES ON TRAINERS’ TOURISM TRAINING IN MLCs.....	146
FIGURE 6.6: ADEQUACY OF TOURISM TRAINING IN KENYA.....	149
FIGURE 6.7: USE OF RADIO AND TELEVISION STRATEGIES IN MARKETING MLCs.....	150
FIGURE 6.8: HEAVY TEACHING LOAD.....	154

FIGURE 6.9: CLASS ATTENDANCE BY STUDENTS.....	154
FIGURE 8.1: TOURISM TRAINING POLICY STRATEGY FRAMEWORK.....	181

LIST OF PLATES

PLATE 2.1: STUDENTS UNDERTAKING A PRACTICAL LESSON IN A TVET CLASS AT KPUC	16
PLATE 3.1: MOI INTERNATIONAL SPORTS CENTRE.....	58
PLATE 3.2: KENYATTA INTERNATIONAL CONFERENCE CENTRE (KICC).....	59
PLATE 3.3: RICCATTI BUSINESS COLLEGE OF EAST AFRICA.....	60
PLATE 3.4: REGIONAL INSTITUTE OF BUSINESS MANAGEMENT	60
PLATE 3.5: A HOTEL USED AS A TRAINING FACILITY AT THE TECHNICAL UNIVERSITY OF KENYA	61

LIST OF APPENDICES

APPENDIX I: TOURIST HOTELS WITHIN NAIROBI'S CENTRAL BUSINESS DISTRICT WHERE TRAINEES GO FOR INDUSTRIAL ATTACHMENT	198
APPENDIX II: MLCs REGISTERED BY CTDLT, PROGRAMMES OFFERED, TRAINERS AND TRAINEES IN NAIROBI COUNTY	199
APPENDIX III: MIDDLE LEVEL TRAINING COLLEGES OFFERING TRAINING IN TOURISM AND HOSPITALITY IN KENYA.....	200
APPENDIX IV: KENYAN UNIVERSITIES OFFERING TRAINING IN TOURISM AND HOSPITALITY COURSES	205
APPENDIX V: QUESTIONNAIRE FOR COLLEGE ADMINISTRATORS	206
APPENDIX VI: QUESTIONNAIRE FOR TOURISM TRAINEES	209
APPENDIX VII: QUESTIONNAIRE FOR TOURISM TRAINERS.....	211
APPENDIX IX: KREJCIE AND MORGAN TABLE (1970).....	213

ACKNOWLEDGEMENTS

I would like to acknowledge the fact that I would not have managed to write this thesis without the Almighty God who gave me life, strength and opportunity to carry out all that this thesis entailed.

I wish also to express my sincere thanks to my supervisors Prof. Noah Sitati and Prof. Hellen Ipara for their excellent guidance and professional support that they gave me during proposal and thesis writing. To all of them I say Thank you.

I would like to recognize the support given to me by the Vice – Chancellor and my colleagues at The Technical University of Kenya, especially Rehab for typing and editing my work and my Dean for her encouragement and support. I owe special regards to my research team: Mr. Charles O’Kambaga and Mr. Okore for assisting me to collect data and Mr. Onchomba for assisting me to enter the data in the Statistical Package for Social Sciences (SPSS). And not forgetting the 2006 Tourism Management class for their encouragement whenever we meet and share talks. May God bless them, Amen.

Finally, my special thanks go to my family and friends who have supported me throughout this period. GOD BLESS THEM ALL.

LIST OF ACRONYMS

AFDB	African Development Bank
ANOVA	Analysis of Variance
FM	Frequency Modulation
CAL	Computer-Assisted Learning
CAT	Continuous Assessment Test
CATS	Credit Accumulation Transfer Schemes
CBD	Central Business District
CBT	Computer-Based Training
CCSSI	Common Core State Standard Initiative
CIA	Canadian Intelligence Agency
CIM	Chartered Institute of Marketers
CSG	Constant Society of Gardeners
CTDLT	Catering and Tourism Development Levy Trustees
EA	East Africa
EDT	Expectation Disconfirmation Theory
GCSE	General Certificate of Secondary Education
GDP	Gross Domestic Product
GoK	Government of Kenya
HRM	Human Resource Management
IATA	International Association of Tour Agencies
ICAO	International Civil Aviation Organization
ICM	Chartered Institute of Marketing
ILO	International Labour Organization
IT	Information Technology
JAB	Joint Admission Board
K24	Kenya 24 hours
KAHC	Kenya Association of Hotel Keepers and Caterers
KBC	Kenya Broadcasting Cooperation
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KIBHS	Kenya Integrated Household Budget Survey
KICC	Kenyatta International Conference Centre
KICD	Kenya Institute of Curriculum development
KIE	Kenya Institute of Education
KIPPRA	Kenya Institute for Public and Policy Research and Analysis
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examination Council
KPUC	Kenya Polytechnic University College
KSHS.	Kenya Shillings
KTB	Kenya Tourism Board

KTDC	Kenya Tourism Development Corporation
KTN	Kenya Television Network
KUC	Kenya Utalii College
KWS	Kenya Wildlife Service
LIA	Letter of Interim Authority
MLC	Middle Level College
MLCs	Middle Level Colleges
MoE	Ministry of Education
MoEST	Ministry of Education Science and Technology
MoHEST	Ministry of Higher Education Science and Technology
MoPND	Ministry of Planning and National Development
MoTW	Ministry of Tourism and Wildlife
MST	Mean Sum of squares due to Treatment
MSE	Mean Sum of squares due to Error
NCBD	Nairobi Central Business District
NTV	National Television
NVQC	National Council for Vocational qualification
OECD	Organization for Economic Cooperation and Development
PCA	Principal Component Analysis
QCA	Quality Control Agency
SPSS	Statistical Package for Social Sciences
TEVT	Technical Education and Vocational Training
TF	Tourism Fund
TIVET	Technical, Industrial, Vocational and Entrepreneurship Training
TU-K	Technical University of Kenya
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
UFTAA	Universal Federation of Travel Agents Association
UK	United Kingdom
UNON	United Nations Office at Nairobi
UNWTO	United Nations World Tourism Organization
US	United States
USA	United States of America
USD (bn)	United States dollars in billion
WTO	World Tourism Organization
YP	Yellow Pages

CHAPTER ONE

INTRODUCTION

1.0 Overview of the chapter

The chapter evaluates information related to the background of the study, statement of the problem, study objectives, research questions, justification and significance of the study, and, scope and limitation of the study. Tourism sector is to be equipped with skilled and knowledgeable trainees/employees who can offer quality services to the tourists.

1.1 Background to the Study

At the global level tourism is perceived as a dynamic industry faced with diverse challenges like insecurity, professionalism, globalization, technological advancement and environmental changes (UNWTO, 2000). The role of stewardship in the tourism sector and the labour market depends on graduates who have been trained in tourism (Tribe, 2002). Education plays a major role in the economic performance of all sectors, including the tourism sector. Individual training and education are among the best safeguards against unemployment. Therefore, there are strong arguments for the promotion of training and the enhancement of qualifications (Anne-Mette & Steen, 2001).

Attitude transformation takes time, effort, and determination. Managers need to understand change takes time and should therefore, set realistic expectations for rapid change (Moore, 2003). Attitudes are formed over a lifetime through an individual's socialization process, which includes formation of values and beliefs during childhood, influenced by family, religion, culture and socio-economic factors. This socialization process affects a person's attitude towards work like in government offices, MLCs, and tourist hotels among others. Perception is everywhere, in politics, religion, psychotherapy, education and day-to day social interaction. People tend to influence one another (Richard & Pablo, 2008), persuasion is the influence of belief, attitude, intention, motivations or behavior (Seiter & John, 2010). Perception is aimed at changing a person's (or groups) attitude or behavior towards some event, idea, object or other persons by using written or spoken words to convey information, feelings, reasoning or combination thereof.

Achieving quality and service excellence in a competitive environment is increasingly and widely acknowledged. Destinations, which foster their human resources, will be best placed to develop high quality tourism products (Baum, 1993). However, except for a few exceptional cases, service standards in the tourism industry in Kenya are still below satisfactory levels, and only few people seem to realize the importance of service industry. In this context, human resource development in the tourism industry would be one of the key issues for future tourism development in Kenya. It is therefore vital to provide an adequate training system for personnel engaged in tourism to meet the needs and expectations from tourism related establishments not only in national parks and reserves but also in various private firms (MoTW, 1995).

According to Koech (1999), Kenyan must understand that the knowledge they are yet to acquire is far greater than what they already have. This is because on the global scene knowledge has been growing faster than the rate at which it has been integrated into the education system. There is a very big gap between what needs to be known and what is known in order to industrialize Kenya in the 21st century. Apart from the knowledge gap, there is also a skills gap. These gaps will have to be understood to close the gap and accelerate industrial development. Vision 2030, states that mismatching between the level of skills imparted by the education system as a whole and the requirements of the labour market, must be corrected in order to identify the existing gap in human resource development in all the sectors including tourism and meet the demands of the new economy (MoPND, 2007).

Developing standard skills involves the employer, who sets the standards at the workplaces, trainers, who design and provide the programmes for professionals, and, the government body to regulate the standards and issue certification (WTO, 1997). Training as an integral part in the development of any nation, equips a nation with the required human resource essential in spurring growth and development. Development of the tourism sector requires expansion at different training levels including certificate and diploma training undertaken in Middle Level Colleges (MLCs) and degree training offered by universities. Graduates of MLCs work directly with tourists due to their responsibility in middle management level (Table 2.1), it is therefore important for them to have proper training.

In 2004, Kenya spend US\$ 4 million on tourism marketing, while Thailand and South Africa spent US\$ 214 million and US\$ 61 million respectively (MoPND, 2007). According to GoK (2010), the Ministry of Tourism's allocation and estimated expenditure for development went up four fold in 2008/2009, and the Ministry received Kshs. 478 million more than Kshs. 120 million it got the previous year to develop the country's tourist sites and build new products. According to the Ministry's National Tourism Policy of 2006 (MoTW, 2006), KTB continued to promote and market Kenya both internationally and locally by using marketing strategies such as on-line, print, electronic media and other social interactive platforms. Besides the foregoing efforts, promotion has been enhanced through the use of cultural ambassadors, word of mouth, among others.

The combination of tropical beaches and spectacular wildlife makes Kenya an ideal tourist destination. The development of the tourism industry in Kenya has led to economic growth and poverty reduction as evidenced in the growth of the Gross Domestic Product (GDP) growth rate for the last 5 years as follows: 2005 at 5.9%, 2006 at 6.3%, 2007 at 7%, 2008 and 2009 at 1.6% and 2.6% respectively. However, the decline in 2008 was due to the 2007 post-election crisis and the government acted by stimulating economic growth through gaining the investors' confidence and expansionary of fiscal and monetary policy by maintaining inflation at 5%. All the major sectors of the economy decelerated in growth between 2008 and 2011. However, comparatively higher growths were witnessed in some sectors, for example, tourism grew from -36.1% to 5.5% (GoK, 2012, Table 2.1). The improvement in the sector is attributed to successful tourism promotion, recovery from the 2007/2008 post- election violence, the global recession, and the political stability in the country.

To ensure that the tourism sector is equipped with competent personnel that can offer quality service to customers and other clientele in the tourism industry, good training is necessary. Within this context, training can be defined as the planned process that aims at modifying attitude, knowledge or skill behavior through learning experiences to achieve effective performance in a range of activities. Its purpose in the work situation is to develop the abilities of the individual and to satisfy the current and future needs of the organization (Goldsmith *et al.*, 1997). In the tourism industry, the nature and type of

training offered to trainees and staff have far reaching implications not only on the quality of services offered, but also on manpower, tourism promotion and development.

Training requires an ongoing commitment in terms of time, effort and money. While the need for training lies in the fact that knowledge and skills are not automatic, according to La Greca (1998) contends that everything that is known today has been learned at some point. Similarly, Koko and Guerrier (1994) alludes that every job, even the simplest, has certain details and requirements that are not self-evident to the novice, but must indeed be learned. Training is generally sector-specific and seeks to equip the trainee with clearly defined skills such as ticketing, waiting or customer contact skills. However, education and training are parallel and complement each other, although sometimes one dominates the other in the individual career (WTO, 1996).

According to Kotler (2003), promotion involves sales promotion, advertising, sales force, public relations and direct mailing, telemarketing and internet, while, tourism development is the way in which tourism develops the economic and social effects of the community, region, or country. Currently, there exists a gap between the expectations of employers and tourism professionals and the training offered in MLCs in Kenya. Against this backdrop, Mazrui (1998) noted that there is lack of nationalism, patriotism and democratic ideals, necessary to promote state cohesion and minimize racial tension in the existing curricula. Therefore, tourism requires well-trained and grounded expertise and professionals to operate and manage the industry in order to promote and develop quality services or products in the country. Based on the foregoing observation, the study was guided by the Expectancy Disconfirmation Theory, which focuses on the gap between performance and expectations of customer satisfaction (Oliver, 1980).

Consumers first form expectations of products or services and employee performance prior to purchase or use, and contribute to consumer beliefs about the actual or perceived performance of the product or service. The consumer then compares the perceived performance to prior expectations (Clemons & Woodruff, 1992).

1.2 Statement of the Problem

A problem noted by this study is that even though tourism industry is very important to many countries including Kenya, the attention given to the human resource development in the tourism sector has been quite low leading to a explosion of most employees within the tourism sector having very wanting professional training as compared to the needs of the industry which has negative effect on tourism promotion and development. This may be stemming from underlying causes such as type of institutions where they study, the level of training, syllabus, facilities just to mention but a few. There is a growing sentiment that the public provision of training produces graduates with obsolete or market-irrelevant skills, even though the cost of training is much greater in public institutions compared to private institutions (Johnson & Adams, 2004). A study conducted in Nigeria and derived from a concern of how adequate contemporary higher education in Nigeria provides for the technical and managerial work force needs of manufacturing industries (Longe, 1991) revealed that in spite of the increasing proliferation of universities and MLCs in the country during the past decades the link between higher education and industry needs especially in the areas of human capital and utilization of skilled labour has not been meaningfully investigated. On one hand, the original objective of universities serving as centers for generating innovative knowledge and personnel for creating new productive systems and MLCs, and on the other hand producing graduate work force to help in maintaining these systems especially in industries tends to be compromised (Longe, 1991).

Human resource training is a major concern to the tourism sector as it expands. The sector requires 10,000 graduates annually but government colleges and public and private universities offload only 1,920 into the job market (GoK, 2010). Accredited private MLCs have no capacity to fill the huge remaining gap, therefore, impacting negatively to tourism promotion and development in the country. Consequently, it has in recent years emerged that the tourism industry is experiencing an acute shortage of qualified trainers. This may be responsible for the declining standards of the performance of some of the graduates being released into the job market. The government is however, concerned about the high rate of unskilled labour finding its way into the hospitality and tourism industry, and recommends the need to implement standardization programmes to arrest the situation. If a quick solution towards updated

technological shifts and training of highly qualified personnel is not found, the sector will struggle to keep pace with its growth demands.

According to Sessional Paper No.1 of 2005, the current technical, industrial, vocational and entrepreneurship training (TIVET) identified a gap in tourism training between the skills learnt in MLCs and skills demanded by the tourism industry (Ministry of Education, MoE, 2005). Kenya's Vision 2030 has underscored tourism as one of the major pillars of the economy and hence this study generates information that can fill the foregoing gap, and serve as a basis for making informed decisions in the tourism industry (MoPND, 2007). Kenya, just like other countries such as Nigeria, is also experiencing a professional succession gap in its tourism labour force and the market due to changes that have occurred in Kenya's labour market in recent years where the young generation has missed out on the opportunity to gain appropriate skills, resulting in widespread socio-economic problems as the highly skilled generation, who benefited from early employment, vocational training and apprenticeships exit the job market. Despite this, the study is useful to assess the attitudes of selected stakeholders towards tourism training in MLCs and their implications on tourism promotion and development in Kenya, with a view of keeping pace with the ever-changing needs and expectations in the tourism industry.

Further, no studies have been done to assess whether the demands and attitudes of trainers and trainees, communities and other stakeholders, economic change, competition levels and the unique characteristics of the tourism industry have been incorporated in contemporary tourism curriculum. The main goal of the current curriculum is to produce large numbers of trainers, whose products are poorly trained and ill equipped in operating the local tourism industry. To this end, literature reviewed revealed that more often than not, tourism training has not been linked with the industry and hence the need for review to make such curricula more relevant (Cooper *et al.*, 1996). The tourism industry is changing so fast that Kenya's unique tourism potential would not be fully realized if MLCs keep on relying on old training curricula. Consequently, there is need to adopt training curricula that are appropriate and relevant in producing a work force that can promote and boost the development of tourism in a destination, and offer quality services to satisfy the dynamic needs of today's tourists by reducing the gap between what is learnt in MLCs and the industry needs. Therefore, lessons learnt from the

foregoing study in Nigeria can help stakeholders in Kenya's tourism industry, among them tourism curriculum developers, trainers and employers, to make informed decisions on making training in MLCs more relevant to the job market by meeting the expectations of employers and tourists.

1.3 Study Objectives

1.3.1 General Objective

The main objective of the study was to assess the attitudes of stakeholders towards tourism training in middle level colleges in Kenya.

1.3.2 Specific Objectives

The study aimed at achieving four specific objectives namely,

- (i) To assess the attitudes of administrators towards tourism trainings offered by middle level colleges in Kenya.
- (ii) To determine if there are any differences in the type of tourism trainings offered in middle level colleges in Kenya?
- (iii) To determine the attitudes of middle level college trainees towards tourism training.
- (iv) To assess the attitudes of trainers in middle level colleges towards tourism training.

1.4 Research Questions

The study was guided by the following research questions:

- (i) What are the attitudes of administrators towards tourism training in middle level colleges in Kenya?
- (ii) Are there any differences in the type of tourism trainings offered in middle level colleges in Kenya?
- (iii) What are the attitudes of middle level college trainees towards tourism training in Kenya?
- (iv) What are the attitudes of middle level college trainers towards tourism training in Kenya?

1.5 Justification and Significance of the Study

Kenya aims to create a globally competitive and adaptive human resource base to meet the requirements of Vision 2030 (MoPND, 2007). The tourism sector experiences shortage in trained staff arising from the demand for high level skills that are required by the projected growth in the tourism sector (Ministry of Tourism and Wildlife, MoTW, 2008). The existing capacity and capability in tourism training in MLCs are inadequate to absorb the excess Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE) candidates who did not proceed to the next level of education. These are the target groups whose skills development will have to be enhanced through a well harmonized, flexible and demand-driven TIVET system in order to ensure that they are able to contribute to economic development (MoPND, 2007). To improve the sector and achieve Vision 2030, the government together with all stakeholders should invest in high quality skills training and develop national training and testing standards for the tourism sector, a mount a continuous campaign aimed at changing negative attitudes towards tourism sector and creating awareness about the importance of providing quality services in the industry.

Study findings will be useful to the government, MLCs administrators, investors in MLCs and tourism training, development partners and other stakeholders in the tourism sector/industry in formulating and/or revising training policies and mechanisms for successful implementation of tourism training in MLCs for manpower development for tourism sector in Kenya in order to attain Vision 2030.

College administrators who are to enhance and promote the image of MLCs involved in tourism training together with their students and staff through creative use of professional networks, development of attractive programmes and well-written teaching/training materials, improved public relations for the colleges which is measured by the number and quality of communication pieces developed such as news faxes, internet, newsletter, media releases, brochures, and website. Administrators will provide advices, encourage open communication and contribute positive solutions to resolving challenges and problems facing the tourism industry, and also and apply applicable laws, policies, rules, and regulations according to the Ministry of Education requirements.

Trainees will demonstrate knowledge, skills, and commitment. Trainees will also have to critically examine their own practice collect and analyze data based on the practice then based upon those data. As Dhamodharan *et al.* (2010) reported the entire tourism training program is measured in terms of interviewed from the trainees who underwent training in relation to their expectations and attitudes. Trainees are expected to show that they are enjoying their work as visitors are enjoying their time (Armstrong, 2010). They should also be reliable, demonstrate knowledge and use of technology to improve services and operations by showing respect, consideration, and professional bearing towards customers at work places (Armstrong, 2010). Trainees are expected to understand customer orientation and effectively apply knowledge and skills to individual circumstances of the customer/needs of the department in a tourist destination which will increase the number of tourist/visitors into the country.

According to trainers, one aspect that influences students learning is attitudes (Solmon, 2003). When trainers create a learning environment to trainees, it enhances positive attitudes towards the subject matter, which has potential impact student teaching (Graham & Parker, 2004). Trainers analyze the creative thinking skills of the trainees and draw attention to the need for further research in tourism about student performance in line with the expectations. The new forms of instruction such as self-paced and online learning are emerging but lecture method in classroom scenario according to Korte (2006), the lecture method is useful in imparting information and knowledge to the learner. Trainers are expected to increase the learner's attention and linking new information to prior knowledge by ensuring practical application into improved job performance. The learning theory is effective when training is relevant, engaged, active and learner-centered. Thus the latest technology in terms of skills and knowledge has to be imparted by the trainers to trainees to give quality services to the tourism destinations in order to promote and develop the tourism sector.

Study results and recommendations will form part of the literature on tourism training and development in Kenya. To ensure that the tourism sector is equipped with competent personnel that can offer quality service to customers and other clientele in the tourism industry, good training is necessary. Human resource training is a major concern to the tourism sector as it expands. According to Sessional Paper No.1 of 2005, the current technical, industrial, vocational and entrepreneurship training (TIVET) identified a gap

in tourism training between the skills learnt in MLCs and skills demanded by the tourism industry (Ministry of Education, MoE, 2005). Stakeholders in Kenya's tourism industry, among them tourism curriculum developers, trainers and employers will use the results, to make informed decisions on how to make tourism training in MLCs more relevant to the job market to meet the expectations of employers. Lastly, the thesis will serve as a reference material for researchers, scholars and others interested in carrying out research on a similar topic.

1.6 Scope and limitations of the Study

The research focused on the attitudes of three major stakeholders in the tourism sector namely college administrators, trainees and trainers in MLCs in Nairobi, Kenya. The target population comprised of college administrators and staff involved in the administration of MLCs, trainees/students who are training in tourism programmes in MLCs, and trainers/teachers teaching tourism programmes in MLCs. The study covered MLCs involved in certificate and diploma training programmes in sampled public and private MLCs since the tourism curricula commenced at this level within Kenya's educational system. The study was conducted in 16 public and private MLCs registered by Ministry of Higher Education, Science and Technology (MOHEST) and licensed by Catering and Tourism Development Levy Trustees (CTDLT).

The study was limited by the non-availability of college administrators who are busy in their offices handling students and other visitors since some of them do not have the secretary/assistants to assist them. To counter this, the researcher had to be in the sampled MLCs offices by 7.00 am before visitors and students were served by the administrator. Private administrators felt they were being probed in getting the information. The researcher had to show his student admission card, letter from Moi University and the ministry's letter allowing the researcher to conduct the study. Some of trainees were part-time students who were not available all the time, and it sometimes became difficulty to leave the questionnaires behind to get proper information. To solve this, the researcher had to visit the MLCs more than once to collect the data from those who had not filled the questionnaires from the previous visit. Trainers in private MLCs did not have offices and went directly to teach without passing through the administration offices, making it difficult to get their information. The researcher had to

know the time of teaching for part-timers and follow them to class before teaching to fill the questionnaires.

Majority of the trainers in public MLCs felt it is a waste of time to give the information while those in private MLCs felt that they are being probed and were reluctant for the interviews. The administrators had to write a letter to the lecturers requesting them to fill the questionnaires since the study is important for both the government and the MLCs.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews information related to tourism training, promotion, development and other related issues. Using information sourced from books, journals, papers and articles, and other published and unpublished sources, gaps in tourism training are identified. According to Mazrui (1998) tourism training in Kenya should include aspects of nationalism and patriotism to promote cohesion. The conceptual framework showing variables in the study and the way they are inter-related is also given since middle level tourism training colleges play a critical role in producing skilled manpower for the tourism industry. The Middle Level Colleges (MLCs) also determine the quality of services offered in the tourism sector by emphasizing wide range of skills and programmes offered to meet the employers' objectives. The sub-sections in the chapter focus on training in MLCs, global tourism development and growth, tourism as a mode of development, its promotion training and development in Kenya and tourism training.

2.1 Training and Education

Training and education is an integral part of learning organizations (Tasca *et al.*, 2010). Evaluating training is a critical part of learning (Farjad, 2012). Most organizations use Kirkpatrick's Model of Evaluation to evaluate training which includes four steps in evaluation process namely, reaction, learning, behavior, and results (Kirkpatrick Partners, 2011). When skills and knowledge are transferred by trainees from learning in class to workplace that shows the objectives of training have been attained (Kirkpatrick Partners, 2011). Reactions measure the satisfaction level of trainees while, learners determine the attitudes towards the objectives to be arrived at, and the result assesses the specific learning that has been transferred to the trainees which impact the society/community (Figure 2.1). The model shows how different stakeholders can help in promoting quality tourism training of manpower for the tourism sector through MLCs.

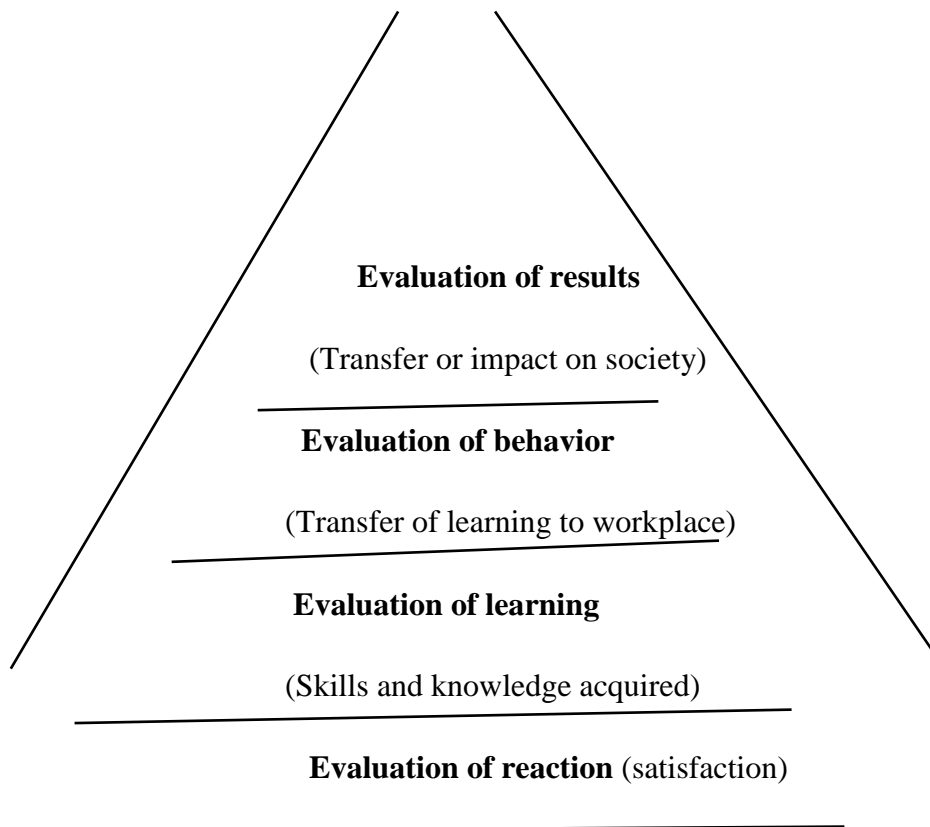


Figure 2.1: Kirkpatrick’s hierarchy of model of evaluation

Source: Kirkpatrick (1959, 1994), Kirkpatrick Partners (2011)

2.2 Training in Middle Level Colleges

The country needs to focus more on technical and vocational training education provided by MLCs who train skilled manpower required to fight unemployment which is one of the objectives of Vision 2030. However, the major issue is the “mismatch between what is offered by MLCs training and the industry needs”. Therefore, there is need to link training and employment by integrating practical skills with conceptual knowledge in the tourism industry. In such a case, there is a gap between training and industry, whereby the needs of tourism industry are to be incorporated in the tourism training curriculum. Trainees with skills and awareness of the markets are able to be employed. On diverse forums, employers and tourists grumble of the quality of MLCs trainees/graduates and yet training is the hotbed for innovation and creativity, in today’s technology since it is changing fast. Hence, there is a need to inculcate an attitude of life-long learning offered by MLCs to some stakeholders in tourism sector to deliver quality services to tourists for nonstop support in the sector. Consequently, continues learning according to Odhiambo

(2012) is coordinated and offered at various levels: Artisan level in Youth Polytechnics and on-the-job training in the formal sector and informal sector (Jua Kali apprentices), Craft level in Technical Training Institutes (TTIs) and Institutes of Technology (ITs), Technician level in National Polytechnics (NPs) and a few selected TTIs and ITS, and Technologist in National Polytechnics and Universities. Other TIVET institutions are managed by several non-formal institutions run by government, parastatals, private institutions and universities.

Ouma (1970), tourism industry needs a high degree of professional skills and experience in order to accelerate vocational training due to the high demand for manpower tourism training, various skills needed in the industry are taught in MLCs, which boosts the performance of trainees in hotels and other employment opportunities available. The variety of jobs in the tourism sector makes entry into the labour market easy for workers from other sectors of the economy (Szivas *et al.*, 2003).

The Kenya Government alludes that graduates from MLCs lack skills in management (GoK, 1991) and tend to have a narrow worldview in tourism operations. That is why Moi University introduced a 4-year Bachelor of Science (BSc) programme in tourism in 1991. This was followed by University of Nairobi in collaboration with Kenya Utalii College (KUC) among others. Universities are aimed at improving the competencies (knowledge, skill and affection) of trainees/graduates from MLCs to compete internationally (Meister, 1998). The centrality of TVET is anchored on the need for skilled human resources with the job skills to support University-trained professionals such as engineers, doctors, architects, tourism management and other professionals. However, trainees lack certain skills among others needed in the tourism industry (Ipara, 2006). Over the years, the institutions have also fulfilled the significant role of relieving the universities of pressure on student admission, by absorbing a sizable number of secondary school leavers.

Trainees can acquire practical skills needed in the industry through attachment. In Kenya, 123 MLCs, 1,699 students, 23 lecturers/trainers from MLCs and 136 employers out of 350 have been participated in the industrial attachment/placements (African Development Bank / Organization for Economic Cooperation and Development, AfDB/OECD, 2008). Work placements provide trainees with meaningful work

experience and the period of placement must cover a substantial period of a year (Cooper *et al.*, 1996) however, most MLCs attach their trainees between 3 and 6 months to the industry.

According to MoE (2010), the university higher education system has not expanded at the same pace as the secondary school completion rates for example out of the more than 400,000 students who sit for KCSE every year only about 30,000 get admission to public universities. In addition the cost of training in these MLCs is relatively affordable. For between Kshs.10, 000 and Kshs. 30,000 a year a student can enroll in either a certificate or diploma program (GoK, 2010). Because graduates of these institutions easily secure jobs immediately after completion, some students admitted to general degrees courses in universities nowadays prefer to join post-secondary non-degree institution that offer market oriented courses. Additionally, the institutions are strong in exposing students to scientific and technological trends and critical thinking besides preparing them for university education. It is expected that the rapid progress can be made within a short time by harnessing the potential of TVET institutions. This is the case in some countries such as South Korea, Malaysia, Finland, Ireland, China and Chile. In the last 10 years, the government has embarked on a sustained program to upgrade facilities and equipment in the institutions (MoPND, 2007). The investment in science technology and innovation is intended to enhance a strong base for increased efficiency, sustained growth and value-addition to the youth training and strengthen the legal and policy framework governing TVET. Plate 2.1 shows students doing practical in workshop at MLC.

According to Economic survey (GoK, 2013), the number of TVET institutions has risen from 701 in 2011 to 748 in 2012 as well as increased enrollment of students. They offer a diverse array of programs with a strong bias towards engineering, technology, architecture, computer, textiles, pharmacy, electrical and electronics, business accounts, human resource, hospitality and tourism, among others.

Middle level colleges offer training courses leading to certificate, diploma and higher diploma awards. In the recent past, some have introduced degree programs in collaboration with established universities. However, according to the MoT (1995), employees in tourism industry, should have undergone some form of training in MLCs,

like part-time, refresher, short or induction courses and apprentices training to enable them acquire the necessary skills and knowledge needed by the industry. Certificate courses take between six months to one year while diploma goes for two to three-years depending on the course and examining body. Those with training in tourism and hospitality are employed in hotels, tour firms, and tourism training institutions, among others.



Plate 2.1: Students undertaking a practical lesson in a TVET class at KPUC

Source: www.kpuc (2012)

2.3 Development and growth of global tourism

International tourist numbers expanded in 2011 despite a global economic crisis, the Arab uprising and the Japanese earthquake (United Nations World Tourism Organization, UNWTO, 2011). The number of international tourist arrivals grew by 4.4 % to 980 million in 2011, up from 940 million in 2010 (UNWTO, 2011). However, while the number of visitors to Europe surged as civil conflict drove many tourists away from sunspots in the Middle East and North Africa in 2011, the overall recovery that began in 2010 appears to be losing steam. According to UNWTO, world tourism had

recovered from its worst year in 60 years in 2009, with visitor numbers rising up by 6.7% in 2010, compared to the 2009 UNWTO's forecasted figure of 4% – 5%.

The UNWTO (2011) forecasted that international tourism will grow further in 2012, although at a slow rate. Arrivals were expected to increase by 3% to 4%, reaching the historic one billion mark by the end of the year. Asia and Africa are expected to post the greatest growth in tourism numbers in 2012, with the agency predicting tourist arrivals to the two regions to rise by 4% to 6%. In 2011, Europe recorded an extra 29 million visitors which was 6% higher than 2010, reflecting the sharpest rise of all the regions. However, Africa, with 50 million visitors overall, lagged in growth in tourist arrivals in 2011 after posting gains of only 6% in the previous year. The gain of two million, which represent 7% by sub-Saharan destinations, was offset by the losses in North Africa of 12%. Visits to the Middle East declined by 8%, with the region losing an estimated 5 million international tourists arrivals compared to 2010, when it had a total of 56 million (UNWTO, 2011).

The importance of the tourism sector is in line with UNWTO (2011) which states that the tourism sector is directly responsible for 5% of the world's GDP, 6% of total exports and employs one out of every 12 people in advanced and emerging economies. The foregoing results are encouraging in stimulating growth and job creation among others. The international tourism hit new records in 2011 despite, various challenging conditions. From the foregoing discussion, it can be inferred that growth in tourism numbers and arrivals calls for more personnel to cater for their needs, and consequently MLCs have a critical role to play in training human resource needed to fill this gap.

2.4 Tourism as a mode of development

Tourism sector attracted capital investment worth of USD814.4bn in 2014. This is focused to rise by 4.8% in 2015, and rise by 4.6% per annum for the next ten years to USD 1,336.4bn in 2025. Tourism's share of total national investment will rise from 4.4% in 2015 to 4.9% in 2025 (World Travel and Tourism Council, WTTC, 2015).

Tourism has been described as one of the largest sectors in the world and an economic driver, grossing a total of \$ 944 billion in 2008 (UNWTO, 2008) and US\$7.6 trillion (10% of global GDP) and 277 million jobs (1 in 11 jobs) for the global economy in 2014 (WTTC, 2015). Despite this, international tourism has experienced a downward decline

since the second half of 2008 due to different challenges facing the sector every year. The global economic crisis, the weakness of many currencies against the US dollar, the deep recession in Russia, a key outbound market will slow outbound spending thus reducing world trade in 2015. However, falling oil prices will bring significant improvements for net oil importers in 2015, improving standard of living, increasing disposable household incomes and domestic consumer spending, and lowering air fares. Security and unrest in many parts of the world is a major concerns for example in 2015 terrorism attack in France, Middle East crisis, North and West Africa unrest and Brussels attack (2016), many governments are putting stringent measures for security to combat infiltration of Al-Qaida, Boka Haram and Al-Shabaab movements into their country for example most Western countries have to advice their citizens wherever they are travelling on security issues. Secondly, countries like Kenya and USA share intelligent information concerning security in the region. Finally, health concerns, the 2009 influenza A (H1N1), Ebola virus among other have affected the movement of tourists to different destinations. According to UNWTO Secretary-General, Taleb Rifai, this underscores that tourism is surprisingly resilient economic sector which increasingly contributes to development in many countries around the globe. For national government, it is a reminder that tourism can be part of the solution to foster socio-economic development and job creation (WTTC, 2015).

Tourism development is based on existing attractions including wilderness areas, heritage sites, and beaches, which means that tourism has relatively low start-up costs compared to other sectors. As a result, tourism sector expansion is forecast to continue at a stronger rate, new destinations and investment opportunities are emerging as tourism becomes increasingly affordable across the developing world (WTTC, 2015).

2.4.1 Global overview of tourism promotion and development

The Tourism Special Event is a UNWTO event which addresses tourism's potential for development in Less Developed Countries. The main theme focuses on building good governance and sustainability in tourism development, promoting domestic and foreign investment for sustainable tourism development, fostering poverty reduction through linkages between the tourism sector and local suppliers of goods and services, and supporting human resource development through improved education, training and decent work, including related capacity building, in the tourism sector. Key Outbound

Tourism Markets in South-East Asia' are one of the collaboration initiatives between UNWTO and Australia in recent years. It is envisaged that the report from the event will serve as a resource for destination planners, strategists, marketers and researchers (UNWTO, 2013).

However, tourism promotion world over is done through advertisements in radios, television, magazines, posters, newspapers and brochures among others. It involves encouraging internal tourism, preserving the existing attractions and creating new ones, improving on accommodation and health facilities, training tour guides and hotel workers for effective communication and good services, improving on transport facilities by purchasing modern tour vehicles and modernizing roads to tourist attraction. Others include organizing package tours and improve on security in order to promote peace hence tourist attraction (<http://www.ehow.com>, 2013). In Kenya, the government's strategy to market the country as a safe tourist and investment destination has been crucial in promoting the tourism sector which has led to a steady increase in tourists' arrivals since 2008. Also, on the local scene, a number of Kenyan visiting national parks and game reserves have remained high due to vigorous marketing through advertisements such as travel diaries and the KWS slogan 'twende tujivinjari' in promotion of domestic tourism (GoK, 2012). In most cases tourism promotion in Kenya is done through advertisements, radios/television and magazines among others.

In 2009 international tourism generated over US\$ 1 trillion globally translating to US\$ 3 billion per day. Tourism exports account to as much as 30% of the world's exports of commercial services and 6% of overall exports for goods and services. Globally as an export category, tourism is ranked fourth after fuels, chemicals and automotive products. In most developing countries, tourism is the main source of foreign exchange and the number one export category, creating employment and development opportunities. According to WTTC (2015) Worldwide, tourism sector contributed either direct or indirect 276,845,000 job opportunities in 2014 (9.4% of total employment) (1 in 11 jobs for the global economy) in which is expected to rise by 2.6% in 2015 to 283,983,000 jobs (9.5% of total employment). However, by 2025, tourism sector is expected to contribute 356,911,000 jobs (10.7% of total employment), an increase of 2.3% per annum (WTTC, 2015).

For the last six decades, tourism has continued to expand and diversify its products becoming the fastest growing economic sector in the world. According to WTTC (2015), money spent by foreign visitors to a country is a key component of the direct contribution of tourism which generated USD 1,383.8 bn in 2014. In 2015, this is expected to grow by 2.8%, and attract 1,172,740,000 international tourist arrivals. It is focused that by 2025, international tourist arrivals expected to total 1,796,210,000, generating expenditure of USD 2,140.1 bn, an increase of 4.2% per annum (WTTC, 2015). International tourist arrival has continued to grow from 25 million in 1950 to 880 million in 2009 (UNWTO, 2011), while international tourist arrivals are on track to reach the milestone one billion mark by end of 2012. By region, Europe (+6%) was the best performer, while by sub-region South-America (+10%) topped the ranking. Contrary to previous years, growth was higher in advanced economies (+5%) than in emerging ones (+3.8%) (World Tourism Organization, WTO, 2012).

In Africa, the year 2011, maintained international arrivals at 50 million, as the gain of two million by Sub-Saharan destinations (+7%) was offset by the losses in North Africa (-12%). The Middle East (-8%) lost an estimated 5 million international tourist arrivals, totaling 55 million. Nevertheless, some destinations such as Saudi Arabia, Oman and the United Arab Emirates sustained steady growth. In 2009, the tourism arrivals in Africa were ranked as follows: Egypt 12.5 million, South Africa 9 million and Kenya 950,000. Tourism created employment for 2.8 million in Egypt, 1.2 million in South Africa and 400,000 in Kenya (WTO, 2012). However, according to GoK (2012), tourism earnings in Kenya rose by 32.8% from Kshs. 73.7 billion to Kshs. 97.9 billion, with total arrivals growing from 1.6 million to 1.8 million in 2010 and 2011, respectively. However, earnings decreased from Kshs 94.0 billion in 2013 to Kshs 87.1 billion in 2014 (GoK, 2015).

The factors that contributed to the growth of tourism include promotion in new markets like Asia, repositioning the country as a high value destination using techniques such as Brand Kenya Initiative, political stability and improved security like dealing with Al Shabaab and their sympathizers, and the improved infrastructure such as Thika Road (Plate 3.2, GoK, 2012). This indicates that tourism is the key driver for socio-economic growth through creation of jobs, enterprises, infrastructure development and foreign revenue earnings among other as indicators of country's development.

2.4.2 The role of tourism industry in the global economy

According to WTTC (2015), the direct contribution of tourism sector to GDP in 2014 was USD 2,364.8bn (3.1% of GDP) and is expected to rise by 3.7% to USD 2,451.1 bn in 2015. This reflects the economic activity generated by tourism industry such as hotels, travel agents, airlines and other passenger transportation services (excluding commuter services). While, restaurant and leisure industries contribution is expected to grow by 3.9% per annum to USD 3,593.2bn (3.3% of GDP) by 2025. The total contribution of tourism sector to GDP (including wider effects from investment, the supply chain and induced income impacts (Table 2.1) was USD 7,580.9bn in 2014 (9.8% of GDP) and is expected to grow by 3.7% to USD 7,863.5bn (9.9% of GDP) in 2015. It is expected to rise by 3.8% per annum to USD 11,381.9bn by 2025 (10.5% of GDP) (WTTC, 2015). The tourism industry contributes to GDP and employment in many ways (Table 2.1), however, the total contribution of tourism sector to GDP is three times greater than its direct contribution (WTTC, 2015).

Table 2.1: Contribution of tourism to economic growth: Estimates and forecasts

WORLD	2014		2015	2025		
	USD (bn)	% of total	Growth	USD (bn)	% of total	Growth
Direct contribution to GDP	2,364.8	3.1	3.7	3,593.2	3.3	3.9
Total contribution to GDP	7,580.9	9.8	3.7	11,381.9	10.5	3.8
Direct contribution to employment	10,5408	3.6	2.0	13,0694	3.9	2.0
Total contribution to employment	27,6845	9.4	2.6	3,56.91	10.7	2.3
Visitor exports	1,383.8	5.7	2.8	2,140.1	5.6	4.2
Domestic spending	3,642.1	4.7	3.7	5,465.0	4.1	3.8
Leisure spending	3,850.2	2.3	3.3	5,928.8	2.5	4.1
Business spending	1,175.7	0.7	4.0	1,679.0	0.7	3.2
Capital investment	8,14.4	4.3	4.8	1,336.4	4.9	4.6

Source: WTTC, 2015

According to WTO (2012), international tourism receipts and expenditure for 2011 closely follows the positive trend in arrivals. Among the top ten tourist destinations, receipts were up significantly in the USA (+12%), Spain (+9%), Hong Kong (China) (+25%) and the UK (+7%). The top spenders were led by emerging source markets among them – China (+38%), Russia (+21%), Brazil and India (+32%) followed by

traditional markets, with the growth in expenditure of travelers from Germany (+4%) and the USA (+5%) being highest.

As destinations worldwide aim to stimulate travel demand under pressing economic conditions, UNWTO is urging governments to consider advancing travel facilitation, an area in which in spite of the great strides made so far, there is still much room for progress. UNWTO advises countries to make the most of information and communication technologies in improving visa application and processing formalities, as well as the timings of visa issuance, and to analyze the possible impact of travel facilitation in increasing their tourism economies. Travel facilitation is closely interlinked with tourism development and can be the key in boosting demand. This area is of particular relevance and governments are looking to stimulate economic growth but cannot make major use of fiscal incentives or public investment (UNWTO, 2011). To achieve the envisaged growth and change, skilled manpower is needed at all levels including tourist hotels to spearhead key activities and operations, consequently, MLCs have a critical role to play in tourism development.

Travel and tourism industry is the largest business sector in the world and is responsible for over 230 million jobs and over 10% of the Gross Domestic Product worldwide (UNWTO, 2010). Steven and Joanne (2007) allude that the demand for tourism employees will continue to grow as forecasted from 198 million globally in 2002 to 249 million in 2012 while in Kenya there will be a shortage of 30,000 trained manpower (MoPND, 2007). The Economic survey has documented that in 2008 and 2009 the tourism sector created 3,060 and 4,950 jobs respectively, and the sector accounted for 9% of Kenya's total employment (GoK, 2010).

However, the ageing employees from developed countries have reduced the work force making tourism firms to invest in training for their employees, despite, their age and Kenya is not an exception. There is need for the tourism industry to increase the human resource to cater for increasing number of tourist arrivals. This in turn calls for more training opportunities in MLCs in order to train personnel for the tourism sector/industry. According to Sitati (2007), the tourism industry has become a major contributor to Kenya's economy, which is second to agriculture accounting for 12.5 percent of GDP.

2.5 Tourism promotion and development in Kenya

The Draft Tourism Bill 2007 has revolutionized the administration and structures of all institutions under the Ministry of Tourism in order to enhance sustainable tourism in Kenya (MoT, 2007). The Bill provides for the development, management, marketing and regulation of sustainable tourism and - related activities and services for the improvement of the industry. The local hospitality and tourism industry faces many challenges in meeting the diverse needs of the tourism markets and is surrounded by many developmental and contextual issues. However, professionals in this industry need to be competent in order to address these challenges which can be achieved through industry-driven training and education programmes.

2.5.1 Tourism promotion in Kenya

Tourism promotion in Kenya dates back to 1965 following inflation which affected world prices for tea and coffee. Kenya had over-relied on agriculture between 1965 and 1970, and annual growth was 36% and 1.4% between 1970 and 1980 respectively, and 7.5% between 1980 and 1990 (Ikiara, 2001). The government diversified the economy to solve her problems of balance of payments deficits (Sindiga, 1995). This led to gazettment of protected areas and development of facilities for visitors. The Ministry of Tourism was mandated to develop and establish institutions like Kenya Tourism Development Corporation (KTDC), Catering and Tourism Development Levy Trustees (CTDLT), Kenya Wildlife Services (KWS), and Kenya Utalii College (KUC) in the 1970s-80's and Kenya Tourism Board in 1996 (KTB, 2007).

With increasing degradation and reduction in the quality of Kenya's tourist attractions, the country has been experiencing intense competition as more tourists switch to other countries in the region like Zimbabwe, Botswana, Tanzania and South Africa offering similar tourist attractions (Akama, 1997). This led to a decline in the number of international tourists visiting the country as well as revenue generated. The problem was further exacerbated by a poor infrastructural system due to the El Nino rains, insecurity, and the 2007/2008 post-election violence (Kenya Tourism Board, KTB, 2007). To counter this, several promotion strategies have since mid-2008 been adopted by the Kenya government to promote and market Kenya as a unique tourist destination. These include aggressive advertising targeting high spending tourists in traditional and new markets, marketing new tourist attractions, branding national parks and reserves

according to their attributes, and finally, initiating the Brand Kenya initiative to market Kenya as an international destination, and create a sense of national pride (KTB, 2007).

According to Ritchie and Crouch (2009), what concerns to hotels marketing, is the increasing number of hotels, in addition with the increases on leisure time, levels of income and transport infrastructures, this places marketers in a position to strategize in order to position the hotels in differentiated places in relation with its competitors and positioning in the minds of potential tourist. Kenya's tourism promotion and marketing has benefited from the work of private tour operators and travel agents both at home and overseas. The private sector contributes 60% of the promotional costs of participating in international fairs, exhibitions, seminars, workshops, and road shows while the government meets the balance (Mbova, 1996). Kenya's varied environments, its wildlife and bird populations are a subject of many documentary films, books, and magazine articles, which provide free publicity to the country's tourism. Kenya has tourism offices in London, Zurich, Frankfurt, Stockholm, Paris, New York, and Pretoria, in addition to local ones. All these efforts have boosted Kenya's image internationally, contributing to its ranking as a reputable destination, increased numbers of tourists, and revenue generated since 2009. The revenue generated has been utilized to boost infrastructure, management and security in protected areas and tourism sites, improve tourism facilities, and support other related development ventures and initiatives.

According to the Ministry of Planning and National Development (MoPND, 2007), Vision 2030 - the blue print to Kenya's development, underscores the importance of advertising campaigns as a means of informing potential tourists about Kenya's attractions and facilities by targeting her traditional top five sources of tourists namely UK, USA, Germany, Italy, and France as well as emerging markets like India, South Africa and Japan, expanding domestic and regional tourism and branding national parks to attract more tourists to the country.

2.5.2 Development of tourism products in Kenya

The economic contribution of tourism includes direct contribution like commodities (accommodation, transportation, entertainment and attraction), Industries (accommodation services, food and beverages services, retail trade, transportation services and cultural, sports and recreational services), and, sources of spending

(residents' domestic travel and tourism spending, businesses' domestic travel spending, visitor exports and individual government tourism spending). The 'indirect' contribution includes the GDP and job opportunities supported by tourism investment spending for both current and future activity that includes investment activity such as the purchase of new aircraft and construction of new hotels, Government 'collective' spending, which helps tourism activity in many different ways as it is made on behalf of the 'community at large' for example, tourism marketing and promotion, aviation, administration, security services, resort area security and sanitation services for example, purchasing of domestic goods and services to be used by tourist like purchases of food and cleaning services by hotels, fuel and catering services by airlines, and information technology services by travel agents. The 'induced' contribution measures the GDP and jobs supported by the spending of those who are directly or indirectly employed by the tourism sector as it impacts on the economy. The growth will require the country to adopt coordinated approach to talent planning and development between the industry, governments and educational institutions to ensure they fulfill their mandate (WTTC, 2015).

Mugambi (2011) proposed to the government to set up a tourism development plan, which will provide a detailed program for tourism sector to design and develop tourism products. According to Kenya's Vision 2030 (MoPND, 2007), the tourism sector is to "become a top ten long-haul tourist destination in the world which offers a high-value, diverse and distinctive visitor experience" (GoK, 2007). This will be achieved through a strong focus on the quality and diversity of tourism products in the country. Four products namely: the coastal products – attracting new investors, increasing bed capacities, and constructing two resort centers (Lamu and Kilifi), safari products – in premium parks by rehabilitating and expanding existing facilities and infrastructures, niche products -eco-tourism, culture tourism, and water based tourism, and sports tourism among others, and, business and conference tourism. Other measures include the development of the implementation of tourism master plan and tourism regulatory framework. According to the Tourism Act of 2010 (MoTW, 2011), Kenya Tourism Development and Promotion shall be established to promote and develop the tourism sector. The Act proposes the establishment of Regional Tourism Boards, Kenya Tourism Development Fund and National Tourism Facilities Management Board. KUC will be in

charge of training, research, and curriculum development, and also offer national examinations.

In order to train for the tourism sector, the Ministry of Tourism has to radically reorganize itself and rethink about the capacities. That would include dealing with the decline in training standards that have in recent years led to an acute shortage of professionals to manage the ambitious expansion of tourism. The central role of marketing in the management of tourism is the success in its ability to attract clients against competition from many providers of similar tourism and other products or services, from which people can choose to spend their discretionary time and money (Law, 2002).

According to Bowden (2007), several factors have led to slow recovery of tourism in Kenya among them competition from other tourist destination especially South Africa, which has high class hotels compared to Kenyan hotels and ageing infrastructure among others. In 2008 and 2009, 34,000 and 55,500 jobs were created respectively and the private and public sectors recorded employment growth of 3.1% and 2.4%. Tourism earnings amounting to Kshs. 65.2 billion in 2007, Kshs.52.7 billion in 2008, Kshs. 62.5 billion in 2009, Kshs. 74 billion in 2010 and Kshs. 97.9 billion in 2011 were recorded (GoK, 2012). However, Kshs 94.0 billion in 2013 and Kshs 87.1 billion in 2014 were earned from tourism (GoK, 2015). Aspects that contributed to the development of tourism include promotions in new markets that include Asia and European countries like Britain. Repositioning of the country as a high value destination like Brand Kenya Initiative, political stability, and, improved security and infrastructure. In addition, the number can go up if the country allows more airlines to fly into the country to compete with Kenya Airways and improve the quality of services offered to tourists internationally.

Also, proactive pricing by hotels and airlines would attract more tourists, especially during the low season. However, in 2012, growth stagnated with a drop of 1.92% revenue collection from Kshs. 97.9 billion to Kshs. 96 billion for the year 2011 to 2012, respectively (GoK, 2012), due to Euro zone crisis, impact of the security situation and national elections 4th March 2013 process late last year (2012) and early this year. However, Kshs. 94.0 billion in 2013 and Kshs. 87.1 billion in 2014 foreign exchange

was earned (GoK, 2015). There is need for a post-election recovery programme for the sector to ignite confidence in Kenya as an ideal and safe destination. Europe remains the main international source market, while South Africa, India and China are the new encouraging markets but on the regional front, Uganda leads the park followed by Tanzania (GoK, 2012).

Table 2.2: Economic Growth by Sector in Kenya between 2008 and 2011

Industry	2008 (%)	2009 (%)	2010 (%)	2011 (%)
Agriculture and forestry	-4.1	-2.6	6.4	1.5
Fishing	-13.0	23.8	2.7	3.1
Mining and quarrying	2.9	-4.5	9.7	7.1
Manufacturing	3.5	1.3	4.5	3.3
Electricity and water supply	5.3	-3.0	9.7	-2.6
Construction	8.2	12.7	4.5	4.3
Wholesale and retail trade, repairs	4.8	3.9	8.0	7.3
Hotels and restaurants	-36.1	42.8	4.2	5.0
Transport and communication	3.0	6.4	5.9	4.5
Financial intermediation	2.7	7.2	9.0	7.8
Real estate, renting and business services	3.7	3.0	3.2	3.6
Public administration and defense	0.6	1.6	2.3	2.5
Education	5.9	2.7	4.5	4.9
Health and social work	3.6	4.4	1.4	3.5

Source: GoK (2012)

2.6 Tourism training

2.6.1 Global overview of tourism training

According to various studies among them Giles and Campbell (2003), have pointed to the contributions human resource skills can make to productivity, employment and economic performance. Shortage of relevant and appropriate skills among workers leads to problems in providing satisfactory customer service, delays in developing new products and services, increasing operating costs and inability to meet the required quality standards. Skill shortages and hard-to-fill vacancies are challenges in the tourism sector (Marchante *et al.*, 2006). Good human resource management practices deliver

bottom line profitability (Baum, 2007). As such, well-trained work force is essential and critical since it contributes greatly to the growth and competitiveness of the industry, and engenders positive attitudes among consumers and employees.

Training for the tourism industry varies globally due to an interplay of various factors among them nature, quality and adequacy of training facilities, attitudes of students, trainers and employers, the needs in the tourism industry and the nature and contents of the curriculum to be used in training among others. In British Columbia, post-secondary students have options for tourism training programs like tourism training directory and opportunities for apprenticeship and line career awareness presented by tourism professionals (Tourismpostsecondary, 2010). In Australia, students have to complete formal qualification and assessed at the workplace or take apprenticeship (Tourismtraining, 2010). In Canada, advanced level tourism courses are yet to be integrated into lower levels of post-compulsory education where hospitality and hospitality-related courses predominate. In USA, tourism studies are integrated into higher and continuing education.

Specialization in USA is rare and tourism programmes are delivered in two ways, academic degree four-year programme content, and, professional development and certification, for those working in the tourism industry, all courses are built in work experience (Cooper *et al.*, 1996). In Germany, tourism management education is provided through a combination of full-time and part-time courses. Higher levels of training in tourism are provided at three levels by institutions- intermediate, business skills and management education for two years. Secondly, at higher technical colleges, three or four year business courses with tourism, travel and hotel management specialization, and, finally, university and professional institutions. In German, they have well established hospitality vocational training (Cooper *et al.*, 1996), like that offered by MLCs in Kenya.

2.6.2 The effect of training on stakeholders

Training improves trainees/employees performance as it meets the objectives of the organization (Bhatti & Kaur, 2010). Training and education on workshops, seminars are standard practice in organizations, in order to promote skills, knowledge and expertise in a particular area (Ahmed *et al.*, 2010). The success of an organization (hotels) has

succeeded because of training (Steensma & Groeneveld, 2010), which assist employees to learn new skills, knowledge, or behaviors (Dhamodharan *et al.*, 2010) and develop talent and career mobility (Dirani, 2012). These help organizations to compete globally (Carliner & Bakir, 2010, Tajeddini, 2009). The organizations and trainees/employees benefit if only learning is transferred to the work done (Bhatti & Kaur, 2010). The importance of training is recognized when the trainees/employers benefit from the return on investment (ROI). In this case most of the employers have recognized the importance of training and education for their employee (Saghafian, 2011). Organizations also benefit from training initiatives as a more educated and robust workforce is developed (Steensma & Groeneveld, 2010). The price of determining ROI of training and education is complex, in form of financial resources, time and energy (Steensma & Groeneveld, 2010). For higher learning institutions (MLCs) training and education provides a competitive edge (Ahmed *et al.*, 2010). In such a case, the MLC administrators to be economical in administration and the hotel owners to be cost effect when employing the trainees are able to deliver quality services to tourists.

2.6.3 Tourism training in Kenya

Globally, tourist demands and preferences are increasingly becoming dynamic and to keep a head of competitors, MLCs and their training must remain relevant and on the cutting edge of these new trends. Curriculum reviews for courses and programmes offered in MLCs is necessary to enable trainees/graduates fit in the dynamic tourism industry. Today's tourist has no fixed attachment to a particular destination, and is looking for the best experience and value for their money (Goldsmith *et al.*, 1997). Since the advancement in technology, ranging from jets that can traverse the globe in a matter of hours to information technology, a tourist today is spoilt for choice and will not tolerate mediocre services. Therefore, quality service offered in the tourism/hospitality industry is an invaluable tool that enhances the satisfaction of tourists, and guarantees their return to a destination.

Middle level colleges in Kenya have contributed greatly to the training and development of tourism experts, both at operational and management levels. This role however, has been challenged by their lack of well designed and developed domestic oriented training programmes because some of the colleges undertake their training using foreign curricula. Therefore, it is necessary to standardize and upgrade the current teaching materials and

curricula, in order to produce relevant graduates to fit in this billion-minting tourism sector.

In Kenya, training in tourism starts at post-secondary level and there is no clear tourism-training directory. Although according to the National Tourism Policy (MoTW, 2006) tourism is to be incorporated into the national curriculum from primary to secondary school. Mayaka and Akama (2007) argue that any region or country competing in international tourism markets requires a well-developed tourism training and education strategy, and in this case, trainees are of the view that they also learn the foreign curricula. To further boost training capacity in the country, there is need for the government to incorporate the private sector in hospitality training and also put in place a national training and testing standard. The government projects that by the year 2030 if all the strategies and plans work out well target baseline number will jump to 40,000 graduates annually (MoPND, 2007).

Currently, tourism training is done at Kenya Utalii College, Mombasa and Eldoret polytechnics and the National Youth Service Hospitality Training College. These institutions train 1,550 professionals annually. State universities involved in tourism training for the sector are University of Nairobi, Kenyatta University, Moi University, Maseno University, Egerton University and among others. Private universities offering training in the sector include USIU and Catholic University of Eastern Africa among others while the hotels providing training for tourism are Serena, Sarova and Intercontinental. The demand for professionals needed by the industry is higher than what is released to the market by the training institutions (MoPND, 2007). According to MoPND (2007), the current tourism curriculum in middle level colleges in Kenya is characterized by deficiencies, which hamper the acquisition of cumulative knowledge and practical application.

Education outcomes are performance in summative examinations and learning achievements. KCPE and KCSE examination candidates who have not attained requisite skills at this level of schooling, the option is to expand TIVET for those students who don't make to the next level of education (KIPPRA, 2013).

2.6.4 Tourism examination bodies in Kenya

Teaching methods adopted by the trainer are helping the learner to undertake assessments and encourage creativity and innovation in the learners' assessment. The level of assessment depends on the cognitive ability to be tested and this will depend on the trainers' objectives to learners. According to Elton's (1982) model, cognitive abilities are matched with the types of questions to be examined (Table 2.3). Questions at higher order level allow trainees to show their knowledge as well as critical and analytical skills, essential to the industry. Techniques like field trips, site visits and fieldwork are important for tourism courses because trainees/graduates do acquire practical skills and knowledge needed in the industry for the promotion and development of tourism.

Table 2.3: Elton's Assessment Model

Types of assessments (Cognitive)	Examination questions
Knowledge	Multiple choice
Comprehension	No choice, short answer
Application	Questions
Analysis	Limited choice, essay or problem
Synthesis	Questions
Evaluation	Considerable choice.

Source: Elton (1982)

Kenya National Examination Council (KNEC) is the body responsible for overseeing national examinations in Kenya and also administers examinations for all national polytechnics and institutes (KNEC, 2012). Vocational education which is education that prepares people for specific trades, crafts, and careers at various levels from trade to craft or a profession, recognized as a prior learning and partial academic credit transfer towards university education. Vocational education is diversified and exists in industries such as retail, tourism and information technology (MoE, 2008).

Examination grading by KNEC for the award of certificates ranges from A to E grade. The minimum entrance to university education is C+ and a student who attains lower than C+ joins MLCs for non-degree courses for certificates and diploma. According to KNEC a total of 522,870 candidates sat for the 2015 KCSE examination, 31.52%

translating to 165,766 candidates attained the minimum university entry qualification of C+ and above, leaving out 357,104 to join MLCs (KNEC, 2016).

Other examination bodies include International Association of Tour Agencies, Association of Business Executives, and Association of Business Managers Association (ABMA). In view of this, and in order to harmonize the training, examination and certification there is need to co-ordinate the development of various training programmes offered by public and private MLCs need to be standardized with the needs of the economy (GoK, 1988). This will ensure that the quality and content of course offered by both the private and public institutions will meet the required national and international standards (GoK, 2002).

2.6.5 Tourism training institutions in Kenya

Trainers' usually consider various factors when selecting the method to use in assessing the learner. The assessment should be progressive and the learner developed on the area of the assignment, to develop analytical, creative and innovative skills towards the study of tourism. To understand the issues, operations and structures of the sector, the assessment is to be geared towards the level and type of course being tested (Cooper *et al.*, 1996). The assessment goal is to assist the trainees to have qualitative and quantitative research skills and develop a body of knowledge when performing and serving in hotels among other destination areas.

The number of fully registered Technical, Industrial, Vocational, Entrepreneurship Training (TIVET) institutions rose from 180 in 2009/10 to 411 in 2011/12. Consequently, total enrolment in TIVET programmes increased from 36,586 in 2009/10 to 79,114 in 2010/11 (GoK, 2011). The recent elevation of 17 colleges into full-fledged universities by the government brought the number of chartered public universities to 24 and private universities to 29 (Universities Act No. 42 of 2012) (GoK, 2012a). This has increased opportunities to further tourism training in management levels (University Education) which reduces the middle level training manpower that are key to providing services to the tourism sector (Table 2.1). Most of these institutions offer training in tourism and related courses from certificate to degree level. Despite the expansion in formal schooling in the country, issues of capacity for effective management, sustainable financing, increasing demand for schooling and relevance of the curriculum to meet the

demands of Vision 2030 and labour market needs must be addressed both at national and county government levels (KIPPRA, 2013).

2.6.5.1 Middle Level Colleges offering tourism training in Kenya

The need for Kenya to invest in training to promote high quality skills for the industry is articulated in Vision 2030. Further, it is documented that while the private sector should be encouraged to invest in training, the government is to develop national and testing standards for the tourism industry. Mayaka and Akama (2007) reported that there were approximately 200 tourism-training colleges in Kenya, although there is potential for upward growth.

The MLCs offering training in tourism by 2007 were Kenya Utalii College (KUC), The Technical University of Kenya (TU-K) and The Technical University of Mombasa (TU-M), Eldoret Polytechnic, National Youth Service Hospitality Training College, Intercontinental Hotel Sarova and Serena Hotels (MoPND, 2007). These institutions offer both foreign and local curricula due to the high demand. KUC, is one of the premier public middle level college offering courses in tourism (Appendix ix (i)), is a member of the International Professional Community and maintains active membership in many international bodies. Hence, graduates in tourism compete effectively in the international labour market (KUC, 2009). However, according to CTDLT (2010), there are about 231 public and private tourism institutions licensed by CTDLT and registered with the Ministry of Higher Education Science and Technology (Appendix 111). Other middle level colleges include Kenya College of Commerce and Hospitality, Riccati Business of East Africa, Nibs College, Kenya Institute of Development Nairobi Aviation College, Premier Institute of Professional Studies Ltd, Nairobi Technical Training institution, Kenya Technical Teachers College and Regional Institute of Business Management among others. The increasing number of institutions offering tourism training has contributed to increased manpower for the tourism industry. Despite this, there is need to evaluate the types of training offered as well as the performance of trainees, which this study was set out to do.

2.6.5.2 Universities offering diplomas in tourism

According to the Universities Act No. 42 of 2012 (GoK, 2012a), there are 67 Universities in Kenya which includes 22 public chartered Universities. However, higher

learning institutions were not included in this study although; they are members of the Tourism Fund (formerly Catering and Tourism Development Levy Trustees (CTDLT) (Appendix IV).

Kenyatta University offers degree and diploma courses in hospitality and tourism. It offers Bachelor of Science degree in tourism Management, Hospitality Management, Hospitality and Tourism management and diploma in Hospitality and Management, which is very competitive in the market. At Strathmore University it offers a Bachelor of Science degree in hospitality management and tourism management. Mt. Kenya University offers a bachelor's degree program in travel and tourism and a diploma in hospitality management.

The Kenya Methodist University offers a degree and a diploma in hospitality and tourism and certificate courses. Other universities offering diplomas and degrees in tourism training together with their campuses and colleges include Moi University, The University of Eldoret and Maseno University among others (Appendix 1V). Despite, the increase in universities offering tourism training, there is need to control training for quality training in the industry.

2.6.6 Tourism training programmes in Kenya

Although Kenyans have been struggling to get into tourism enterprises, 50% of hotel enterprises by 1983 were still under foreign ownership, control and management (GoK, 1983). To maintain tourism standards and quality services there should be programmes to train those working and intending to join the industry. In the early 1990s the Kenya Institute of Education (KIE) prepared diploma and certificate curricula (KIE, 1991). Despite these achievements, it has been noted as reported in preceding sections that graduate of MLCs lack skills in management especially in finance and economics.

According to the GoK (2002a), the following training in hospitality and tourism programmes designed by KIE offered by MLCs: Food and Beverage Production, Food and Beverage Sales and Service, House Keeping and Laundry, Tours and Travel Operations, and Front Office and Tourism Operations, Hotel Management, Tourism Management, Catering and Accommodation Management, Tours and Travel Management, Tour Guide and Administration and Tour Guiding, Hotel and Institutional Management, Catering and Hotel Management, Tourism and Environmental Studies.

Trainees/graduates in hospitality and tourism get to join the fast growing industry in Kenya, East Africa region and worldwide to compete effectively at the international labour market. The courses and syllabi developed will be consistent with the national plan for economic and tourism development in Kenya.

The growth in programmes in tourism education offered worldwide through overseas studies in Australia, Hong Kong, the UK, USA, remains high. The training has been structured to fit the demands from students in developing countries seeking to acquire skills and knowledge as imparted by academic and professional experts in the developed world (Baum, 2007). Examinations offered by MLCs are not standardized, and therefore there is need to standardize training for all trainees/graduates from all MLCs to ensure quality training (GoK, 2001).

In order to standardize the foreign courses and adapt to Kenya's system of education but remain relevant in their countries of origin, several things need to be done namely, institutions to be registered as members of internationally recognized associations like WTO and among others in the profession, foreign programmes examinations are to be done the same period when Kenya's examinations are offered, materials used for teaching like textbooks give local examples rather than foreign, and, that foreign bodies have visiting trainers to give the inside of the courses and syllabi and interact with the local trainers to be able to blend the courses locally.

2.6.7 Tourism training curricula offered by Middle Level Colleges in Kenya

According to Sessional Paper No.1 of 2005, Polytechnics were to develop their own TIVET curriculum and to offer courses that are tailor-made. The review aims to develop relevant, flexible and competence-based curriculum that industry-driven (MoE, 2005). According to Koech (1999), foreign professional bodies, individual institutions and government departments, which are not tailor-made, have developed other curricula for MLCs and most of them are foreign-based curricula thus ignoring the country's social-economic developments. Examinations offered by MLCs to graduates are not standardized since KNEC only manages local examination but there is need to standardize all training programmes to ensure it meets the national and international standards (GoK, 2001).

Comparing KNEC exams and other curricula, it takes longer for KNEC to issue a certificate unlike foreign exams; entry behavior for foreign exams is easier leading to many trainees opting for foreign curricula offered by individual and privately owned colleges like IATA than KNEC. Siedentop (2004), argues that multi-activity curriculum with a series of short-term units covering a wide variety of activities is a major factor influencing trainees attitudes towards tourism training (Gilar *et al.*, 2007). The Foreign curricula include that offered by the International Association of Tour Agencies/ United Federation of Travel Agent's Association (IATA/UFTAA) and the Association of Business Executives (ABE) offers courses covering Travel, Tourism and hospitality leading to diplomas and certificates and advanced diplomas (www.abeuk.com/courses, 2013). However, in Kenya, to pursue a university degree course in tourism and hospitality requires a mean grade C+ in the Kenya Certificate of Secondary Education (KCSE) and C in KCSE to pursue a diploma in tourism while the mean entry grade for a certificate course is D+.

Trainees for KNEC examinations have in addition attachments ranging from three to six months (KNEC, 2012). Some training institutions offer different curricula without due regard to quality and relevance in acquired skills. In view of this, there is need to coordinate the development of various training programmes offered by public and private institutions with the needs of the economy (GoK, 1988).

According to Graddy and Stevens (2003), tourism training should include courses that focus on: nature – ecology, sociology of tourism–sociology, geography of tourism–geography, economic implication of tourism- Economics, world without borders–political science, tourism motivation–psychology, host-guest relationships–anthropology, fundamentals of transportation–transportation, tourism education–Education, Management of tourism organization–business, role of hospitality in tourism-hotel, tourism laws–law, tourism planning and development-urban and regional planning, Marketing of tourism- marketing, rural tourism-agriculture and recreation management-parks and recreation. Based on the foregoing broad based curricula, it can be inferred that such training produces broad based and quality graduates competent in hotel and tourism industry. An overview of tourism curricula and training offered in Kenya in subsequent sections will reveal whether it fits into the framework advanced by Graddy and Stevens (2003).

2.6.8 Enrollment of students in Middle Level Colleges in Kenya

Globally, tourism education and training expanded between the 1980s and 1990s. Enrollment in tourism courses increased more than six-fold at undergraduate level in UK with around 500 institutions offering tourism-related qualifications and an excess of 1,500 students annually with job placements (Cooper *et al.*, 1996). According to Nware *et al.*, (1999), the participation of girls in both formal and informal technical training courses is below 20% (Rena, 2009). For example, in Eritrea, girl's participation in Technical Education and Vocational Training (TEVT) is less than 20% (Rena, 2009). The low enrolment rate of females in TEVT in Eritrea is due to cultural barriers and government policy. According to Kasente (1995), the school system, household and labour market factors discourages girls' participation in training. This has had many implications on gender equality in labour in work places. In relation to the study, in Kenya, female students are given priority for training and most policies favor the girl child more than boy child such that the percentage intake for girls training in MLCs is over 40 % (Kasente, 1995). Despite the improved enrolment rates witnessed in recent years, especially in primary schools, transition rates remain relatively low. The main challenges in this sector relate to access, quality, relevance and equity, especially in the ASALs (GoK, 2007). Enrollment in TVET institutions show disparities and females comprised of 30% of total enrollment of which 25% were enrolled in secretarial, nursing and hospitality (TVET, 2003, Table 2.4). Youth polytechnics account for 40% followed by technical training institutions with 26.6% of the entire total enrollment for TIVET institutions (GoK, 2007 & 2010, Table 2.5). Females' enrollment is lower than those of males, but the female students dominate the youth polytechnics for training in business and tourism related courses, and the number of female enrolled has been increasing steadily.

According to the Economic Survey (GoK, 2007), KUC has trained 29,000 graduates since inception. Out of 3,8403 graduates by 2009, TU-K's Strategic Plan 2010-2015 shows that there were 365 students in the School of Hospitality and Tourism Management comprising of 1.2% males and 68.8% females. KUC and TU-K have dominated tourism training for manpower development in Kenya and most of the trainees are females (Table 2.6).

Table 2.4: Student Enrolment in TIVET in Institutions by gender between 2006 and 2012

MLCs	2006		2007		2008		2009		2010	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
NP	12,914	7,581	13,189	8,095	13,822	9,098	10,385	6,082	9,743	6,224
TI	9,925	8,731	10,818	9,517	12,132	9,876	12,514	9,923	12,908	9,705
IT	4,961	4,104	5,407	4,473	5,807	4,768	5,920	4,813	6,035	4,858
YP	8,741	14,210	9,528	15,489	12,154	17,543	13,222	18,122	14,384	18,720

Key: NP=National Polytechnics, TI=Technical Training Institutions, IT=Institutes of Technology, and, YP=Youth Polytechnics

Source: Economic survey of Kenya (GoK, 2010)

Table 2.5: Trainees in Middle Level Colleges (2005 – 2010)

Year	Number of Youth Polytechnics	Number of trainees in Youth Polytechnics	Number of MLCs	Number of trainees in MLCs
2005	543	22,887	49	70,512
2006	563	22,951	49	71,167
2007	574	25,017	49	76,516
2008	705	29,697	51	85,200
2009	754	31,344	51	71,513
2010	756	33,104	51	82,843
Total	3,139	131,896	51	374,908

Source: GoK (2007 and 2010)

Table 2.6: Trainees in Kenya Utalii College (KUC) and Technical University of Kenya (TU-K)

Year	Number of KUC graduates	Number of TU-K trainees	Number of TU-K graduates
2006	2,710	514	130
2007	3,759	431	186
2008	2,416	445	145
2009	3,228	445	139
2010	2,985	465	234
TOTAL	15,098	2,300	834

Source: GoK (2010, 2009), TU-K (2010)

2.7 Attitudes towards tourism training

Although the terms attitude and perceptions are closely related and sometimes used interchangeably, a person confronted with a situation or stimuli interprets something meaningful to him or her based on prior experiences for example in places of work like government offices, MLCs or tourist hotels (Linday & Norman, 1977). People are always learning, improving, and building skills in social perception. In this way, they will continue to use their understanding of human behavior to create a positive and healthy workplace. These concepts help managers understand the social psychology of workers in places of work and can influence and bias their attitudes.

Unskilled persons have lower earnings than skilled personnel groups, irrespective of educational background, and, trained cooks and waiters are better off than other groups of trained staff because they are scarce in the industry. Women earn less than men in all groups (Hjalager & Andersen, 2001). Throughout the tourism industry, staff turnover is generally high at all levels below management level. However, careful planning for recruitment and training strategies can help tourism organizations to improve staff retention. Hotel managers need to have skills like financial and management in order to be effective in the management of staff. Most of the managers however, have no formal tourism training or education (Cooper *et al.*, 1996).

2.7.1 The concept of attitudes in the context of tourism

An attitude is a total combination of three core components that exist and function together namely, (i) Cognitive - beliefs, opinions, knowledge or information (ii) Affective - feelings sentiments, moods and emotions and (iii) Behavioral - predisposition to act on a favorable or unfavorable evaluation of something (Hellriegel *et al.*, 1995). This may influence the attitude of the college administrators, trainers and trainees. Since attitude is a mental process, it is hard to measure precisely perceptual experience has really occurred in one's mind because the researcher can only be aware of another person's perceptions through observing that person (Secord, 1964). To change a person's attitude one needs to address the cognitive and emotional components. This can be done by providing new information to change a tourist's attitude and behavior towards a destination.

2.7.2 Attitudes of tourism trainees and trainers towards tourism training

Trainers provide different types of programs and courses in relation to skills and knowledge needed. According to WTO (1997) noted that qualified manpower and high standards in tourism and hospitality education and training are absolutely essential in the tourism industry. Employees must be provided with the skills required to meet tourist needs at all levels, in order to attract tourists. Negative attitudes towards tourism can reduce a learner's motivation and harm tourism learning, whereas positive attitudes can do the opposite.

It is the trainer to motivate the learner using integrative and instrumental motivation, in order to stabilize the attitudes in the trainee's minds. Integrative motivation is where learners are attached or/placed to tourism or related firms. Instrumental motivation occurs where the learner is to study tourism for the sake of passing examinations or getting employment. Individual differences play a significant role in tourism learning and an authoritative approach to learners should not be used to teach learners (Merisuo-storm, 2007). Every job in the sector needs certain skills to perform certain tasks in the industry, for example, front office employees' needs computer knowledge when serving visitors while the manager of the hotel/organization needs to have financial and management skills besides conceptual and creative and innovative skills in order to run the organization. In improving the overall quality in teaching, trainers should define good practice as well as better planning and delivery in course content (Cooper *et al.*,

1996). In such a case MLC trainees should be attached to hotels and display their skills and knowledge to tourists.

2.7.2.1 Trainees attitudes towards tourism training

Attitudes of tourism trainees are influenced by various factors among them gender (Solmon, 2003). A positive learning environment also influences trainees' attitudes, towards learning. This makes trainees feel comfortable and have the belief that they are competent (Subramaniam & Siliverman, 2007). In socially supportive and caring school, environment has more positive attitudes towards academics (Solomon *et al.*, 2000). From the manager's working environment, it is argued that while working they lie, break the law and cheat their subordinates. This reflects what trainees will do when they are employed since they are being supervised by the same managers (Marnburg, 2006). The tourism and hospitality industry is characterized by low wages, unsociable and long working hours and is family unfriendly, male dominated, poor career structures, informal employment and high labour turnover (Marchante *et al.*, 2006).

Ross (1994) notes, those Australian secondary school students have a high interest in managerial level jobs in tourism professions, thereby attracting trainees with high professional achievement ambitions. Ross's findings further suggest that despite this, some secondary school students may need more information about the factors that influencing their choices towards tourism related professions. Consequently, skills and knowledge imparted through formal and informal training is necessary to enhance their competences.

Lewis and Airey (2001) allude that secondary school students have favorable attitudes towards the tourism industry, as the industry is generally of a high level, not boring, and well paying. Baum (2007) further argues that today's college graduates think of their working lives in terms of finite segments rather than sustained and permanent careers, and view the future as boundary less careers.

Siedentop (2004) argues that the multi-activity curriculum with a series of short-term units covering a wide variety of activities is the major cause influencing trainees' attitudes towards participation in tourism training. Purcell and Quinn (1996) further report that trainees are attracted towards formal tourism management training because of positive experiences and perceptions of the industry. From the foregoing observations,

this study hypothesized that similar situations characterize Kenya's tourism training, and therefore the study aimed at assessing this with a view of making appropriate recommendations to improve the training.

According to Murphy (1985), individual attitudes towards tourism are positive when the community is involved for example in owning a business, which in turn creates employment for the community, leading to a positive impact on the attitudes of tourism professions. Hence, the trainer's duty is to stimulate trainees and find ways to empower the trainees by using discovery/problem solving approaches (Subramaniam & Silverman, 2007).

Through transmission of knowledge, it is believed that trainees become actively engaged in dialogue about the curriculum and the subject matter to be covered (Wichard & Hans, 2006). Consequently, the trainees are to be aware of the opportunities available in the environment they stay and exploit them by having objective issues surrounding them. Engaged students are more successful in school by many measures. For example, those who attend school regularly, concentrate on learning, adhere to the rules of the school and avoid disruptive behavior, generally get better grades and perform better on standardized tests. In contrast, students disengaged from school and learning are more likely to perform poorly and engage in problem behaviors such as dropping out of school (Finn & Rock, 1997). The problem of disengagement is acute during the middle and high school years (Wigfield *et al.*, 2006). Boarding schools are necessary for trainees' behavior, which will influence the learners' choice in tourism.

A growing body of research suggests that social, instructional and organizational climate of the school influences both students' engagement and their academic achievement (Patrick *et al.*, 2007). Such tests, which are used for the purposes of making decisions concerning promotion and graduation, are referred to as high stake testing (Heubert & Hausel, 1999). Academic competencies help students to advance to the next level. The set standards aim to align instructions with this framework so that many students can meet requirements of college and career readiness (Common Core State Standards Initiative, 2010). The implication is that many institutions offering tourism training do not follow rules, regulations and set standards, because the government cannot cope with MLCs offering training, leading to substandard trainees in tourism. Therefore,

training and retraining of tourism employee aids in the provision of quality and professional services to tourists/visitors in tourist destinations.

2.7.2.2 Trainers attitudes towards tourism training

Training in tourism is categorized in two ways: formal training use formal programmes and courses like vocational programmes, training practical skills and in most countries, they are conducted at MLCs. Formal programmes prepare the learner to achieve professional competence in the field of tourism. They complement vocational training and remove the perception that tourism industry has low professional status comparing with other professions. This means that in the tourism industry, front line personnel and supervisors are high school and technical schools trainees/graduates who are in contact with the tourists (WTO, 1997; Table 2.7).

Longitudinal achievement data are commonly used in research on identifying ineffective teaching practices measuring the impacts of teacher credentialing, training, and evaluating other educational interventions (Gill & Chrisman, 2007). The relevance of this is to indicate that trainers are not just paid money as permanent employees but also as part time workers and other equivalent in other institutions provided they deliver to the trainees and their performance is good.

Table 2.7: Survey results of tourism employee education and qualifications

Institutions	Front line Personnel	Supervisors	Mid-level managers	High level managers
High school	36	34	12	6
Technical school	36	36	14	6
College or university	24	25	62	47
Post graduate institution	5	6	13	42
TOTAL	101	101	101	101

Source: Adapted from World Tourism Organization (1996)

Although programmes offered by foreign colleges are popular, they could be irrelevant to local market needs. Trainers are expected to teach curriculum to the trainees in order to pass examinations (Brown & Medway, 2007), and organize learning in terms of time, mode, pace and place of learning and the market skills needed (Marchante *et al.*, 2006).

The perceptions of enjoying what is taught differ from one level to another because of development differences among groups (Subramaniam & Silverman, 2007). Despite this, it is argued that all trainees can learn, and it is the responsibility of trainers to make sure that trainees believe what they are learning. Trainers value parental input and involvement towards trainees which facilitates home-college communication (Brown & Medway, 2007). In private MLCs, there are no clear curricula on training skills since they have their own syllabi besides that from KNEC and foreign institutions.

Therefore, they are irrelevant to the country because this affects the number of trainees in relation to the employment sector (WTO, 1997). In both private and public institutions, finances hinder knowledge dissemination and acquisition since the purchase of different teaching materials like equipment is expensive hindering quality tourism training. Sindiga (1994) noted that tourism jobs are often viewed as menial and low level.

Murphy (1985), states that, individual attitudes towards tourism are positive when the community is involved. Owning a business creates employment to the community, leading to a positive impact on the attitudes of tourism professions. However, according to Hanushek (1998), there is no strong or consistent relationship between school inputs and trainees performance. Trainees' performance depends on other variables like the trainee's own ability and support provided by parents. Further, the type of school the graduates attended prior to college entry affects the trainee's certificate or diploma class admitted by MLCs. This assists the trainer to know the entry behavior of the learner so that the trainer can know where to start from when teaching. The starting entry point will also influence the learner to like the unit or not depending on the learners' background of educational qualification. Trainees who feel supported socially by teachers in MLCS tend to exhibit a greater likelihood of competence (Patrick *et al.*, 2007).

2.7.3 Motivation in tourism and its implications on tourism training

According to Ryan and Patrick (2003), work generates leisure behavior, which in turn determines travel behavior. According to Ryan's hypothesis, holiday making is a way to compensate for stress and boredom in everyday life. The assumption is that work associated with a high routine level, especially if it is machine-dictated, generates a pattern of automated holiday making, and this too is a major boom of package tours. However, interesting work also generates heightened interest in leisure activity, and

therefore participation becomes more attractive than passiveness in travel behavior (Ryan & Patrick, 2003). In most private institutions, there are no clear structures about tourism training since trainers have different attitudes towards teaching tourism. This is because some trainers are neither trained in tourism nor understand the curricula offered, or were trained on local syllabi and yet they are supposed to teach foreign syllabi. Trainers, not well trained to handle tourism, are not paid well, are frustrated, and hence, cannot train well. Since there are few trainers who are trained for the tourism industry, this often leads to poor training of trainers hence the production of unqualified people in turn employed in the tourism industry (Hornsey & Dann, 1984). Consequently, trainees/graduates operations or services are poorly done. This can either drive away tourists or lead to poor performance of tourism establishments like hotels.

2.7.4 Facilities in tourism training institutions and their impact on tourism training

Curriculum planning has an impact on human resource training, as trainers will be required to meet the trainees' requirements, as well as a wider range of diverse and unpredictable needs of the trainees (Cooper *et al.*, 1996). Koech (1999) noted that some private training institutions in Kenya do not have qualified trainers, adequate and appropriate facilities, and equipment to give quality and relevant training to its trainees. The inadequacy in tourism training has in recent years led to employment of unqualified trainers especially in small institutions involved in tourism training (MoT, 1995). On the other hand, older institutions are not ready to adjust their programmes to meet the changing work place skills requirements (Sindiga, 1996). This may be attributed to the heavy financial costs. The implication is that it leads to poor trainers whose trainees are poor in the employment sector in tourism like hotels and finally reduction of tourists to the country.

According to Graddy and Stevens (2003), the impact of school resources like teaching materials varies widely between private and public institutions making it easier to identify a relationship between resources and trainees' outcome. Private institutions have a lower trainer-trainee ratio than public institutions and this leads to better performance since teaching is organized differently. The trainer is supposed to stimulate trainees and empower trainees by using for example discovery or problem solving approaches through talks (Subramaniam & Silverman, 2007). However, in recent years, this has not been the case because of the inadequacy of the teaching skills and innovations of

trainers. Hence the question “Does this problem arise due to lack of competence, inadequacy in teacher training, poorly designed curriculum content, poor delivery methods or the attitudes of the trainers towards tourism training?” Likewise, is the problem due to employment of poorly trained staff, or staff with no training in tourism related courses? What is learned depends on the representation shape of the curriculum content represented in the classroom in which teachers and students activate through their interaction (Carey, 2008). Technologies are making home and school an intensive focus of learning work (Lam, 2006). Teaching and training demonstrates how learning traverses institutional boundaries sweeping across and at times collapsing the boundaries between in-school and out-of-school literacy (Leander, 2001).

Trainers have an important role to play in the tourism industry because challenges facing the industry need a well-educated, well-trained, innovative, energetic and entrepreneurial workforce, which understands environmental concerns, the demand of sophisticated consumers, and advancing technology. Trainers will develop a high quality of human resources to allow enterprises to have a competitive edge over other enterprises in the service delivery. However, there are shortages of qualified trainers, particularly those with relevant industry experience and good academic qualifications (Cooper *et al.*, 1996). Consequently, it was hypothesized in this study that well trained MLC graduates will contribute to high quality staff in the tourism hotels and hence good quality services.

2.8 Exogenous factors that impact on trainees’ attitudes towards tourism training

Market forces and exogenous factors determine the growth in both domestic and international tourism. The exogenous factors that influence tourism growth include: demographic and social change manifested through aging of the population, increase in the number of working women and dual-income households, growing proportion of single adults, and trend towards later marriage which in turn implies that people are to be allowed to work after retirement and be given contracts jobs. The immigration restrictions to tourists by the government are to be relaxed in order to have more tourists into the country, which will boost the promotion and development of tourism in the country. Technological development especially in electronic data systems for booking is growing in all sectors. Therefore, all stakeholders should embrace computer information technology to have positive attitudes towards tourism industry. A tourism policy is a reference point against which planning considerations should be made. It provides

parameters and guidelines to facilitate future development in the tourism sector and achieve tourism objectives.

At a macro-economic level, increase in visitor level, sets in motion a chain of related reactions. Hence, there is a derived demand for increased accommodation for the tourists. From a business management principles view point; this may cause the indigenous people to lose their control of the accommodation sub-sector, by not only passing locus of control to external agencies, but also encouraging dependency. Increased visitor level may mean decreased economic returns because of lower per capita spending. This might offset increase in employment and training opportunities. Again, the multiplier or 'spread' effect of income may not be realized, particularly because of the prepayments pattern of tourists in their countries. There should be improved service delivery to customers and the government to provide enabling climate for local people to invest in tour operators and travel agents locally and abroad.

The poor infrastructure found in most tourist destinations hampers efforts for successful tourism operations. These range from tour operators and travel agents in tourist generating countries, soliciting views on the feasibility of tourism programmes to civil aviation with air transport being the means mostly used in regional and international tourism. At the end of the day, it is the tour developer, who has the most decisions to make in terms of how much to spend and what the return on the investment might be. Therefore, the hotels/employers should have close working relationships with tour developers and cooperation at various levels, which is the key to success.

According to Carey (2008), seasonality reflects the point of view of the tourist generating countries, in terms of holiday period. This is usually heavily concentrated at traditional vacation times, summer, and Christmas and Easter holidays. These analyses highlight the advantages of seasonality that a country or region can have by spreading peak demand for its tourist facilities over a longer period. A number of private capital facilities, in particular hotel accommodation and related facilities are built for the peak tourism capacity. Reduced peak demand, stretches over longer holiday periods and in some cases eliminates weekend demand.

The social-cultural aspects of tourism become obvious when foreign tourists' behavior does not mix easily with local culture and norms. On the other hand, foreign tourists'

reject local tourism on grounds of political or social unrest. Overall, these factors may account for some of the reasons behind the local poor performance in international tourism. The tourist is subjected to changes in taste or fashion, food and aesthetics, while the hotel should have a variety of food for visitors when booking and the management should be able to know where the visitors are coming from and be prepared for them. The hotel should also employ people from different parts of the world to take care of such issues. Therefore, the two cultures should be blended together when making the curriculum for MLCs tourism training so that there is no gap.

2.9 Theoretical framework

This study was guided by the Expectation - Disconfirmation Theory (EDT) advanced by Oliver (1977), which is used to evaluate satisfaction. EDT is a theory used in marketing to predict and explain consumers' satisfaction with products or services (Patterson *et al.*, 1997; Spreng and Page, 2003). The theory argues that users first form expectations or belief probabilities of attribute occurrence, followed by post-usage perceptions about performance, and lastly a comparison between initial expectations and performance, which is known as disconfirmation of expectations (Spreng & Page, 2003).

A positive disconfirmation means performance was better than expected, while a negative disconfirmation means performance was worse than expected. The model has sufficient knowledge about attitudes and can be used to generate information to fill the gap in tourism training, promotion and development in order to help tourism stakeholders such as MLC administrators, trainers, and trainees in adopting appropriate attitudes and behavior towards tourism training. Hence, consumers who in the current study are composed of tourism trainees first form an initial expectation about a product/service before adopting or using it for the first time. If they have previous experience with this product/service, their expectations tend to be more realistic. However, if they lack first-hand experience with the product/service, their expectations may derive from alternative sources (Haistead *et al.*, 1994). In the current study, it was hypothesized that trainee attitudes towards tourism training in MLCs is influenced by their expectations of knowledge and skill acquired through quality training. These expectations by trainees may be based on information from prior trainees/graduates, media reports; internet or marketing initiatives aimed at assisting them choose a tourism training college or an institution for learning. Secondly, the consumer uses the

product/service for a period and evaluates the extent to which their actual experience with the product/service matches their initial expectations. In the current study MLC trainees were the consumers of knowledge imparted by trainers using different curricula designed to provide good quality tourism training. Although employers and tourists give MLC trainees/graduates an opportunity to exercise their knowledge and skills, and also evaluate their service delivery in their places of work the current study only focused on assessing the attitudes of MLC administrators, trainees and trainers towards tourism training in selected MLCs in Nairobi County with a view of making appropriate recommendations to enhance quality training.

2.10 Conceptual framework for the study

As indicated above, the Expectation - Disconfirmation Theory (EDT) is important in the service sector and can be used to predict and explain consumer satisfaction. Being a consumer behavior model that states that “consumer satisfaction” is a function of both expectations and judgments of performance regarding various attributes”, it was found appropriate in explaining relationships between the independent and dependent variables in this study as illustrated in Figure 2.2. In this figure relationships between certain cognitions about stakeholder attitudes towards tourism training, promotion and development are highlighted. Kirkpatrick’s model was used to evaluate satisfaction, skill and knowledge acquired by trainees through training in different MLCs.

The attitudes of the selected stakeholders within the tourism industry play a key role in determining the quality of training which in turn has influence on the promotion and development of tourism in addition to other factors such as quality of facilities and equipment. Although, numerous studies have been conducted elsewhere to determine whether training influences satisfaction, research by Robbins (1998), on education and training, experience (Pizam *et al.*, 1993) and satisfaction (Patterson *et al.*, 1997) revealed that these variables influence performance and satisfaction, but curricula, programmes and equipment did not (GoK, 1988).

Although the tourism sector promotes the economy in terms of job creation, good living standards, foreign exchange, international social, cultural and racial understanding and tolerance (<http://www.kenyaembassy.com>, 2013), these benefits cannot be realized without training institutions like Middle level colleges which offer different curriculums

leading to the award of certificates and diplomas to trainees. Aligning the curriculum and training in MLCs to the industry needs is critical in enhancing the satisfaction of trainees.

Scholars such as Johnson *et al.* (1995) and Robbins (1998) have alluded to a relationship between satisfaction and performance citing variables like attitudes of college administrators, trainees and trainers as influencing satisfaction dimensions (Figure 2.2) which is in turn based on marketing strategies, curricula, challenges facing tourism training and development, infrastructure and security improvement, and high trainee enrollment in colleges (MoPND, 2007).

In summary, figure 2.2 shows that the tourism industry has Middle Level Colleges as providers of tourism training using certificate and diploma courses. Kirkpatrick's model underscores the need for quality tourism training which is dependent on different variables among them the attitudes of college administrators, trainers and trainees. Tourism training in turn contributes to tourism promotion and development. However, the success of tourism training and development depends on the attitudes of various stakeholders. The attitudes of college administrators, trainers and trainees as independent variables may not necessarily lead to tourism promotion and development in Nairobi County due to the influence of intervening variables such as government policies and legal requirements, industry requirements and also moderating variables such as talent/individual effort of students, and facilities/learning equipment. The relationships between the variables are presented in Figure 2.2.

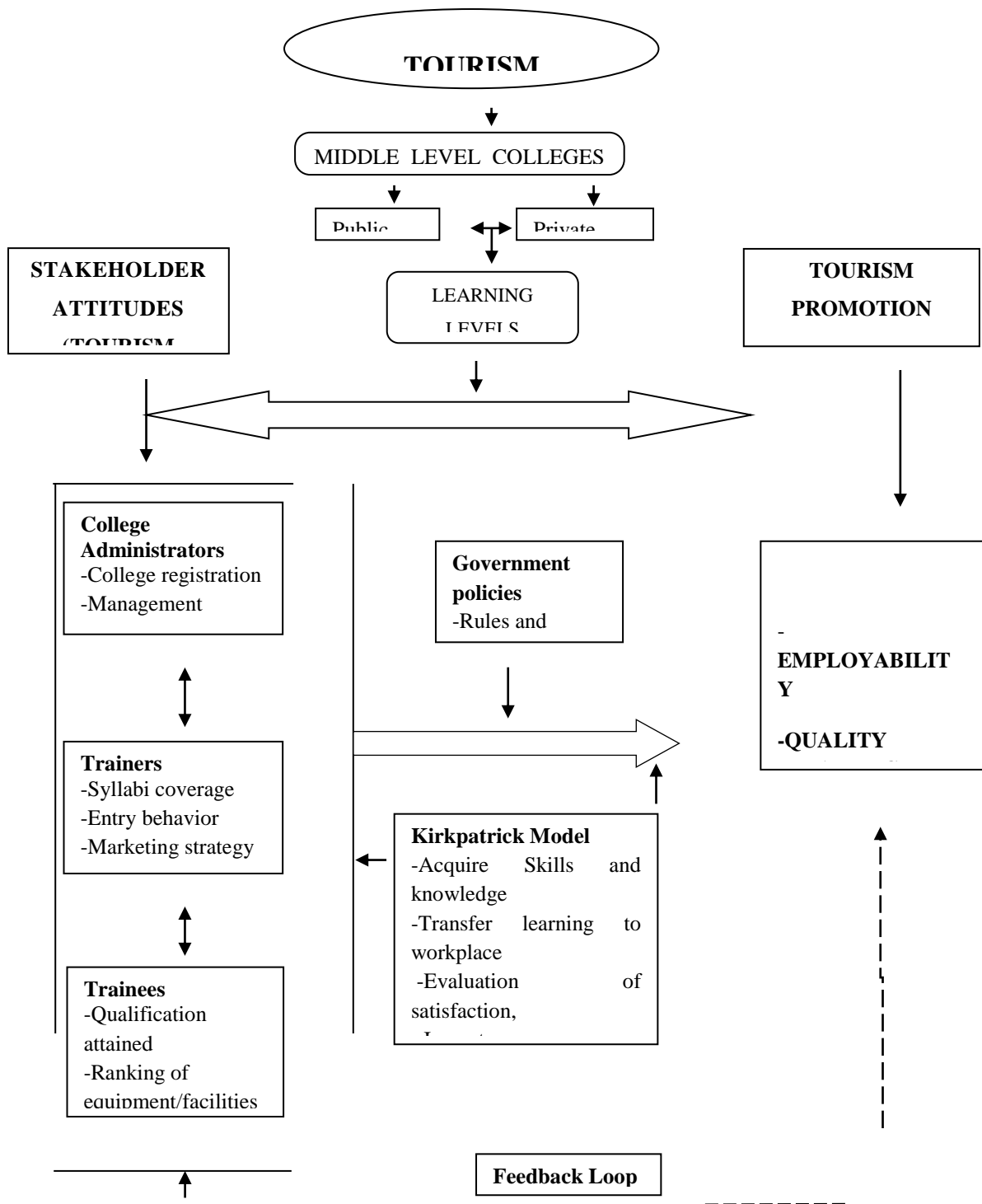


Figure 2.2: Conceptual Framework for the Study

Source : Research (2013)

2.10.1 College administrators

The attitudes of college administrators which can be gauged from their registration of the college, management competence, marketing strategies they employ and proper curricula. To be aligned with the current policies and legal requirements, government requirements, and reinforced by MoU's with universities and industry requirements using the appropriate facilities and equipment on talented or hard working student which can lead to tourism training and development in Nairobi County. It is the administrators who ensure that the trainees have proper knowledge, skills, and attitudes, which the employer and tourists need in the tourism sector. The perceived performance of trainees by employers is explained by the type of curriculum/syllabi used in tourism training and the facilities/equipment available for the trainees.

The working environment created by the administrators such as through motivation and availing of the required resources to trainers may require MLCs to come up with promotion and marketing strategies to promote and develop quality products and services to be offered to the stakeholders. When employers and tourists have positive attitudes as well as satisfaction towards trainees/graduates, this shows an improvement in the quality and breadth of tourism services offered at various tourist circuits which creates an environment where tourists spend more per visit, and encourages domestic and regional tourism.

2.10.2 Trainers

On the same plane, the attitudes of trainers as depicted by their qualifications, reward schemes, adequacy in number, and tutor-student ratio if aligned with the existent policies and legal requirements, government requirements, and reinforced by MoU's with universities and industry requirements using the appropriate facilities and equipment on talented or hard working student can lead to tourism training and development. The curriculum/syllabi through the trainers will facilitate knowledge and skill delivery. The curriculum equips trainees with the necessary skills and knowledge needed to serve employer/ tourists effectively and efficiently in the hotels to the extent that if the attitudes are positive, more tourists will be visiting the hotels.

2.10.3 Trainees

Similarly, the attitudes of trainees as attested to by their entry grade, rating of the level of tourism training in Kenya, adequate preparation, and type of student (excellent, average or poor) when aligned with the existent policies and legal requirements, government requirements, and reinforced by MoU's with universities and industry requirements using the appropriate facilities and equipment on talented or hard working student can lead to tourism training and development in line with MoPND (2007). Increased education levels and better training of personnel within the tourist industry is necessary.

However, for constant improvement to achieve efficiency and effectiveness there must be a feedback loop that links the attitudes of stakeholders such as college administrators, trainers and trainees with the resultant tourism promotion and development. In regard to increased enrolment in the MLCs due to proper management and administration, quality training is offered to trainees/graduates because of market-driven curricula/syllabi. This increases the employability of the trainees/graduates from MLCs who are expected to give quality services to the tourists due to proper skills and knowledge acquired. In such a case more tourists are expected to visit the country, more revenue is raised, more enrolment in MLCs and tourists' satisfaction as they are being served by trainees/graduates from MLCs in hotels, hence, the promotion and development of tourism in the country. Therefore, the next chapter presents the research methodology that guided the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter gives description of the study area and methods used in data collection and analysis. The chapter is divided into the following sub-sections, study area, research design, target population, sampling procedures and sample collection, data collection, data analysis and presentation, and ethical considerations.

3.1 Study Area

The study sites covered in this research include selected Middle Level Colleges (MLCS) located in Nairobi County. Nairobi is the capital city of Kenya. It has the highest number of MLCs involved in human resource training and development in all sectors including tourism.

3.1.1 Size and Location

After the completion of the Mombasa – Nairobi- Kisumu railway line, the history of Nairobi was enhanced when the British moved their administrative headquarters from the hot and humid town of Mombasa to the cooler, swampy town of Nairobi, thus making Nairobi the capital of British East Africa. Nairobi municipal community formally became Nairobi City Council in 1919. Geographically, Nairobi City currently occupies approximately 425 square miles (684 sq.km). Nairobi was founded in 1899 as a supply depot for the Uganda Railway. The city is located at latitude 1°16'S and longitude 36°48'E. It is situated approximately 1,660 meters (5,450 feet) above sea level. It borders Kiambu County to the North West, north and north east, Machakos County to the east and south east and Kajiado County to the south, south west and west (Tourismattraction, 2009).

3.1.2 Climate

At 1,660 meters above sea level, Nairobi enjoys a moderate climate. Under the Köppen climate classification, Nairobi has a Sub-tropical highland climate. The altitude makes for some chilly evenings, especially in the June/July season when temperatures drop to 10°C. The sunniest and warmest part of the year is from December to March, when temperatures hit 26°C during the day (Table 3.1). The mean maximum temperature for this period is 24°C (WMO, 2010). There are two rainy seasons with moderate rainfall,

April and September. The timing of sunrise and sunset varies a little throughout the year, due to Nairobi's close proximity to the equator (Gaisma, 2007). This helps the tourist to understand the climatic conditions in Nairobi and Kenya at large when visiting various destinations in Kenya.

Table 3.1: Monthly rainfall and temperatures in Nairobi

Month		Jan	Feb	Mar	Apr	Ma	Jun	July	Aug	Sept	Oct	Nov	Dec
Rainfall (mm)		64	57	93	219	177	35	18	24	28	55	154	101
Temp (°C)	Max.	25	26	26	24	23	22	21	21	24	25	23	23
	Min.	12	12	13	14	13	11	10	10	11	13	13	13

Source: World Meteorological Organization (2010)

3.1.3 Population

Nairobi County and particularly Nairobi City is a cosmopolitan and multicultural city and has the highest urban population in East Africa estimated at between 3 and 4 million (Tourismattraction, 2009). Since its establishment, Nairobi has maintained a strong British presence, and a lasting legacy from colonial rule. This is highlighted by the number of English-named suburbs, which include Hurlingham, Karen and Parklands among others. The city has a diverse and multicultural composition as reflected in a number of churches, mosques, temples and gurdwaras within the city. Prominent places of worship include Holy Family Basilica, All Saints Cathedral, Ismailia and Jamia Mosques.

Nairobi has three informal nicknames namely: "The Green City in the Sun", which is derived from the city's foliage and warm climate (UNON, 2007), the "Safari Capital of the World", which is used due to Nairobi's prominence as a hub for safari tourism, and lastly is "Nairobbery", due to the high crime rate (Serena Hotels, 2007). Today, Nairobi is a truly cosmopolitan, multicultural, lively and modern city with an ever-growing skyline. It is a "gateway to Kenya" and embraces people from all lifestyles ranging from local Kenyans to Asians, Arabs, Europeans, tourists, diplomats and business persons, and general visitors. An important aspect of the post-independence period has been the migration of people from the rural areas to Nairobi. The growth rate of Nairobi is currently 4.1% (CIA, 2011). It is estimated that Nairobi's population will reach 5 million in 2025 (Hospitality, 2010). According to the 2009 census, there are 3,138,295 people in

the administrative area of Nairobi (males 51.1% and females 48.9%) living within 684 Km². Age distributions: 0-14 years (30.3%), 15-64 years (68.5%) and above 65 years (12%) (KNBS, 2010). The population gives the country the face of the world's cultural diversity in Kenya which leads to the promotion of tourism in Kenya in different parts of the world.

3.1.4 Infrastructure

Travel is a crucial factor in the development of the tourism industry. Destinations, which lack proper infrastructure, face challenges in development. For example, air transport saves time for travellers and makes the travelling easier and convenient (Hudman & Jackson, 2003). The city has good infrastructure, hospitality facilities, banks and insurance, media and housing (Tourismattraction, 2009). All these services are needed by the college administrators, trainees and trainers in one way or another in their tourism transactions. Tourists travel to destinations in the world, making passenger transportation infrastructure a key element.

Transport system comprises of air, road and water transport by ferrying tourists from one destination to another (Prideaux, 2000). Nairobi has three airports. By constructing an airport near a tourist attraction, the region can open up easily and network with other destinations within the region and outside. Jomo Kenyatta International Airport (JICA) (Plate 3.1) is the largest airport in East and Central Africa, handled over 8.7 million passengers in 2011 (GoK, 2012). The airport is a major transit hub for passengers flying to East Africa's natural attractions, business and conferences. The airport directly serves intercontinental passengers from Europe and Asia. Recently, the world aviation regulatory body (ICAO) upgraded the airport. The second airport is Wilson Airport and the third is Eastleigh Airport, which is a military base. Airport increases the efficiency of privately producing and distributing tourism services, also, it opens remote destinations, making possible the supply of tourism services.

3.1.5 Social-economic activities in Nairobi County

The world recognizes tourism as an industry for generating immense business opportunities, a creator of wealth, income multiplier, a catalyst for employment and preserver of culture and environment (Hakfoort, 2006). Tourism in Nairobi City and its surroundings represents one of the highest revenue earners for the Kenyan economy due

to the presence of well-established hotel groups, tour operators, wildlife, and diverse tourist attractions. In Nairobi, 86.3% of the population aged between 15 and 64, are economically active (UNWTO, 2009). The livelihood of most inhabitants of Nairobi City engaged in informal economic activities and formal wage employment has been decreasing, as the public sector continues to retrench its employees. The informal sector where most of the poor belong has been noted to generate more employment than the formal sector. Most women generate income in the informal sector through the marketing of farm and imported manufactured goods; engage in retail in small kiosks and the distribution of sisal products such as ropes for making “kiondos,” a local basket that are demanded by tourists (Mwatha, 1988).

Nairobi businesses contribute 60% of Kenya's GDP hence, considered the business hub for East and Central Africa. Most international organizations and multi-national companies operating in the East African region such as Coca Cola, General Motors, Google and the United Nations have their regional headquarters located here (Mwatha, 1988). In Nairobi a number of companies, both public and private, including service based, agricultural and manufacturing industries are located in Nairobi. As a result, the city attracts business and conferencing tourists to the country. Plate 3.6, shows the Rahimtulla Tower, located within the business district in Nairobi and is important for sightseeing by tourists while in Nairobi. Nairobi City, being a business hub, contributes to the employment opportunities to trainees from MLCs and also provides various services/goods needed by tourists on a visit to the city.

3.1.5.1 The tourism industry in Nairobi County

Nairobi is the only city in the world with a national park located within its boundaries. Nairobi National Park is a preserved ecosystem where wildlife is viewed in its natural habitat. This tourist attraction has contributed greatly to Kenya's tourism and hospitality industries and is one of Nairobi's most important economic activities. Hotels, airlines and numerous tour firms and agencies offer tour packages for both domestic and foreign tourists visiting Nairobi and the park. The tourism industry provides direct employment to thousands of Nairobi residents; indirect employment is also realized through the supply of goods and services to this industry. Tourists can also go to watch films at the Nairobi cinema and to music joints to have a test of African music. In the 1970s, Nairobi became a prominent center for East and Central African music and established as a hub

of soukous music, which started in Kinshasa and Brazzaville. Other attractions include the sports. The premier sports facility is the Moi International Sports Centre (Plate 3.1).



Plate 3.1: Moi International Sports Centre

Source: Kingpin Research and Consulting (2013)

Kenyatta International Conference Centre (KICC) (Plate 3.2) hosts most of these international fairs and shows. Some of the regular trade shows include Build Expo, Kenya Travel and Tourism, Kenya Hortec, Agriflor East Africa and Kenya International Education Fair among other local and international exhibitors (PulseAfrica, 2007). Such trade shows bring business people from all over the world to exhibit their goods/services and learn about products/services being offered in Kenya, after the trade shows most of the visitors go to various destinations to enjoy and see Kenya's tourism, in this regard they are promoting tourism.



Plate 3.2: Kenyatta International Conference Centre (KICC)

Source: Kingpin Research and Consulting (2013)

3.1.6 Middle Level Colleges offering tourism training in Nairobi County

Nairobi County has over five main public MLCs namely, Kenya Utalii College, the Technical University of Kenya (Formerly Kenya Polytechnic), Nairobi Technical Training Institute, Kabete Technical Training Institute, Kinyajui Technical Training Institute, Karen Technical Training Institute and Railways Training Institute. Private MLCs are mainly located in the Central Business District and in the estates. These institutions offer certificates and diploma courses. After trainees attain a diploma, they qualify to join universities which offer tourism training like University of Nairobi, Kenyatta University, Moi University and Maseno University. At the same time, the universities either wholly or through a memorandum of understanding with public and private MLCs and campuses in Nairobi offer their programmes at either certificate, diploma or degree level. MLCs in Nairobi and its environs offering tourism courses at the time of this study are shown in Appendix (II), and include Riccatti Business College (Plate 3.3) and Regional Institute of Business Management which was established in 1999 (Plate 3.4). The latter has a memorandum of understanding with Maseno University. Other middle level colleges offering tourism related courses include Premier Institute of Professional Studies, Nairobi Aviation College, Kenya Institute of

Development, Skytech Aviation College International, NIBS College and Kenya Institute of Professional Studies among others.

The Technical University of Kenya (formerly Kenya Polytechnic) was established in 1961 and has a hotel which is used as a teaching facility for tourism training (Plate 3.5). In 2007, it was given a university college and changed its name to The Technical University of Kenya in 2013 but retained its status by retaining the same programs. The School of Hospitality and Tourism Management developed from the Department of Institutional Management in 1964 which is one of the oldest schools in the university.



Plate 3.3: Riccatti Business College of East Africa

Source: Kingpin Research and Consulting (2013)



Plate 3.4: Regional Institute of Business Management

Source: Kingpin Research and Consulting (2013)



Plate 3.5: A hotel used as a training facility at The Technical University of Kenya

Source: Kingpin Research and Consulting (2013)

3.2 Research design

The study utilized the descriptive and exploratory research designs. Descriptive research is concerned with describing the nature and characteristics of a particular individual or group of stakeholders in tourism training or a group of MLCs in Kenya on promotion and development of tourism. However, exploratory design is to formulate a problem for further investigation from operational point of view. According to Serekan (2003), descriptive research is a type of design used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables in a situation. Kothari (2010), describes descriptive research design as including surveys and fact-finding enquiries adding that more often, the researcher has no control over variables in such type of research and only reports what has happened or is happening. Also, Kothari (2010), states that inbuilt flexibility in research design is needed because it is transformed into one with more meaning in exploratory study.

On the other hand, the exploratory research design involves exploring the phenomenon under study through literatures reviews and analyzing experiences and insight-stimulating examples (Kothari, 2010). The study considered this design appropriate since it enables the researchers to collect information on the status quo of the phenomenon under study with a view of describing and doing comparative analysis and establishing the significant relationships between the dependent and independent variables.

3.3 Target population

The target population consisted of 200 registered MLCs in Nairobi County. The study target population included four groups namely: (1) 200 College administrators' staff administering public and private MLCs, (2) 5,539 trainees studying in MLCs, and, (3) 189 trainers teaching in MLCs.

3.4 Sampling procedures and sample selection

The study used purposive, convenient and random sampling methods to select the study respondents (Kothari, 2010) who included MLC administrators, trainees/graduates and trainers. These units form the sample that the researcher studies and enables the respondents to answer the research questions (Kothari, 2010).

3.4.1 Selection of Middle Level Colleges (MLCs)

The study targeted MLCs because of their daily contact with MLC graduates who after studies work with hotels and interact with tourists. The Ministry of Higher Education, Science and Technology (MOHEST) and CTDLT register MLCs for quality control purposes in training. The CTDLT list for the year 2010 consisted of 507 MLCs located in Kenya (GoK, 2010). However, a preliminary survey to establish the presence of registered MLCs in Nairobi region revealed that only a few are active in training due to competition, hence, there was a mismatch between the registered colleges and actual numbers on the ground. The MLCs are supposed to be registered and are licensed by CTDLT. In order to ensure all MLCs are given equal opportunity for being selected, purposive sampling method by Kothari (2010) was used to select both private and public colleges. Hence, an equal number of private and public MLCs located in Nairobi were targeted. The CTDLT registration list was used as the sampling frame for targeted MLCs.

Out of 200 MLCs registered in Nairobi County with CTDLT, only 20 comprising of 10 private and 10 public were registered and licensed by the Ministry of Higher Education, Science and Technology (MOHEST) and the CTDLT office in Nairobi County (Appendix II). The 20 were thus selected for the study. Four MLCs consisting of 2 private and 2 public out of 20 were used for piloting leaving 16 (80%) colleges for the actual study comprising 8 for both private and public MLCs.

3.4.2 Selection of Middle Level College administrators

College administrators in the selected MLCs were selected because they provided information on the type of programmes offered by colleges, quality of trainers/trainees and the extent to which MLCs incorporate tourism training and tourism promotion and development in the tourism industry in the country (Appendix II). College administrators from public and private MLCs were selected using purposive sampling technique. All the administrators in charge of the selected 20 colleges including the four for piloting were selected to participate in the study (Appendix II). Two college administrators from the selected public and private colleges were randomly selected for piloting the research instrument after which corrections were done to improve the questionnaires. College administrators from the 16 MLCs excluding the four used in piloting were subsequently interviewed. According to Hair *et al.* (2005), a maximum sample of up to 500 and a minimum of 50 or below are also recommended for a study.

3.4.3 Selection of trainees in Middle Level Colleges

The study also targeted the 5,539 trainees (Appendix II) in the selected MLCs with the aim of establishing their perceived attitudes towards tourism training in MLCs. The study purposively targeted the 5,539 MLCs trainees in Nairobi because according to the Ministry of Education (GoK, 2007, CDLT, 2010), it has 30% of the registered MLCs in the country. Trainees from both public and private colleges were selected from those taking tourism training courses. The administrators in charge of the selected 16 MLCs provided the trainees' enrollment registers which were used to generate random numbers using MS Excel 2010. The private college administrators estimated the population of trainees in their colleges to be 1,429 while public college administrators had an estimated 4,110 trainees (CTDLT, 2010).

The sample of size for the study was determined by the average of the results of Krejcie and Morgan Table (Appendix IX) for the 4,110 public and 1,429 private MLC trainees to reduce sampling error giving a sample of 326 (Appendix XI). The 326 trainees for the main study consisted of 172 and 154 respondents from public and private MLCs respectively. In addition, purposive sampling was used to select 10% of the trainees for piloting. A total number of 32 trainees were selected for pilot (Appendix II).

3.4.4 Selection of trainers in Middle Level Colleges

The study targeted all the 189 trainers who teach tourism courses in the selected MLCs within Nairobi County with the aim of establishing their perceived attitudes towards MLCs programmes (Appendix II). According to CTDLT (2010), there are about 60 trainers in private colleges and 129 in public MLCs giving a total of 189. It was noted, however, that majority of the trainers were not fulltime employees, and only came to college when they had lessons. This brought a mismatch between fulltime employees and part-time trainers. Simple random sampling technique (Kothari, 2010) was used to select 45 out of 129 trainers in public colleges for equal non-bias representation and the entire population (60) from private MLCs. Hence, a total of 105 trainers involved in tourism training were sampled for the study by filling questionnaires. Ten percent (10%) of the sample (105) was selected for piloting using simple random sampling technique. This adequately represented the population attached in Appendix II of this study.

3.5 Data collection procedures

3.5.1 Types and sources of data

The study used both primary and secondary sources of data. Primary data was collected using questionnaires which were undertaken on MLC administrators, trainees and trainers. Information targeted was on MLCs and programmes offered to trainees, trainers' attitudes towards tourism training.

Secondary data was collected through review of government documents in libraries, the Ministry of Higher Education, Science and Technology and the Ministry of Tourism offices. Both published and unpublished works like journals, daily newspapers, magazines, theses, textbooks, circulars from the government to MLCs, internet and other relevant materials relating to tourism training, and promotion and development in Kenya were reviewed. The Technical University of Kenya library and Kenya National Bureau of Statistics (KNBS) provided a valuable source of government documents and other relevant information on tourism sector.

3.5.2 Piloting of research instruments

The piloting of the research instruments was conducted on 4 out of 20 MLCs using 20% criterion for representativeness through simple random sampling technique. The piloting for the various categories of respondents such as college administrators, trainees and

trainers took different trends as explained below. For the college administrators, 4 out of 20 administrators were selected for piloting using purposive sampling criteria, for the trainees, 10% of the 326 was selected using purposive sampling technique, for the trainers and 10% of the 105 was selected for piloting using simple random sampling criteria. Respondents who participated in the pilot study were not included in the actual study. The pilot study was used to get the feedback to review and adjust the research instruments accordingly before the actual study of the targeted population, which measured the desired phenomena and expert opinion. This was to remove ambiguity and rephrase any obscure questions to enhance clarity before undertaking the actual study.

3.5.3 Selection and training of field assistants

Five research assistants with research experience were identified and trained on how to collect data from the field, the procedures to follow and ethical issues. The instruments were pre-tested through a pilot study with at least 5-10% each of the study samples conveniently selected. Prior to starting the research, a research permit was sought from the National Council for Science and Technology.

The research assistants were introduced to the various target groups and the purpose of the study explained. Data collection was done with the assistance of assistant researchers who administered the questionnaires to MLC administrators, trainees and trainers. In all the cases, the researcher regularly monitored the data collection and reviewed the filled questionnaires to ensure they were well filled.

3.5.4 Data collection methods and instruments

The study used both primary and secondary to collect data. Three sets of questionnaires (Appendices V, VI and VII) were designed for the study to obtain information from the respondents (Bell, 1993). While, secondary data was collected through review of government documents in libraries, internet and other relevant materials relating to tourism training in Kenya.

3.5.4.1 Questionnaire survey for College administrators

The data collected was to administer questionnaires to a sample of college administrators in both public and private Colleges. The questionnaire was a structured questions and open ended questions which were to elicit information on perceptions of administrators towards the level and quality of training in middle level colleges, college registration,

perception on training capacity, marketing Strategies, mode of training among others (Appendix V). The administrators play a critical role in the management of MLCs and have in-depth knowledge of almost all the activities in the MLCs that this study required to meet its objectives. The instrument allowed for probing and collection of more information for this study (Byrne, 2001). This was also because of the nature of this group of interviewed who have various levels of competence, education and exposure regarding various issues in MLCs and interact directly with all the stakeholders such as trainers, trainees, affiliated colleges and higher learning institutions just to mention but a few.

The interview using college administrators' questionnaires gave the researcher an opportunity to probe the college administrators on issues related to the theme of the study. The interviews were conducted at the convenience of the college administrators (Appendix V). Each MLC administrators was given one questionnaire to fill. An equal number of 8 each were distributed to the selected private and public MLC. All 16 questionnaires for administrators were filled and returned.

3.5.4.2 Questionnaire survey for trainees

The trainees' questionnaire contained both open and close ended questions (Appendix VI). Section A comprised of open items, which provided background information on the trainees, while section B included close and open-ended questions based on the Likert scale on the attitude of trainees towards tourism training and development in MLCs. Which was measurement under a five-point Likert scale based on Ryan and Patrick (2001) ranging from 1=Very Poor to 5=Excellent. The sub-sections for the trainees' questionnaire included entry grade, rating of the level of tourism training in Kenya, adequacy of preparation among others.

The research assistants distributed the instruments to trainees and guided them on how to fill the questionnaire which was collected immediately after the exercise. A total of 326 questionnaires were administered to trainees which were filled and returned, 172 (52.8%) and 154 (47.2%) of the trainees were selected from public and private MLCs respectively.

3.5.4.3 Questionnaire survey for trainers

The trainers' questionnaire contained both open and close ended questions (Appendix VII). Section A contained general information on the trainers' background. Section B on trainers' attitudes towards tourism training and development in MLCs. Section C, Strategies employed in marketing and finally Section D, Challenges faced in tourism training. This consisted of qualifications, teaching in other institutions, completion of syllabus, what influences teaching in tourism, method used in promotion, adequacy in tourism promotion in Kenya, financial support from the government and experience in teaching, adequacy in number of staff, and tutor-student ratio.

The research assistants distributed the instruments to trainers using the drop-and-pick method and guided them on how to fill the questionnaire. The private MLCS trainers, 66 questionnaires were filled with 6 (9.1%) questionnaire not returned. All 45 questionnaires for public MLCs were filled and returned.

3.6 Reliability and validity of research instruments

The questionnaires were the main data collection instrument. Questionnaires contained both open ended and closed ended questions with the quantitative section utilizing a nominal and a Likert-type scale format. According to Kiess and Bloomquist (2009), the Likert-type format was selected because it yields equal-interval data, which enables to use powerful statistical statistics to test research variables. Questionnaires are preferred since they are effective in data collection and allow respondents to give a fair attitudes relating to the research problem (Dempsey, 2003). According to Kothari (2010), questionnaires give free information without biasness and influence, leading to accurate and valid data collected.

3.6.1 Reliability of research instruments

Reliability refers to the consistence, stability or dependability of the data. Whenever an investigator measures a variable, the measurement used must provide dependable and consistent results (Cooper & Schindler, 2003). Reliability test was done using Cronbach's alpha test to measure the degree of consistency in the questionnaires (Cronbach, 1951). Cronbach's alpha determines two things: test/retest and internal consistency. Test/retest is used to estimate reliability where the same score on test 1 is the same as that on test 2. The main component was to compute the correlation between

the two separate measurements assuming there is no change in the underlying condition (or trait that the researcher is trying to measure) between test 1 and test 2. For example, if one has two sets of three questions measuring the same concept (say trainees' participation), questionnaire questions are given to the respondents and after collecting the responses, a correlation between the two sets of questions is done to determine the instrument's reliability in measuring internal consistency.

The Cronbach's Alpha instrument is used to compute correlation values among questions commonly used. Cronbach's alpha splits all the items in the research instrument in all possible ways and computes correlation values for all of them using a computer program, in the end, the computer output generates one number for Cronbach's alpha - like a correlation coefficient. The closer the value is to one, the higher the reliability estimate of the instrument. Cronbach's alpha is a less conservative estimate of reliability than the test/retest. Cronbach's Alpha was used to measure the coefficient. According to Hair *et al.*, (2005), Cronbach's Alpha coefficient lower limit is ≥ 0.70 and the upper limit is ≥ 1.20 indicates that the collected data is reliable since it has a relatively high internal consistency and can be generalized to reflect attitudes of all interviewed in the target population (Zinbarg *et al.*, 2005). For reliability test of the instrument for trainees, Cronbach's alpha was used. However, according to McGraw and Wong (1996) a cut-off point of 0.60 is conventionally acceptable.

However, Cronbach alpha can range from 0.0 if no variance is consistent to 1.00 if the variance is consistent with all values between 0.0 and 1.00. For example, if the Cronbach alpha for a set of scores is 0.80, it can be interpreted to mean that the test is 80% reliable, and by extension that it is 20% unreliable.

3.6.2 Validity of research instruments

Validity of a research instrument refers to the extent to which a test measures what it claims to measure. It is vital for a test to be valid in order for the results to be accurately applied and interpreted. Validity is not determined by a single statistic, but by a body of research that demonstrates the relationship between the test and the behavior it is intended to measure (Hunt & Sendhil, 2011). There are two main dimensions of validity namely internal and external validity.

Internal validity comprises three dimensions namely face content and construct (Hunt & Sendhil, 2011). Face validity involves the study of the concepts being used in the research to find if they are appropriate for the study the researcher found to be appropriate, although, it is not an evidence of measuring validity. Content validity is the extent of how a research instrument covers the concepts and the problems being studied to give the proper meanings (Engel & Shutt, 2005). In this study, this was done by reviewing literature and getting expert opinion on the items in the research to see if there was any different dimension of the attitudes of tourism training in the middle level colleges and on tourism promotion and development in Kenya. Construct validity was used to find out if items in the questionnaires measured what they are supposed to measure (Kothari, 2010). The problem was solved by involving experts to review the research instruments and the variables under study. Factor analysis was used to select statistically significant factors (Engel & Shutt, 2005, Hair *et al.*, 2005).

External validity is used to generalize the findings of a study to a larger group or other contexts (Engel & Shutt, 2005). This was achieved since the sample taken from MLCs in Nairobi was generalized to all populations of MLCs, namely administrators, trainers and trainees. According to Yin (2003), there are two forms of evidence to be used to ensure the validity of an instrument, namely, multiple sources of information, which can be found from the literature review, and primary information sources like administrators, trainees and trainers by using questionnaires and other data collection techniques. In the chain of evidence established, there were three steps performed, namely, literature review to provide the developed framework, pilot study to fill the gap between conceptual framework, field study, and questionnaire surveys for collecting data. The coefficient of the data collected from the pilot study was computed with assistance of Statistical Package for Social Sciences (SPSS). However, coefficient was above 0.5 which indicated that the instrument for collecting data was valid (Zinbarg *et al.*, 2005).

3.7 Data processing, analysis and presentation

3.7.1 Data validation and entry

Data validation was done by categorizing it and editing it for completeness; identifying missing data and keying data into the computer. Categorizing and editing was a continuous process as questionnaires were being received. Any errors or omissions were

checked and corrected accordingly. Missing data has a serious effect as it gives a false generalized effect. To check on any missing data at the collection level, every questionnaire was numbered to know which questionnaire was missing. Where the respondents did not respond to a question in the questionnaire, this was dropped from analysis. Data were entered into the Microsoft Excel spreadsheet and then exported to the Statistical Package for Social Science (SPSS) version 21.0 for analysis. In a social science study like this one, appropriate statistical techniques are selected and used for analyzing data (Nachmias & Nachmias, 2008). Both descriptive and inferential analyses were undertaken.

3.7.2 Descriptive analysis

Descriptive analysis was used to determine key features of the findings, variables being studied and associations between variables from the study. Descriptive analysis test included means, percentages and frequency distributions. The underlying statistical assumptions of the central limit theorem were used which states that samples which are greater than 30, data should be normally distributed for parametric tests (Kothari, 2010).

3.7.3 Inferential analysis

Inferential analyses included chi-square, exploratory factor analysis, Kaiser-Meyer-Olkin (KMO) and Bartlett's test of Sphericity and ANOVA test. Inferential analysis involve using appropriate statistical tests which assist to reveal whether using appropriate alternative hypotheses were likely to be true or not by the predictions done (Field, 2009).

3.7.3.1 Chi-square test analysis

Both Chi-square cross tabulation and goodness of fit tests were used to examine the extent to which a perfect fit exists between observed and estimated variables and to draw conclusions on the same (Webster, 1992). Chi-square for cross tabulation was used to perform various tests to account for statistical differences between variables this included testing the rating of tourism curriculum offered by various MLCs, to test for the contrast in attitudes of MLCs trainees'/trainers towards tourism training, to test for trainees' attitudes on quality of facilities and equipment available in MLCs, testing for strategies employed in marketing and challenges encountered in tourism training in MLCs.

The formula for chi-square used is as follows:

$$E_{ij} = \frac{(M_i \times M_j)}{N}$$

Where: E_{ij} is the expected frequency for the cell in the i th row and the j th column.

M_i is the total number of counts in the i th row

M_j is the total number of counts in the j th column

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Where: O = Observed frequencies,

E = Expected frequencies.

The goodness of fit was used to draw the conclusions on whether there exist any associations between the expected and observed data. The cross tabulation of variables whose p-values was less than 0.05 significant level was considered to exhibit the significant difference showing that an association did exist and when the p-value was 0.05, then there was no association.

However, the chi-square was employed bearing in mind the following,

- 1) The sample must be randomly selected from the population while mutually exclusive row and column variable categories are acceptable for tests on cross tabulation
- 2) The sample size must be large enough ($n > 30$) so that the expected count in each cell is greater than or equal to 5.

All the assumptions were met in the process of collecting data.

3.7.3.2 Exploratory factor analysis

Factor analysis is a statistical method used to identify underlying variables that explain correlation patterns within a set of observed variables. Principal Component Analysis (PCA) was found appropriate for this study because the study is exploratory in nature and aimed at establishing the underlying construct of tourism perception and satisfaction levels that enhance tourism promotion and development in the tourism industry.

3.7.3.3 Kaiser-Meyer-Olkin (KMO) and Bartlett's test of Sphericity

Factorability of data was assessed by use of Barlett's test of Sphericity (significant at 0.05) to ensure that sufficient correlation existed among the variables in order to proceed with factor analysis and finally, Kaiser-Meyer-Olkin which is a measure of sampling adequacy whose value is ≥ 0.5 .

3.7.3.4 Analysis of variance (ANOVA) test

Analysis of variance (ANOVA) it is a method of analyzing the variance to which a respondent is subject into its various components corresponding to various sources of variations (Kothari, 2010). The assumptions when using ANOVA includes: the variances in each experimental need to be fairly similar, normally distributed, and observations to be independent and the dependent variable to be measured at least with an interval scale (Field, 2009). In this study a one way ANOVA was used to find variation between college administrators' attitudes and their variables.

The formula (McFatter, 2012) below was used to calculate the value of F.

$$F = \frac{\text{MSE}}{\text{MST}}$$

Where,

F = ANOVA Coefficient

MST = Mean sum of squares due to treatment

MSE = Mean sum of squares due to error.

Formula for MST is given below

$$\text{MST} = \text{SST} / p - 1$$

$$\text{SST} = \sum n(x - \bar{x})^2$$

Where,

SST = Sum of squares due to treatment

p = Total number of populations

n = Total number of samples in a population.

Formula for MSE is given below:

$$\text{MSE} = \text{SSE} / N - p$$

$$\text{SSE} = \sum (s - n) S^2$$

Where,

SSE = Sum of squares due to error

S = Standard deviation of the samples

N = Total number of observations

3.8 Limitations of the study

The study target for trainees and trainer's interviewed some were part-time in the selected institutions, however, not all of them filled the questionnaires. Some MLC administrators and employers were busy and could not avail themselves to fill the questionnaire but the researcher had to be patient until they are free to fill the questionnaire.

3.9 Ethical considerations

Before embarking on the study, the researcher bore in mind all ethical considerations necessary when doing such research like informed consent, privacy, confidentiality, anonymity, and interviewed, and attempt to uphold them (Oso & Onen, 2005). The respondents informed about all the information needed and for what purpose so that they could have a clear mind when participating in the study. The respondents were not required to disclose their names during interview. It was the responsibility of the researcher to collect data only to be used for academic purposes and analyze only what pertains to the study (Oso & Onen, 2005). The permit for the study was given by the National Council for Science and Technology of Kenya.

CHAPTER FOUR
MANAGEMENT OF MIDDLE LEVEL COLLEGES AND TRAINING
PROGRAMS OFFERED

4.0 Introduction

This chapter presents and discusses findings on the types of tourism training in both public and private middle level colleges (MLCs). An assessment of 16 colleges from public and private MLCs was undertaken to determine their management, equipment, infrastructure and type of curricula being offered. Results presented in subsequent sections of the chapter describes the characteristics of MLCs, fees and duration of the training programs in MLCs, training curriculum used in public and private colleges, training capacity in MLC, and, strategies used by MLCs to promote tourism training, and, management, experience and qualification of college administrators. The chapter ends with a summary of the chapter contents.

4.1 Demographic profile of private and public college administrators

4.1.1 MoU's signed by MLCs with other training institutions

Out of the 16 administrators interviewed, majority (81.3%, n=16) were in local institutions, while 12.5% were in foreign institutions. Those that were in none, accounted for 6.3%. The MoU of the institutions differed significantly between the administrators interviewed ($\chi^2 = -3.514$, $df = 14$, $p = 0.012$). The MoU's in the institutions also differed significantly between the public and private colleges ($\chi^2 = -4.277$, $df = 14$, $p = 0.001$, Table 4.1). However, foreign administrators interviewed did not vary significantly between the public and private colleges with 50% (n=1) in both the public and private MLCs ($\chi^2 = -1.302$, $df = 14$, $p = 0.514$), while those in none comprised of 100 % (n=1) in private colleges which differed significantly ($\chi^2 = -0.124$, $df = 14$, $p = 0.017$). The administrators in local institutions varied between public and private colleges with 53.8% (n=13) being in public colleges and 46.2% in private colleges ($\chi^2 = -0.175$, $df = 14$, $p = 0.011$).

4.1.2 Preference for tourism related association of affiliation by MLCs

Out of 16 administrators, majority (33.3%, n=16) were from KATO, while 29% were from CTDLT. Those from IATA accounted for 24.4% and 13.3% comprised of KAHC (Table 4.1). The affiliation of the institutions differed with the administrators interviewed

albeit with no statistical significance ($\chi^2=13.421$, $df = 14$, $p = 0.061$). The affiliation of the institutions also differed between public and private colleges also with no statistical significance ($\chi^2=0.767$, $df = 14$, $p = 0.456$, Table 4.1). Moreover, CTDLT administrators interviewed did not significantly differ between public and private colleges with 63.6% (n=13) in public and 36.4% in private colleges ($\chi^2=2.365$, $df = 14$, $p = 0.423$, Figure 4.1). Further, IATA administrators interviewed did not differ significantly between public and private colleges with 54.5% (n=11) being in public colleges and 45.5% in private colleges ($\chi^2=0.215$, $df = 14$, $p = 0.514$, Table 4.1). The affiliation in KATO, administrators interviewed did not vary significantly between the public and private colleges, with 46.7% being in public and 53.3% (n=15) in private ($\chi^2=0.546$, $df = 14$, $p = 0.112$). Finally, KAHC administrators interviewed varied significantly between the public and private colleges with 66.7% (n=6) being in public and 33.3% in private colleges ($\chi^2=0.324$, $df = 14$, $p = 0.024$, Table 4.1).

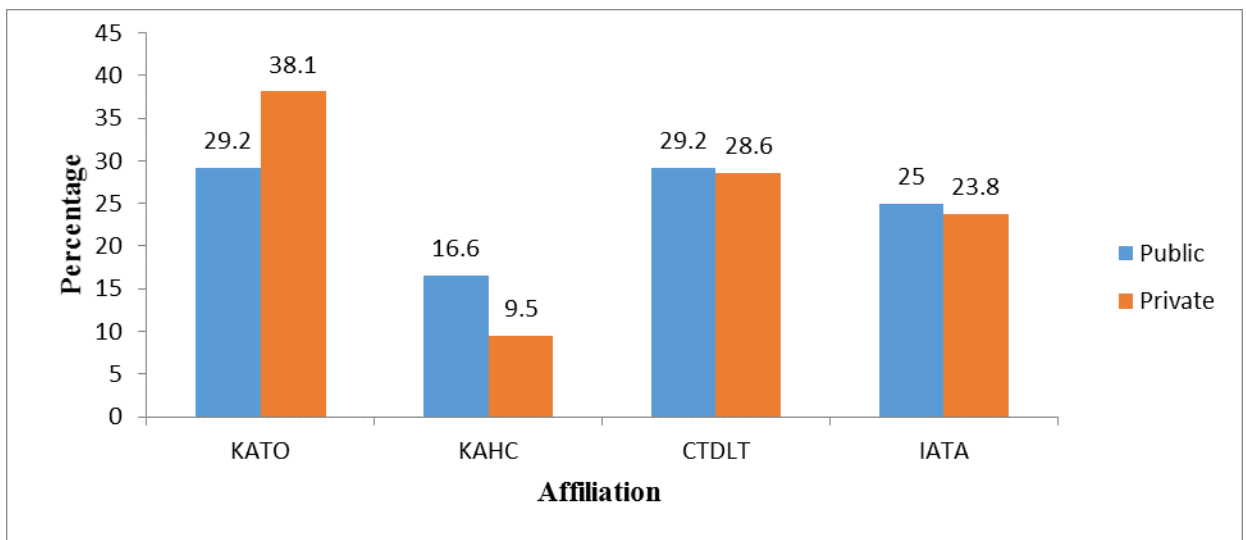


Figure 4.1: Preference for tourism related association of affiliation by MLCs

Table 4.1: Associations the institution is affiliated and MoU's

Variable	Institution	Public MLCs		Private MLCs		χ^2	df	P-value
		f*	%	f*	%			
MoU	Local institution	7	87.5	6	75.0	-	14	0.001**
	Foreign institution	1	12.5	1	12.5			
	None	0	0.0	1	12.5			
Affiliation	KATO	7	29.2	8	38.1	-	14	0.456
	KAHC	4	16.6	2	9.5			
	CTDLT	7	29.2	6	28.6			
	IATA	6	25.0	5	23.8			

***a Multiple interviewed**

****Significance at 0.05**

4.1.3 Year the public and private MLCs registered with CTDLT

Of the 32 administrators interviewed, 25.0% (n=32) were registered in 2009 with CTDLT. The MLCs that were registered in 2010 accounted for 21.9% while 15.6% comprised of the MLCs that were registered in 2008. A few of 9.4%, MLCs were registered in 2003, 2006 and 2007 while MLCs that were registered in 2005 accounted for 6.25% , and those that were registered in 2004 comprised 3.1%. Specifically, 25% (n=16) of 16 administrators interviewed in public colleges were registered in 2010, while 18.8% were registered in the year 2008 and 2009. Also, 12.5% accounted for the ones that were registered in 2003 and 2007, and 6.3% comprised of those that were registered in the years 2005 and 2006 (Figure 4.2). As for the registration of private college, out of the 16 administrators interviewed, 31.3% (n=16) were registered in 2009, 18.8% were registered in 2010. While those that were registered in 2006 and 2008 accounted for 12.5%. Also, 6.3% comprised of those that were registered in the years 2003, 2004, 2005 and 2007. The level of registration differed significantly between the public and private colleges ($\chi^2=1.520$, $df = 3$, $p = 0.000$, Table 4.2).

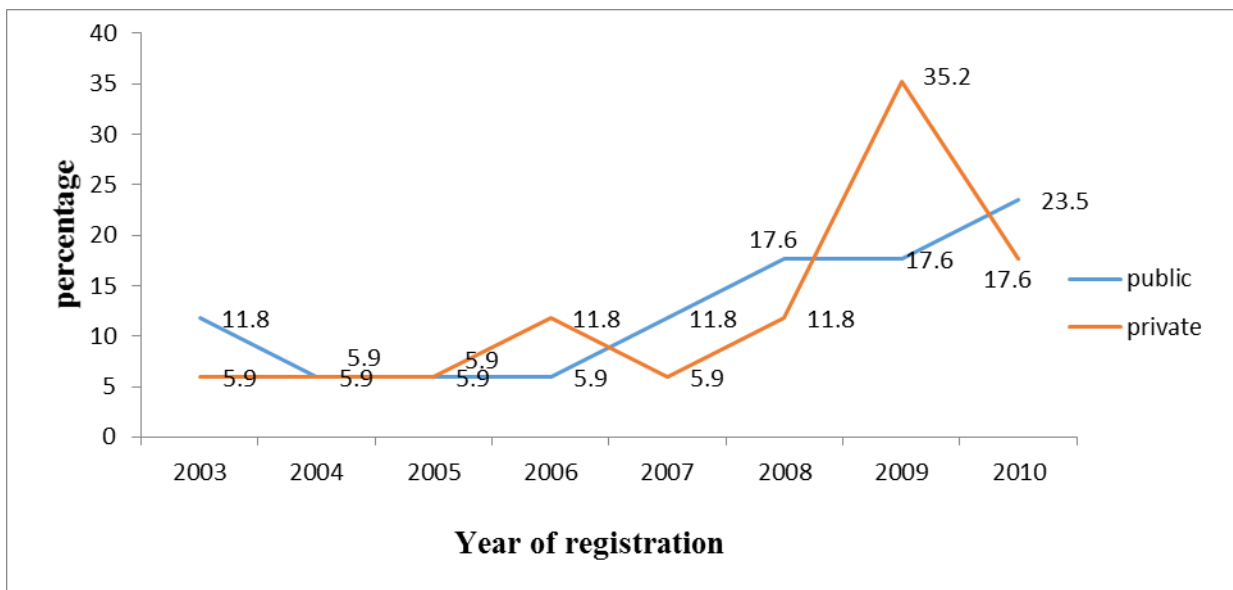


Figure 4.2: Year the public and private MLCs registered with CTDLT

Table 4.2: Year the public and private MLCs registered with CTDL

Year	Public		Private		χ^2	df	P-value
	f	%	f	%			
2003	2	12.5	1	6.25	1.520	3	0.000
2004	0	0	1	6.25			
2005	1	6.25	1	6.25			
2006	1	6.25	2	12.5			
2007	2	12.5	1	6.25			
2008	3	18.75	2	12.5			
2009	3	18.75	5	31.25			
2010	4	25	3	18.75			

***Significant at p=0.05**

4.2 Fees charged and duration of training programs in MLCs

4.2.1 Fees Charged for certificate level

Out of the 16 administrators interviewed, majority (50%, n=16) were charging fees for certificate level between Kshs. 30,001 and 40,000 while 25% were charging fees between Kshs. 40,001-50,000. The administrators interviewed, charging fees less or equal to Kshs. 30,000 and between Kshs. 40,001 and 50,000 appear to be fewer

accounting to 25%. The fees charged differed significantly between the administrators interviewed ($\chi^2=0.46$, $df = 14$, $p = 0.012$). However, the fees charged by the administrators did not significantly vary between the public and private colleges ($\chi^2=0.672$, $df = 14$, $p = 0.513$, Table 4.3). There was no significant difference in the fees charged less than 30,000 which accounted for 50% ($n=2$) in both public and private colleges ($\chi^2=0.456$, $df = 14$, $p = 0.674$). Fees charged between Kshs. 40,001-50,001 showed a difference with 25% in public and 75% ($n=4$) in private MLCs ($\chi^2=0.213$, $df = 14$, $p = 0.521$) albeit with no statistical significance. There was also no statistical significance in fees charged between Kshs. 30,001-40,000 between the two colleges with 62.5% ($n=8$) in public and 37.5% in private MLCs ($\chi^2=0.254$, $df = 14$, $p = 0.562$, Table 4.3).

4.2.2 Fees charged for diploma Level

Out of the 16 administrators, majority (62.5%, $n=16$) were charging fees between Kshs. 40,001 and 60,000 for diploma level while 18.8% charged fees between Kshs. 60,000 and 70,000 for the same course. The administrators who were charging less or equal to 30,000 accounted for 12.5%. Those administrators interviewed charging fees above or equal to 70,001 accounted for 6.3%. The fees charged significantly differ between the administrators interviewed ($\chi^2=1$, $df = 14$, $p = 0.043$). There was further no statistical significance recorded in fees charged by the administrators between the public and private colleges ($\chi^2=1.000$, $df = 14$, $p = 0.334$, Table 4.3). There was also no significant difference in the fees charged less or equal to 40,000 which accounted for 50% ($n=1$) in both public and private colleges ($\chi^2=0.421$, $df = 14$, $p = 0.545$). Fees charged between Kshs. 60,000 and 70,001 also did not show significant difference in public and in private MLCs ($\chi^2=0.267$, $df = 14$, $p = 0.514$). Moreover, fees charged between Kshs. 40,001 and 60,000 varied between public and private MLCs with no statistical significance ($\chi^2=0.124$, $df = 14$, $p = 0.714$). Those charged fees above or equal to Kshs. 70,001 accounted for 100% ($n=1$) in private MLCs ($\chi^2=1.254$, $df = 14$, $p = 0.614$, Table 4.3) also with no statistical significance as compared to public colleges.

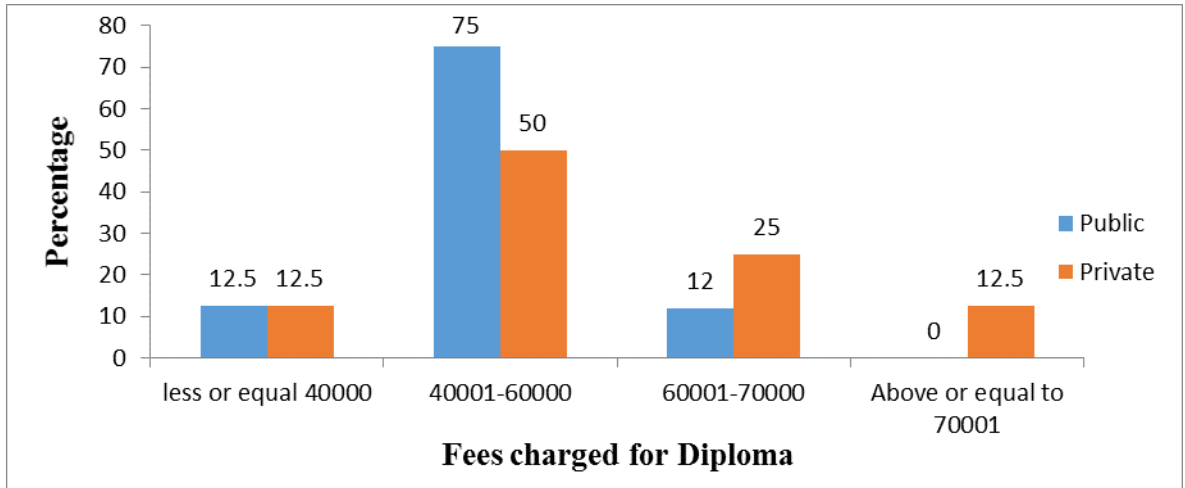


Figure 4.3: Fees charged for Diploma level by MLCs

4.2.3 Duration of industrial based learning

Out of the 16 administrators interviewed, 12.5% took less or equal to 3 months, while majority (87.5%, n=16) took above or equal to 3 months (Table 4.3). The variation in duration was not significant ($\chi^2=2$, $df = 14$, $p = 0.134$). However, there were more interviewed who took above or equal to 3 months (75%) in public colleges which was the same case in private colleges where more administrators interviewed took above or equal to 3 months (100%). The duration between public and private colleges showed that 25% of the administrators interviewed took less or 3 months and 75% (n=8) of the interviewed took above or equal to 3 months in public colleges compared to and 100% (n=8) of the interviewed who took above or equal to 3 months in private colleges. The difference in the duration was however not significant between the public and private colleges ($\chi^2=-1.528$, $df = 14$, $p = 0.149$).

Table 4.3: Fees and duration of the training programs in MLCs

Programmes	Fee charged (Kshs)	Public		Private		χ^2	df	p-value
		f	%	f	%			
Fees Charged for certificate level	Less or equal to 30000	2	25	2	25.0	-0.672	14	0.513
	30001-40000	5	62.5	3	37.5			
	40001-50000	1	12.5	3	37.5			
Fees Charged for Diploma Level	Less or equal 40000	1	12.5	1	12.5	-1.000	14	0.334
	40001-60000	6	75.0	4	50.0			
	60001-70000	1	12.5	2	25.0			
	Above or equal to 70001	0	0.0	1	12.5			
Attachment	Duration of attachment							
Duration of industrial based learning	Less or 3 months	2	25.0	0	0.0	-1.528	14	0.149
	Above or equal to 3 months	6	75.0	8	100			

Significance at p= 0.05

4.3 Comparison in tourism training curriculum used by MLCs

4.3.1 Comparison between curriculums of public and private MLCs

4.3.1.1 Diploma curriculum

The administrators expressed their opinion on the minimum entry grade for joining a public, private or foreign programme ranging from 1=D to 5=C+ (Table 4.6). Majority (87.5%) of the administrators interviewed in public colleges had an agreement in the minimum entry grade for the curriculum 'diploma' as C and C+ while 0.0% agreeing D as the minimum entry grade and this varied between the interviewed with statistical significance in the variation ($\chi^2=12.500$, df = 2, p = 0.002). In private colleges, majority (87.6%) of the administrators interviewed had an agreement in the minimum entry grade as C and C+ while 0.0% agreeing D as the minimum entry grade and this significantly varied between the interviewed ($\chi^2=16.625$, df = 2, p = 0.000). While in foreign colleges, 48.2% of the administrators interviewed had an agreement in the minimum

entry grade as C and C+ while 0.0 % agreeing D as the minimum entry grade and this also significantly varied between the interviewed ($\chi^2=3.125$, $df = 2$, $p = 0.000$, Figure 4.4(a)).

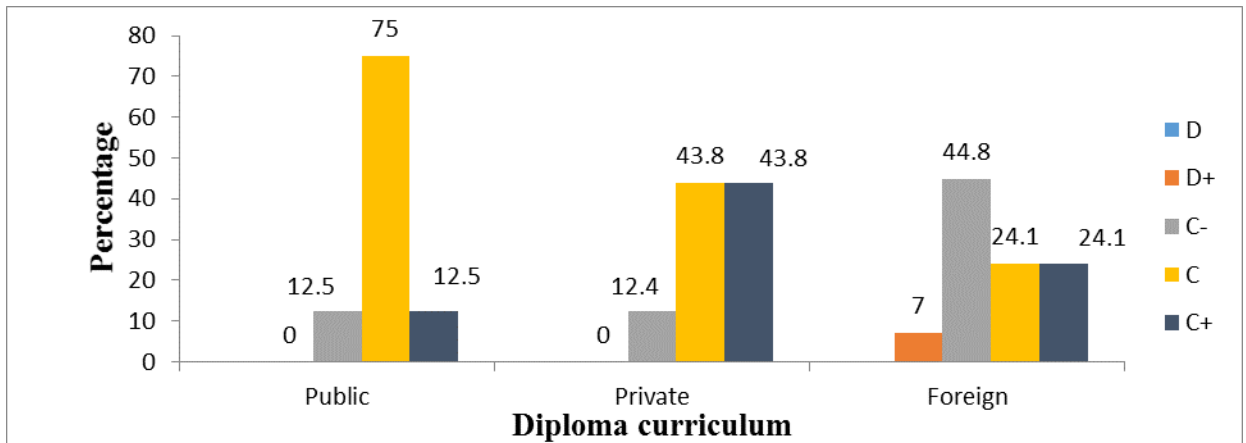


Figure 4.4(a): Comparison between curricula of trainees in public, private and foreign MLCs

4.3.1.2 Certificate curriculum

A few administrators interviewed in public colleges (6.2%) concurred on the minimum entry grade for the curriculum 'certificate' as D and this significantly varied between the interviewed ($\chi^2=12.500$, $df = 2$, $p = 0.002$). In private colleges, a few administrators interviewed (6.2%) concurred on the minimum entry grade as C and C+ and 12.5% agreeing D as the minimum entry grade, causing a significant difference between the interviewed ($\chi^2=12.500$, $df = 2$, $p = 0.002$). For foreign colleges, 12.5% of the administrators interviewed concurred on the minimum entry grade as C and C+ while 12.5% agreeing D as the minimum entry grade and this varied significantly between the interviewed ($\chi^2=21.500$, $df = 3$, $p = 0.000$, Figure 4.4(b)).

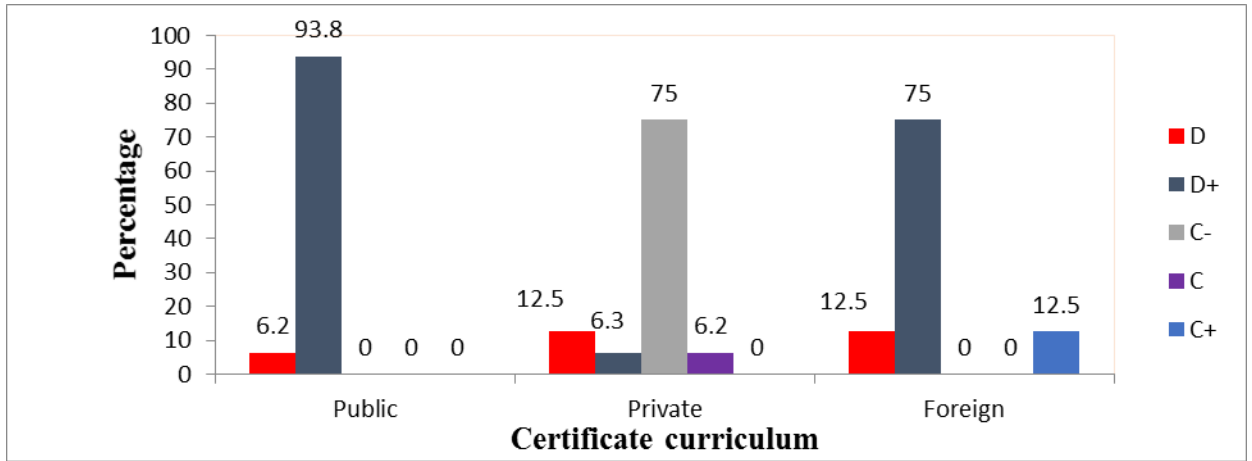


Figure 4.4(b): Comparison between curricula of public and private and foreign MLCs

Table 4.4: Comparison between minimum entry Grade for joining a public, private or foreign programme and their comparison in MLCs

Curriculum	MLCs	D		D+		C-		C		C+		χ^2	df	P-value
		F	%	f	%	f	%	f	%	f	%			
Diploma	Public	0	0	0	0	2	12.5	12	75	2	12.5	12.500	2	0.002*
	Private	0	0	0	0	2	12.4	7	43.8	7	43.8	16.625	2	0.000*
	Foreign	0	0	2	0	13	44.8	7	24.1	7	24.1	3.125	2	0.000*
Certificate	Public	1	6.2	15	7	0	0	0	0	0	0	12.500	2	0.002*
	Private	2	12.5	1	93.8	12	75	1	6.2	0	0	12.500	2	0.002*
	Foreign	2	12.5	12	6.3	0	0	0	0	2	12.5	21.500	3	0.000*

***Significant at p=0.05**

4.3.2 Rating of tourism curriculum used by various MLCs

The administrators expressed their opinion on the rating of tourism curriculum offered using 4 pointer Likert scale ranging from 1=Excellent to 4=poor. Majority (74.9%) of the administrators rated the public diploma offered by the MLCs as excellent and good with only 6.3% rating them as poor and 18.8% rating it as average. This difference between the interviewed was significant ($\chi^2=5.000$, $p = 0.047$, Table 4.5). The curriculum of private diploma offered by the MLCs was rated excellent and good by only 43.8% of the administrators interviewed while 12.5% rated it as poor and 43.7% who rated it as average. This was not significant ($\chi^2=6.5000$, $p = 0.070$, Table 4.5). The curriculum of foreign diploma offered by the MLCs was rated excellent and good by 50% of the administrators interviewed while 18.8% rated it as poor leaving out the 31.2% who rated it as average. This had no significant statistical difference between them ($\chi^2=2.500$, $p = 0.475$, Table 4.5).

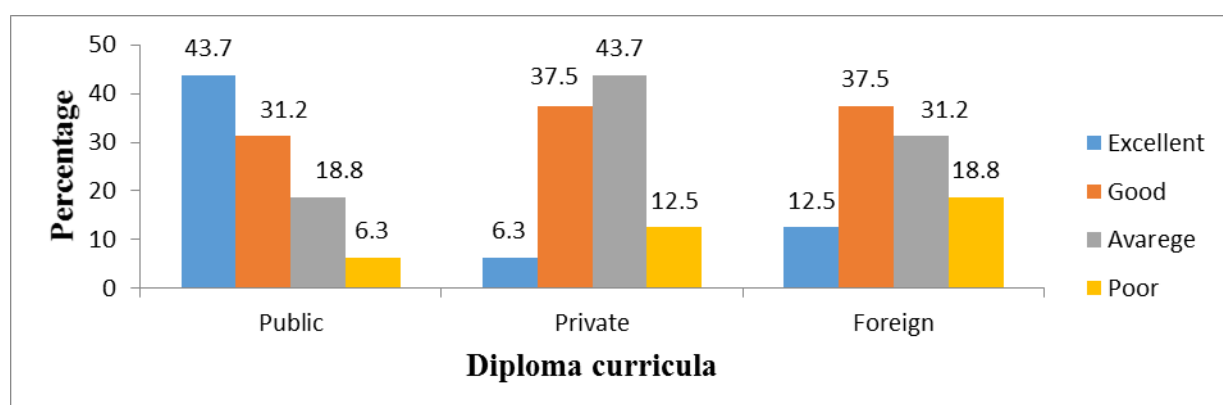


Figure 4.5(a): Rating of tourism curriculum used by various MLCs

The certificate curriculum offered by public MLCs was rated excellent and good by 68.8% of the administrators interviewed, 31.2% rating it as average, and no interviewed rating it as poor and this did not significantly vary between the interviewed ($\chi^2=2.375$, $p = 0.035$, Table 4.5). The curriculum private certificate offered by the MLCs was rated excellent and good by 18.8% of the administrators interviewed while 43.7% rated it as poor and 37.5% rated it as average. This did not differ significantly between the interviewed ($\chi^2=1.500$, $p = 0.682$, Table 4.5). The curriculum for foreign certificate offered by the MLCs was rated excellent and good by 43.7% of the administrators

interviewed while 18.8% rated it as poor and 37.5% rated it as average. This did not significantly vary between the interviewed ($\chi^2=1.625$, $p = 0.444$, Table 4.5).

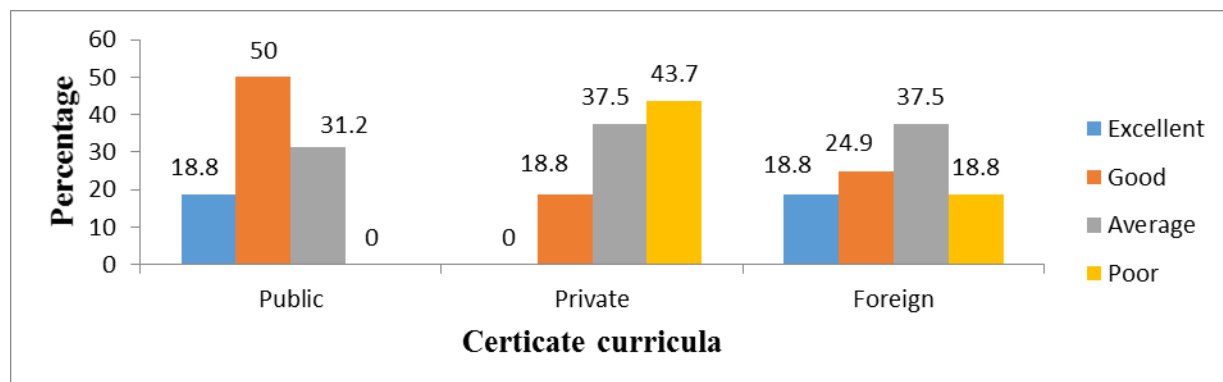


Figure 4.5(b): Rating of tourism curriculum used by various MLCs

The administrators' perceptions (Figure 4.5 a and b), were that most of the curricula offered by the MLCs were varied, except the private diploma and private certificate curricula which differed significantly (Figure 4.5).

Table 4.5: Rating of tourism curriculum used by various MLCs

Curriculum		Excellent		Good		Average		Poor		χ^2	df	P -value
		f	%	f	%	f	%	f	%			
Diploma	Public	7	43.7	5	31.2	3	18.8	1	6.3	5.000	7	0.047
	Private	1	6.3	6	37.5	7	43.7	2	12.5	6.500	7	0.070
	Foreign	2	12.5	6	37.5	5	31.2	3	18.8	2.500	7	0.475
Certificate	Public	3	18.8	8	50.0	5	31.2	0	0.0	2.375	7	0.035
	Private	0	0.0	3	18.8	6	37.5	7	43.7	1.500	7	0.682
	Foreign	3	18.8	4	24.9	6	37.5	3	18.8	1.625	7	0.444

4.4 Training capacity in Middle Level Colleges

4.4.1 Adequacy of capacity for tourism training in MLCs

The administrators interviewed, majority (62.5%, n=16) felt that training capacity in MLCs was adequate while 37.5% felt that training capacity of tourism was inadequate (Table 4.6). However, the training capacity differed significantly between the interviewed ($\chi^2=54.140$, $df = 15$, $p = 0.001$). In public colleges, majority (87.5%, n=8) of the administrators interviewed agreed that training capacity of tourism was given adequate attention as compared to 12.5% and this differed significantly ($\chi^2=7.311$, $df=15$, $p=0.015$). While in private colleges, majority (62.5%, n=8) of the administrators interviewed agreed that training capacity of tourism is adequate for trainees as compared to 37.5% and this varied significantly ($\chi^2=3.011$, $df = 15$, $p = 0.001$). T-test for cross tabulation further showed significant difference in administrators interviewed towards training capacity of tourism between public and private colleges ($\chi^2=9.000$, $df = 15$, $p = 0.000$, Table 4.6).

4.4.2 Ratio of trainers to trainees in MLCs

Out of 16 administrators, 43.8% (n=16) rated the ratio of trainers to trainees as good, while 31.2% rated it as average, those who rated it as excellent accounted for 18.7% while 6.3% comprised of those who rated the ratio of trainers to trainees as poor and this differed significantly between the ratio of trainers to trainees ($t = -6.35$, $df = 15$, $p = 0.021$). When the ratio of trainers to trainees in MLCs was compared between public and private, t-test for cross tabulation showed that the ratio of trainers to trainees differed highly significantly between the public and private colleges ($\chi^2=-2.931$, $df = 15$, $p = 0.000$). The administrators interviewed across the ratio of trainers to trainees were compared between public and private colleges, rating as excellent accounted for 33.3% and 66.7% (n=3) in public and private college respectively, indicating a significant difference ($\chi^2=4$, $df = 15$, $p = 0.004$). The interviewed for the rating in average showed a significant difference with 60% (n=5) in public and 40% in private colleges ($\chi^2=4$, $df=15$, $p=0.003$). Rating of very poor accounted for 100 % (n=1) in private colleges indicating a significant difference ($\chi^2=-7$, $df = 15$, $p = 0.013$). Further, the rating ratio of trainers to trainees as good by the administrators interviewed varied between the public and private colleges with 57 % (n=7) being in public and 43% being in private ($\chi^2=3$, $df = 15$, $p = 0.034$).

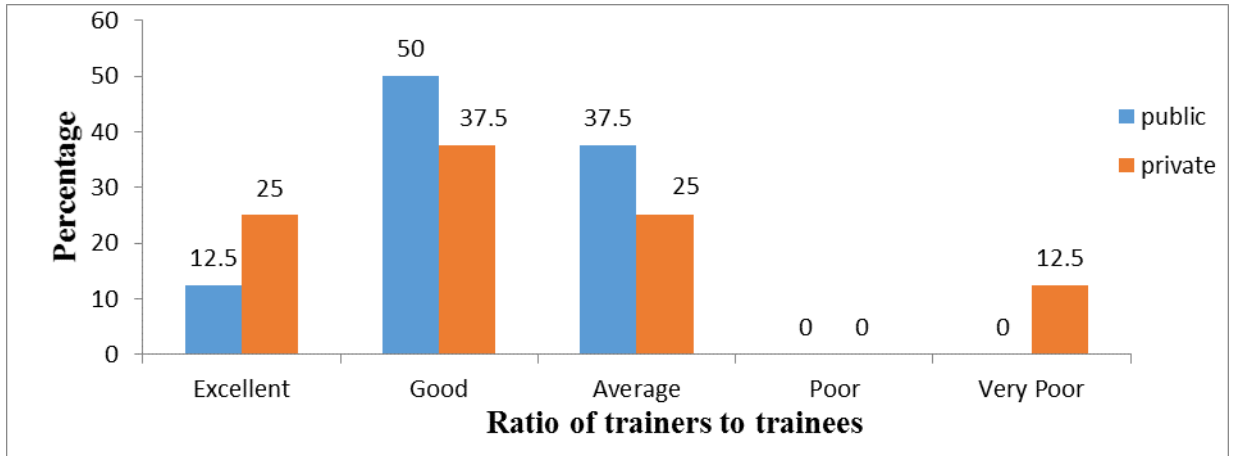


Figure 4.6: Ratio of trainers to trainees in MLCs

4.4.3 Capacity of training equipment and facilities in sampled MLCs

Out of the 16 administrators interviewed, 50% (n=16) rated the training equipment and facilities as good, while 37.5% rated them average. Those who rated the training equipment and facilities as excellent accounted for 6.3% (n=1) while those equipment and facilities that were rated poor accounted for 6.3% (n=1) and this statistically differed between administrators interviewed ($\chi^2=6.245$, $df = 15$, $p = 0.001$). When the rate the capacity of training equipment and facilities in the institution was compared between the colleges, t-test for cross tabulation showed that the rate the capacity of training equipment and facilities in the institution were different between the public and private colleges ($\chi^2=5.514$, $df = 15$, $p = 0.000$, Table 4.6). When the administrators interviewed across the equipment and facilities were compared between public and private colleges, a significant majority (100%, n=1) of the administrators interviewed in the equipment and facilities was excellent in public colleges ($\chi^2=2$, $df = 2$, $p = 0.003$). The average level comprised of 33.3% in public and 66.7% (n=7) in private colleges varied significantly ($\chi^2=4$, $df = 2$, $p = 0.004$). Poor level differed significantly with 100% (n=1) in private colleges ($\chi^2=7$, $df = 15$, $p = 0.013$). The good level also varied between the public and private colleges with 62.5% (n=8) being in public and 37.5% in private colleges ($\chi^2 = 4.324$, $df = 15$, $p = 0.014$).

Table 4.6: Capacity of training equipment and facilities in sampled MLCs

		Public		Private		χ^2	df	P-Value
		f	%	f	%			
Training capacity of tourism is adequate for trainees	Adequate	1	12.5	5	62.5	9.000	15	0.000*
	Inadequate	7	87.5	3	37.5			
Rate the ratio of trainers to trainees in MLCs	Excellent	1	12.5	2	25.0	-2.931	15	0.000*
	Good	4	50.0	3	37.5			
	Average	3	37.5	2	25.0			
	Poor	0	0.0	0	0.0			
	Very poor	0	0.0	1	12.5			
Rate the capacity of training equipment and facilities in your institution	Excellent	1	12.5	0	0.0	-5.514	15	0.000*
	Good	5	62.5	3	37.5			
	Average	2	25.0	4	50.0			
	Poor	0	0.0	1	12.5			
	Very poor	0	0.0	0	0.0			

* Significant at $p=0.05$

4.5 Strategies used by Middle Level Colleges to promote tourism training in Kenya

4.5.1 Methods used to promote tourism training by MLCs

4.5.1.1 Use of Internet

The administrators interviewed were asked the various methods used in the promotion of tourism training. The results showed that of the 16 administrators interviewed, 68.8% used internet to promote their colleges while 31.2% did not, and this differed significantly between the interviewed ($\chi^2=3$, $df = 1$, $p = 0.003$). Majority (75%, $n=8$) of the public administrators used promotion strategies for their colleges while 25% did not and this varied significantly ($\chi^2=2$, $df = 1$, $p = 0.004$). Majority (62.5%, $n=8$) of the private administrators interviewed used promotion strategies for their colleges while a few (37.5%) did not and this did not vary significantly ($\chi^2=6$, $df = 1$, $p = 0.049$), t-test for promotion strategies using internet between public and private MLCs showed significant difference ($\chi^2=-3$, $df = 1$, $p = 0.010$).

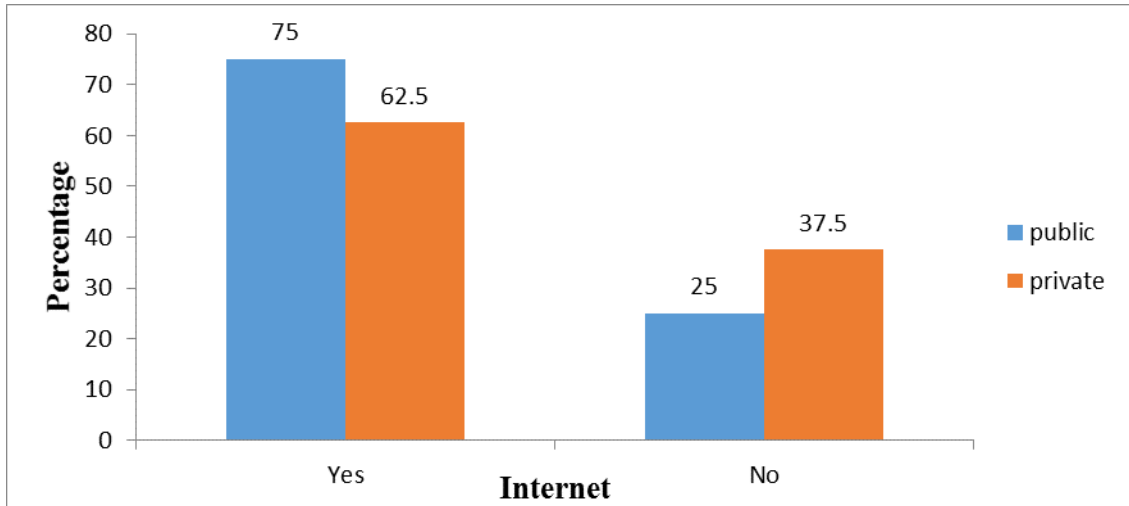


Figure 4.7: Use of internet to promote tourism training by MLCs

4.5.1.2 Use of radio and television

The administrators interviewed were asked the various methods used in the promotion of tourism training, of the 16 administrators interviewed, 68.8% used radio/television to promote their colleges while 31.2% did not, and this differed significantly between the interviewed ($\chi^2=3$, $df = 1$, $p = 0.006$). Majority of the public interviewed (87.5%, $n=8$) used promotion strategies for their colleges while 12.5%, did not and this also differed significantly between the interviewed ($\chi^2=3.241$, $df = 1$, $p = 0.004$). In private colleges 50% ($n=8$) of the administrators interviewed used promotion strategies for their colleges while 50% did not and this did not differ significantly ($\chi^2=3.246$, $df = 1$, $p = 0.064$). T-test for cross tabulation showed no significant difference in the promotion strategies using radio and television between public and private MLCs ($\chi^2=-1$, $df = 1$, $p = 0.30$, Table 4.7).

4.5.1.3 Use of daily newspapers

According to 31% of the administrators interviewed, 31.3% used daily newspaper to promote their colleges while 68.7% did not and this did not significantly differ between the interviewed ($\chi^2=6$, $df = 1$, $p = 0.067$). A small fraction (25%) of the administrators interviewed in public colleges used promotion strategies for their colleges while a majority (75%, $n=8$) did not and this differed significantly ($\chi^2=6.320$, $df = 1$, $p = 0.041$). In private colleges, 37.5% of the administrators interviewed used promotion strategies for their colleges while 62.5% ($n=5$) did not and this did not significantly differ

($\chi^2=3.148$, $df = 1$, $p = 0.061$), t-test for cross tabulation showed no significant difference in the promotion strategies using daily newspaper between public and private MLCs ($\chi^2=1.7$, $df = 1$, $p = 0.20$, Table 4.7).

4.5.1.4 Designing specialized programs in tourism

On designing specialized programs in tourism, 62.5% of the administrators interviewed used designing specialized program to promote their colleges while 37.5% did not. This significantly differed between the administrators interviewed ($\chi^2=4$, $df = 1$, $p = 0.004$). Majority of the administrators interviewed (75.0%, $n=8$) used promotion strategies for their colleges while 25% did not and this also differed significantly between the interviewed ($\chi^2=6$, $df = 1$, $p = 0.002$). While in private colleges, 50% ($n=8$) of the administrators interviewed used promotion strategies for their colleges and 50% did not and this did not vary significantly ($\chi^2=2$, $df = 1$, $p = 0.462$), t-test for cross tabulation showed no significant difference in the promotion strategies using designing specialized program between public and private MLCs ($\chi^2=1$, $df = 1$, $p = 0.30$, Table 4.7).

4.5.1.5 Decrease of fees in tourism course/areas

On the decrease of fees in tourism courses, 81.3% of the administrators interviewed preferred the use of decrease of fees in tourism course/areas to promote their colleges while 18.7% did not, and this differed significantly between the interviewed ($\chi^2=7$, $df = 1$, $p = 0.002$). Majority of the public interviewed (75%, $n=7$) used promotion strategies for the colleges while 25% did not, and this differed significantly ($\chi^2=1.540$, $df = 1$, $p = 0.001$). In private colleges, majority of the administrators interviewed (87.5%, $n=8$) used promotion strategies for their colleges while 12.5% did not. This varied significantly ($\chi^2=3.140$, $df = 1$, $p = 0.003$), t-test for cross tabulation showed a significant difference in the promotion strategies using the decrease of fees in tourism course/areas between public and private MLCs ($\chi^2=5$, $df = 1$, $p = 0.06$, Table 4.7).

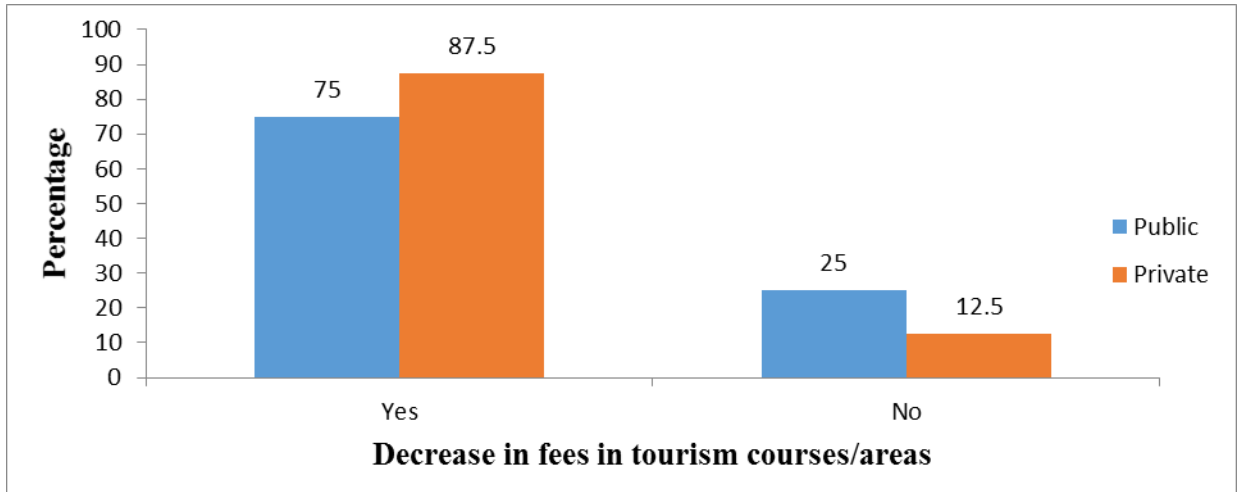


Figure 4.8: The use of decrease of fees in marketing tourism courses

4.5.1.6 Use of diversification of programs

In interviewed to the question on the various methods used in the promotion of tourism training, the results showed that of the 16 administrators interviewed, 68.8% used diversification of programs to promote their colleges, while 31.2% did not, and this differed between the interviewed ($\chi^2=3$, $df = 1$, $p = 0.003$). Majority (75%, $n=8$) of the public administrators interviewed used promotion strategies for their colleges while 25% did not and this differed significantly ($\chi^2=-6$, $df = 1$, $p = 0.004$). While in the private administrators interviewed, majority (62.5%, $n=8$) used promotion strategies for their colleges while 37.5% did not and this differed significantly ($\chi^2=-5$, $df = 1$, $p = 0.006$). T-test for cross tabulation showed no significant difference in the promotion strategies using diversification of programs between public and private MLCs ($\chi^2=-3$, $df = 1$, $p = 0.10$, Table 4.7).

4.5.1.7 Use of improvement of tourism curriculum

Majority of the administrators interviewed (68.8 %) used improvement of tourism curriculum to promote their colleges while 31.2% did not, and this differed significantly between the interviewed ($\chi^2=3$, $df = 1$, $p = 0.003$). Majority (75%, $n=8$) of the public administrators interviewed used promotion strategies for their colleges while 25% did not and this differed significantly ($\chi^2=-6$, $df = 1$, $p =0.004$) while in the private administrators interviewed, majority (62.5%, $n=8$) used promotion strategies for their colleges while 37.5% did not and this did not significantly differ ($\chi^2=-5$, $df = 1$, $p = 0.006$). T-test for cross tabulation showed no significant difference in the promotion

strategies using improvement of tourism curriculum between public and private MLCs ($\chi^2=3$, $df = 1$, $p = 0.10$, Table 4.7).

Table 4.7: Various methods used to promote tourism training by MLCs

Method	Type of institution	Public		Private		χ^2	df	P-value
		f	%	f	%			
Internet	Yes	6	75.0	5	62.5	-3	1	0.10
	No	2	25.0	3	37.5			
Radio and television	Yes	7	87.5	4	50.0	-1	1	0.30
	No	1	12.5	4	50.0			
Daily newspapers	Yes	2	25.0	3	37.5	1.7	1	0.20
	No	6	75.0	5	62.5			
Designing specialized programs in tourism	Yes	6	75.0	4	50.0	-1	1	0.30
	No	2	25.0	4	50.0			
Decrease of fees in tourism course/areas	Yes	6	75.0	7	87.5	-5	1	0.06
	No	2	25.0	1	12.5			
Diversification of programs in tourism	Yes	6	75.0	5	62.5	-3	1	0.10
	No	2	25.0	3	37.5			
Improvement of tourism curriculum	Yes	6	75.0	5	62.5	-3	1	0.10
	No	2	25.0	3	37.5			

Significant at $p=0.05$

4.5.2 Mode of training preferred by MLCs to promote tourism training

4.5.2.1 Full-time training from 8.00 am-5.00 pm

The full-time training from 8.00 am - 5.00 pm was preferred by a few administrators interviewed (31.3%) to promote tourism training while 68.7% did not. This differed significantly between the interviewed ($\chi^2=3$, $df = 1$, $p = 0.004$). A few public administrators interviewed (33.3%) used promotion strategies for their colleges while 66.7% ($n=7$) did not and this also differed significantly ($\chi^2=3.121$, $df = 1$, $p = 0.025$). For private colleges, 37.5% of the administrators interviewed used promotion strategies but 62.5% ($n=8$) did not and this differed significantly ($\chi^2=3.641$, $df = 1$, $p = 0.013$). T-test for cross tabulation showed no significant difference in the promotion strategies using

full- time from 8.00 am - 5.00 pm between public and private MLCs ($\chi^2=3$, $df = 1$, $p = 0.10$, Table 4.8).

4.5.2.2 Full-time training from 7.00 am-12 noon

The full-time training from 7.00 am - 12 noon was preferred by majority (68.7%) of the administrators interviewed to promote tourism training while 31.2% did not and this differed significantly between the interviewed ($\chi^2=4$, $df = 1$, $p = 0.020$). Majority (66.7%, $n=9$) of the public interviewed used promotion strategies for their colleges while 33.3% did not and this differed significantly between the interviewed ($\chi^2=3.328$, $df = 1$, $p = 0.024$). For in the private administrators interviewed, majority (62.5%, $n=8$) of the administrators interviewed used promotion strategies but 37.5% did not. This further differed significantly ($\chi^2=4.127$, $df = 1$, $p = 0.014$). T-test for cross tabulation showed no significant difference in the promotion strategies using full- time from 8am-5pm between public and private MLCs ($\chi^2=1.7$, $df = 1$, $p = 0.20$, Table 4.8).

4.5.2.3 Lunch- time training from 12 noon-2.00 pm

The lunch-time training from 12 noon – 2 pm was preferred by majority (81.3%) of the administrators interviewed to promote tourism training while 18.7% did not and this differed significantly between the interviewed ($\chi^2=5$, $df = 1$, $p = 0.003$). Majority (87.5%, $n=8$) of the public administrators interviewed used promotion strategies for their colleges while 12.5% did not and this differed significantly ($\chi^2=4.127$, $df = 1$, $p = 0.015$). In private colleges, 66.7% ($n=8$) of the administrators interviewed used promotion strategies but 33.3% did not and this significantly differed ($\chi^2=1.241$, $df = 1$, $p = 0.023$). T-test for cross tabulation showed no significant difference in the promotion strategies using lunch-time training from 12 noon-2.00 pm between public and private MLCs ($\chi^2=5$, $df = 1$, $p = 0.06$, Table 4.8).

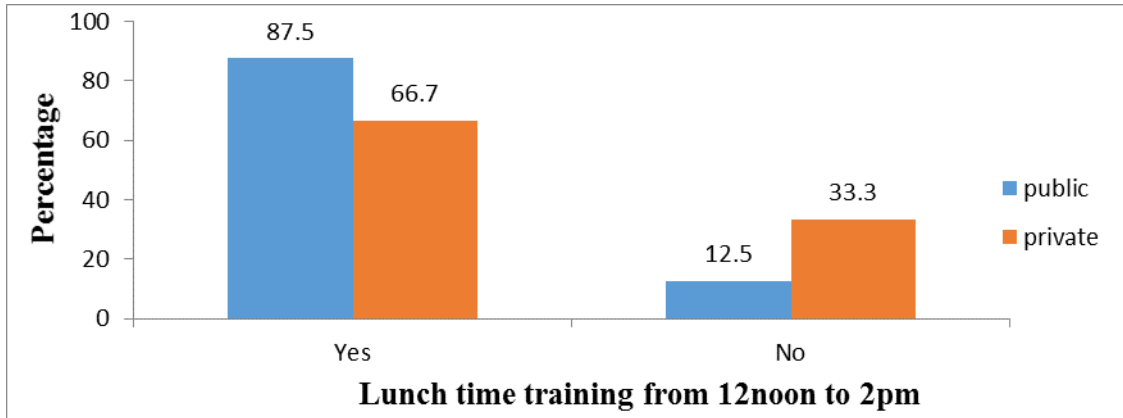


Figure 4.9: Preference of lunch time for training by MLCs

4.5.2.4 Full-time training from 2.00 pm-5.00 pm

The full-time training from 2.00 pm-5.00 pm was preferred by 68.7% of the administrators interviewed to promote tourism training while 31.2% did not, and this significantly differed between the interviewed ($\chi^2=4, df = 1, p = 0.020$). Majority (66.7%, $n=9$) of the public interviewed used promotion strategies for their colleges while 33.3% did not and this significantly differed ($\chi^2=3.328, df = 1, p = 0.024$) while in the private administrators interviewed, majority (62.5%, $n=8$) of the administrators interviewed used promotion strategies but 37.5% did not, and this differed significantly ($\chi^2=4.127, df = 1, p = 0.014$). T-test for cross tabulation showed no significant difference in the promotion strategies using full- time from 2.00 pm-5.00 pm between public and private MLCs ($\chi^2=1.7, df = 1, p = 0.20$, Table 4.8).

4.5.2.5 Part-time training from 5.00 pm-9.00 pm

The part-time training from 5 pm – 9 pm to promote tourism training was by 81.3% of the administrators interviewed while 18.7% did not, and this differed significantly between the interviewed ($\chi^2=5, df = 1, p = 0.003$). Majority (66.7%, $n=8$) of the public administrators interviewed used promotion strategies for their colleges while 33.3% did not and this significantly differed ($\chi^2=3.317, df = 1, p = 0.004$). In private colleges, 87.5% ($n=8$) of the administrators interviewed used promotion strategies but 12.5% did not and this differed significantly ($\chi^2=1.261, df = 1, p = 0.003$). T-test for promotion strategies using part-time training from 5.00 pm-9.00 pm between public and private MLCs showed no significant difference ($\chi^2=3, df = 1, p = 0.06$, Table 4.8).

4.5.2.6 Saturday training from 8.00 am-5.00 pm

The Saturday training from 8.00 am - 5.00 pm to promote tourism training was by 18.7% of the administrators interviewed while majority (81.3%) did not and this differed significantly between the interviewed ($\chi^2=3$, $df = 1$, $p = 0.05$). Only 33.3% of the public administrators interviewed used promotion strategies for their colleges while majority (66.7%, $n=8$) did not and this also differed significantly ($\chi^2=3.201$, $df = 1$, $p = 0.024$). However, the contrast is true where 12.5% of the administrators interviewed in private colleges used promotion strategies while a majority (87.5%, $n=8$) did not and this differed significantly ($\chi^2=1.612$, $df = 1$, $p = 0.015$). A t-test for cross tabulation showed a significant difference in the promotion strategies using Saturday training from 8.00 am - 5.00 pm between public and private MLCs ($\chi^2=5$, $df = 1$, $p = 0.06$, Table 4.8).

4.5.2.7 Sunday training from 10.00 am-4.00 pm

The Sunday training from 10.00 am - 4.00 pm was preferred by majority (81.3%) of the administrators interviewed to promote tourism training while 18.7% did not and this differed significantly between the interviewed ($\chi^2=5$, $df = 1$, $p = 0.003$). Majority (87.5%, $n=8$) of the public administrators interviewed used promotion strategies for their colleges while 12.5% did not and this differed significantly ($\chi^2=4.127$, $df = 1$, $p = 0.015$). In private colleges, 66.7% ($n=8$) of the administrators interviewed used promotion strategies but 33.3% did not and this differed significantly ($\chi^2 =1.241$, $df = 1$, $p = 0.023$). A t-test for cross tabulation showed no significant difference in the promotion strategies using Sunday training from 10.00 am - 4.00 pm from 12.00 noon - 2.00 pm between public and private MLCs ($\chi^2=5$, $df = 1$, $p = 0.06$, Table 4.8).

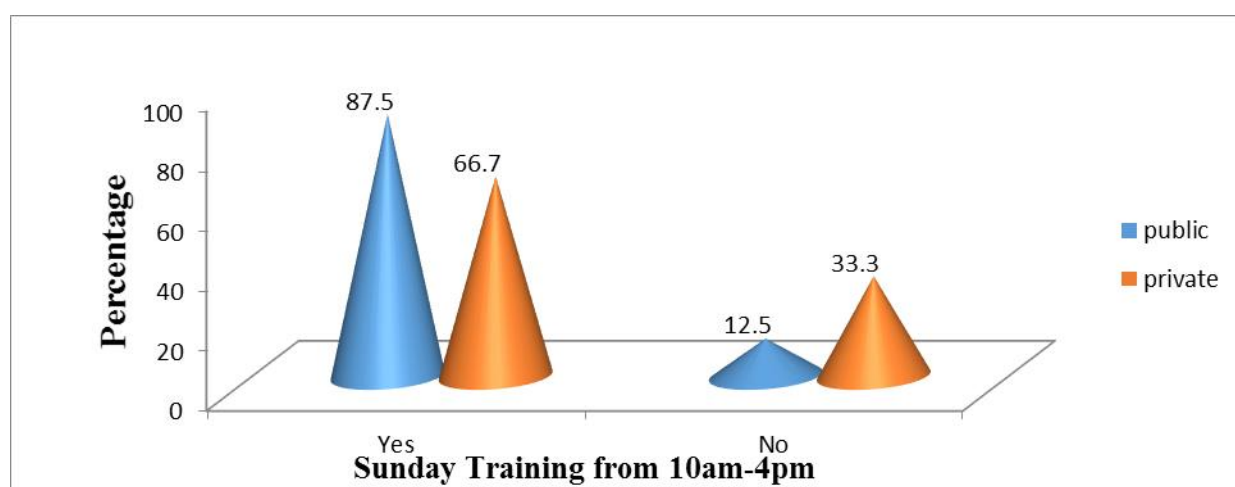


Figure 4.10: Preference of Sunday by MLC for training of tourism

Table 4.8: Most preferred method of promoting tourism training

Mode of training	Type of institution	Public		Private		χ^2	df	p-value
		f	%	f	%			
Full-time training from 8 am-5 pm	Yes	2	33.3	3	37.5	-3	1	0.10
	No	6	66.7	5	62.5			
Full-time training from 7 am-12 noon	Yes	6	66.7	5	62.5	1.7	1	0.20
	No	2	33.3	3	37.5			
Lunch- time training from 12 noon-5 pm	Yes	7	87.5	6	66.7	5	1	0.06
	No	1	12.5	2	33.3			
Full-time training from 2 pm-5 pm	Yes	6	66.7	5	62.5	1.7	1	0.20
	No	2	33.3	3	37.5			
Part-time training from 5 pm-9 pm	Yes	6	66.7	7	87.5	5	1	0.06
	No	2	33.3	1	12.5			
Saturday training from 8 am-5 pm	Yes	2	33.3	1	12.5	-5	1	0.06
	No	6	66.7	7	87.5			
Sunday training from 10 am-4 pm	Yes	7	87.5	6	66.7	5	1	0.06
	No	1	12.5	2	33.3			

Significant at p=0.05

4.6 Management, experience and qualification of college administrators

To understand the characteristics of the college administrators, their management skills, knowledge and education levels were analyzed. In general, 45.5% of the interviewed had trained in management as opposed to 54.5% (n=8) who had not, but this did not differ significantly between the interviewed ($\chi^2=0.766$, df = 2, p = 0.413). Almost half (42%, n=7) of the administrators in public colleges had undergone management training compared to those in private colleges (Table 4.9) comprising of 34% (n=5) out of 16 interviewed who had trained in management ($\chi^2=10.614$, df = 2, p = 0.311) which was not significant. Those who had training in management, in public colleges, 80% (n=8) were trained through the government institutions as compared to 20% who trained through the private colleges and this differed significant between where the training was undertaken ($\chi^2=5.141$, df = 1, p = 0.041). In contrast, most (75%, n=8) of college administrators in private colleges who trained in management went through private institutions compared to 25% who had trained in public institutions showing a significant difference ($\chi^2= 6.124$, df = 1, p = 0.014).

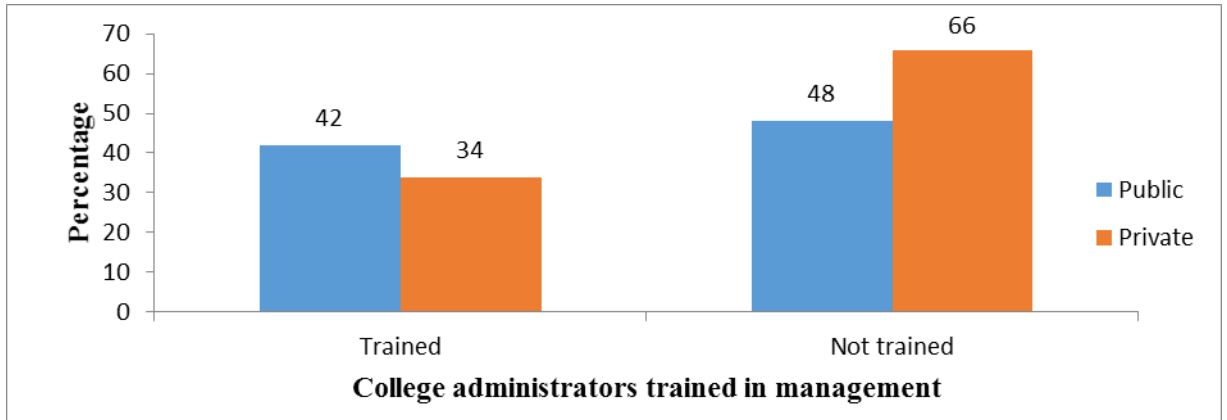


Figure 4.11: Training of college administrators in management interviewed

College administrators in public colleges had significantly higher qualifications of diploma level (60.4%, n=5) in contrast to private colleges where majority (70%, n=6) of them had a certificate ($\chi^2=12.512$, df = 1, p = 0.015). 10% (n=1) accounted for private college administrators with diploma (Figure 4.3).

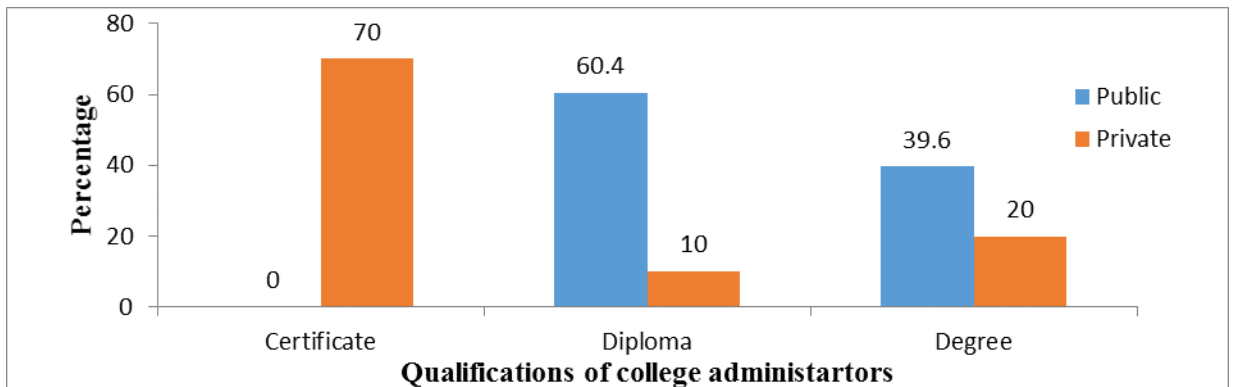


Figure 4.12: Qualifications of trained college administrators interviewed

There was no holder of certificate among the College administrators interviewed in public colleges. But, 39.6% (n=3) of public college administrators interviewed were degree holders, while 20% (n=1) accounted for college administrators in private colleges with degree. Diploma holders between public and private colleges showed that a significant majority (76.2%, n=4) were diploma holders in public colleges as compared to 33.8% in private colleges ($\chi^2=15.456$, df = 1, p = 0.0251). Certificate holders between public and private colleges showed that a significant majority (70%, n=6) were

certificate holders in private colleges as compared to 0% (n=0) in public colleges ($\chi^2=1.321$, df = 1, p = 0.043).

On formal training of the college administrators interviewed, 48.5% of public college administrators and 71.2% of private college administrators had no formal training, but had acquired management skills and knowledge through experience by attending seminars (84.3%) and workshops (35.7%). The public college administrators (37.5%, n=3) and private college administrators (50%, n=4) engaged in seminars and workshops to acquiring the experience in the management of MLCs. In contrast, to public and private administrators, there was no significant differences between public and private college administrators who acquired the experience ($\chi^2=0.693$, df = 1, p = 0.582).

Table 4.9: Training and qualification of college administrators

	interviewed	Public		Private		χ^2	df	p-value
		f	%	f	%			
Training of administrators	Trained	7	42	5	34	10.614	2	0.311
	Not trained	1	58	3	66			
Training institution	Public MLCs	6	80	2	25	5.141	1	0.041
	Private MLCs	2	20	6	75	6.124	1	0.014
Academic qualification	Degree	3	39.6	1	20	12.512	1	0.015
	Diploma	5	60.4	1	10			
	Certificate	0	0.0	6	70			
Engagement in seminars and workshops	Engaged	3	37.5	4	50	0.693	1	0.582
	Not engaged	5	62.5	4	50			

Significant at p=0.05

4.7 Suitability and reliability of the sample for chi-square test

According to Forestell and Kaufman (1990) interpretation, to measure the level of tourism training, 16 items were subjected to chi-square test and only 12 variables were selected (Table 7.5). After that, preliminary tests to confirm suitability and reliability of the sample for chi-square test before proceeding were performed. Kaiser-Meyer- Olkin and Bartlett's test showed significant results ruling out the identity matrix ($\chi^2=557.379$, df = 45, p<0.05) (Table 4.10).

4.7.1 Correlation matrix and sampling adequacy

Correlation matrix and sampling adequacy was performed and results showed that the correlation coefficient was not greater than 0.9 and therefore interviewed were not badly skewed, that is, 90% or more of the interviewed clustered in a single cell. Bartlett's test of Sphericity are highly significant ($p = 0.000$) as shown in table 4.10, which confirms the appropriateness of chi-square test.

Table 4.10: Kaiser-Meyer-Olkin and Bartlett's test results

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.546
Bartlett's Test of Sphericity	Approx. Chi-Square	557.379
	Df	45
	Sig.	.000*

***Significant at $p = 0.05$**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy was 0.546 which was above the “don't factor” as documented by Kaiser, Meyer, and Olkin interpretation of the test thus indicating that patterns of correlations were relatively compact and so factor analysis should yield distinct and reliable factors. Values greater than 0.5 were acceptable. A significant test (value of less than 0.05) indicates that the R-matrix is not an identity matrix although there are some relationships between variables that may have been included in the analysis. The KMO values for customer care, cognition and effectiveness and efficiency data are 0.71, 0.72 and 0.58 respectively, signifying appropriateness of using factor analysis. However, Bartlett's test of Sphericity are highly significant ($P = 0.00$) (Table 4.11), which confirms the use of factor analysis. Bartlett's test (Snedecor & Cochran, 1989) is used to test if k samples are from populations with equal variances which across samples are called homoscedasticity or homogeneity of variances. Some statistical tests, for example the analysis of variance, assume that variances are equal across groups or samples. The Bartlett test can be used to verify the sensitive to departures from normality. That is, if the samples come from non-normal distributions, then Bartlett's test may simply be testing for non-normality. Bartlett's test may be used to test the null hypothesis, H_0 that all k population variances are equal against the alternative that at least two are different.

Kaiser-Meyer-Olkin (KMO) statistics indicates that patterns of correlations are close to 1 and so chi-square test should yield reliable factors. The values were above 0.5 for the entire variable and were acceptable (Table 4.11). All the variables signified appropriateness of chi-square test using the data, although the value reduced slightly when some items were dropped. The eigenvalues for the variables greater than one were retained hence resulting to a four variables (Table 4.11).

Table 4.11: Kaiser-Meyer-Olkin (KMO) and Bartlett’s test

Variables	Amenities		Customer care		Cognition		Effectiveness and Efficiency	
	Initial	After	Initial	After	Initial	After	Initial	After
KMO Measure of Sampling Adequacy	0.59	0.55	0.71	0.68	0.72	0.68	0.58	0.54
Bartlett's Test of Sphericity	96.83	74.12	102.79	88.98	87.66	58.08	86.50	67.01
df	4	3	5	4	4	3	3	2
Sig.	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000

4.7.2 Rating of administrators’ level of satisfaction with tourism training

In looking at all the college administrators’ as group from the interview findings, the study conducted a One Sample t-test to establish the significance of their level of satisfaction with the tourism training and development in the MLCs in Kenya and found a significant relationship of ($\chi^2=8.878$, $df = 15$, $p <0.05$) as indicated in Table 4.12 below.

Further scrutiny of the administrators’ interviewed through chi square test showed there was a Pearson Chi-Square value of 8.000, Likelihood Ratio of 11.090, and Linear-by-Linear Association of 6.818 with 2 tailed significances of 0.046, 0.011 and 0.009 respectively which were all significant (Table 4.13). Symmetric measures showed that interval by interval Pearson’s R was -0.674, and ordinal by ordinal Spearman’s Correlation was -0.702 with significances of 0.004 and 0.002, respectively (Table 4.14).

Table 4.12: Rating of administrators' level of satisfaction with tourism training using one-Sample Test

	Test Value = 0					
	χ^2	df	p-value	Mean Difference	95 % Confidence Interval of the Difference	
					Lower	Upper
Rating of College Administrators' satisfaction with the tourism training and development in the MLCs in Kenya	8.878	15	0.000	2.12500	1.6148	2.6352

Significant P>0.05

Table 4.13: College administrators' Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.000 ^a	3	0.046
Likelihood Ratio	11.090	3	0.011
Linear-by-Linear Association	6.818	1	0.009
N of Valid Cases	16		

Table 4.14: College administrators' symmetric measures

		Value	Asymp. Std. Error	Approx. χ^2	Approx. Sig.
Interval by Interval	Pearson's R	-0.674	0.089	-3.416	0.004
Ordinal by Ordinal	Spearman Correlation	-0.702	0.085	-3.691	0.002
N of Valid Cases		16			

4.8 Discussion

The study discusses the management and trainings offered by middle level colleges whereby, in subsequent sections focuses on MoU's, affiliation and registration of MLCs with CTDLT and their implications on training, fees, duration of industrial based learning and curriculum programmes offered by colleges and their perception on tourism training, rating of tourism curriculum offered by various institutions, training capacity and their implications on tourism training offered by colleges, promoting and developing of tourism programmes by MLCs and their perception on training, the perception of administrators towards the time preferred for tourism training in institution; and, management, experience and qualification of colleges administrators towards tourism training, followed by the summary of the chapter.

4.8.1 MoU's, affiliation and registration of MLCs with CTDLT and their implications on tourism training

Memorandum of Understandings have been common between Universities and MLCs as a way of quality improvement, offering of degree and diploma certificates under the Universities to which they have MoU's as well as MoU's with other MLCs on sharing of facilities among others. The study established significant differences in MoU's across the institutional categories reached, that is, between foreign and local institutions as well as between private and public colleges (Table 4.1). Further, whereas there were no significant differences between private and public but foreign owned institutions as regards their MoU's significant differences were noted between private and public but locally owned institutions. This can be attributed to the perception that MoU's help the MLCs create an image of professionalism and trust in tourism industry. As such, based on the relative difference in institutional capabilities, foreign and locally owned institutions tend to package themselves differently by affiliating themselves to respectively similar calibers of various training institutions through the MoU's in an effort to meet the high demand of the trainees in the local market. In addition to that, the MLCs can be misused by the institution they are having MOU's with, for example by taking the large share of the finance the trainees are paying and not putting structures in place for the MLC for future expansion.

Affiliations to various institutions have also been a key growth strategy for the MLCs for credibility in high quality services. The result established no differences between public

and private colleges in the institutions' affiliation to various associations including KATO, CTDLT and IATA. A significant difference was however observed among public and private colleges affiliated to KAHC (Table 4.1). This can be explained by the general public perception that the KAHC is more representative of the public sector based on the majority membership as opposed to private, hence a majority of public colleges' affiliation to the same as compared to private. It was noted that a majority of institutions is affiliated to KATO among both public and private MLCs (Figure 4.1). This can be explained by the relatively higher support level by the government and the recognition of KATO by tourist stakeholders in the country hence a sense of competitive advantage. This is in tandem with Kincaid and Andresen (2010) who found in their studies that a majority of colleges are affiliated to professionalism which is a matter of concern to all tourism stakeholders especially government agencies, accrediting bodies, and university stakeholders as a measure of success in training and development by transferring knowledge and skills from professional bodies to classrooms (Brewer & Brewer, 2010). Affiliation gives confidence to the trainees regarding the type of programmes they are undertaking as recognized by the stakeholders and quality as impeccable.

Registration of MLCs by the government is crucial to prospective students; therefore students' registration has an impact on the performance of MLCs. A majority of the MLCs were found to have registered around the same time (Figure 4.2), that is, 2010 for public MLCs and 2009 for private MLCs, the registration of private MLCs is more distributed across the years since 2003 as compared to the public, which is less distributed with a majority having registered between 2008 and 2010 (Table 4.2). This can be attributed to the length of service at which the private sector has been involved in the tourism sector prior to the increased government involvement in the later years in a bid to boost the sector as a major economic earner. The finding is in agreement with the Ministry of Education which shows a continuous rise in the registration of colleges (MoE, 2005). Since education in the country has become an important weapon to trainees, most of them have enrolled to various MLCs influencing a great rise of registration of MLCs. Although, there is a rise in registration of both public and private MLCs, however, some private MLCs provide training without registration which

confuses trainees due to lack of approval from the Ministry. The results in poor training provided to the trainees with the consequence of poor service to tourists.

4.8.2 Fees charged, duration of industrial based learning offered by colleges and their effects on tourism training

Trainees and guardians have both been complaining of the increased cost of training in Kenya especially with regard to the costs in both public and private MLCs. With the finding that majority of the MLCs charged between Kshs. 30,001-40,000 per term/semester for Certificate level and Kshs. 40,001-60,000 for Diploma level (Figure 4.3), even though the fees charged between private or public colleges was the same, was still viewed as costly (Table 4.3). This can be explained by the itemization of the charges thereof, going into various resources requisite for effective training in the respective colleges. Both private and public colleges appear to charge roughly similar amounts owing to the similar predisposing environment and externalities in training. The higher fees charged by private institutions can be attributed to the relatively higher expenditure in acquiring key resources as compared to the government funded public institutions. The result further agrees with the government findings (GoK, 2011) that though the quality of training is high, a fee charged does not influence the quality of training in the institution. In this case, a fee charged does not determine the quality of education offered by the MLCs. This means trainees from poor background cannot access tourism training due to fee charged by MLCs, they can only get help from CDF, Harambees contributions and support from well-off relatives to access the training. However, a fund can be set for rich people in Kenya and Kenyans in diaspora to contribute remittances where the less privileged can be helped to access MLC training. Finally, the training should be taken over by the government and structures should be in place like in Germany where education is free.

Also, unless innovative ways such as assigning trainees' actual clients' projects to work on for pay that enters the institution's account can be engaged as a strategy. Through this, the trainees in their innovation/projects can bid for government tenders through e-procurement as the government itself has allocated 30% of its procurement to the youth. This can also help the trainees acquire tools and equipment upon graduation for their start-ups as is the case with some innovative vocational institutions such as Don Bosco Boys Town, Karen, Consolata Technical Training Institute in Kisumu and Giboon Wori

in Ongata Rongai, apparently, these are private MLCs. The amount received from the projects/innovations is distributed between the MLCs and the trainees. This will make more trainees to join MLCs and they become creative innovators. This can play a key role in helping the poor access vocational training. The projects they are having should be marketed by the MLCs through the MLCs associations to the government as well to other stakeholders just like the products of Kenya Prison Services. Other than the above benefits, innovative products made by trainees will leverage the institutions' incomes hence reduce the row over the continued imposition of fees, and concerns over plummeting standards which makes many observers wonder if the money has been wisely spent. The illicit fees over-charged by some MLCs are not being spent on better books and facilities but are merely padding the incomes of MLC administrators and trainers. The big beneficiaries are private MLCs that have flexible fees to attract more trainees, can sack incompetent trainers, and purchase new books of facilities. To mitigate this, the government can diversify and institutionalize funding sources to include government (grants, education bond and loans), private sector, development partners, scholarships, bursaries, financial institutions, income generating activities and philanthropy. The government can introduce education tax whereby every employee/employer is taxed and the amount is channeled to education/training account.

Further, the study found that majority of private and public MLCs have their industrial based learning for duration above or equal to 3 months. This can be explained by the similar curriculum to which a majority of private and public MLCs subscribe to. The duration is deemed adequate across the institutions to equip their trainees with adequate practical exposure and skills to complement the course work. Contrary to this practice of 3 months industrial based learning by most MLCs, Bridget and Nigel (2008) argue that industrial placement for a year represents a good chance of being recruited on a permanent basis. The trainees have opportunity to gain first-hand experience, by putting theories into action and be able to learn about tourism management trade which is not taught in class (Alan & Chak-Keung, 2009). Zhang and Wu (2004), add that internship adds value to trainees. However, according to Purcell and Quinn (1996) and Temasek Polytechnic's (2010), internship is detrimental to trainees giving them negative attitude and experiences towards the trade as compared to other disciplines (Pang, 2010). This

indicates that the much time spent in the tourism training; the more the knowledge is acquired through learning and observation the more the skills are acquired.

Arguments for internal and external attachments have been on-going for highest benefit of the trainees. In the internal attachment, the trainees whereby the internal based learning is meant to have elaborate attachment with professionals in the area of specialization and come up with role models from premier organizations / society who have excelled in their field to give the trainees positive perception about tourism as a career. Internal attachment may also involve inviting former college alumni to give talks and advice trainees on job search and actual challenges during practice. The alumni can come up with a financial kitty to assist needy trainees, expand the trainees' networks and impart entrepreneurial skills to trainees for self-employment. This will enhance graduate trainees' marketability, preparedness and effectiveness. The external based learning is where the trainees are attached to an external organization such as hotels to show-case the knowledge and skills acquired and practice them. Industrial based learning moulds trainees into the actual industry setting, provides them with an enriching work experience, offers chances of being retained as employees after completion of their attachment, saves the organization the cash it could have spent in hiring an employee in place of the attachees. The attachment of locals has an additional benefit of community ownership of the enterprise, business or organization that provides the attachment opportunity which is handy especially in case of skirmishes such as the 2007/2008 Post Election Violence (PEV).

4.8.3 Comparisons in tourism training curriculum used by MLCs

It is a given fact that any study with no good curriculum that is recognized by all stakeholders becomes baseless in terms of its output, effectiveness and efficiency. Whereas a majority of interviewed from both public and private colleges preferred C (plain) as the entry grade for Diploma courses while also C+ as the entry grade for private colleges and C- for foreign colleges, significant differences were noted in the interviewed from within the institutional categories (Figure 4.4(a)). A majority from both public and foreign categories further set the minimum entry grade for Certificate level (Figure 4.4(b)) as D+ while a majority of private colleges set it at C- also with statistically significant differences within the categories (Table 4.4,). This can be

attributed to the significantly different institutional goals and policies informing their respective target markets.

As Graddy and Stevens (2003) argue, MLCs receive trainees with low grades in various programmes which compromise the quality of tourism training leading to poor quality of services offered to tourists. The Technical University of Kenya (www.tukenya.ac.ke) subscribes to KNEC programmes which prefer C (plain) for diploma courses, however, some institutions accept C- (Minus) for joining diploma courses which takes about 3 years. At Certificate level, however, the entry grade differed according to KNEC curriculum, as the requirement for registering a certificate course is a D (plain) and some courses a D+ (plus) (KNEC, 2012), for example Kinyanjui Technical Training Institute, Nairobi Technical Training Institute and Nairobi Institute of Business Studies. However, on the other hand it was found that most trainees start at lower level with lower grades because some of the trainees don't meet high grades and usually join diploma courses after completing the certificate course.

The outcry that the present curriculum has a mismatch between skills learnt and skills demanded by modern industries calls for the involvement of all the key stakeholders such as IATA, KATO, KNEC among others in the preparation of the curriculum right from the early stages. In lieu of this, the trainees should be tested by the industry where they are attached. KNEC will give a provisional certificate but the trainee will be under a professional care that will assess the trainee and give recommendation for professionalism and send the information to KNEC for final certification. This is essentially why in tourism industry, there should be a professional body like KASNEB that gives professional exams and regulates the profession in the tourism sector.

4.8.4 Rating of tourism curriculum offered by various institutions

Rating of tourism curriculum can be diverse basing on the presence of various syllabi such as public, private and foreign running across both public and private MLCs. Findings showed that majority of interviewed from all the three curricula categories rated their respective Diploma and Certificate curricular as excellent and good with only a few rating the same as poor. Compared to the private and foreign colleges, however, public diploma curriculum was rated excellent by Most of those interviewed (Table 4.5, Figure 4.5(a), Figure 4.5(b)). Whereas no statistical significance was established in the

interviewed, it can be noted that public diploma curriculum offered in tourism is highly regarded by most administrators.

The finding is in agreement with Odhiambo (2012) who asserts that curriculum offered by some private MLCs does not contain critical aspects of the Kenyan curriculum which is needed by the industry. Since Kenya need a curriculum which emphasis on acquisition of particular skills in order to sustain growth, wealth creation and poverty eradication according to Vision 2030 goals. Critical analysis links this to the commercial nature of private colleges which may make curricula/syllabus easier and simpler for their students in order to attract more enrolments. It could also be attributed to the high cost of some equipment required to effectively tackle some sections of the syllabus. Avoiding the purchase of such equipment directly reduces the cost of training hence increased profitability for the private MLCs.

4.8.5 Training capacity and its implications on tourism training offered in MLCs

Training capacity of MLCs is greatly determined by facilities, equipment, number of trainers and the competence of trainers among other key variables. The finding that training capacity of tourism is adequate for trainees (Table 4.6) can be explained by different institutional capabilities, trainer competencies and possibly managerial autonomy determining selection and hiring of the trainer with relevant qualifications needed in the profession. The finding conforms to the Ministry of Tourism and Wildlife (1995) which recommended adequate training for personnel engaged in tourism in order to meet the demand from tourism related establishments. According to the findings, there is high demand for the trainers to meet the standard of education required by the trainees and this can only be achieved through government support and provision of the necessary resources that are required for the MLCs for the benefit of trainees.

The ration of trainers to trainees is a clear indicator of the quality of interaction between the trainer and trainee. The ratio of trainers to trainees in MLCs was rated as good in both public and private MLCs (Table 4.6, Figure 4.6). However, the difference can be explained by difference in trainees' subscription in numbers vis a vis the respective MLCs hiring capacities. Public MLCs may have the capacity to acquire more trainers including the government employees and institution employees hired through the institutional boards. Some private colleges on the other hand are more likely to consider

keeping hiring expenditure at minimum hence fewer trainers. Marchante *et al.* (2006) and Brown and Medway (2007) trainers are expected to teach the curriculum to trainees in order to pass examinations, and organize learning in terms of time, mode, pace and place of learning. The government is employing various strategies to enhance personnel in tourism training so as to balance the ratio of trainees to trainers by establishing more colleges like KUC and upgrading Kenya Polytechnic and Mombasa Polytechnic to offer degree programmes to produce manpower as trainers that will alleviate trainee - trainer ratio problem.

Training facilities and equipment are like the training field where the actual learning occurs. The study revealed that most of those administrators interviewed in both private and public MLCs rated their training equipment and facilities as good, significant variation between the MLC categories (Table 4.6). Government funded MLCs are more likely to possess adequate training equipment and facilities as opposed to the privately funded colleges. The same would apply to private colleges which may be adequately financed by donors. However, some public colleges may be ill equipped due to lack of government funding and financial misappropriation. According to Koech (1999), lack of adequate and appropriate facilities for use in the training leads to unqualified trainees in the area of training. This is similar to other countries like Malaysia, Finland, Ireland, China where their government has embarked on a sustained program to upgrade facilities and equipment in the institutions (MoE, 2010). To produce well trained tourism professionals, adequate training equipment and facilities are a requisite as they aid in going beyond the theory based training to actualization through practical and hands-on experienced by the trainees.

4.8.6 Promoting and developing of tourism programmes by MLCs and their effects on training

The development of the print media, radio, television, computer systems and among others has dramatically expanded offer in tourism and travel, also enhancing the perception of operational issues of the organization. A majority of interviewed from both private and public MLCs affirmed to the use of promotion strategies using the internet, with a statistical significant difference within public MLC interviewed (Table 4.7). This can be explained by the fact that different colleges in the public sector target prospective trainees differently with some adopting other promotion strategies other than the internet

based on the target market. The finding agrees with the study by Kotler (2003) in which internet was found to be one of the promotion methods used to promote a service or a products, others include, sales promotion, advertising, sales force, public relations and direct mailing and telemarketing. This implies college administrators have targeted youths who are the majority looking for training for their future and most of them have migrated to digital and use of phone as well as computers. Majority of these youths do not rely on newspapers but prefer internet due to its accessibility by phones. The use of internet is equally less expensive to college administrators in terms of advertising the programmes. The youth relate the newspaper as for old people and those who are distressed in life so they don't want to be associated with newspapers. Storage of any information from the internet is easier and friendly for the youth. But the information can be deleted very easily without any knowledge.

Additionally, the results revealed that majority of both private and public MLCs uses radio and television as a promotional strategy (Table 4.7) and that within public MLCs and private MLCs there was no discernable difference observed can be explained by the fact that different public colleges exhibit different settings and capacities as to adopt various promotion strategies as radio and television hence some adopting different promotion strategies. As with the Internet, no difference was however noted between private and public colleges in general because they both target the same market hence employ similar promotion strategies. The findings agree with GoK (2012) that tourism promotion is done mostly through radio and television since they are accessed in all parts of the country and by many people. Radios have become cheap, because of the Chinese products available in the market and most of the household at least one of the families they have a radio and they are able to get the information, courtesy of the FM's in the country. Secondly, MLCs can advertise through the smartphone because they have radios and internet, since they are liked by the youth who the advertisement is targeting.

As opposed to both the internet and radio and television most MLCs do not use daily newspapers as a promotion strategy (Table 4.7). Further, the use of internet (Figure 4.7) and radio and television differed within public MLCs and none within private MLCs but also between public and private MLCs. This can also be explained by the fact most MLCs target the youth. Since ideally most youths do not read newspapers, most MLCs consequently opt to use other more 'youth friendly' promotion platforms other than

newspapers. The significant difference can be attributed to the fact that some public MLCs are less discriminative on the target market hence adopting diverse strategies including newspapers. It is becoming difficult for the youth to carry a newspaper and read, they don't have money to buy the paper daily rather it is better for them to buy bundles and browse the internet on the phone.

This study confirms KIPPRA's (2013) Report that although the country is on digital migration, most of public and private sector workers not only rely on internet to get information, but also through reading and going through newspapers and magazines. These are the same people who will pass the information to trainees that are in search of better tourism training institutions. Again, it is cheap to go through the newspaper and get all the courses that have been advertised by MLCs and get more details about the MLC and the application procedure as compared to relying on radio and television that only gives a brief about the college and course offered due to the high costs of advertisement. The government encourages government institutions to use daily newspapers in advertising programmes to reach a wide area of the population, since in rural areas it is difficult to access internet due to lack of electricity among others reasons.

4.8.7 Attitudes of administrators towards the time preferred for tourism training in MLCs

Most scholars and practitioners would concur that fulltime or part time studies usually depend on the availability on one's time due to employment engagements, family chores just to mention but a few. Majority of the interviewed from both private and public MLCs do not prefer full-time training from 8.00 am - 5.00 pm but majority however, prefers full-time training from 7.00 am - 12.00 noon and lunch-time training between 12.00 noon - 2.00 pm (Figure 4.9). The difference between public and private MLCs can be explained by the fact that different institutions possess different arrangements and policies regardless of the institutional category. The finding is contrary to the government policy (Odhiambo, 2012) which does not recognize half day training. This is because some of the MLCs receive working trainees, the trainees prefer to be taught at this time so that they can be at their place of work by 2.00 pm according to the arrangement they have agreed with the employer. Bridget and Nigel (2008), suggests that enrolling for part time training will improve the trainees' skills and knowledge required for a particular job by having to gain practical and theoretical experience and personal

development. It is also, cheaper for the employer to sponsor employees because they are working at the same time training.

The most preferred time of promoting tourism training was part-time training from 5 pm-9 pm which was significant in both the public and private colleges. This can be due to the fact that at these hours, most of the trainers and trainees are out of their office works, and most of the trainees prefer to take their tourism training at this time due to the short duration of the training per day they take, and gets back to their specific homes earlier. At the same time, the trainers enjoy teaching this time since they are able to teach more than one college in different times and get more returns. A majority did not prefer Saturday training from 8 am-5 pm probably because most of the trainers and trainees prefer Saturday as the free day of enjoying and relieving themselves from office-work. Most of them need to take a rest out of the five official working days as recommended by the government.

The finding that most of those interviewed from both the public and private colleges preferred Sunday training (Figure 4.10) from 10 am - 4 pm is attributed to some institutions that work up to Saturday leaving their employees with only Sunday to relax and also Sunday's being a weekend in which some need to attend church services and house chores from morning to 10 am and possibly reach home early to prepare for Monday work. However, Sunday services for Seventh Day Adventist church goes they take the whole day unlike for example Catholics goes can attend morning services and by 10 am they are free to attend classes.

4.8.8 Effect of administrators' management, experience and qualifications on tourism training in MLCs

Management and administration are the drivers of any given institution and their qualification and experience are very critical for the strategic choices of the MLCs. The study established that a majority of administrators had not trained in management (Figure 4.11). Of those had however, majorities are from public colleges. Further, it was established that a majority of those in public colleges trained in government institutions while a majority of those in private colleges also trained in private colleges (Table 4.9). A significant difference was observed among administrators having trained in private institutions and currently training also private colleges and those having trained in

government institutions and currently training in private colleges. These results agreed with those of Odhiambo (2012), in which MLCs management involves the prudent utilization of personnel, funds and equipments in order to get quality training whereby the administrators are expected to demonstrate a high degree of professional competence, administrative and managerial capabilities in planning, organizing and controlling resources.

However, according to Conlin (1993), education and training in tourism management are very vital for the development of the tourism industry in the country. According to Odhiambo (2012), the college administrators should be trained in skills of quality assurance, financial and human resource developments for quality training in MLCs. Majority of these college administrators were trained in government institutions like, Kenya Utalii College and the former Kenya Polytechnic, other administrators had undertaken their higher training at Universities offering tourism training like the Moi University and Maseno University. A few of the administrators were trained in private institutions like the Tala Institute of Tourism and Hotel Management and Riccatti College.

The study further revealed that most of the college administrators in private colleges had trained in private institutions (Table 4.9). This is because the government through the Ministry of Education believes in the quality training offered in the public institutions due to the curriculum and type of syllabi used. Again most of the private institutions are bogus because most of them are not registered with the Ministry and with no clear duration taken for the training. The private colleges' trainees may not have covered the syllabus as required by the Ministry for quality training, whereby most of them aim at enrolling more trainees through graduating them earlier due to financial gains. Finally, the college administrators with a training from private institutions end-up being hired in private colleges as administrators. Therefore, there is need for the government and other relevant stakeholders to introduce a good curriculum for the administrators for quality control purposes in the MLCs. This concurs with the findings by Hjalager and Andersen (2001), that most of the management staff in tourism training colleges do not have formal training in tourism field, unfortunately most of the staff are certificate holders from other academic areas like business management. However, in Singapore to teach in MLCs requires a Masters and three years of managerial experience in the area of

specialization (Temasek Polytechnic, 2010). Relevant management training will enable the college administrators to acquire knowledge and skills to improve their competence and performance in college supervision.

The study further found that most public college administrators were diploma and degree holders as compared to private college administrators most of whom were certificate holders, a few diploma and degree holders (Table 4.9). The finding agrees with Odhiambo (2012), who argues that the MLCs administrators should have the minimum qualifications, which include skills, competences and values, with basic training in financial management, effective leadership and integrity, quality assurance and mentorship. Although, the minimum qualification for appointment to college administrators is not clear at all levels. According to Odhiambo (2012), Management of private MLCs will be interviewed of the investor as per the Ministry of education guidelines. Joan *et al.*, (2013), asserts that public MLCs administrators had about 4 years of teaching experience than private MLCs. The government employed qualified college administrators with higher academic qualifications to deliver their services to the public colleges for the better training and producing qualified trainees. This implies that the public college administrators were much qualified unlike those in the private colleges. Again most of the MLCs are managed by administrators that do not have relevant skills due to inexperience or administrators that have left the tourism industry for too long.

The finding of this study that most private college administrators and a significant number of public college administrators had no formal training but rather acquired management skill and knowledge through experience, seminars and workshops is sensitive (Table 4.9). This is because formal training is part of the requirement for the public college administrators to attend the necessary training through the government support unlike in private colleges where the private MLC has to cover all the financial resources required for the training as well as missing the services of employees who have one for training. The fact that there are some administrators in public MLCs who have no formal training could be due to experience and competence-based promotion. However, the finding that more private administrators attending seminars and workshops than public administrators was attributed to the fact that employees of public MLCs are offered training opportunities by the government but are not forced to attend seminars and workshops.

4.8.9 Suitability and reliability of the sample for factor analysis

With 12 variables being selected out of the 16 items measured by use of Kaiser-Meyer-Olkin and Bartlett's test, the same can be deemed adequate for factor analysis (Table 4.11). This was confirmed by results from correlation and sampling adequacy which showed Barlett's test of Sphericity as highly significant by yielding a correlation coefficient less than 0.9 further confirming the appropriateness of factor analysis as interviewed were considered not badly skewed. KMO statistics further indicates that patterns of correlations are close to 1 and so factor analysis should yield reliable factors.

4.9 CHAPTER SUMMARY

This chapter has presented and discussed findings on the types of tourism training in 16 public and private middle level colleges (MLCs). An assessment was undertaken to determine their management, equipping, infrastructure and type of curricula being offered. Results presented in subsequent sections of the chapter describes the characteristics of MLCs, fees and duration of the training programs in MLCs, training curriculum used in public and private colleges, training capacity in Middle Level Colleges, and, strategies used by MLCs to promote tourism training. The study established differences in MoU's across foreign and local institutions and between private and public colleges. The study further established no significant differences between public and private colleges in the institutions' affiliation to various associations including KATO, CTDLT and IATA. Whereas most MLCs were found to have registered around the same time, that is, the year 2010 for public MLCs and 2009 for private MLCs, the registration of private MLCs is more distributed across the years since 2003 as compared to the public whose majority registered between 2008 and 2010. Most public and private MCLs have their industrial based learning above or equal to 3 months with no significance difference. Most interviewed from public MLCs cited C (plain) as entry grade for Diploma courses while also C+ as the entry grade for private colleges and C- for foreign colleges, significant differences were noted in the interviewed from within the institutional categories.

Most of those interviewed rated their respective Diploma and Certificate Curricular as excellent and good with only a few rating the same as poor. Significant differences were established in interviewed both within and between private and public MLCs as regards whether or not training capacity of tourism is adequate for trainees, with a majority in

both categories affirming that indeed the training capacities is adequate. In a similar pattern, most of those interviewed rated the ratio of trainers to trainees in MLCs as good in both public and private MLCs. Most interviewed in both private and public MLCs rated their training equipment and facilities as good. Most interviewed from both private and public MLCs also affirmed the use of promotion strategies especially the internet though it was highly utilized by private MLCs than public MLCs. Most private and public MLCs were also noted as using Radio and television as a promotion strategy. On the contrary, daily newspapers did not receive much use as was internet, radio and television as a promotion strategy.

This chapter lays the foundation for the next chapter which presents and discusses the attitudes of trainees towards tourism training in Kenya.

CHAPTER FIVE
ATTITUDES OF MIDDLE LEVEL COLLEGE TRAINEES TOWARDS
TOURISM TRAINING IN MLCS

5.0 Introduction

This chapter discusses issues pertaining to the attitudes of Middle Level Colleges (MLCS) trainees towards tourism training. The information was sought from the trainees enrolled in different tourism programmes, and how this influences the attitudes of satisfaction levels in the delivery of quality services in the industry. The chapter is divided into five sections: characteristics of trainee interviewed by institution type, country of origin, gender, age, marital status, level of education, type of course and duration of course, trainees' attitudes towards tourism training in Kenya, trainees' attitudes towards quality of facilities and equipment found in their MLCs, discussion, and, chapter summary.

5.1 Demographic profile of trainees

5.1.1 Country of origin of the trainee interviewed

Out of the 326 trainee interviewed, majority (91.1%, n=326) were Kenyans, while 7.7% were Rwandese, 0.6%, 0.3%, and 0.3% were Congolese, Jamaicans and Southern Sudanese, respectively (Figure 5.1). The country of origin differed significantly between the trainee interviewed ($\chi^2=5.31$, $df = 1$, $p = 0.021$). However, the country of origin of the trainees did not vary between public and private colleges ($\chi^2=3.16$, $df = 4$, $p = 0.532$, Table 5.1). The Kenyan trainee interviewed varied significantly between public and private MLCs with 53.9% (n=297) in public and 46.1% in private college ($\chi^2=2.241$, $df = 1$, $p = 0.012$). However, the trainee interviewed from Rwanda and Congo did not vary significantly between public and private colleges with Rwandese being less in public colleges (44.4%) than private college which attracts 55.6% (n=25).

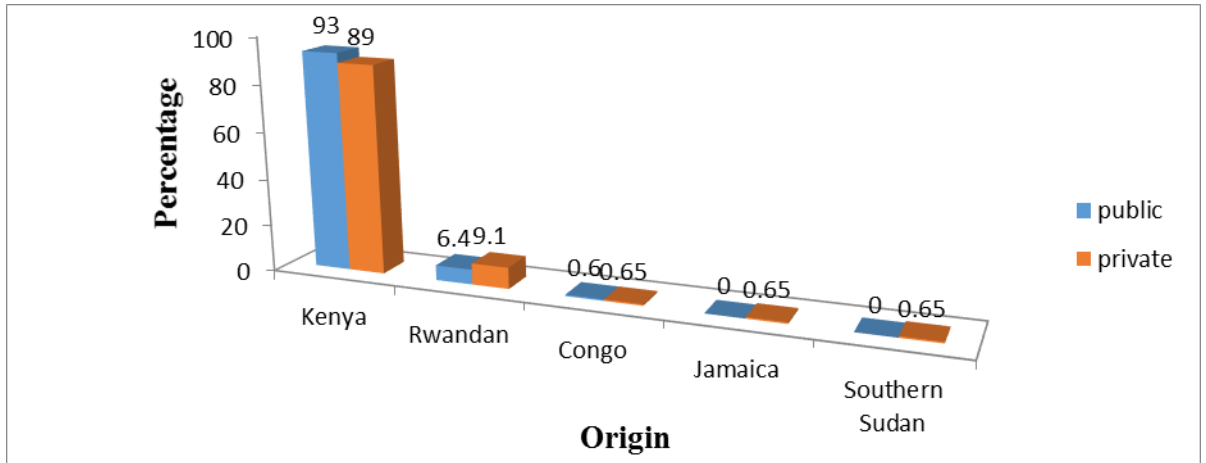


Figure 5.1: Country of origin of trainees interviewed

5.1.2 Gender of the trainees

The trainee interviewed (n=326), 58% were females while 42% were males (Table 5.1 making the variation in gender was statistically significant ($\chi^2=28.21$, $df = 1$, $p = 0.037$). The gender variation between public and private colleges showed that 57% (n=172) and 43% of the trainee interviewed in public colleges were females and males respectively. The variation was also significant ($\chi^2=3.412$, $df = 1$, $p = 0.037$). On the other hand, majority (59.1%, n=154) of the trainee interviewed in private colleges were females and 40.9% were males and the difference in gender representation was not significant ($\chi^2=0.13$, $df = 1$, $p = 0.699$).

5.1.3 Age of trainees in years

Out of the 326 trainee interviewed, 75.2% (n=326) were aged between 21-30 years. Those between 18-20 years accounted for 23.3% while 1.5% comprised of those aged between 31-40 years, and this significantly differed between the age brackets ($\chi^2=1.232$, $df = 1$, $p = 0.023$, Figure 5.2). When the age of trainees were compared between public and private colleges using chi-square for cross tabulation showed that ages of trainees were not different between public and private colleges ($\chi^2=4.70$, $df = 2$, $p = 0.096$, Table 5.2). The proportions of the trainee interviewed across the specific age groups were compared between public and private colleges. Accordingly, 51.4% (n=245) of the trainee interviewed aged between 21-30 years were in public colleges and 48.6% in private colleges and this did not vary between the interviewed ($\chi^2=0.957$, $df = 1$, $p = 0.330$). However, the interviewed aged between 18-20 years comprised 53.9% (n=76)

from public and 46.1% from private colleges which also did not differ significantly ($\chi^2=0.121$, $df = 1$, $p = 0.065$), while those aged between 31-40 years comprised of 100% ($n=5$) from public colleges and significantly differed with private college interviewed ($\chi^2=0.671$, $df = 1$, $p = 0.000$, Figure 5.2).

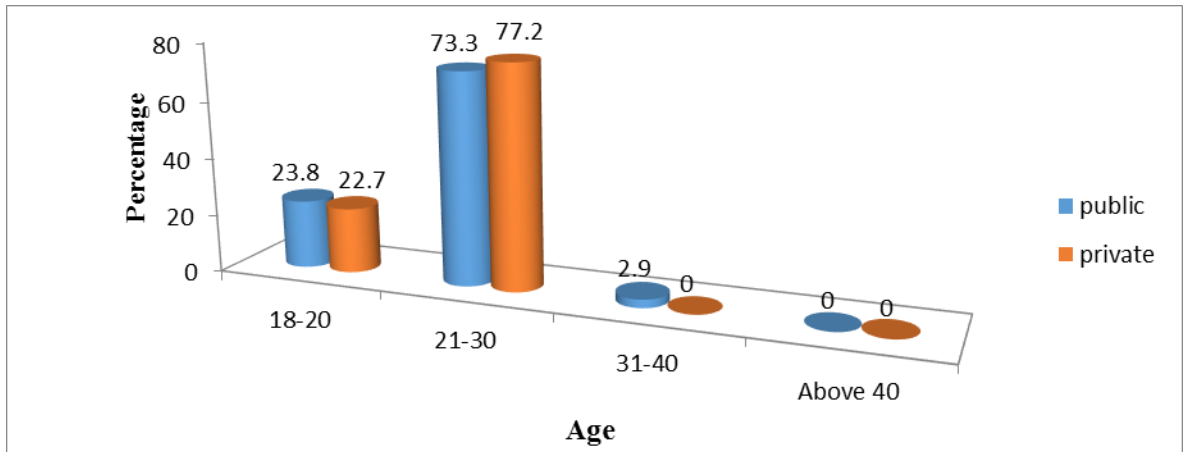


Figure 5.2: Age in years of trainees in years

5.1.4 Marital status of trainees

Majority (93.3%, $n=326$) of trainee interviewed were single while only 6.7% were married. Majority (93.6%, $n=161$) of trainee interviewed in public college were single while majority (92.9%, $n=143$) of those in private colleges were single and there was no difference in the marital status of the interviewed from public and private colleges ($\chi^2=0.07$, $df = 1$, $p = 0.149$). Those found to be married in public colleges accounted for 6.4% ($n=11$), while those in private colleges, married trainees accounted for 7.1% ($n=11$) as shown in figure 5.3.

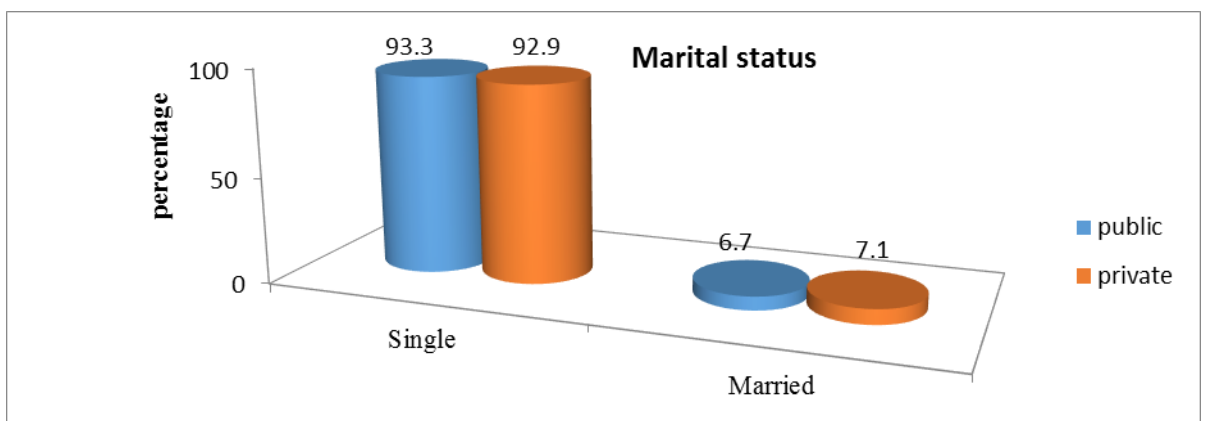


Figure 5.3: Marital status of trainees

5.1.5 Highest academic qualification of trainees by college type

Majority of the trainee interviewed (74.2%, n=326) had attained secondary O-level while 9.5 % had university level and those with middle level comprised of 8.6% (Table 5.1). Those with Secondary A-level comprised of 5.2% while only 2.5% were with Primary and the education level differed significantly with the trainee interviewed ($\chi^2=8.764$, $df = 1$, $p = 0.002$). When education level of trainee interviewed was compared between public and private colleges, chi-square test for cross tabulation showed that education level differed significantly ($\chi^2=13.90$, $df = 4$, $p = 0.008$, Table 5.1). Moreover, university level significantly varied between public (83.9%, n=31) and private colleges (16.1%) MLCs ($\chi^2=3.124$, $df = 1$, $p = 0.003$, Figure 5.4). While Secondary A-level did not vary significantly ($\chi^2=2.120$, $df = 1$, $p = 0.103$) between public and private colleges, where it comprised of 47.1% and 52.9% (n=17), respectively. Those with O-level education did not significantly vary, with 49.2% being in public colleges and 50.8% (n=242) in private college ($\chi^2=3.340$, $df = 1$, $p = 0.121$).

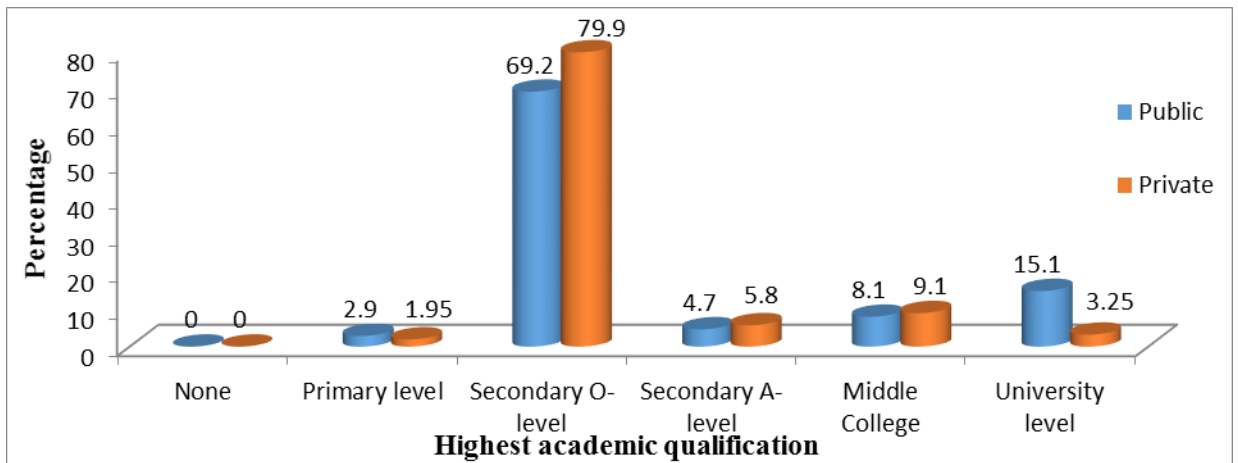


Figure 5.4: The academic qualification of trainees by college type

5.1.6 Type of courses undertaken by trainees

Majority of the trainee interviewed (84.7%, n=326) were taking diploma while 13.8% were taking certificate courses (Figure 5.5). Those who were taking degree and higher diploma comprised of 0.9% and 0.6%, respectively. The presence of those who were taking degree was due to the commencement of a four year program by Utalii College as well as commencement of degree programs by Kenya Polytechnic University College. The course taken significantly differed with the trainee interviewed ($\chi^2=0.111$, $df = 1$, p

= 0.012) with most trainees taking diploma courses. A comparison of the courses taken of trainees between public and private colleges using chi-square test for cross tabulation showed no difference in courses between colleges ($\chi^2=0.10$, $df = 3$, $p = 0.803$, Table 5.1). However, trainee interviewed taking certificate course differed significantly between public (46.7 %) and private (53.3%, $n=45$) MLCs ($\chi^2=0.341$, $df = 1$, $p = 0.012$). The trainees taking diploma courses did not vary significantly between the public and private colleges with 53.6% ($n=276$) being in public and 46.4% in private college ($\chi^2=6.45$, $df = 1$, $p = 0.080$). The trainers were asked to indicate whether they were training in private or public MLCs and 94% ($n=172$) of interviewed trained in public colleges leaving only 6% who trained in private colleges and the difference was significant. ($\chi^2 =7.124$, $df = 4$, $p = 0.026$).

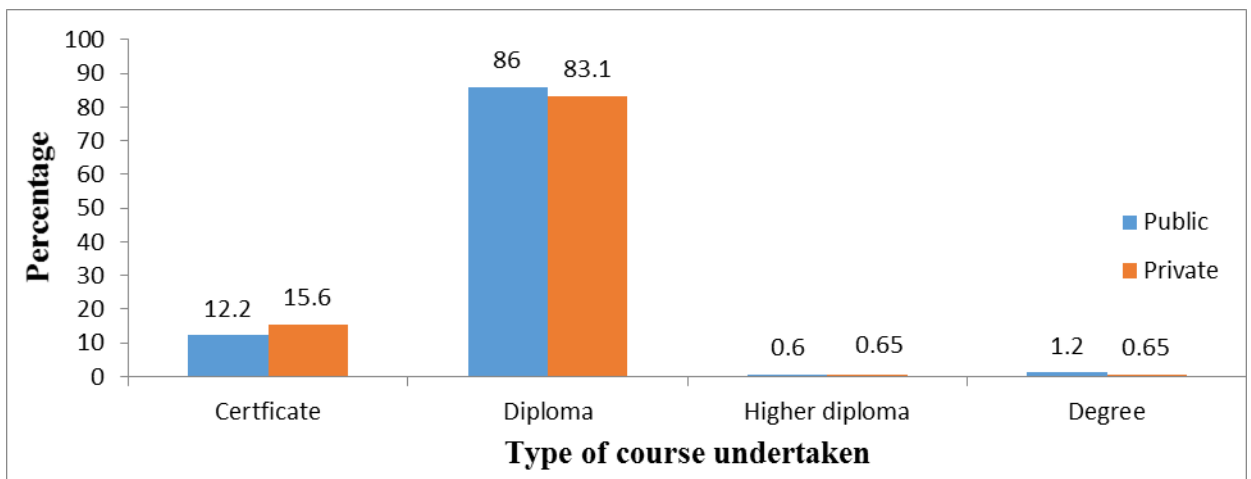


Figure 5.5: Type of courses undertaken by trainees

5.1.7 Duration of the courses undertaken by trainees

Out of 326 trainees interviewed, majority (48%, $n=326$) took 1-year course, 28.8% took 2-year course, while 14% took less than 6 months course. Only 9.2% took a 3-year course (Table 5.1). The duration of course significantly differed between the trainee interviewed ($\chi^2=2.412$, $df = 3$, $p = 0.031$). However, the duration of course of the trainees varied between public and private colleges ($\chi^2=11.293$, $df = 3$, $p = 0.010$, Table 5.1). The trainees who took a 1-year course varied significantly between the type of college with 44.9% being in public and 55.1% ($n=156$) in private MLC, respectively ($\chi^2=3.146$, $df = 3$, $p = 0.011$). However, the trainees who took a 2-year course significantly varied between the types of college with 63.8% ($n=94$) being in public and

36.2% in private colleges ($\chi^2=1.242$, $df = 3$, $p = 0.021$) while those who took less than 6 months did vary significantly between the types of college with 47.8% being in public and 52.2% ($n=46$) in private colleges ($\chi^2=1.142$, $df = 3$, $p = 0.0141$). Those trainers who took a 3-year course and above showed a significant difference between public and private college with 66.7% ($n=30$) being in public while 33.3% were in private colleges ($\chi^2=1.102$, $df = 3$, $p = 0.031$).

Table 5.1: The socio-demographics characteristics of the trainee interviewed by college type

Character		Public MLCs		Private MLCs		Total		χ^2	d f	p-value
		f	%	f	%	f	%			
Country of origin	Kenya	160	93.0	137	89.0	297	91.1	3.16	4	0.532
	Rwandan	11	6.40	14	9.10	25	7.7			
	Congo	1	0.6	1	0.65	2	.6			
	Jamaica	0	0.0	1	0.65	1	.3			
	Southern Sudan	0	0.0	1	0.65	1	.3			
Gender	Female	98	57.0	91	59.1	189	58.0	0.13	1	0.699
	Male	74	43.0	63	40.9	137	42.0			
Age	18-20 years	41	23.8	35	22.7	76	23.3	4.70	2	0.096
	21-30 years	126	73.3	119	77.2	245	75.2			
	31-40 years	5	2.90	0	0.0	5	1.5			
	41+	0	0.0	0	0.0	0	0.0			
Marital status	Single	161	93.6	143	92.9	304	93.3	0.07	1	0.788
	Married	11	6.40	11	7.10	22	6.7			
Highest academic qualification	None	0	0.0	0	0.0	0	0.0	13.90	4	0.008*
	Primary	5	2.90	3	1.95	8	2.5			
	Secondary O-level	119	69.2	123	79.9	242	74.2			
	Secondary A-level	8	4.70	9	5.80	17	5.2			
	Middle college level	14	8.10	14	9.10	28	8.6			
University level	26	15.1	5	3.25	31	9.5				
Type of course being undertaken	Certificate	21	12.2	24	15.6	45	13.8	0.10	3	0.803
	Diploma	148	86.0	128	83.1	276	84.7			
	Higher diploma	1	0.6	1	0.65	2	.6			
	Degree	2	1.20	1	0.65	3	.9			
Duration of course	< 6 months	22	12.8	24	15.6	46	14.1	11.29	3	0.01*
	One year	70	40.7	86	55.8	156	47.9			
	Two years	60	34.9	34	22.1	94	28.8			
	3+ years	20	11.6	10	6.50	30	9.2			

*Significant at 0.05

5.2 Trainees attitudes towards tourism training in MLCs

5.2.1 Trainees opinion on attending lessons

The trainee interviewed were to indicate whether the trainers attend all lessons, out of the 326 trainees interviewed, 57.7% attended the lessons while 42.3% did not attend lessons regularly, and the interviewed differed significantly between the interviewed ($\chi^2=0.744$, $df = 1$, $p = 0.031$). A majority (59.8%, $n=172$) of the trainee interviewed in public colleges attended all lessons while 40.2% did not and this differed between the interviewed ($\chi^2=0.33$, $df = 1$, $p = 0.002$). For private colleges, 55.2% ($n=154$) of the trainees attended all lessons while 44.8% did not and this differed significantly ($\chi^2=0.3$, $df = 1$, $p = 0.012$, Table 5.2). Chi-square test for cross tabulation showed that there was no difference among the trainee interviewed in attendance of all lessons between public and private MLCs ($\chi^2=0.73$, $df = 1$, $p = 0.392$).

5.2.2 Trainees views on satisfaction of the training

The trainee interviewed were asked to indicate their satisfaction in the training and out of the 326 trainees interviewed, majority (73.3%) were satisfied with the training while 26.7% were not satisfied with the training, and this differed significantly between the interviewed ($\chi^2=13.1$, $df = 1$, $p = 0.016$, Figure 5.6). A comparison between college types showed that the majority (65.1 %, $n=172$) of the trainee interviewed in public colleges were satisfied with the training while 34.9% were not satisfied and this also differed significantly ($\chi^2=0.36$, $df = 1$, $p = 0.03$). In private colleges, majority (82.5%, $n=154$) were satisfied with the training while 17.5% were not satisfied and those trainees interviewed varied significantly ($\chi^2=0.71$, $df = 1$, $p = 0.001$, Table 5.2). Chi-square tests for cross tabulation showed significant difference among trainee interviewed in the satisfaction with the training between public and private colleges ($\chi^2=12.5$, $df = 1$, $p = 0.000$).

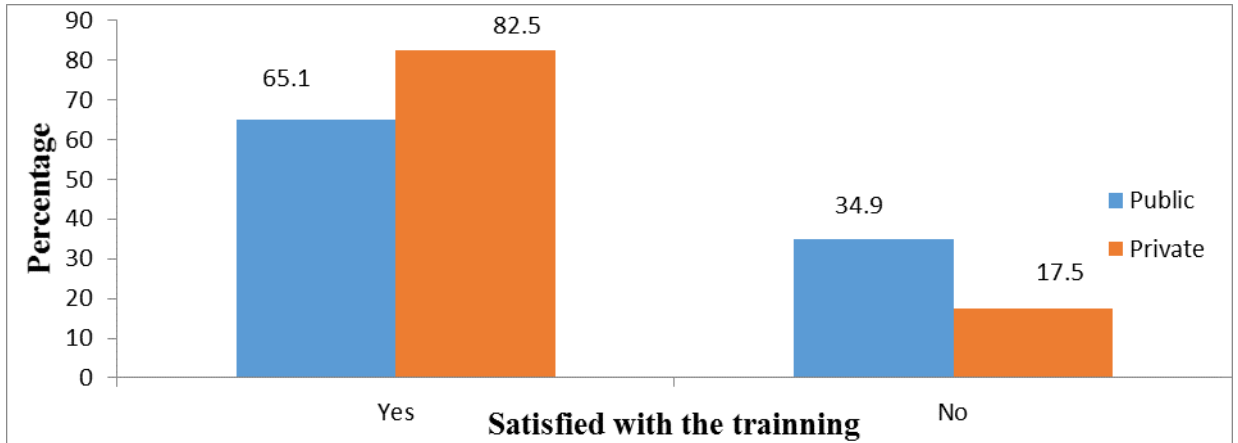


Figure 5.6: Trainees views on satisfaction of the training

5.2.3 Trainee opinion on qualifications attained in a competitive market

The interviewed were to indicate if the qualification attained will lead to successful competitive market, 63.5% had qualifications attained to a competitive market while 36.5% did not and this differed significantly between the interviewed ($\chi^2=1.24$, $df = 1$, $p = 0.024$). By type of college, majority of interviewed (56.9%, $n=172$) in public colleges had good qualifications for competitiveness in the job market and 43.1% did not ($\chi^2=0.335$, $df = 1$, $p = 0.092$) as compared to 59.7% ($n=154$) from private colleges who attained good qualifications for competitiveness in the job market and 40.3% who did not. This differed significantly between the interviewed ($\chi^2=2.125$, $df = 1$, $p = 0.011$). Chi-square test for cross tabulation showed no significant difference in the interviewed on qualifications attained in a competitive market between college types ($\chi^2=1.78$, $df = 1$, $p = 0.18$, Table 5.2).

5.2.4 Trainee views on adequacy of tourism training in MLCs

The trainee interviewed were to indicate if the tourism training in Kenya is adequate and 56% of the trainee interviewed agreed that tourism training was adequate while 44% did not agree that tourism training was adequate and the interviewed differed significantly between the interviewed ($\chi^2=4$, $df = 1$, $p = 0.006$, Figure 5.6). From public colleges 51.2% ($n=172$) of the trainee interviewed agreed that tourism training was adequate while 48.8% disagreed and this significantly differed ($\chi^2=0.33$, $df = 1$, $p = 0.012$). In private colleges, 35.7% of the trainee interviewed agreed that tourism training was adequate while 64.3%, ($n=154$) did not agree and this did not vary significantly in the

trainee interviewed ($\chi^2=3.245$, $df = 1$, $p = 0.312$, Figure 5.6). Chi-square test for trainee interviewed on adequacy of tourism training between public and private colleges was significant ($\chi^2=7.88$, $df = 1$, $p = 0.005$, Table 5.2).

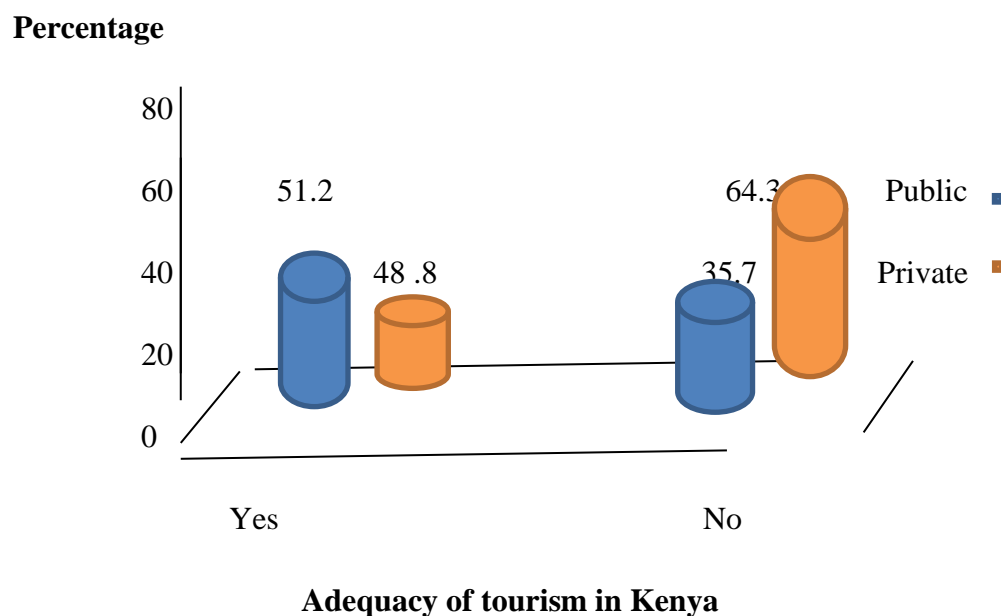


Figure 5.7: Trainee views on adequacy of tourism training in MLCs

Table 5.2: Trainees attitudes towards tourism training and choice of MLCs

Valuable	interviewed	Public		Private		χ^2	df	p-value
		f	%	f	%			
Trainers attend all lessons	Yes	103	59.8	85	55.2	0.73	1	0.392
	No	69	40.2	69	44.8			
Satisfied with the training	Yes	112	65.1	127	82.5	12.5	1	0.000*
	No	60	34.9	27	17.5			
Qualifications attained leads to competitive market	Yes	115	66.9	92	59.7	1.78	1	0.18
	No	57	33.1	62	40.3			
Tourism training in Kenya is given adequate attention	Yes	84	48.8	99	64.3	7.88	1	0.005*
	No	88	51.2	55	35.7			

***Significant at 0.05**

5.3 Trainees' attitudes towards quality of equipment/facilities in MLCs

The trainees expressed their opinion on the college facilities using a 5-pointer Likert scale ranging from 1=Very Poor to 5=Excellent (Table 5.3). The facility 'classrooms' was rated as excellent and very good by 21% by the trainee interviewed while 22.7% rated it as poor in public colleges and this did not significantly vary between the interviewed ($\chi^2=6.444$, $df = 4$, $p = 0.092$) compared to private colleges where it was rated as excellent and very good by 30.5% of the trainee interviewed while 13.6% rated it as poor indicating a significant difference between the interviewed ($\chi^2=99.734$, $df = 4$, $p = 0.000$, Table 5.3). Facility 'restaurants' was rated as excellent and very good by 32% of the trainee interviewed while 27.3% rated it as poor in public colleges and this varied significantly between the interviewed ($\chi^2=10.889$, $df = 4$, $p = 0.012$) compared to private colleges where it was rated as excellent and very good by 33.8% of the trainee interviewed while 33.8% rated it as poor indicating a significant difference between the interviewed ($\chi^2=20.735$, $df = 4$, $p = 0.000$, Table 5.3).

The facility 'workshops' were rated as poor by 39.5% of the trainee interviewed in public colleges while 17.5% rated it as excellent and very good which significantly differed between the interviewed ($\chi^2=12.118$, $df = 4$, $p = 0.016$). In private colleges, 35.7% of the trainee interviewed rated the 'workshops' as poor and 25.9% rating it excellent and very good, indicating a significant difference between the interviewed ($\chi^2=23.446$, $df = 4$, $p = 0.000$, Table 5.3). The facility 'offices' was rated as excellent and very good by 46.5% of the trainee interviewed while 60.6% rated it as poor in public colleges and this did not differ significantly between the interviewed ($\chi^2=6.000$, $df = 4$, $p = 0.502$).

However, when analysis private colleges, the 'offices' were rated as excellent and very good by 9.7% of the trainee interviewed while 35.7% rated it as poor and this varied between the interviewed ($\chi^2=75.845$, $df = 4$, $p = 0.000$, Table 5.3). Facility 'hostel/accommodation' was rated as excellent and very good by 22.7% of the trainees interviewed while 33.1% rated it as poor in public colleges and this did not significantly vary between the interviewed ($\chi^2=4.000$, $df = 4$, $p = 0.406$). In private colleges, hostel/accommodation was rated as excellent and very good by 22.7% of the trainee interviewed and 37.7% rated it as poor and this significantly varied between the interviewed ($\chi^2=13.204$, $df = 4$, $p = 0.000$, Table 5.3).

In public colleges, 9.3% of the trainee interviewed rated the facility 'canteen' as poor and 26.7% as very poor while 63.9% rated it as excellent, very good and good. This differed between the interviewed ($\chi^2=35.353$, $df = 4$, $p = 0.281$) as compared to private colleges where 37% of the trainees interviewed rated the 'Canteen' as poor and very poor with 62.9% rating it as excellent, very good and good. This indicated a significant difference between the interviewed ($\chi^2=35.353$, $df = 4$, $p = 0.000$, Table 5.3).

Table 5.3: Trainees' attitudes towards quality of equipment/facilities in MLCs

Equipment / facilities	Institution	Excellent		Very good		Good		Poor		Very poor		χ^2	df	p-value	Chi-Square comparing MLCs
		f	%	f	%	f	%	f	%	f	%				
Classrooms	Public	12	7	24	14	97	56.4	31	18	8	4.7	6.444	4	0.092	8.36
	Private	20	13	27	17.5	86	55.8	14	9.1	7	4.5	99.734	4	0.000*	
Restaurants	Public	11	6.4	44	25.6	70	40.7	20	11.6	27	15.7	10.889	4	0.012*	14.82*
	Private	26	16.9	26	16.9	50	32.5	16	10.4	36	23.4	20.735	4	0.000*	
Workshops	Public	7	4.1	23	13.4	74	43	33	19.2	35	20.3	12.118	4	0.016*	4.76
	Private	7	4.5	33	21.4	59	38.3	22	14.3	33	21.4	23.446	4	0.000*	
Offices	Public	26	15.1	54	31.4	78	45.3	10	5.9	4	2.3	6.000	4	0.112	2.43
	Private	26	16.9	56	36.4	57	37	10	6.5	5	3.2	75.845	4	0.000*	
Hostel/accommodation	Public	17	9.9	22	12.8	76	44.2	22	12.8	35	20.3	4.000	4	0.406	0.98
	Private	4	9.1	21	13.6	61	39.6	22	14.3	36	23.4	13.204	4	0.000*	
Canteen	Public	14	8.1	20	11.6	76	44.2	16	9.3	46	26.7	35.353	4	0.281	1.07
	Private	15	9.7	21	13.6	61	39.6	13	8.4	44	28.6	35.353	4	0.000*	

***Significant at p=0.05**

5.4 Discussion

The study aimed at establishing the attitudes of middle level college trainees towards tourism training in Kenya: it discusses the country of origin, gender, age and marital status of trainees and their perception on training, academic qualification, course undertaken by trainees, its duration and trainees' perception on training, adequacy of tourism training, attendance of lessons, qualifications attained after training and its satisfaction, trainees' perceptions towards the equipment / facility on: restaurant, workshop, offices, and hostel/accommodation. Finally, the chapter ends with a summary.

5.4.1 Country of origin, gender, age and marital status of trainees and their attitudes on training

The study established that majority of trainees came from Kenya; others came from Rwanda, Congo, Jamaica and Southern Sudan (Figure 5.1). This concurred with findings of other studies Akama (1997). The fact that majority of trainees were Kenyan shows that trainees in Kenya were advantaged as locals in accessing Kenyan MLCs and were possibly highly in need of the tourism training than other countries, also may be due to high competition from other counties in offering tourism training. Reasons for much of the trainees not coming from outside the country may be influenced by many factors, among them due to the continues attacks by the terrorists in Kenya and its borders, like the recent attack by terrorists in Westgate Mall, Nairobi, Mpeketoni and Garissa University College, among others. The government should therefore look more into the security matter which is the main issue for the low rate of trainees from outside the country.

Further, this study also revealed that majority of trainees was females in both public and private MLCs (Table 5.1). Whereas no significant relationship was established thereof, it can be noted that females are more likely to enroll into tourism courses as compared to their male counterparts in either private or public MLCs in Kenya. The study agrees with the findings of Lee, Kim and Lo (2008) that majority of the trainees were females accounting more than 77%. According to MoE (2008), most female trainees enroll in public and private MLCs because they fail to secure admission into the public universities and also due to the fact that the course offered in these MLCs are tourism and hospitality management, business courses, among others. These findings correspond with the governments' support towards the Global report on women in tourism (MoE,

2008), by promoting the women's empowerment and to protect the women's right through better employment in tourism sector after training. However, earlier Marriage, giving birth by the age of 18 and childcare can prevent girls from enrolling a course in MLCs. Therefore, this gives an overall perception according to Solmon (2003), that gender is one of the characteristics that influences perceptions of tourism training.

From the finding, age can be deemed mainly youthful, with a majority aged between 21 and 30 years (Table 5.1). The same can further be deemed as fairly distributed across both public and private MLCs. However, it is observed that a majority of the elderly, between the age of 31 and 40 years old are from public MLCs (Figure 5.2), with the statistic significant, it can be deduced that whereas the youth are less choosy on which college category to enroll in, the older interviewed prefer public MLCs. The finding corroborates with the statistics by the government of India where young people aged between 18-25 years are being considered for the training programme under tourism that is conducted by the institutes of hotel management (Government of India, 2010), but deviates from the findings of Tung and Zinn (2004), where there are more trainees between the age of 40-49 in a Taiwanese NGO, while, a research done by Babka (2003), majority of the trainees are aged over 50 years. The majority of youths in the tourism industry may be due to their financial standards whereby many of them do not have many financial commitments unlike the older ones who are much hindered by the family issues to handle because a lot of time is taken in training whether in part-time or full-time. Also, the youthful age indicates they have just finished high school and have enrolled for tourism training courses in the MLCs in order not to be idle. Also, no trainees were above 40 years because most of people at this age have already finished their training and are either working or running their own business but could also be doing a degree course. In turn, it indicates that is a factor in tourism training, but of late people does train even after the retirement age for vocational.

Results also showed that most of the trainees interviewed were single from both private and public MLCs (Table 5.1). Whereas the statistic was not significant, it can be noted that a majority of tourism trainees in the country are youthful and single (Figure 5.3), hence free from major family obligations. On the contrary, Tung and Zinn (2004) that found majority of the trainees to be married. The finding can further be explained by the fact that most of these trainees are youths since after their high school secondary

education, they immediately join the MLCs. At this age most of them are not yet ready to get married but a few of those that are married are either taking tourism training as part-time course or as part of the requirement in their work places for their personal career development or to align their careers or acquire diploma which is hands-on and recognized by the employers, and that is why university graduates are training in MLCs.

5.4.2 Academic qualification, course undertaken and its duration and trainees attitudes on tourism training

The general academic qualification of the trainees formed the basis for their admission into the MLCs. The result established that a majority of trainees have attained secondary O- level (Table 5.1) in both public and private MLCs (Figure 5.4). A significant difference was further established in education levels between private and public MLCs. The finding is in tandem with Odhiambo (2012) who reports that MLCs' enrolments grew from 62,439 in 2003 to 75,547 in 2010 with most of the trainees having form four secondary education and expected to increase to 2.2 million by 2015. However, secondary schools enrollment was projected to increase to 2.4 million by 2015. This would translate to mass enrollment of trainees in MLCs due to the impact of free primary education provided by the government. In such a case the government and the stakeholders should be aware of the implication to training like equipments / facilities and financial burden, competitive curriculum, among others. In the end more trainees will be trained than where they are going to work. The government should encourage trainees to look for jobs abroad and give them tax incentive when sending money back home.

Training is important for individual's knowledge and skills. On the type of course being undertaken, majority of trainees needed to enroll for diploma course (Figure 5.5), which was the same for public and private MLCs. The findings matched with the government reports (Koech, 1999, & Odhiambo, 2012) that found majority are for diploma courses. Using this information, the results showed that course undertaken did not significantly differ between trainees in the public and private MLCs (Table 5.1), which implies that course undertaken is generally distributed across the MLCs. However, this gave a clear indication that there is a high need of tourism training in the MLCs and also, an indication that there is a high demand for knowledge in the country as this has been influenced on the global scene. Therefore, the study suggests that the development of the

tourism sector requires expansion at different training levels including certificate, diploma and degree certificates being offered by MLCs. Training is influenced by many factors that can shift a trainee's career choice. However, as cited by Pang (2010), trainers' knowledge, perception and outlook of the tourism sector can make a trainee to join the tourism and hospitality industry.

The study further, established that the duration of the course, one year was found to be significantly more than less than 6 months, two years and 3 years and above in both public and private MLCs (Table 5.1). The course duration differed significantly between trainees in the MLCs, whereby a trend was established in which a majority of trainees were found to take short courses of 1 year and less were mainly from private colleges while a majority of trainees taking longer courses, that is above 1 year were mainly from public MLCs (Table 5.1). It can be deduced that most private MLCs offer shorter courses as compared to their public counterparts. However, this was not the case with the findings with the government syllabus (KNEC, 2012) which indicates duration of 3 years for diploma and 6 months for the certificate courses. Odhiambo (2012) reports that in Uganda, Ghana, South Africa, South Korea, England, Israel and Kenya, the course duration is flexible it has no limit, but, in Malaysia and Singapore the TIVET course duration is 2 year (Singapore Hotel Industry Survey, 2008). The much time taken by the trainee in the MLCs, the more skills and knowledge gained. The courses offered by the MLCs should have a credit transfer to another level of study such that there is no knowledge and skills wasted at certain level. This shows that there is need for the government to intervene and harmonize the use of the required government syllabus in all the MLCs that offers tourism training so as to get the desired and quality tourism training required by the tourism industry.

5.4.3 Adequacy of tourism training, attendance of lessons, qualifications attained in MLCs after training and its satisfaction

Adequacy of tourism training has been disputed based on various factors such as facilities and equipment and teacher absenteeism. The study results showed that on adequacy of tourism training (Figure 5.7), majority of the trainees in private colleges were with the perception that tourism training was adequate which was unlike in public colleges where most of them did not agree (Table 5.2), despite this, the government through the Ministry of tourism has fully started to improve the trainee's skills and

knowledge using the appropriate facilities and equipment (MoPND, 2007), since the government has started to upgrade the MLCs. Other researches have shown that several private institutions, quality assurance services cannot be effectively offered and hence quality is not guaranteed (Odhiambo, 2012), in such a case it does not conform to this study. According to KIPPRA (2013), disparities in training at MLCs are aggravated by among others teacher absenteeism and limited emphasis on monitoring of actual teaching and learning at colleges and classroom levels. Odhiambo (2012) adds that in some MLCs, in order to improve academic standards, trainees are to meet certain attendance targets; an 80 % attendance record is often required in order to promote access to training and to boost test scores. Other improvement needed are, the government to give land to private developers desiring to invest in training since land is the biggest single obstacle to the growth of the private MLCs, investors should be allowed to use government land and school buildings on a long term lease arrangements. The private MLCs administrators would be interviewed for recruiting staff (teaching, ancillary staff and administration) and the government would benefit from tax and rent as the MLCs becomes viable investment to an entrepreneur. Finally, the adequacy of training then will be assured.as per this study.

The current study revealed that there was high level of satisfaction with the training among MLCs in both public and private (Table 5.2). The finding conforms with the government (GoK, 2001), that high satisfaction level of the trainees indicates high standard methods used in the learning and management of both the public and private MLCs. Whereas a majority of trainers in both categories indicated being satisfied, more private MLCs trainees affirmed to satisfaction as compared to their counterparts in public MLCs (Figure 5.6). The satisfaction of the trainees in the current study could be due to the experiences and qualification needed in the tourism training in public and private MLCs, whereby both trainees are recruited by their respective employers. Majority of trainees in private MLCs indicated more satisfied, as compared to their counterparts in public MLCs because the appointing authority has more personal interest as an entrepreneur and wants to make returns from his investment unlike the government whereby training is treated as a cost and not an investment (Kamoche *et al.*, 2004). According to Johnson and Adams (2004) argues that trainers with sufficient work experience were critical in order to ensure that vocational training provides trainees with

market-oriented skills. However, Odhiambo (2012) and Cooper *et al.*, (1996) argue that there is lack of qualified trainers, particularly those with the relevant experience and good academic qualifications in order to attain quality education and training at all levels of education. Finally, the strikes by the trainers unions (KNUT and KUPPET) in public MLCs could make the trainers not to be satisfied with the training in public MLCs, since learning in public institutions is interrupted now and then, unlike the private MLCs. Therefore, it is unlikely for trainees to learn in such conditions, which explains why there are more trainees satisfied in private MLCs than those in the public MLCs.

Qualification attained is important to an individual after training, the study found that there was high level of qualifications attained ready for the competitive job market among the MLCs in both public and private (Table 5.2). although those in private MLCs differed significantly implying that a significant proportion in private MLCs trainees do not perceive themselves as having the requisite qualifications to meet the job market. The certificate attained depends on many factors among them the trainers. Most of the trainers in private MLCs are recruited by the owner of the MLCs which means they have liberty of recruiting any person who has qualification or not in order to meet the costs. According to Johnson and Adams (2004), Kenya shows that on average trainers in MLCs had about 4 years of practical experience and over 10 years of teaching experience, further, the research shows that public MLCs trainers have 50% more teaching experience than private Trainers. Therefore, with rapid technological change, recent practical experience in tourism industry may be a particularly important dimension of trainer quality, and one which may enhance the labor market relevance of the training program and make the trainees to face the market with confidence with the certificate attained.

5.4.4 Trainees' attitudes towards quality of equipment/facilities in MLCs

Effects of equipment / facilities “restaurants” on trainees’, the trainees choose tourism training in order to acquire more, not merely about restaurants but also other issues surrounding the MLCs. The result of the study showed that equipment / facilities factor out of the six, the study restaurant to contrast between public MLCs and private MLCs. There was stronger agreement rating in private MLCs than in public MLCs (Table 5.3), but more trainees in public MLCs were doubtful on the equipment / facility as compared to private MLCs trainees. The indefiniteness on trainees from public may be due to the

physical location of the MLCs which outshines the attraction of the restaurant in that environment. The results agreed with the report by Koech (1999), the facilities in the 'restaurants' are expensive to maintain and to be acquired by the private colleges if quality of training has to be maintained. The results correspond to the government report (GoK, 1988; Koech, 1999) that it's the desire to equip public MLCs since they train most of the students to be middle level managers in different sectors in order to realize vision 2030, although it takes a big budget for the Ministry to equip the MLCs. The facility 'restaurants' acts as a training ground for trainees when they are doing their practical lessons and attachments. Some private colleges they don't have facilities they lease from other colleges by allowing trainees to go and take their practical lessons from these institutions. Also, trainers are not conversant with those facilities which lead to the trainees not to perform well in practical examinations. Majority of the trainees are interested to learn and acquire knowledge and skills needed in tourism sector. However, trainees from private MLCs meet trainers who not only want to teach and give practical lessons on tourism (Plate 5.1) but also those who are teaching other skills like communication skills, quantitative skills which are necessary and of interest to the trainees to learn.

Regarding "workshops" on trainees' perception, most of the interviewee from both private and public MLCs were found to rate their workshop equipment/facilities as poor (Table 5.3). When trainees share their workshop with trainers, it gives confidence to the trainees in their practical lessons in class. The trainees get an opportunity of how practical lessons are conducted by the trainers. According to Prakash *et al.* (2010), it is called telling and selling to trainees of how things are done in the workshops. Since the trainees share the workshops it makes them to listen and understand how trainers are teaching them from simple issues to complex ones. This creates an information gap between trainees and the trainer has a duty to see that through the workshops trainees understand the issues through examples within the college and the surrounding environment, especially relating to tourism. The opportunity for trainees to explore their practical aptitudes, and to develop elementary skills and gain perspective of technology will enable them to become more effective and informed members of society. In academia to disperse knowledge to others is important as it assist to understand the problems and ultimate solutions to the society's problems.

The equipment / facility “offices” was found to be significant motive for some trainees in both MLCs. According to Kotler (2011), office is one of the promoting tools in an organization. This helps the trainees understand the MLCs together with their programmes. The trainees are to understand about the programmes then the trainees should have sufficient knowledge about the brochures of the MLCs. Whereas within public MLCs no statistical significant difference was established, this was not the case in their private MLCs counterparts with the category revealing a statistically significant difference implying that a majority of trainees in private MLCs would find their office facilities as poor as opposed to only a few who would find their MLCs’ offices as excellent. Accordingly, the Kenya Economic Report (GoK, 2013) points out those offices are primarily responsible for implementing college policies, laws and regulations regarding tourism training, arranging for the reception of customers. Offices are an important facility in the marketing of the MLCs since it’s where most information passed to prospective trainees and giving the perception of the whole institution. Most college administrators would prefer to have good working ‘offices’ in order to have a good image of the institution to the public. However, because of cost effect among private MLCs it is not possible to finance prospectus/brochures. This means that trainees depend on unreliable information to get proper information about the MLCs programmes whereby such information cannot help the prospective students to get into the MLCs of the choice they want and programme. Such information can be placed on the internet and other papers where people are able to access. However, it should be noted that the CTDLT was established to look into the standards and quality of training provided by the MLCs among others.

The effects of equipment / facilities “hostel / accommodation” on trainees’ attitudes, a majority of interviewees from both private and public MLCs were found to rate their Hostel/accommodation facilities as poor (Table 5.3). The relationship within these two categories revealed statistical significance implying that in both cases, a majority of trainees in either of the MLCs categories would find their Hostel/accommodation facilities as poor as opposed to only a few who would find their MLCs’ Hostel/accommodation as excellent. In this sense, Odhiambo (2012) argues that the high number of enrollment in the public institutions and according to the government policy the enrollment is not begged with the ‘hostel and accommodation’ facility. It is the

government policy for cost sharing between the trainees and the government in providing education and training. In such a case, private ‘hostels and accommodation’ providers are to partner with the public institutions to provide the facility, in the private colleges they have in most cases few trainees and they provide quality ‘hostels and accommodations’ for their trainees in order to attract more trainees. In such a case there has been mushrooming of hostels around the vicinity of the colleges which gives poor services like food, water and among others. Secondly, they are expensive for the common student to hire, such rooms some have become brothels/slums and crimes towards students have been reported in these hostels. Trainees cannot comprehend especially those who have come from rural homes they find life in town frustrating such that some of them have to leave attending lessons and engage in crimes in order to meet life in college. In such a situation it reflects the future life in the society how it is rotting while we are seeing it therefore, the government should reverse the situation for future generation. This leads to poor quality of training in MLCs.

5.5 CHAPTER SUMMARY

From the findings and discussions thereof, it is revealed that there was a significant variation in the country of origin among the trainees in both public and private colleges where most of the trainees were Kenyans. Kenyan trainees were influenced with the quality of tourism training that was offered in the MLCs with most of these trainees being females in both public and private MLCs due to various reasons explained in the findings. A significant variation was established in the highest academic qualification among the trainees in both public and private MLCs where secondary 0-level dominated other levels with private having more secondary 0-level trainees than public.

Secondly, it is evident that there was a significant variation in duration of course among the trainees in both public and private where one year was found to be more than other duration of course like less than 6, two year and 3+ years. Specifically, private had more one year trainees than public probably because the training in public are grounded in training than private colleges therefore, they need to learn more what they had not learned in colleges.

On attendance of all lessons, it was found that there was a significant difference between trainees in public and private colleges. This could have been related to availability of

enough resources and facilities and qualified trainers. The study further revealed a significant variation in satisfaction with the training where acceptance perception was found to be more than non-acceptance with private MLCs having more acceptances of trainees than public.

In the ranking of the facilities in the MLCs, trainee's perception in both public and private colleges differed with trainees in private MLCs perceiving that the facility 'office' influenced them in joining the college as compared to trainees in public colleges. The facility 'office' was ranked the highest compared to classrooms, restaurants, workshops, hostel/accommodation, canteen and the facility, hostel/accommodation. The trainees were much influenced with the well and furnished offices that the MLCs had, because it could give them the perception of how the environment was in terms of the quality of training that was offered, and as per the findings most MLCs could furnish their offices since it gave a clear image of how the whole college was organized.

In the next chapter, results and discussions are presented for attitudes of the trainers towards tourism training in MLCs in Kenya.

CHAPTER SIX

ATTITUDES OF TRAINERS TOWARDS TOURISM TRAINING IN MIDDLE LEVEL COLLEGES IN KENYA

6.0 Introduction

The chapter presents and discusses findings on attitudes of trainers in Middle Level Colleges (MLCs) towards tourism training. Trainers were included in the study in order to assess their level of education among other characteristics and to get their views on the quality of training and the graduates produced by MLCs. The chapter is divided into six sections namely: distribution of trainers in MLCs by socio-demographics characteristics: trainers' attitudes towards tourism training in MLCs, strategies employed in the marketing of MLCs, challenges encountered in tourism training in Kenya, discussion, and, chapter summary.

6.1 Socio-demographic characteristics of trainers' distribution in MLCs

6.1.1 Country of origin of trainers

Out of 172 trainers interviewed, majority (68.6%, n=172) were Kenyans, while 16.2% were Britons. The rest not stated accounted for 15.2%. The county of origin differed significantly between the trainers interviewed ($\chi^2=2.112$, $df = 1$, $p = 0.011$). However, the country of origin of the trainers did not vary significantly between public and private colleges ($\chi^2=0.281$, $df = 2$, $p = 0.869$, Table 6.1, Figure 6.1). The Kenyan trainers varied significantly between the types of college with 44.4% being in public and 55.6% (n=118) in private MLC ($\chi^2=3.121$, $df = 1$, $p = 0.002$). However, the Briton trainers significantly varied between the type of colleges with 41.2% being in public and 58.8% (n=28) in private colleges ($\chi^2=0.432$, $df = 1$, $p = 0.005$). The trainers who did not state their country of origin showed no significant difference between public and private college with 37.5% being in public while 62.5% (n=26) were in private colleges ($\chi^2=3.112$, $df = 1$, $p = 0.135$).

6.1.2 Gender of the trainers

Of the 172 trainers interviewed, 27.6% were males while 72.4% were females depicting female as almost thrice the male. The variation in gender was significant ($\chi^2=2.434$, $df = 2$, $p = 0.034$, Table 6.1). There were more female trainers in public MLCs than in private MLCs where majority were males. The gender variation between the public and private

colleges showed that 57.8% (n=45) and 42.2% of the trainers interviewed in public MLCs were females and males respectively, and differed significantly ($\chi^2=3.512$, $df = 2$, $p = 0.053$). However, on the other hand, majority (83.3%, n=60) of the trainers interviewed in private MLCs were males and 16.7% were females and the difference in gender representation was significant ($\chi^2=8.401$, $df = 1$, $p = 0.004$).

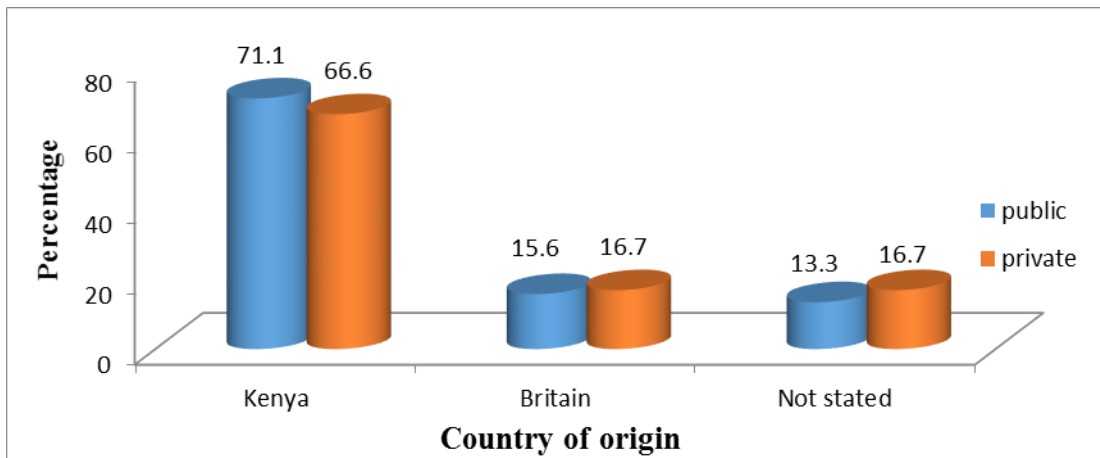


Figure 6.1: Country of origin of trainers

6.1.3 Age of trainers in years

Of the 105 trainers interviewed, 43% (n=105) were aged between 31-40 years. Those between 21-30 years accounted for 39.3% while 8.9% comprised of those between 51-60 years and 61 years and above. The younger and middle trainers were fewer with below 20 years and between 41-50 years accounting for 4.9% and 3.9%, respectively and this differed significantly between age brackets ($\chi^2=8.676$, $df = 1$, $p = 0.005$). When the age of trainers were compared between colleges (Table 6.1) and Chi square test result showed significantly difference between the age of trainers in public and private colleges ($\chi^2=17.063$, $df = 5$, $p = 0.004$). The proportion of the trainers interviewed across the age brackets was compared between public and private colleges. Accordingly a significant majority (53.3%, n=42) of the trainers interviewed aged between 31-40 years were in public colleges and 30% in private colleges ($\chi^2=0.121$, $df = 1$, $p = 0.004$). However, the trainers interviewed from the age bracket of 21-30 years comprised of 22.2% from public colleges and 50.0% from private colleges which also significantly differed ($\chi^2=0.374$, $df = 1$, $p = 0.031$). The insignificant finding was for trainers interviewed aged between 51-60 years comprising of 6.7% and 8.3% from public and private colleges respectively

($\chi^2=0.671$, $df = 1$, $p = 0.263$). Those aged between 41-50 years comprising of 6.7% in public and 0.0% in private colleges ($\chi^2=8.142$, $df = 1$, $p = 0.001$) were significant just like those aged above 61 years accounted for 11.1% in public and 5.0% in private colleges, respectively. Out of the 4 trainers interviewed aged below 20 years, 0.0% were in public and 6.7% from private colleges and this did not differ ($\chi^2=8.762$, $df = 1$, $p = 0.031$).

6.1.4 Trainers' marital status

Majority (56.1%, $n=105$) of trainers interviewed were married while 37.2% were single. A small fraction (6.7%) of the trainers interviewed was separated. Majority (71.1%, $n=32$) of interviewed in public college were married while majority (51.7%, $n=31$) of those in private colleges were single and differed significantly ($\chi^2=14.294$, $df = 1$, $p = 0.003$). Those found to be single and separated in public colleges accounted for 17.8% ($n=8$) and 11.1% ($n=5$), respectively, while those in private colleges, married trainers accounted for 45% ($n=27$) while the separated contributed to 3.3% ($n=2$) as shown in Table 6.1 and Figure 6.2).

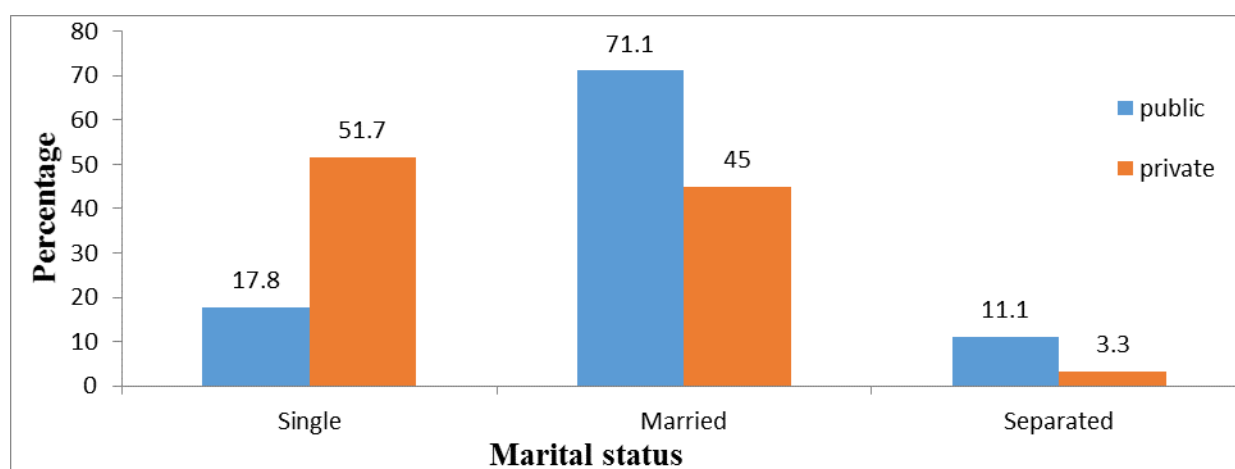


Figure 6.2: Trainers' marital status

6.1.5 Highest academic qualifications of trainers

Out of 105 trainers interviewed, majority (61%, $n=105$) had attained diploma level while 36.1% had a degree. Those with certificate accounted for 2.9% and the education level significantly differed with the trainers interviewed ($\chi^2=8.063$, $df = 1$, $p = 0.003$). When education level was compared between public and private college trainers, Chi square test for cross tabulation showed that education levels did not vary ($\chi^2=4.582$, $df = 2$, $p =$

0.101, Table 6.1). However, the diploma trainers interviewed varied significantly between public (62.2%, n=28) and private (60.0%, n=36) MLCs ($\chi^2=5.53$, df = 1, p = 0.019, Figure 6.3). Degree holders also significantly varied between the types of colleges with 31.1% (n=14) being found in public and 40.0% (n=24) in private ($\chi^2=6.467$, df = 2, p = 0.040). Finally, certificate level trainers varied significantly between the type of colleges with 6.7% (n=3) being in public colleges only ($\chi^2=8.954$, df = 2, p = 0.011, Table 6.1).

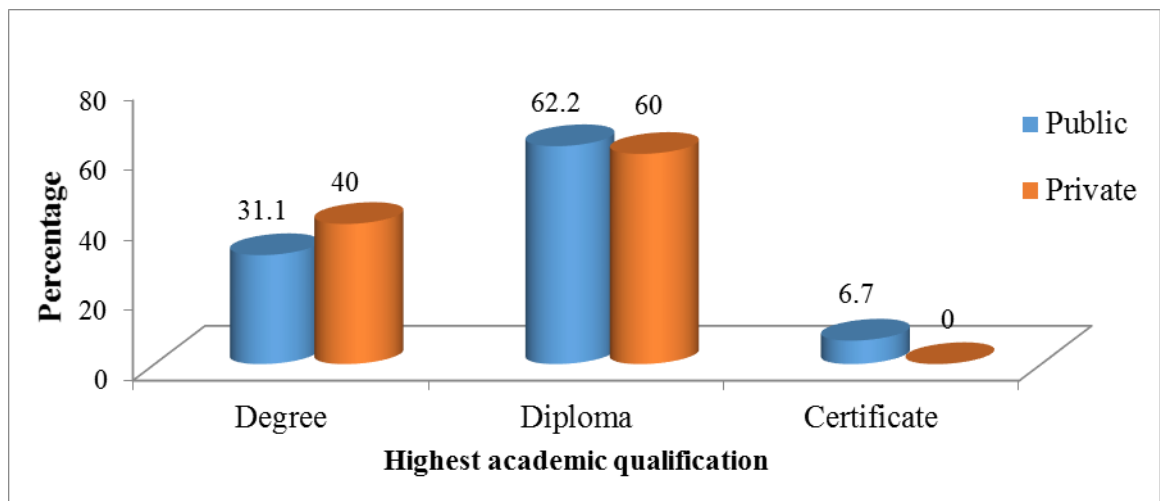


Figure 6.3: Academic qualification of trainers

Table 6.1: Socio-demographics characteristics of trainers in MLCs

Character		Public		Private		χ^2	df	p-value
		f	%	f	%			
Country of origin	Kenya	32	71.1	40	66.6	0.281	2	0.869
	Britain	7	15.6	10	16.7			
	Not stated	6	13.3	10	16.7			
Gender	Male	19	42.2	10	16.7	8.401	1	0.004*
	Female	26	57.8	50	83.3			
Age in years	0-20	0	0.0	4	6.7	17.063	5	0.004*
	21-30	10	22.2	30	50.0			
	31-40	24	53.3	18	30.0			
	41-50	3	6.7	0	0.0			
	51-60	3	6.7	5	8.3			
	61 +	5	11.1	3	5.0			
Marital status	Single	8	17.8	31	51.7	14.294	1	0.003*
	Married	32	71.1	27	45.0			
	Separated	5	11.1	2	3.3			
Highest academic qualification	Degree	14	31.1	24	40.0	4.582	2	0.101
	Diploma	28	62.2	36	60.0			
	Certificate	3	6.7	0	0.0			

***Significant level at 0.05**

6.2 Trainers attitudes towards tourism training in MLCs

6.2.1 Syllabus coverage by trainers

The trainers were to indicate whether they completed the syllabus on time and the results showed that, out of 105 trainers interviewed, 95.2% completed the syllabus on time while 4.8 % did not, and the interviewed significantly differed between the interviewed ($\chi^2=57.140$, $df = 1$, $p = 0.000$). All (100%, $n=45$) the trainers interviewed from public colleges completed the syllabus on time, compared to 91.7% ($n=55$) from private colleges who finished the syllabus on time (Table 6.2), causing a significant difference between the trainers interviewed ($\chi^2=5.128$, $df = 1$, $p = 0.024$). Further, a chi-square test

for cross tabulation showed a significant difference in timely syllabus coverage between public and private colleges ($\chi^2=3.938$, $df = 1$, $p = 0.047$).

6.2.2 Trainers views towards teaching in multiple institutions

The trainers interviewed were asked if they taught in any other institutions as part-time and the results showed that, out of 105 trainers interviewed the majority (70.5%) were teaching in multiple institutions while 29.5% were not and this significantly differed between the interviewed ($\chi^2=57.140$, $df = 1$, $p = 0.000$). A comparison between public and private colleges showed that the majority (86.7%, $n=45$) of trainers from public colleges were teaching in several colleges as compared to 13.3% who did not, which showed a significant difference between public and private colleges ($\chi^2=3.111$, $df = 1$, $p = 0.002$). In private colleges, 58.3% ($n=60$) of trainers taught in other colleges compared to 41.7% who did not ($\chi^2 =3.311$, $df = 1$, $p = 0.062$, Table 6.2). Chi-square test for cross tabulation showed significant difference in teaching in any other institution between the two colleges ($\chi^2 =9.921$, $df = 1$, $p = 0.002$).

6.2.3 Influence of terms of services on trainers' tourism training in MLCs

The trainers were to indicate their opinion on terms of services being offered to them, 71.4% were influenced by the terms of service offered by the employer while 28.6% were not and this significantly differed between the interviewed ($\chi^2=58.160$, $df = 1$, $p = 0.001$). In public colleges, the majority (80%, $n=36$) of the trainers interviewed considered the terms of service compared to 20% and this differed significantly ($\chi^2=2.835$, $df = 1$, $p = 0.002$). In private colleges, 65.0% ($n=60$) of the trainers interviewed considered the terms of service compared to 35.0% and this significantly varied ($\chi^2=2.215$, $df = 1$, $p = 0.011$, Figure 6.4). Chi square test for cross tabulation showed no significant difference in trainers interviewed towards the influence of the terms of service between public and private colleges ($\chi^2=2.835$, $df = 1$, $p = 0.092$).

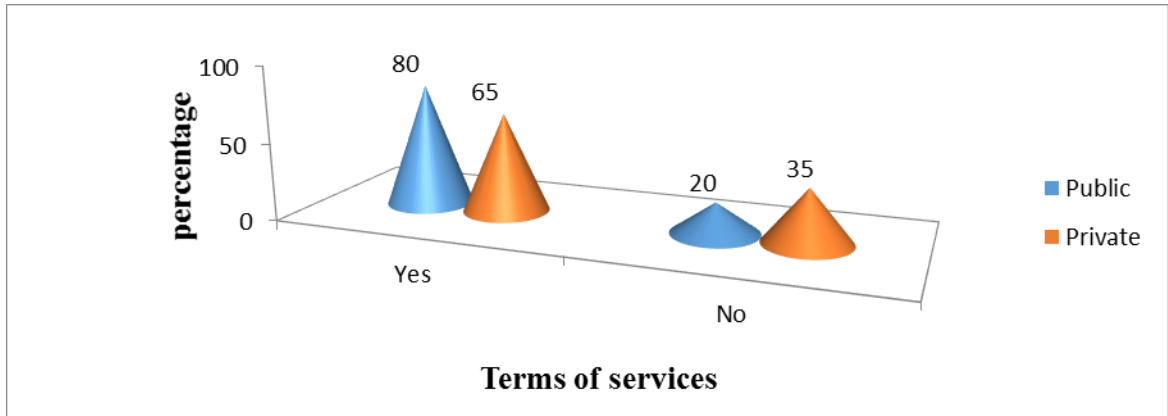


Figure 6.4: Influence of terms of services on trainers’ tourism training in MLCs

6.2.4 Influence of equipment / facilities on trainers’ tourism training in MLCs

The trainers were asked whether equipment and facilities offered in the colleges influenced their selection of the college and out of the 105 trainers interviewed, majority (72.5%) of the trainers interviewed were not influenced by equipment / facilities while 27.5% were considered them and the trainers interviewed differed significantly between the interviewed ($\chi^2 = 58.140$, $df = 1$, $p = 0.000$, Table 6.2). In public colleges, only 20% of the trainers interviewed were influenced by equipment / facilities while the majority (80%, $n=45$) were not and this varied also significantly ($\chi^2 = 2.124$, $df = 1$, $p = 0.001$). In private colleges, a small proportion (33.3%) of the trainers interviewed also did consider equipment / facilities compared the majority (66.7%, $n=60$) who did not ($\chi^2 = 1.451$, $df = 1$, $p = 0.003$, Figure 6.5). Chi-square test for cross tabulation showed no significant difference in the influence of equipment/facilities between public and private colleges ($\chi^2 = 2.287$, $df = 1$, $p = 0.130$).

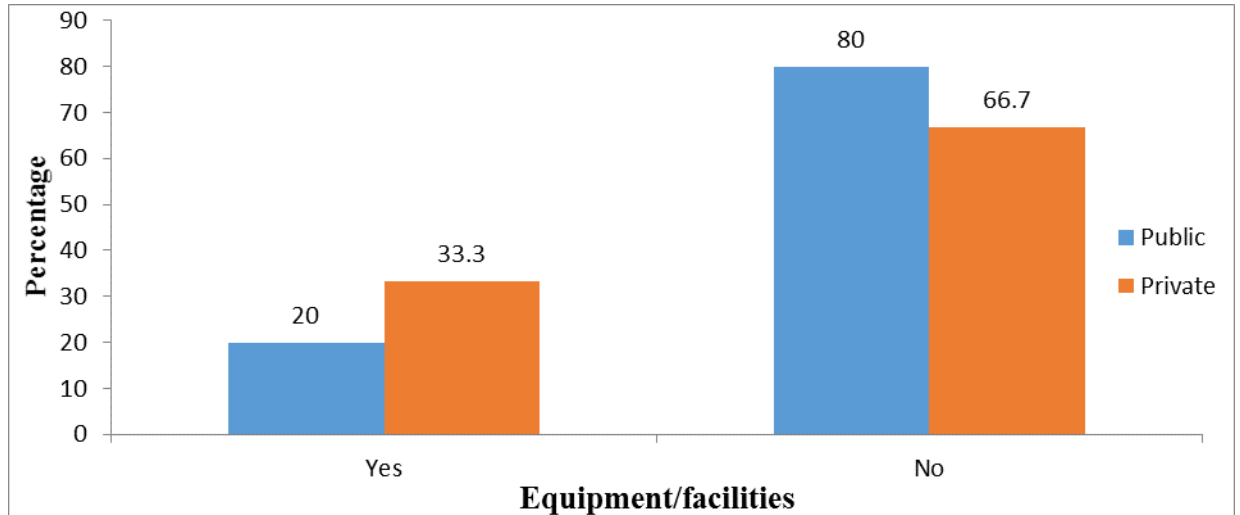


Figure 6.5: Influence of equipment / facilities on trainers' tourism training in MLCs

6.2.5 Influence of students entry behaviors on trainers' tourism training in MLCs

The trainers interviewed were asked if the student entry behavior influence their choice of college. Out of the 105 trainers interviewed, 66.7% were influenced by student entry behavior while 33.3% were not and this significantly differed between the trainers interviewed ($\chi^2=43.241$, $df = 1$, $p = 0.001$, Table 6.2). Majority (93.3%, $n=45$) of the trainers interviewed from public colleges were influenced by student entry behavior as opposed to 6.3% and this differed significantly ($\chi^2=2.104$, $df = 1$, $p = 0.003$). However, in private colleges, 46.7% of the trainers interviewed considered the student entry behavior while 53.3% ($n=60$) did not and this did not differ ($\chi^2=1.614$, $df = 1$, $p = 0.063$). Chi-square test for students entry behavior between public and private colleges showed significant difference among trainers ($\chi^2 =25.2$, $df = 1$, $p = 0.000$).

6.2.6 Influence of bonuses from college administration on trainers' tourism training in MLCs

The influence of bonuses paid by college administrators in the choice of college by trainers was analyzed and out of 105 trainers interviewed, 36.2% were influenced by the bonus while the majority (63.8%) were not and this significantly differed between interviewed ($\chi^2 =32.14$, $df = 1$, $p = 0.001$, Table 6.2). In public colleges 28.9% considered bonuses while the majority (72.1%, $n=45$) did not and this differed significantly ($\chi^2=3.012$: $df = 1$, $p = 0.001$). In private colleges, 41.7% considered bonus compared to 58.3% ($n=60$) who did not and this did not vary significantly ($\chi^2=2.514$: df

= 1, $p = 0.081$). Chi-square test for public and private colleges trainers being influenced by bonus showed no significant difference ($\chi^2=1.818$, $df = 1$, $p = 0.178$).

6.2.7 Influence of lack of teachers on trainers' tourism training in MLCs

The trainers interviewed were asked whether shortage of teachers influenced their choice of college. Out of 105 trainers interviewed 55.2% were influenced by shortage of teachers while 44.8% were not and this differed significantly between the trainers interviewed ($\chi^2=31.140$, $df = 1$, $p = 0.000$). In public colleges, 66.7% ($n=45$) of the trainers interviewed were influenced by shortage of teachers while 33.3% were not and this differed significantly ($\chi^2=1.812$, $df = 1$, $p = 0.008$). The opposite was true for private college trainers interviewed where 46.7% were influenced by the shortage of teachers and 53.3% ($n=60$) were not. The trainers interviewed was not significant ($\chi^2=1.404$, $df = 1$, $p = 0.518$). Chi-square test for cross tabulation showed that the influence of lack of teacher's on trainers to teach did not vary significantly between private and public college ($\chi^2=4.16$, $df = 1$, $p = 0.041$, Table 6.2).

6.2.8 Influence of college environment on trainers' tourism training in MLCs

The trainers interviewed were asked whether college environment influenced their choice of college and out of 105 trainers interviewed, 40.0% were influenced by college environment while 60% were not and the interviewed differed significantly between the interviewed ($\chi^2 =26.140$, $df=1$, $p=0.001$, Table 6.2), In public colleges, 37.8% of the trainers interviewed were influenced by college environment while 62.2% ($n=45$) were not and this significantly differed ($\chi^2 =1.418$, $df = 1$, $p = 0.014$). In private colleges, 41.7% were influenced by college environment while 58.3% ($n=60$) were not and this did not vary significantly ($\chi^2 =1.202$, $df = 1$, $p = 0.168$). Chi-square test for college environment influencing trainers in MLCs showed no significant difference ($\chi^2 =0.162$, $df = 1$, $p = 0.687$).

Table 6.2: Trainers attitudes towards tourism training in MLCs

Question	interviewed	Public		Private		χ^2	df	p-value
		f	%	f	%			
Finish the syllabus on time as required	Yes	45	100	55	91.7	3.938	1	0.047*
	No	0	0.0	5	8.30			
Teach in any other institution	Yes	39	86.7	35	58.3	9.921	1	0.002*
	No	6	13.3	25	41.7			
Terms of service influences you	Yes	36	80.0	39	65.0	2.835	1	0.092
	No	9	20.0	21	35.0			
Equipment/facilities influences	Yes	9	20.0	20	33.3	2.287	1	0.130
	No	36	80.0	40	66.7			
Students entry behavior influences	Yes	42	93.3	28	46.7	25.2	1	0.000*
	No	3	6.70	32	53.3			
Bonuses given by administrations influences you to teach tourism	Yes	13	28.9	25	41.7	1.818	1	0.178
	No	32	71.1	35	58.3			
Lack of teachers influences you to teach tourism	Yes	30	66.6	28	46.7	4.16	1	0.041*
	No	15	33.3	32	53.3			
College environment influences trainers	Yes	17	37.8	25	41.7	0.162	1	0.687
	No	28	62.2	35	58.3			
Economic needs influences	Yes	26	57.8	47	78.3	5.128	1	0.024*
	No	19	42.2	13	21.7			
Training tourism adequate	Yes	42	93.3	36	60.0	14.957	1	0.000*
	No	3	6.70	24	40.0			

*Significant level at 0.05

6.2.9 Influence of economic needs on trainers tourism training in MLCs

The trainers interviewed were asked if the economic needs influenced their choice of college and 69.5% were influenced by economic need while 30.5% were not and this did not significantly differ between the interviewed ($\chi^2=35.140$, $df = 1$, $p = 0.062$). Almost equal proportion of trainers interviewed in public colleges with 57.8% ($n=45$) agreeing and 42.2% negated the influence of economic needs on teaching. This did not vary significantly ($\chi^2 =5.321$, $df =1$, $p =0.064$). In private colleges, majority (78.3%, $n=60$) of the trainers interviewed were influenced by economic needs as opposed to 21.7% who were not influenced, and this varied significantly ($\chi^2 =3.142$, $df = 1$, $p = 0.004$).

Economic needs influenced trainers in private MLCs more than trainers in public MLCs ($\chi^2=5.128$, $df = 1$, $p = 0.024$).

6.2.10 Adequacy of tourism training in Kenya

Regarding adequacy of tourism training in Kenya, out of 105 trainers interviewed 74.3% felt the training was adequate while 25.7% felt otherwise and this significantly differed between the interviewed ($\chi^2=48.140$, $df = 1$, $p = 0.001$, Figure 6.6). Majority (93.3%, $n=45$) of the trainers interviewed in public colleges felt the training was adequate while only 6.3% felt otherwise, with 60% ($n=36$) who felt training was adequate compared to 22.9% ($n=40$) who felt that tourism training was inadequate in private colleges and this differed significantly ($\chi^2=2.131$, $df = 1$, $p = 0.027$). Chi-square test for adequacy of tourism training in public and private colleges showed significant difference ($\chi^2 =14.957$, $df = 1$, $p = 0.000$, Table 6.2).

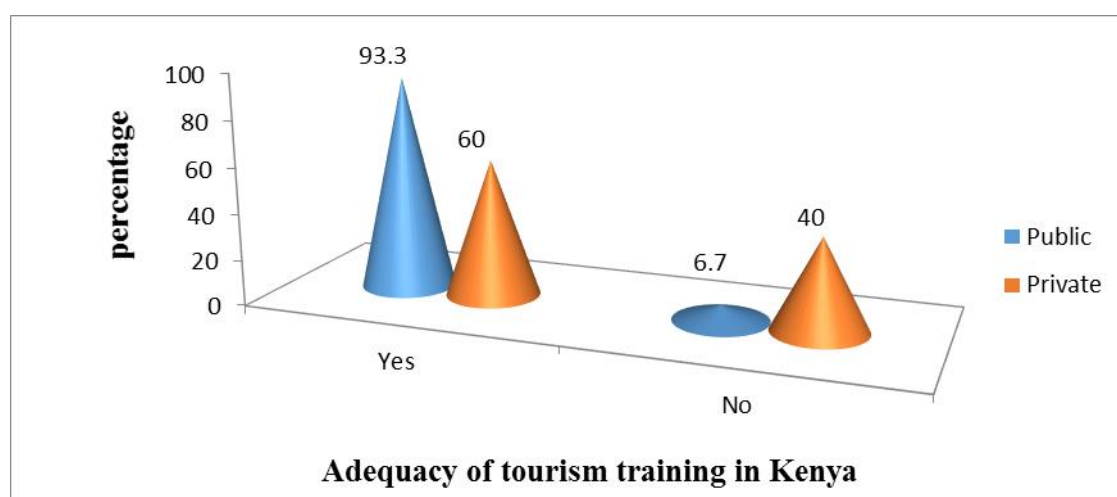


Figure 6.6: Adequacy of tourism training in Kenya

6.3 Strategies employed in promoting tourism training programs in MLCs

6.3.1 Use of radio and television

The trainers were asked if they employed any strategies in marketing of the MLCs programmes. Majority (80%) of the trainers interviewed used radio and television to market their colleges while 20% did not and this significantly differed between the trainers interviewed ($\chi^2=8.140$, $df = 1$, $p = 0.001$). Majority (86.7%, $n=45$) of the trainers interviewed in public colleges employed marketing strategies for their colleges while 13.3% did not and this differed significantly ($\chi^2 =1.024$, $df = 1$, $p = 0.009$). In

private colleges majority (75.0%, n=60) of the trainers interviewed employed marketing strategies for their colleges while 25.0% did not and this differed significantly ($\chi^2=2.314$, $df = 1$, $p = 0.002$). Chi-square test for cross tabulation showed no significant difference in the marketing strategies using radio and television between public and private colleges ($\chi^2=2.188$, $df = 1$, $p = 0.139$, Figure 6.7).

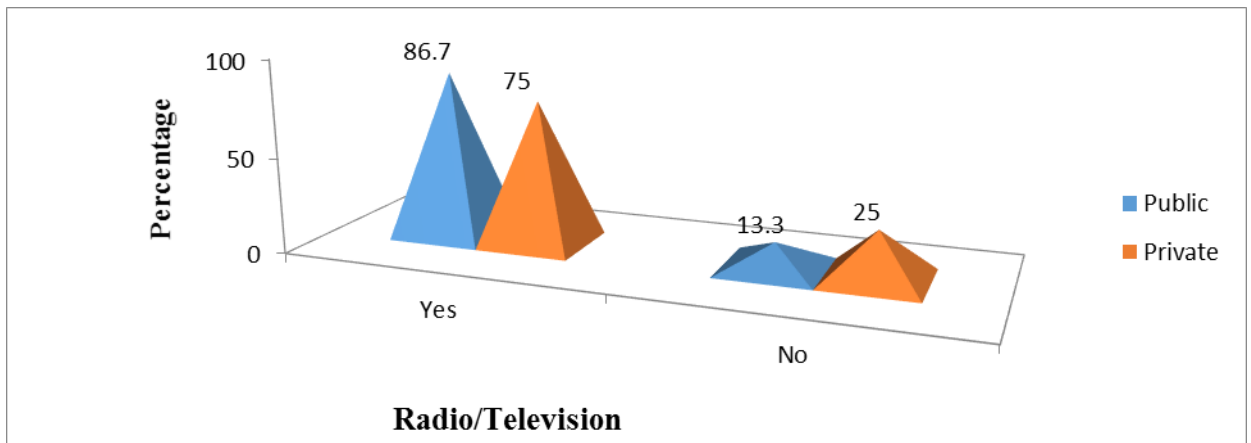


Figure 6.7: Use of radio and television strategies in marketing MLCs.

6.3.2 Use of Newspapers/magazines

The use of newspapers /magazines to market colleges was by 45.7% of the trainers interviewed while 54.3% did not and this significantly differed between the interviewed ($\chi^2 =12.140$, $df=1$, $p=0.002$). Only 35.6% of trainers interviewed in public colleges used newspapers /magazines to market their college while 64.4% (n=45) did not and this significantly differed ($\chi^2 =0.231$, $df = 1$, $p = 0.007$). However, the contrast is true where 53.3% (n=60) of the trainers interviewed used newspapers /magazines while 46.7% did not and this did not significantly differ between the trainers interviewed ($\chi^2=0.154$, $df = 1$, $p = 0.413$). The use of newspapers /magazines did not significantly vary between private and public colleges ($\chi^2=3.275$, $df = 1$, $p = 0.07$).

6.3.3 Use of posters/billboards

The use of poster/billboards was used by 63.8% of the trainers interviewed to market the college while 36.2% did not and this significantly differed between the trainers interviewed ($\chi^2=8.130$, $df=1$, $p=0.001$). The majority (71.1%, n=45) of public colleges used poster/billboards while 28.9% did not and this significantly differed between the

trainers interviewed ($\chi^2=25.124$, $df = 1$, $p = 0.012$). For private colleges, 58.3% ($n=60$) used poster/billboards for marketing while 41.7% did not and this also differed significantly ($\chi^2=2.312$, $df = 1$, $p = 0.012$). Chi-square test for cross tabulation showed no significant difference between public and private colleges in the use of poster/billboards ($\chi^2=1.818$, $df = 1$, $p = 0.178$).

6.3.4 Use of website/internet

The use of website/internet for marketing was reported by 67.6% of the trainers interviewed while 32.4% did not and this differed significantly between the trainers interviewed ($\chi^2=2.140$, $df=1$, $p=0.000$). Most (62.2%, $n=45$) trainers interviewed in public colleges reported the use of website/internet while 37.7% did not and this varied significantly between the trainers interviewed ($\chi^2=1.24$, $df = 1$, $p = 0.009$). However a much higher (71.7%, $n=60$) proportion of trainers interviewed in private colleges used website/internet as compared to 28.3% who did not, which differed significantly ($\chi^2 =2.24$, $df = 1$, $p = 0.012$). Chi-square test for cross tabulation showed no significant difference in the use of website/Internet between public and private colleges ($\chi^2=1.048$, $df = 1$, $p = 0.306$).

6.3.5 No promotion method used at all

A few trainers interviewed (29.5%) acknowledged that no promotion method was used while 70.5 % said the institutions employed some marketing strategies and this significantly differed between the trainers interviewed ($\chi^2=18.140$, $df = 1$, $p = 0.011$). In public colleges, 42.2% of the trainers interviewed did not use marketing promotion strategies while 57.8% ($n=45$) employed the strategies and this significantly differed between the trainers interviewed ($\chi^2=4.21$, $df = 1$, $p = 0.013$). However, in private colleges, 20.0% of the trainers interviewed did not use marketing promotion strategies while the majority (80.0%, $n=60$) of the trainers interviewed employed marketing strategies and this differed significantly between the trainers interviewed ($\chi^2=2.12$, $df = 1$, $p = 0.004$). Chi-square test showed significant difference between public and private colleges in the lack of use of promotion marketing strategies ($\chi^2=6.103$, $df = 1$, $p = 0.013$).

Table 6.3: Strategies employed in promoting tourism training programs in MLCs

Methods of tourism promotion used		Public		Private		Total		Rank	χ^2	df	p-value
		f	%	f	%	f	%				
Radio/Television	Yes	39	86.7	45	75.0	84	80.0	1	2.188	1	0.139
	No	6	13.3	15	25.0	21	20.0				
Newspapers/Magazines	Yes	16	35.6	32	53.3	48	45.7	5	3.275	1	0.07
	No	29	64.4	28	46.7	57	54.3				
Posters/Billboards	Yes	32	71.1	35	58.3	67	63.8	4	1.818	1	0.178
	No	13	28.9	25	41.7	38	36.2				
Website/Internet	Yes	28	62.2	43	71.7	71	67.6	3	1.048	1	0.306
	No	17	37.8	17	28.3	34	32.4				
No promotion method used at all	Yes	19	42.2	12	20.0	31	29.5	2	6.103	1	0.013*
	No	26	57.8	48	80.0	74	70.5				

***Significant level at 0.05**

6.4 Challenges encountered in promoting tourism training in Kenya

6.4.1 Lack of experience in the tourism field

Out of the 41 trainers interviewed in both public (n=16) and private (n=25), most (68.3%) interviewed cited lack of experience in tourism field as a challenge while 31.7% thought otherwise and this differed significantly between interviewed ($\chi^2=5.130$, df = 1, p = 0.001, Table 6.4). This was true with majority (81.3%, n=16) of the trainers interviewed in public colleges compared to 18.8% and this significantly differed between the trainers interviewed ($\chi^2=2.210$, df = 1, p = 0.001). In private colleges, 60.0% (n=25) of the trainers interviewed felt that lack of experience in tourism field is a challenge compared to 40.0% and this did not significantly differ between the interviewed ($\chi^2=2.131$, df = 1, p = 0.057). Chi-square test showed no significant difference between public and private colleges in lack of experience in tourism field ($\chi^2=2.047$, df = 1, p = 0.431).

6.4.2 Poor infrastructure in terms of classrooms

The poor infrastructure in class as a challenge was assessed among 41 trainers who were interviewed in both public (n=16) and private (n=25), 34.1% of the interviewed felt poor infrastructure was a challenge while 65.9% did not think so and this significantly differed between the interviewed ($\chi^2=2.140$, df = 1, p = 0.000, Table 6.4). In public colleges, 43.75% of the trainers interviewed cited poor infrastructure in class while

56.25% (n=16) felt the infrastructure was good and this did not significantly vary between trainers interviewed ($\chi^2=2.313$, $df = 1$, $p = 0.062$). In private colleges, however, 28.0% of the trainers interviewed felt poor infrastructure in classroom while the majority (72.0%, n=25) felt poor infrastructure in class was not a challenge and this significantly differed between the trainers interviewed ($\chi^2=2.313$, $df = 1$, $p = 0.012$). Chi-square test result showed no significant difference in the trainers interviewed towards poor infrastructure in terms of classrooms as a challenge between public and private colleges ($\chi^2=1.076$, $df = 1$, $p = 0.063$).

6.4.3 Lack of financial support from the Government of Kenya

Trainers were to show whether lack of financial support from the government was an impediment to tourism training, majority (73.2%) of the trainers concurred while 26.8% felt otherwise and this significantly differed between the interviewed ($\chi^2=3.130$, $df = 1$, $p = 0.001$, Table 6.4). In public colleges, 62.50% (n=16) felt that lack of financial support was a challenge compared to 37.50% who thought otherwise and differed significantly ($\chi^2=4.125$, $df = 1$, $p = 0.034$). In private colleges, most interviewed constituting 80% of the population (n=25) felt lack of financial support from the government was not a challenge to their institutions due to their financial autonomy leaving only 20.0% who felt the government could put some measures in place to support private MLCs financially. This was not significant ($\chi^2=2.312$, $df = 1$, $p = 0.137$). Chi-square test result also showed no significant difference in the trainers interviewed for lack of financial support from the government of Kenya as a challenge between public and private colleges ($\chi^2=1.522$, $df = 1$, $p = 0.217$).

6.4.4 Heavy teaching load

On whether the many hours of teaching was a challenge to the trainers, 41.5% of the trainers interviewed felt it was a challenge while 58.5% felt it was not (Table 6.4). This differed between the trainers interviewed ($\chi^2 = 1.130$, $df = 1$, $p = 0.000$). In comparing the public and private MLCs, it was noted that while 62.5% (n=16) of the trainers interviewed from public colleges felt it was a challenge compared to 37.5% who thought otherwise with significant difference between the trainers interviewed ($\chi^2 = 3.415$, $df = 1$, $p = 0.012$, Figure 6.8). The contrary was true for private college trainers interviewed where only 28.0% felt it was a challenge leaving 72.0% (n=25) on the negation. This did not differ significantly between the trainers interviewed ($\chi^2=2.151$, $df = 1$, $p = 0.061$,

Figure 6.8). A chi-square test showed a significant difference in the trainers interviewed between public and private MLCs ($\chi^2 = 4.784$, $df = 1$, $p = 0.029$).

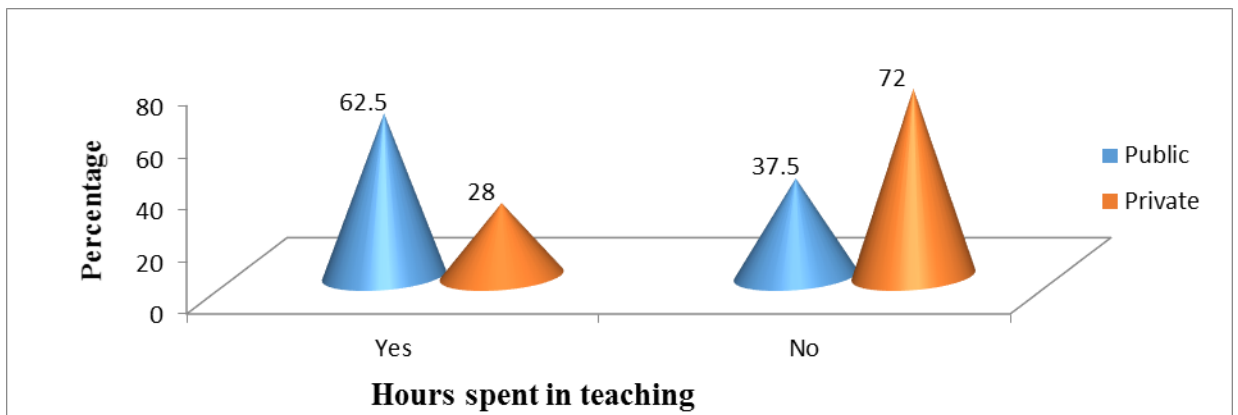


Figure 6.8: Heavy teaching load

6.4.5 Poor class attendance by students

From the findings, it was revealed that 39.0% of the trainers interviewed felt poor attendance of class by students was a challenge while 61.0% disagreed and this differed significantly between the interviewed ($\chi^2 = 9.130$, $df = 1$, $p = 0.000$, Table 6.4). In public colleges 43.75% of the trainers interviewed agreed that poor class attendance by students while 56.25% ($n = 16$) disagreed and this did not significantly differ between the trainers interviewed ($\chi^2 = 3.131$, $df = 1$, $p = 0.077$). In private colleges, 36.0% agreed while 64.0% ($n = 25$) of the trainers interviewed disagreed and this varied ($\chi^2 = 2.114$, $df = 1$, $p = 0.147$, Figure 6.9). Chi-square test showed no significant difference in the trainers interviewed between the public and private MLCs ($\chi^2 = 0.246$, $df = 1$, $p = 0.619$).

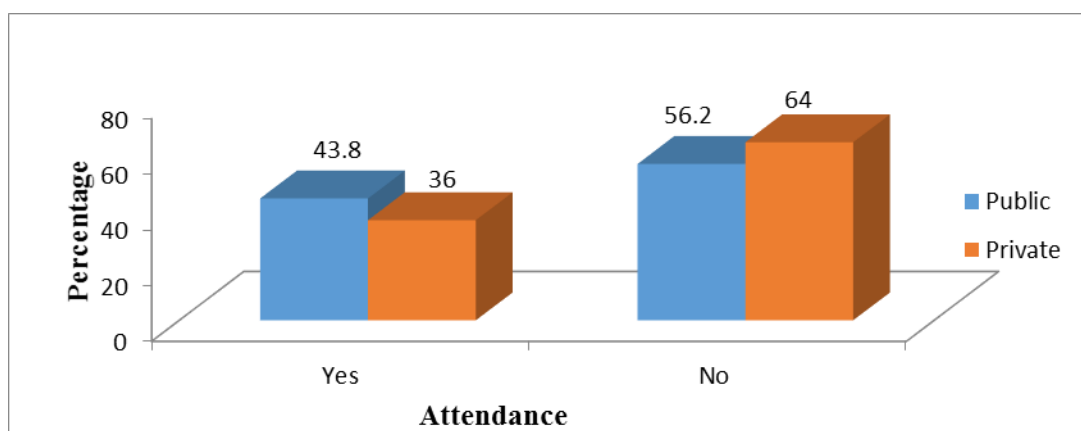


Figure 6.9: Class attendance by students

Table 6.4: Challenges encountered in promoting tourism training in Kenya

Challenges	interviewed	Public		Private		Total		χ^2	df	p-value
		f	%	f	%	f	%			
Lack of expertise in the tourism field is a challenge	Yes	13	81.3	15	60.0	28	68.3	2.035	1	0.154
	No	3	18.7	10	40.0	13	31.7			
Poor infrastructure in terms of classrooms is a challenge	Yes	7	43.8	7	28.0	14	34.1	1.076	1	0.300
	No	9	56.2	18	72.0	27	65.9			
Lack of financial support from the government of Kenya is a challenge	Yes	10	62.5	20	80.0	30	73.2	1.522	1	0.217
	No	6	37.5	5	20.0	11	26.8			
Many hours spend on teaching/heavy load is a challenge	Yes	10	62.5	7	28.0	17	41.5	4.784	1	0.029*
	No	6	37.5	18	72.0	24	58.5			
Poor attendance of students in class is a challenge	Yes	7	43.8	9	36.0	16	39.0	0.246	1	0.620
	No	9	56.2	16	64.0	25	61.0			

***Significant level at 0.05**

6.5 Discussion

The study covers the attitudes of trainers towards tourism training in middle level colleges in Kenya. It discusses the trainers' county of origin, gender, age, marital status and academic qualifications of trainers, trainers' perception towards college environment, students' entry behaviors, equipment/facilities and syllabus coverage, trainers' perception towards terms of services and bonus from college administration towards tourism training, perception of trainers towards teaching in other institutions, lack of teachers and economic needs by trainers, the adequacy of tourism training by trainers, the perception of MLCs in marketing their programmes through advertisements by trainers, and, perception of trainers towards the challenges hindering tourism training in MLCs. This part of the chapter provides a summary of the findings.

6.5.1 Characteristics of Trainers in MLCs

Trainers in MLCs in Kenya are of diverse characteristics hailing from both within and outside the country. The study established that majority of the trainers interviewed were from Kenya with a few from Britain who taught in both public and private MLCs (Table 6.1). However, Briton trainers were more likely to be found in private MLCs than public MLCs (Figure 6.1). According to KNBS (2009), a high accumulative percentage of trainers in Kenya's MLCs are Kenyans, and then those from Britain. This may be explained by the type of curricula and that the Kenyan education system largely differs with other countries, which makes it difficult for trainers outside Kenya to adopt its curricula and education system. Kenya is largely a British colony with a British education system and Britain is one of the leading sources of tourists to Kenya (GoK, 2012). Hence, the tourism curriculum for Kenya colleges adopted some of British curriculum. Private colleges have more trainers than public colleges from Britain since most of these colleges offer different curriculum/foreign programmes apart from KNEC so that they get more trainees from outside Kenya.

It was established from the findings that a majority of trainers were females in MLCs, as compared to males and public MLCs had more females while private MLCs had more trainers (Table 6.1). This agrees with the findings by KNBS (2010), where most of the trainers were found to be females. This was true with findings by Taiwanese NGO (Tung & Zinn, 2004) and South-western Pennsylvania and Northern West Virginia (Babka, 2003). This could be due to the soft skills offered by the course and the course needs tender care to customers and this explains why there are more females than males in training. According to the Government of New Zealand (2013), there were more female workers in the tourism sector than males, this came as a result of the financial crisis where males were mostly affected by losing their jobs in industries, particularly tourism sector.

Diversity in age was attested to by a majority of trainers across both private and public MLCs aged between 31-40 years followed by those between 21 and 30 years, shows that majority of trainers in the country are mainly youthful to middle aged (Table 6.1). However, youthful trainers, aged 21 to 30 years were mainly found in private MLCs whereas the middle aged, trainer (31 to 40 years) were mainly from public MLCs. This can be explained by the fact that private MLCs would ideally acquire youthful trainers fresh from college with lesser pay demands and leave for greener pastures as compared

to the middle aged, most of whom seek more seemingly stable jobs with the government hence more prevalent in public MLCs. In contrast, other studies have shown that most trainers are generally older accounting for 55% (Tung & Zinn, 2004). According to Odhiambo (2012), the working-age population is between 15-64 years which was estimated to be 19.8 million by 2005/2006. However, the unemployment rate among youths aged 15-24 years was nearly 25% in 2005-2006, the unemployment amongst other factors was due to the skills mismatch and information problems in the labour market.

In tandem with respective age categories, most trainers in public MLCs were married as compared to trainers in private MLC (Table 6.1). This can mainly be explained by the differences in the age categories thereof, with most trainers in private MLCs youthful hence more likely to be single while those from public MLCs are mostly middle aged hence likely to be married (Figure 6.2). According to GoK (2008), 26% of women aged 20–24 had given birth by the age of 18 and a third of women were married by age 18. Marriage and fertility can prevent girls from attending MLCs courses, and preventing them from employment. However, some countries prohibit the employment of married women trainers, but such measures are not applicable in Kenya (Fatuma & Daniel, 2006). The duration the trainers take in acquiring a job in public colleges is long as compared getting a job in private colleges due to the increase in the number of private colleges. Through this, most of the trainers after finishing their studies, first seek employment in private colleges to gain experience and thereafter get employed in public colleges. Since private colleges do not assure permanent job, some trainers are not ready to start a family until there is financial stability.

The presence of various modes for furthering education was bound to bring with it different levels of education of the trainers. Whereas no difference was established in trainers' education levels between private and public MLCs, degree, diploma, and certificate education levels showed some significant association with the MLC category (Table 6.1). Majority of Diploma and Certificate holder trainers are more likely to be found in public MLCs while degree holders were mostly found in private MLC (Figure 6.3). The government policy on hiring diploma and Certificate holders into public MLCs hence private MLCs are left for degree graduations also to increase compensation in terms of teaching quality. However, the results are contrary to other studies which

revealed that 80 percent of trainers in public MLCs had a degree compared with 68 percent in other private MLCs (Odhiambo, 2012), although this was not purely tourism training MLCs. However, in Singapore, it was found that the minimum requirement to teach in tourism courses at the MLCs was a degree from a recognized University (preferable to have a Masters) and three years of managerial experience in a related field (Temasek Polytechnic, 2010). According to Tesone and Ricci (2005), trainers are most influential towards the performance and the quality of tourism training the trainees acquire in the MLCs. In order to acquire the necessary and quality training required by the tourism industry, the MLCs should ensure that trainers have the relevant knowledge and required education qualifications in the specific area. According to the government statistics the baseline number for trainees will increase to 40,000 graduates annually (MoPND, 2007).

6.5.2 Trainers' attitudes towards tourism training syllabus coverage, terms of services and equipment / facilities in MLCs

Pang (2010) agrees that curriculum coverage plays a great role in determining the trainees' performance. The study findings have shown that syllabus coverage varied between public and private MLCs, with public MLC the trainers interviewed being able to complete their syllabus on time compared to private MLC trainers (Table 6.2). This is rather unexpected as private MLCs would ideally endeavor to complete their syllabus on time due to more direct contacts with their hiring authorities and as a strategic move to enhance service quality hence marketability as opposed to an ideally lesser active public institutions with no direct contact with their hiring authorities. It seems private MLCs are more strict and have high expectations from their trainers amidst the trainers striking of a balance between input and output thus high turnover of trainers in private colleges seeking for greener pasture. According to MoE (2005), some private institutions use different curricula apart from KNEC and foreign curriculum some of which are more in-depth than the government and foreign curricular as a way of establishing competitive advantage over government and foreign-based curricula. A report by the World Bank (2013) showed that Kenyan trainers in public MLCs were absent almost half the time leading to poor syllabus coverage giving trainees few contact hours yet the same absent trainers finished the syllabus on time and even had free time to teach other private institutions. Faster syllabus coverage in public MLCs brings out various possibilities,

owing to the fact that these trainers are involved in the setting of KNEC exams, they may seemingly be teaching only areas that are set in the exams thereby giving a shoddy coverage of the syllabus. Although it was noted above that some private MLCs have different curricula, some scholars and practitioners have argued for and against centralized or common curricula. For example, Johnson and Adams (2004) argue that the centralization of the MLCs training curriculum has prevented close collaborations between industry and the vocational sector as some trainers do give assignments in advance, teaching notes through the internet or in soft form so when teaching trainees only takes notes on key areas hence faster syllabi completion. On the same line, the syllabi are broken down such that trainers teach key areas and leaving the trainee lacking some aspect of the training that was already excluded in the syllabus. Private colleges should aim to finish the syllabus on time because the faster the trainees finish the courses and graduate, the more the rate of enrollment into the college. The central questions are therefore how to devise trainees-oriented pedagogies that are implementable by trainers. In this effort, technology could address some of these problems by complementing the teacher's knowledge with radio lessons and mobile phones which can be effectively complement classroom activities.

Further, the terms of service influenced the majority of trainers in both private and public MLCs (Table 6.2). The study confirms to ILO/UNESCO (1982), that most trainers suffer from low morale which leads to poor quality training. Terms and conditions of service for teachers should be regularly reviewed and revised in line with inflation trends (Odhiambo, 2012). Otherwise, Kenya has suffered from a high level of brain drain because of poor remuneration of its highly skilled trainers leading to poor quality of training undertaken in our institutions (Figure 6.4). However, trainers usually have to go through their Unions such as KNUT and KUPPET to negotiate their salary with the employer (TSC) sometimes culminating in industrial action while private colleges may not have a stable union to negotiate for their terms. The danger of industrial action is that as some trainers embark on their personal businesses during this time, students are usually left unattended leading to other negative consequences like idling, some joining the strike, drug abuse, and taking advantage of the strike to break into peoples' shops. This becomes expensive to the government, college administrators and the parents in the long run. Although, the aim of some private colleges is to make profit out of the services

provided by trainers, some college administrators provide conducive working environment and provide better terms of service so as to give morale and retain the trainers. However, the salaries of trainers in some private MLCs salary are far much lower than the public MLCs leading to unethical practice such the common ‘Sexually Transmitted Marks’ or financial enticements in exchange for marks. This traverses private MLCs to public MLCs too. Better terms will lead to more trainer morale and motivation, better quality training and trainee satisfaction, better performance, more enrollments of trainees and consequently more revenue to the MLCs which can be used to employ more trainers or reward them better.

Additionally, majority of trainers across the private and public MLCs were not significantly influenced by equipment / facilities in their respective colleges (Table 6.2). Whereas no significant association was noted between public and private MLC, it was noted also that more trainers in public MLCs were unhappy with the equipment in their institutions than their private counterparts (Figure 6.5). However, according to a study by Koech (1999), trainers were influenced by facilities and equipment in order to teach tourism. Most facilities and equipment that existed in MLCs have been left to go to waste and disuse. On the other hand, the study concurred with the findings by Odhiambo (2012), who argues that colleges have poor facilities for training. Some private MLCs have taken the CDLT’s less capacity to come up with colleges in places which have not been inspected and they continue fleecing the parents. Such MLCs have no facilities like laboratory and hotels or restaurants for teaching purposes but hire hotels or restaurants, which becomes expensive for the trainees in terms of cost and time. However, with continuing supervision from the CDLT some institutions have been closed down due to illegal operation, bribery and other unethical behavior. The Ministry of Education is trying to modernize the equipment / facilities for various public MLCs in partnership with foreign countries like Japan and Italy which is in the right direction for getting new technologies into MLCs. Effective training in MLCs requires regular review and upgrading of equipment and infrastructure in order to the trainers interviewed to the changing standards and quality of training in the changing environment.

6.5.3 Trainers' attitudes towards entry behaviors and bonus from college administrators in tourism training

As opposed to public MLCs, a majority of trainers were influenced by trainees' entry behaviors, as compared to trainers in private MLCs (Table 6.2). Public colleges enrolled more students as compared to private colleges. This is due to the governments' support through the reduction of fees in public colleges making it affordable hence more trainees into the public colleges as compared to private colleges who charge relatively higher fees. Again trainees are assured of quality and the type of the syllabus being used in the public colleges compared to private colleges where some of whose questionable registration status and poor quality standards have often led to recalling of some awarded certificates and diplomas or total closure of such MLCs by the Ministry. However, Odhiambo (2012) asserts that admission criteria for MLCs are generally a KCSE certificate with a C- average for tourism programmes, for variety of certificates and diplomas. According to the local advertisement in Singapore for jobs, the entry-level positions for the hospitality and tourism grade is diploma graduates with GCE 'O' level school leavers (Singapore Hotel Industry Survey, 2008), which is equivalent with KNEC. Private colleges have partnered with foreign colleges to offer some courses which need only experiences in order to be enrolled for the programme. Such experience-based colleges are recognized internationally though some are not recognized by the government of Kenya thus a disadvantage to graduate trainees during job search. Also worth noting is that some employer require certificates from the lowest to the highest level the trainee has acquired without which the trainee deemed unqualified even with work experience or competence.

Further, the findings revealed that a majority of trainers in both private and public MLCs were not influenced by bonus paid by their respective colleges (Table 6.2). Bonus is an incentive to improve the individuals' performance in imparting knowledge and skill to trainees. The finding slightly conforms to findings by Gichira (2002), where trainers were not influenced by remuneration when teaching because remunerations are slightly different from bonuses. However, the quality of private MLCs are affected by employing part-time trainers, less payments and training large classes with less facilities though with performance-based bonuses in form of money and other items. In private MLCs, bonuses are regulated by some board of management, which leads to unethical behavior

in examinations like cheating and the trainer is also involved. Again owing to the fact that most private colleges tend to compete in order to get more students, as a way of marketing and administrators offer bonuses to trainers to maintain the quality of training in order to have more trainees into the college.

6.5.4 Attitudes of trainers towards lack of teachers and adequacy of tourism training

According to Odhiambo (2012), there is a general shortage of trainers leading to poor quality of training. However, trainers in public MLCs are more likely to be influenced by lack of teachers as opposed to private MLCs where this may not be the case. Results of the study affirmed the findings of Odhiambo (2012) with majority of trainers affirming being influenced by lack of teachers (Table 6.2). Lashley (2004) rightly points out that up to 30% of hoteliers do not have degree and thus not eligible to teach. Lack of trainers in MLCs translates to high student trainer ratio which makes technical training difficult and lower in quality. Unless appropriate measures are taken, this cycle may continue unless the high unemployed youth are trained to gain vocational skills for self-employment and also come back as trainers. However, unemployment is a major problem to over 70 % of the population in Kenya (GoK, 2013). In this perspective, vocational training in MLCs can increase the 2.1 million Kenyans already in formal employment and the 9.3 million people who are already self-employed by 2011. The challenging high salaries, perks and benefits in the tourism industry have been revealed as another cause of lack of trainers in MLCs as practitioners in tourism industry reject their transfers to MLCs. This leaves MLCs with either academic staff with no skills and experience or staff that left the industry for too long. It is also possible that as trainees undergo training, they get some negative experiences from trainer's attitudes that discourage trainees from joining the sector. This is amplified by Chin and Tee (2010) that practitioners might show subtle hints and signs to students not to enter the industry. The structure of the courses is another challenge mostly inclined towards the tourism and hospitality industry making placement in other industries difficult or minimal. World Bank (2009) adds that trainees/graduates from this industry do not fit in the formal job market due to skills mismatch and irrelevance of their courses. The finding that private MLCs have relatively more trainers than public MLCs may be due to the presence of motivation through bonuses and better pay in private MLCs while lack of trainers in

public MLCs may be due to insufficient funds for the government to hire more trainers or motivate trainers making some trainers to shift to better paying tourism MLCs.

Gichira (2002) argues that most of unregistered private colleges are likely to offer low quality training due to unavailability of enough and required facilities for the training but this leaves out the growing sentiment that public MLCs produces graduates with obsolete or market-irrelevant skills regardless of the current high cost of training as confirmed by Johanson and Adams (2004). It is in this line that Johnson and Adams (2004) citing examples from Mali and Senegal argue that private training institutes are more flexible, better able to adapt, more innovative and better in tune with the labor market. These explain the results of this study that there was a significant association in trainers' affirmation on adequacy of tourism training in Kenya in MLCs as most trainers in private and public MLCs perceived tourism training in Kenya as adequate (Table 6.2, Figure 6.6). The quality of training in both public and private MLCs highly depends on the MLCs employment of qualified trainers to offer quality training, appropriate relevant syllabus, adequate training equipment and facilities regardless of their being private or public. Private MLCs should not see investment in facilities and equipment as a reduction of their profits and do so for the improvement of the quality of training in private MLCs just like the government does in public MLCs. This can be done in partnership to reduce the cost burden and gain from one another.

6.5.5 Attitudes of trainers of MLCs in promoting tourism training programmes through advertisements

Ways in which the MLCs promote themselves may communicate their offering of relevant courses and being at par with the current trends. Johanson and Adams (2004) have however criticized MLCs for failing to the trainers interviewed and adapt to a rapidly changing labor market driven by technological advances. Trainers from both private and public MLCs affirmed the use of radio and television as a marketing strategy (Table 6.3). Different private and public colleges exhibited different settings and capacities to adopt various marketing strategies especially radio and television as they cover a wide range across all parts of the country and reasonably cheaper compared to other methods of promotion like newspapers. The role of promotional competence is necessary because private and public MLCs in general target similar markets hence employ similar marketing strategies. The finding can further be attributed to the fact that

rural areas that are the key source of the most trainees have limited access to newspapers or internet due to lack of power and low number of people with ability to purchase newspapers on a daily basis, hence heavily rely on radio for information (Figure 6.7). This requires creativity on the side of the institutions through striking a promotional balance in order to reach out to those from the rural areas. More importantly, the local FM's can play a great role in advertising programmes as most local people in rural homes tune to local FM's. The government through the radio school programme apart from teaching the trainees can also educate listeners on the various programmes being offered by MLCs as a promotional strategy.

The global trend has and still takes a shift towards internet-based services due to the constant developments in Information Technology. This was affirmed in the study by the finding that majority of interviewed in both categories were using Website/Internet though a higher proportion of private MLC trainers utilized it as compared to their public MLC counterparts (Table 6.3). The significant association established in the use of Website/Internet within both private MLC categories implies that more private MLCs are more likely to use Website/Internet as compared to public MLCs. The higher potential to use Website/Internet by private MLCs can possibly be attributed to locational advantages and the target market as more private MLCs are ideally located in urban areas with more internet usage as compared to most public ones located in rural settings. However, this does not absolve public MLCs located in urban areas of their failure to take advantage of IT in their promotion. The study has revealed that the broad use of internet in promoting tourism in MLCs confirms the assertion of Matthew (2010) that internet gives much current information through its websites. Due to the country's digital migration, the MLCs prefer using the internet for marketing, since it is cheap as compared to buying and getting information through the newspapers and magazines. Most of MLCs use internet because of competition among the MLCs particularly within private MLCs as they do not enjoy government postings by the Commission for Higher Education. The government's policy on laptop project and providing electricity to all primary schools if actualized is the right way to enhance the usage of internet to various MLCs. The youths who have greatly shifted towards the internet-enabled mobile phones especially smartphones can easily be reached, updated and enticed through the phones at any-time. For integration and ease of access, the government can come up with a website

containing all programmes offered by both public and private MLCs and come up with an advertisement policy that the government is the only authorized entity to advertise programmes being offered by all MLCs even though the students can apply directly to the institutions of their choice. This should be anticipated by a common pool of funds for advertisement contributed by both public and private MLCs.

6.5.6 Attitudes of trainers towards the challenges hindering tourism training in MLCs

Scholarly assertions have been made such as by MoTW (2008) that there is lack of qualified trainers in tourism industry due to high skills and experience required for the trainers. The study findings similarly showed that most trainers in both private and public MLCs cited lack of experience in tourism field as a challenge in their respective colleges. The lack of experience in this perspective should be understood in the line of lacking direct experience within the tourism industry and not specifically limited to academic qualifications. Whereas, no significant association was noted between public and private MLCs, a significant difference was noted within public MLCs implying that a high number of public MLCs are more likely to suffer from lack of experience in tourism field as compared to their private MLC counterparts (Table 6.4). The lack of experience in tourism field in public MLCs could be attributed to the fact that after posting, government trainers are mostly dedicated to teaching and administrative work within the MLCs rather than practicing various aspects of tourism as such. The presence of low number of trainers with experience in the tourism industry leaves them with challenges in striking a balance between training and administrative duties in such institutions. This sometimes makes some to withdraw from teaching and concentrate in administrative issues. According to Bridget and Nigel (2008), most tourism industries consider experience in recruiting new employees but this seems lacking in most trainees. While most trainers from public MLCs are experienced trainers with diverse years of experience, private MLC trainers are at times quite young as they attempt to employ those they can pay lower rates and retain for longer time. This is alongside favourism and nepotism as families tend to employ their own in their established private MLCs. Lack of experience by trainers greatly affects the quality of trainees in the tourism sector, which is not the objective of the tourism sector.

It is not a new phenomenon that budgetary reductions, trainers pay; morale and motivation were highly affected by reduced government support leading to poor service delivery as noted by the findings of Nyerere (2009). However, this is more inclined towards the public MLCs as the findings in this study revealed that majority of the trainers interviewed from public MLCs perceive lack of financial support from the government as an impediment to tourism training unlike their colleagues from the private MLCs (Table 6.4). This brings into the interplay the government bureaucratic challenges in public MLCs against the benefits of financial autonomy in private MLCs. Whereas no significant association was noted between public and private MLCs, a significant difference was noted within public MLCs implying that most public MLCs are more likely to suffer from lack of financial support from the government in tourism training. It should be noted that while in public MLCs the government intervenes directly, in private MLCs it intervenes indirectly through assisting in the development of essential infrastructure such as road networks, electricity, policy formulation, tax exemption and HELB loans just to mention but a few. The government can establish a fund or grant for private individuals and industries, amend the Industrial Training Act and CDF Act to provide funding for trainees in MLCs such as allocation of a specific amount in the Constituency Development Fund for funding of MLCs and MLC trainees.

The findings showed that many hours of teaching was not a challenge to the trainees in private MLCs but rather to trainers in the public MLCs who viewed many hours of teaching as a challenge (Figure 6.8). This was possibly due to their combination of both teaching and administrative work in the public MLCs consequently reducing their available teaching hours without strain. Significant associations were established both between public and private MLCs and within public MLCs implying that in comparison, most trainers in public MLCs are more likely to find many hours of teaching as a challenge as opposed to their private MLC counterparts. Despite this, most public MLCs finished their syllabus on time as required. According to Odhiambo (2012), trainer utilization in public MLCs requires having a teaching load of between 20 and 24 hours per week to meet international standard. Private colleges probably took less time in teaching so as to finish the syllabus on time due to narrow concentration on teaching unlike their public MLC counterparts who had also to concentrate on administrative issues like examination officers, course coordinators, time-tabling, attachment

coordinators, and trainee counseling among others. Earlier completion of syllabus in private MLCs leads to early graduation of the trainees, and more trainees' enrollment into the college.

6.6 CHAPTER SUMMARY

This chapter has presented and discussed findings on attitudes of trainers in Middle Level Colleges (MLCs) towards tourism training. Trainers were included in the study in order to assess their level of education among other characteristics and to get their views on the quality of training and the graduates produced by MLCs. The chapter is divided into six sections namely: distribution of trainers in MLCs by socio-demographics characteristics: trainers' attitudes towards tourism training in MLCs, strategies employed in the marketing of MLCs, challenges encountered in tourism training in Kenya, discussion, and, chapter summary. Findings revealed a significant variation in syllabus completion among the trainers in both public and private. Public MLCs had more accepted trainers than private probably because the syllabi was difficult for private trainers because most of them more of part time trainers in tourism as compared to public trainers. A significant variation was also established in teaching in multiple institution among the trainers in both public and private where the perception of accepting were found more than those who did not accept. Specifically, public had more trainers who teach in other institutions than private probably because of the less remuneration public they do get so that they can satisfy their economic needs. Also, in private institutions trainers are maximized in their jobs and supervision is strict than in public institution.

The findings showed a significant variation in students' entry behavior among the trainers in both public and private where acceptance was found higher in private than public. A significant variation was also established in lack of teachers among the trainers in both public and private with public taking the lead. Findings indicated a significant variation in economic needs influences among the trainers in both public and private whereby private had more influenced trainers than public. A significant variation was also noted in tourism training adequacy among the trainers as both public and private with public having more on the affirmative. A significant variation was found in many hours spend on teaching as a challenge among the trainers in both public and private but more so in public. Lack of financial support from the government for the MLCs was also a challenge in MLCs.

In the subsequent chapter, summary of findings, conclusions and recommendations are presented and discussed.

CHAPTER SEVEN

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

7.0 Introduction

This chapter presents summary of major findings, conclusions and recommendations. The study sought to assess the attitudes of selected stakeholders towards tourism training in middle level colleges and its implications on tourism promotion and development in Kenya. More specifically, the study set out to assess the management and trainings of tourism offered by middle level colleges from college administrators, determine the attitudes of middle level college trainees towards tourism training, assess the attitudes of trainers in middle level colleges towards tourism training, and, determine the attitudes of tourists towards the services and performance of middle level colleges' tourism trainees working in tourist hotels. The study further aimed at addressing four research questions, set as follows: Are there any differences in the management and trainings of tourism offered by middle level colleges? What are the attitudes of MLC trainees towards tourism training? What are the attitudes of middle level college trainers towards tourism training? and finally, what are the attitudes of tourists towards the services and performance of middle level college tourism trainees working in tourist hotels?

7.1 Summary of findings

7.1.1 Testing of research questions

The differences in management and tourism training differed significantly in their attitudes by college administrators, whereby public MLCs were better equipped as compared to private institution (Table 4.5). The administrators interviewed on the 'public diploma', 'public certificate' and foreign diploma' curricula did not differ adequately between public and private colleges. However, for computed p-value, public diploma curriculum was not significantly different between public and private colleges.

The attitudes of MLCs trainees towards tourism training were subjected to four variables; however, the chi-square indicated that at least the attitudes were not significant in two variables, namely, satisfied with the training and whether tourism training in Kenya is given adequate attention. Most of the trainees interviewed were satisfied with the tourism training as compared to few of the trainees interviewed who were not satisfied. It was also found that most of the trainees had the perception that tourism

training was given adequate attention. Also the attitudes of middle level college trainers towards tourism training was related to ten variables, the chi-square analysis, six variables did not differ significantly, namely, finishing the syllabus on time as required, teach in any other institution, students entry behavior influence, lack of teachers influences to teach tourism, economic needs influences and training tourism adequate (Table 6.2).

The mean scores for cognition variable were significantly higher in public colleges than those in private colleges. However, the computed t values for the other variables namely amenities, effectiveness and efficiency and customer care, were not significant. Chi square test did not show any significant difference between satisfied and unsatisfied by age, marital status, education and gender (Table 7.3).

7.1.2 Administrators' attitudes towards management in public and private MLCs

The study found that the administrators interviewed rated the curricula as follows, public diploma was rated excellent, private diploma was rated average, foreign diploma was rated good, public certificate good, private certificate poor and foreign certificate was rated average (Figure 4.4). Therefore the public diploma and public certificate were most rated than other curriculums. Chi-square test showed a significant difference in the six curriculum offered by MLC (Figure 4.5). The findings also found that decrease of fees in tourism courses and tourism training on Sunday and part-time was preferred by both the public and private colleges for the promotion of tourism and development (Table 4.8, Table 4.9) in the country.

However, most of MLCs are headed by certificate and diploma holders and yet the country has got educated employees with degree holders. This ascertains why some of the MLCs are not doing well since most of the heads cannot conceptualize what is happening in the present environment. In conclusion, the colleges needs close supervision by the Ministry in order to get rid non-performing institutions. The results from the chi-test on the college administrators' satisfaction found that there were significant differences in the management and tourism trainings offered by MLCs based on college administrators' attitudes.

7.1.3 Trainees' attitudes towards tourism training in public and private colleges

According to the attachment, majority of the trainees interviewed preferred one year for attachment which may be translated to employment in the organization as well as getting enough practical skills and knowledge needed by the industry.

Trainees in public colleges had the perception that tourism training was unsatisfying as compared to trainees in private colleges who were satisfied. Chi-square tests for cross tabulation showed some differences in trainees interviewed between the two colleges (Figure 5.5). This generally shows that tourism training in Kenya is not taken care because the satisfaction level is average, hence the need for improvement in tourism training to enhance tourism industry.

The qualifications attainment from public institutions is highly rated by the industry than qualifications attained from private institutions. This shows that the public institution has qualified trainers than private and that is why most of them engage in part-time in private institutions. But this is a big challenge because there are more private institutions than public leading to poor services and affecting tourists' satisfaction level. The private colleges give adequate attention compared to public colleges which contradicts the view by public institutions about the satisfaction of training and trainers by attending lessons (Figure 5.6).

Under the ranking of facilities, the facility 'office' was ranked highly as excellent and very good in both the public and private MLCs. This shows that trainees were much influenced by the well-furnished office and hoping that facilities available in the institution are a reflection of the office facility when training. And if this is the case, then the college administrators should furnish the offices to act as a marketing and promotion tool, on the other hand, if the facilities are not matching with the office facility, the facility may not market or promote itself hence expectations of the trainees will be poor with consequently poor performance in the working place (Hotels), which translates to lower tourists' satisfaction levels.

7.1.4 Trainers' attitudes towards tourism training in public and private colleges

The study found that majority of the trainers interviewed in public colleges finished the syllabus on time as compared to private colleges (Table 6.2). This may be caused by the different syllabuses that private institutions own apart from KNEC and foreign

institutions according to MoE (2005). When the trainees do not finish the syllabus on time, trainers are bound to complain and show dissatisfaction which may lead to poor performance of the trainees. The significant difference may be influenced by the private investors' attitudes, where they tend to finish syllabus on time due to the increasing investment returns. Also, private investors consider the payment of trainers, finishing the syllabus on time, will not cost much as compared much time spent in completing the syllabus.

The inadequacy in tourism training leads to employment of unqualified trainers in small institutions that are involved in tourism training (MoT, 1995). The adequacy was determined by the trainer perceptions in tourism training which is a challenge to trainers and they must seize adequate practical experience in relevant courses or training areas. Majority of trainers felt that the training was adequate in public colleges as compared to trainers in private colleges (Figure 6.7). According to the trainers in the public institutions, most of the trainers interviewed felt that tourism training is adequate because in most of the public MLCs, the infrastructure are provided by the government which has taken a serious step to improve the MCs so that they can absorb students who are unable to continue to university level education for example Kenya Utalii College (KUC). Secondly, such equipment / facilities, some are expensive for private institutions to come up with which makes training to be inadequate in such institutions (Table 6.2).

According to Gartner (2000), promotion is believed to be the major factor influencing the attitudes of trainers of choosing an MLCs. Information computer Technology, includes computers, digital telephone networks, teleconferencing, management information systems and computerized booking system (Cifuentes *et al.*, 2011), have changed the training of tourism in MLCs and created different ways of imparting knowledge to trainers. Internet provides a competitive edge to its competitors in tourism training. According to this study the use of Website/Internet was preferred in both public and private MLCs (Table 6.3). The website has enabled trainees and trainers access information electronically and make the MLCs with the internet competitive to others in terms of tuition, place and time. Small MLCs are unable to benefit from the internet as compared to large established MLCs (Cifuentes *et al.* (2011). On the other hand, according to Okoro *et al.*,(2012) the use of Information and Communication Technology has been found that although this institutions use internet to promote their programmes,

majority of them do not use internet for registration because trainees come directly to the MLCs to register.

A few trainers interviewed in public colleges had the perception that many hours spent on teaching was a challenge as compared to the trainees interviewed in the private colleges (Figure 6.9), it was found that they take less time in teaching this may be due to the rush in finishing of the syllabus which leads to earlier graduation of the trainees thereby encouraging more intakes in the institutions as compared to public institutions which take longer in teaching.

Domestic and International tourism provides personal experience, not only from the past, but also from the contemporary life and society for tourism training. The perception of most of the trainers interviewed cited lack of experience in tourism field as a challenge in public colleges than those in private colleges (Table 6.4). This agrees with MoTW, (2008) where the tourism sector is experiencing shortage of qualified trainees, due to the rising demand for high level of skills that are the projected demand for in the tourism industry. Generally, both institutions have experience problem as it can be deduced from the trainers. Experience does not only affect the performance of trainers but also affects the way training and interpretation of the curriculum is handled to trainees. In this regard when private MLCs hire trainers, the public MLCs becomes a source of hiring unlike the public MLCs where most of the trainers have no experience as they are hired directly from colleges. According to MoPND (2007), it concurs to the study, since the young generation has not benefited from highly skilled employees after retiring from employment and that is why some of them are being hired by the private institution because of their experience.

A few trainers interviewed had the perception that non- attendance of trainees was not a challenge to teaching but lack of practical skills within the tourism sector hinder teaching in MLCs, although, the unions are busy negotiating the terms service for teachers with the employers.

7.2 Study contribution to theory

The theory identified tourism training as an independent variables which is concerned with the stakeholders namely, college administrators, trainees and trainers whereby the dependent variables, tourism promotion and development depends which is the pivot on

which the service hangs by maintaining e.g. natural parks, hotel, museums, such that tourists get the best-value of their money. On the other hand, it will increase college enrolment; quality training offered by MLCs, the trainees will be able to be absorbed in various tourist destinations, such that the employers/tourists will be satisfied with the services offered by the trainees from MLCs.

The large numbers of MLCs are concentrated in Nairobi because there is high population of youth who require the services of MLCs. However, MLCs provides average cost of training as compared to university Education, MLCs caters for students who have not met the university entry requirement, it is a gateway entry requirement for university education for those who missed university entry requirement and finally, highly employable due to economic challenges facing the country by providing cheap labour leading to low production costs. All this contribute to the tourism training discourse in Kenya as identified in the literature by making sure the tourists are getting quality services from the trainees making the tourists to make return visits.

The theory identified research gaps which the research tried to fill. The gaps includes, since, very little attention is given to quality human resource training hence, poor professional training in tourism. Consequently, a high rate of unskilled labour is finding their way into the tourism and hospitality sector, with updated technological shifts, there is need to train qualified personnel, the tourism sector requires a review of tourism curricula in the tourism industry, and, finally, the findings will guide stakeholders on improvement, diversify, and enrich curricula in order to promote and develop tourism industry.

7.3 Conclusions

The study tested four research questions namely, 'Are there any differences in the management and trainings of tourism offered by middle level colleges when measured by the attitudes of college administrators?', 'What are the attitudes of MLC trainees towards tourism training?', and 'What are the attitudes of middle level college trainers towards tourism training?' Tourism training by MLCs produces highly qualified graduates who offer good service to tourists resulting to their satisfaction.

It deduced from the foregoing findings and discussions that irrespective of the college category, administrators thereof perceive their respective Diploma and Certificate

curricular as excellent and good. Training capacities are also highly regarded across the two MLC categories. Administrators further perceive the ratio of trainers to trainees as good in both public and private MLCs. MLCs have to invest heavily in the development their trainers and administrators as a way of inculcating a research culture to ensure renewed commitment to scholarships and further training. The staff development activities such as sponsored research and trainings will reduce the time for trainers to moonlight as well as give them value for their time. Engaging trainers in profitable projects will prevent some from abandoning training for other projects outside the teaching profession and consequently stabilize the trainer-trainee ratio in MLCs. Significant differences however exist between the two MLC categories on the adequacy of equipment and facilities.

Trainees' perception in both public and private colleges differed with the cumulative ranking where trainees in private MLCs have the perception that the facility 'office' influences them in joining the college as compared to trainees in public colleges. The facility 'office' was ranked the highest compared to other facilities which included, classrooms, restaurants, workshops, hostel/accommodation, canteen and the facility, hostel/accommodation. The trainees are much influenced with the well-furnished offices by MLCs, because it gives a perception of quality training environment and good image of the college.

It was further established that a significant variation exists in many hours spend on teaching as a challenge by trainers was more in both private than public. The trainers were influenced by completing the syllabus timely. Completing the syllabus as required determines the quality of training gained since the trainee has covered all the necessary training required, and thereby impacting towards the provision of the services in the tourism industry.

Finally, MLCs are a critical source of middle level technical human resource capital in the tourism industry and different types of colleges are critical for healthy competition that leads to better trained graduates to serve in the tourism industry. The challenges noted in the study as affecting the MLCs such as high trainer-trainee ration, underfunding by the government, non-harmonized curricula, different attachment durations and

incompetent staff should be mitigated for better services that will increase tourists' satisfaction and promote MLCs for more registration of trainees.

7.4 Recommendations

Six recommendations are made based on the findings and conclusions of the study, which include regular review of tourism programmes and curriculum, production of quality graduates who are critical for tourism promotion and development, policy reviews, formulation and regulation of tourism training, managerial entrepreneurship for college administrators, further research on employees attitudes towards trainees/graduates from MLCs, and, finally, tourism training policy strategy.

7.4.1 Recommendations on Regular review of tourism programmes and curriculum

Trainees in public and private colleges after training most of them tend to work in the tourism industry and become stakeholders in the tourism sector. Therefore, trainees and trainers are advised to form and register a body which will monitor, review tourism programmes and curricula in conjunction with the government and regulate their profession like accountants and doctors association among others, so that the tourism courses can be seen as a professional course are recognized, developed, promoted and better paid through their bodies. However, each trainee is encouraged to subscribe to tourism magazines, journals and be members of tourist affiliated organizations thereby enhancing their latest skills and knowledge in the tourism sector. These will enhance the quality of services offered to the tourists/visitors by trainees/employees. Attachment periods which are a challenge can be solved by harmonizing the duration of attachment. However, the longer the attachment period for the trainees, the more practical skills and knowledge are gained by trainees. This could be through the establishment of an overall organization to oversee or supervise trainee attachments in the industry. In an attempt at gaining respect from regional governments, lending agencies and the private sector, for example, the UWI/CHTM linked up for two years with the Government of Jamaica through the Jamaica Tourist Board to deliver a training programme for practicing managers.

7.4.2 Recommendations on production of quality graduates for tourism promotion and development

In order to market public and private colleges for tourism programmes, tourism training should be encouraged through advertisements like daily newspapers, college brochures, internet among others which should be available to potential students and other stakeholders in tourism industry. In such cases it will be used to have far reaching positive implications on tourism promotion and development in tourism industry in Kenya. In this case, the MLCs industry will play a critical role in terms of embedding tourism training into the industry.

7.4.3 Recommendations for policy reviews, formulation and regulation of tourism training

Through the ministry of tourism and education, the government is able to streamline the tourism training in the country and have a competitive education and training. Educators, trainers and policy makers will have to adopt a strategic approach to tourism education and training in Kenya. Therefore, there is need for a supportive legislative, policy and institutional framework specifically for the MLCs training tourism in the country. The trainers in public MLCs in the study identified various challenges that affect their motivation and as such the government can allocate funds for performance-based bonuses in all public MLCs and improve working environment while also putting laws in place that relieve private MLCs of high operational costs and high tax. All public and private TVET institutions should adhere to TVET Act, 2013 to provide a mechanism to weed out bogus training institutions. Harmonize trainees' entry behavior into the program and employ qualified trainers with relevant academic qualifications and pedagogical skills.

To set standards in the tourism industry which is recommended to have a market oriented curriculum per course and have one examining body for all tourism training programmes offered by MLCs under the Ministry and TVET approved courses. In such a case quality of tourism training will be maintained throughout the country. College administrators need to undertake needs assessment to ensure professional approaches and management, proper selection of trainees and use of right mode of training. This will reduce expectations gaps between trainees' and administrators and trainees' and trainers. It is

expected trainers to have wide knowledge and skills on the subject matter, are exposed to tourism real-world and understand the tourism dynamics.

7.4.4 Recommendations on managerial entrepreneurship for College administrators'

Managerial entrepreneurship is needed in policy adjustment to allow maximum facility utilization through flexible or varying training days such as Sundays and lunch-time during which the facilities are mostly highly under-utilized or idle. The identified gaps presented by findings attest to the need for managerial entrepreneurship in quick identification of market needs, trends in taste and existing gaps. The entry of 'disruptive technologies' like Uber Company for transport and Airbnb Company an online marketplace that allows people to list, search for and book accommodation across most cities globally gives an opportunity to college administrators with entrepreneurial skills to add such applications to their curriculum and take advantage of others to gain competitive edge. This could give college administrators the freedom to some adjustments for efficient and effective operation of the MLCs. These efforts will improve the training and attachment for trainees/trainers so that skills and knowledge attained from attachment will be used in the tourism industry. Managerial entrepreneurship would be key in utilization of various government finances such as Constituency Development Fund (CDF), County Government Fund, Tourist Trust Fund (TTF), Youth Development Fund (Uwezo Youth Fund) among others by individual entrepreneurs in establishing new MLCs and supporting MLC trainees through attachment and employment opportunities. This would ensure that skills and knowledge attained from attachment will be used in the tourism industry leading to more tourists.

7.4.5 Recommendations for further research based on employees' attitudes towards trainees/graduates from MLCs

This study was carried out in two different types of Middle Level Colleges namely public and private. However, tourism training is also undertaken by institutions of higher learning institutions both public and private universities, therefore in future, research should be conducted in these higher learning institutions in order to understand tourism training in Kenya. Although, the research focused on college administrators, trainees and trainers as variables affecting attitudes, but in future, the study should take into account employer as a variable affecting tourism training, since they are the consumers of the

MLCs graduates. It is also imperative to inculcate the act of adjacency of public and private colleges to trainees' place of stay or accommodation and its implication of training to trainees.

7.4.6 Recommendations for tourism training policy strategy

MLCs occupy a major role towards achieving Vision 2030 objective ensuring that Kenya attains industrialization status. Experience has shown that majority of employees in tourism sector are not professionally grounded. Tourism training by MLCs system is being recognized in various areas in life, namely, hospitality, political arenas, agriculture and transport among others. Good quality MLCs training in tourism is a prerequisite for quality standard of living, quality manpower skills and knowledge, and economic development of the country.

Tourism training policy strategy has been identified and its implementation is as indicated in figure 8.1. Therefore, training in tourism is expected to start from primary level of education system, whereby CTDLT does not emphasize at that level leaving a gap which can be filled by this policy. The pupils are to appreciate and have positive perceptions towards the surrounding environment, educational trips and be aware of historical/tourist/geographical/physical areas in the country.

Although, CTDLT is a professional body but government controlled especially finance which cripples its operations, employees are not professionally qualified in tourism, most of the stakeholders don't have faith in its operations, but it needs to be structured properly and the stakeholders have more say than the government, the government should only guide in policy issues but not in its operation. The CTDLT is expected to market itself nationally and internationally for the stakeholders to have faith in its operation assuming they have to mark-bench with other organizations. In such a case individuals to be members of the profession and give subscriptions annually which will cater for its budget. To remove such baggage's, tourism is expected to have a professional body – Tourism Professional Studies (TPS) and have a model structure like other professions- KASNEB - to award Diploma in Tourism Studies (DTS), which is a professional diploma in tourism but not academic. The profession is to regulate tourism training and instill discipline in the tourism sector not only to MLCs but also to individuals who are members. Secondly, whoever starts a tourism training college must

be professionally qualified by having studied DTS. To undertake DTS, one has to undergo a diploma or certificate in tourism as a prerequisite. TPS, as a professional body is to be involved in curricula development at all levels of the education system and be affiliated to international associations so that they blend the local and foreign syllabi to suit a tourist's perceptions towards tourism destinations. The curricula for diplomas/certificate in tourism from MLCs is expected to include among others educational trips, historical sites, cultural events, attachments/internship, exchange programmes within colleges and visiting major tourist attraction in the country. All examinations offered by MLCs in tourism training, to be examined by one national body and attachment reports to be forwarded to the examining body for grading. Employers are expected to employ professionally qualified manpower through the advice of TPS. These are some of the gaps within the CTDLT which TPS can look into after its existence.

Finally, if the policy is to be implemented by the relevant ministry with the stakeholders in tourism, it will increase specialization in tourism training, increase employability for trainees/graduates, increase enrollment of trainees in MLCs, improve partnership between MLCs trainees and the tourism industry and will bring professionalism to the industry which is a key issue to tourists.

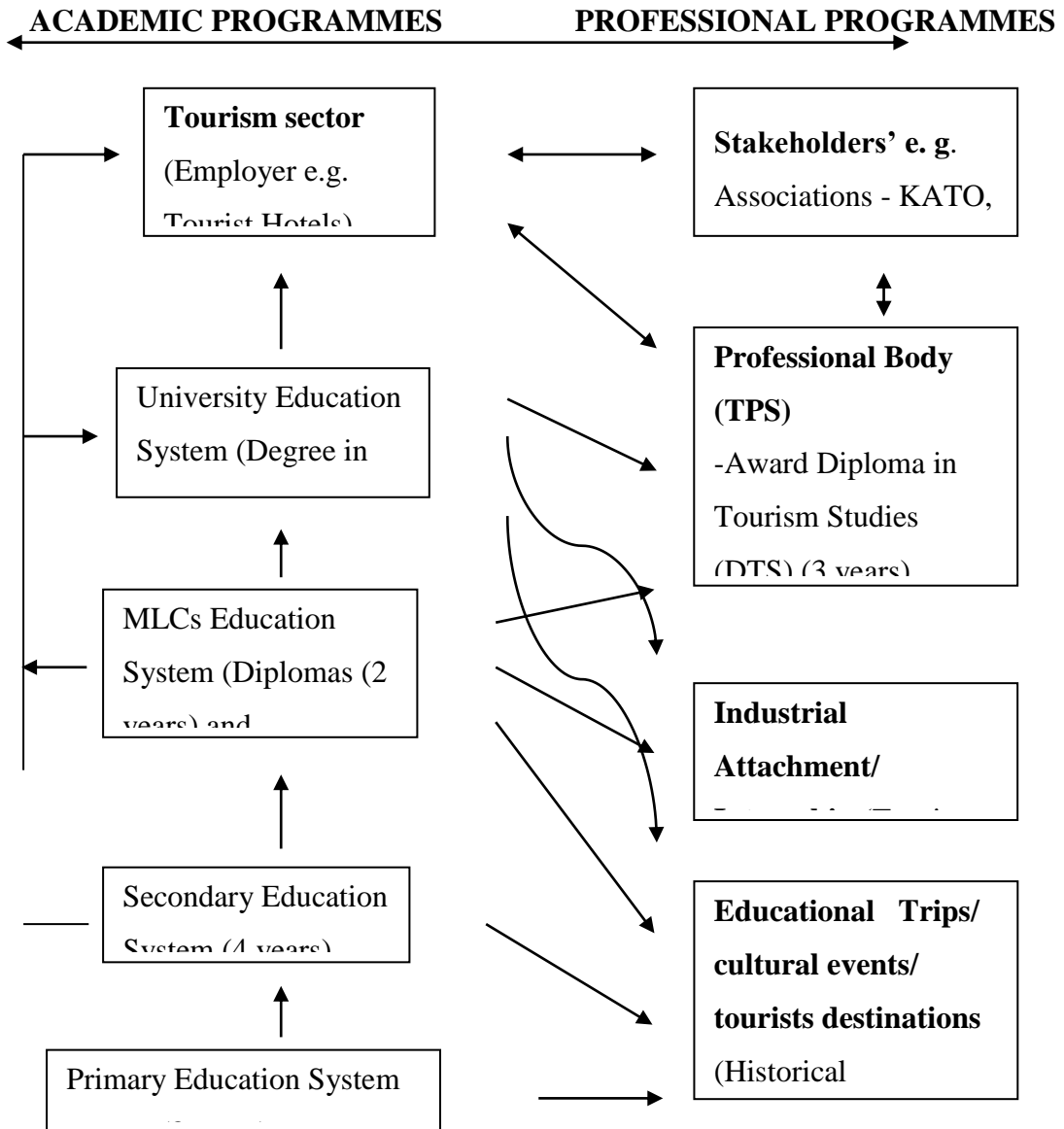


Figure 8.1: Tourism training policy strategy framework

REFERENCES

- AfDB/OECD (2008). *Conflict resolution, peace and reconstruction in Africa*. Oxford: Oxford University Press.
- Ahmed, I., Nawaz, M. M., Usman, A., Shaukat, M. Z., Ahmed, N. & Wasim, U. R. (2010). How organizations evaluate their trainings? An evidence from Pakistani organizations. *Interdisciplinary Journal of Contemporary Research in Business*, 2(5), 162-179.
- Akama, J. & Kieti, D. (2006). Efficacy of Tourism as a Tool for Sustainable Local Socio-Economic Development: A case study of Mombasa. In: *African Journal of Business & Economics*, 1(2) 93-105.
- Akama, J. S. (1997). Tourism development in Kenya: problems and policy alternatives. *Progress in Tourism and Hospitality Research*. Vol. 3.95-105.
- Alan, W. & Chak-Keung, S. W. (2009). Factors affecting students' learning and satisfaction on tourism and hospitality course-related field trips. *Journal of Hospitality and Tourism Education*. 21 (1), 25-35.
- Anita, Z., Horal, P. & Friend, R. (2007). Satisfaction profiles and tourism curricula-tourism organizations under study. *Journal of Tourism Review*, Vol. 62 issue 1, 25-33.
- Anne-Mette, H. & Steen, A. (2001). Tourism employment: contingent work or profession career? *Employee Relaxations*. Vol. (23). No 2. 115-129.
- Armstrong, M. (2010). *Understanding training*. *Human Resource Management Practice*. 8th Ed.. London: Kogan Page Limited.
- Babka, C. M. (2003). Adult volunteers at Heritage Tourism Sites: A study of characteristics and motivations. Unpublished Masters Dissertation presented to Davis College of Agriculture, Forestry and Consumer Sciences, West Virginia University.
- Barsky, J. D. & Labagh, R. (1992). A strategy for customer satisfaction. *The Cornell Hotel and Restaurant Administration Quarterly* 33 (5): 32-40.
- Batta, N. (2008). *Tourism and the Environment*. London: Indus Publishing.
- Bauk, H. (2007). Håvar Bauk's city guide to Nairobi. Retrieved 28/02/2011 from <http://www.bauk.com/places/nairobi.asp#The business hub of Africa>.
- Baum, T. (2007). Human resources in tourism: still waiting for change. *Tourism Management*, (28)1383-1399.
- Baum, T. (1993). *Human Resource Issues in International Tourism*. Oxford: Butterworth Heinemann.
- Bell, J. (1993). *How to complete your research project successfully*. New Delhi: UBSPD.

- Bhatti, M. A. & Kaur, S. (2010). The role of individual and training design factors on training transfer. *Journal of European Industrial Training*, 34(7), pp. 656-672.
- Birch, S. & Ladd, G. (1997). The teacher-Child relationships and children's early school adjustment. *Journal of School Psychology*, 35, 61-79.
- Boudreau, W. R. & Judge, T. A. (2001). Effects of personality on executive career success in the United States and Europe. *Journal of Vocational Behavior*, Vol. 58, pp53-81.
- Bowden, R. (2007). *Kenya*. London: Evans Brothers Limited.
- Brewer, P. D. and Brewer, K. L. (2010). Knowledge management, human resource management, and higher education: A theoretical model. *Journal of Education for Business*, 85(6), 330-335.
- Bridget, M. & Nigel, E. (2008). Reassessing Employer Expectations of Graduates in UK Travel Services. *International journal of tourism research. Int. J. Tourism Res.* 10, 409–422 (2008).
- Brown, E.K. & Medway, J. F. (2007). School climate and teacher beliefs in a school effectively serving poor South Carolina (USA) African- American students: A case study. *Teacher and Teacher Education*, (23) pp. 529-540.
- Byrne, M. (2001). Interviewing as a data collection method. *AORN Journal*, (3) pp. 1-3.
- Carey, J. (2008). Multimodality and literacy in school classrooms. *Review of Research in Education*, Vol. 32, No. 1, pp. 241 – 267.
- Carliner, S. & Bakir, I. (2010). Trends in spending on training: An analysis of the 1982 through 2008 training annual industry reports. *Performance Improvement Quarterly*, 23(3), 77-105.
- Cheng, E. & Ho, D. (2001). The influence of job and career attitudes on learning motivation and transfer. *Career Development International*, 6(1), 20-27.
- CIA, world factbook (2011). CIA- The World Factbook. (<https://www.cia.gov/library/publications/the-world-fact-book/geos/ke.html>). Accessed 20/06/2013.
- Cialdini, R. B. (2001). *Influence: science and practice* (4th ed.). Boston: Allyn and Bacon.
- Cifuentes, L., Xochihua, O. A. & Edwards, J. C. (2011). Learning in web 2.0 environments: Surface learning and chaos or deep learning and self-regulation? *The Quarterly Review of Distance Education*, 12(1), 1-21.
- Clemons, S. D. & Woodruff, R. B. (1992). Broadening the view of consumer (Dis) Satisfaction: A proposed: means-end Disconfirmation model of Cs/D. *American Marketing Association*, (winter), 2(4), pp. 413-421.
- Collins, C. (2006). *Advanced Learner's English Dictionary* (5th Ed.). Oxford: Oxford University Press.

- Common Core State Standard Initiative, (2010). *Common core state standards for English language arts and literacy in history/social studies science, and technical subjects*. Retrieved from <http://www.corestandards.org/assets>.
- Conlin, M. (1993). The Caribbean, in Baum, T. (Editor), *Human Resource Issues in International Tourism*. Oxford: Butterworth-Heinemann, pp. 147–160.
- Cooper, C. Shepherd, R. & Weslake, J. (1996). *Educating the Educators in Tourism: A manual of Tourism and Hospitality Education*. University of Surrey: World Tourism Organization.
- Cooper, R.D, & Schindler, P. (2003). *Business Research Methods* (Third Ed.). New York: McGraw- Hill.
- Cronbach, L. J. (1951). Coefficient Alpha and the internal structure of tests. *Psychometrika*, 16(3), 297-334.
- CTDLT, (2010). *Institutions training for the tourism and hospitality industry*. Nairobi: CTDLT.
- Dalli, O. (1991). Tourism manpower and Training in Turkey. *The Tourist Review*, Vol. 46:1ss:3
- Dempsey, B. (2003). *Research Methods* (Fourth Ed.). London: Pearson Publishers.
- Dhamodharan, V., Daniel, J. C. & Ambuli, T.V. (2010). An empirical study on assessing trainees' expectations and their perceptions, *International Business Research*, 3, 174-180.
- Dirani, K. M. (2012). Professional training as a strategy for staff development. *European Journal of Training and Development*, 36(2), 158-178.
- Elliot, J. (1997). *Tourism. Politics and public sector management*. London: Routledge.
- Fashing, J., Forrestel A., Scully C., & Cords, M. (2004). Long-term tree population dynamics for the conservation of the Kakamega forest, Kenya. *Biodiversity and Conservation* 13:753–771.
- Elton, C, P. (1982). *Academic Staff and Development in Higher Education: Joint Council Educational Technology*, Surrey University Institutional Education Technology publication.
- Emporis buildings, (2007). Emporis Buildings. Nairobi High Rise Buildings. Accessed on 01/07/2013 from <http://www.emporis.com>.
- Emporis buildings. (2007). www.emporis.com/awards/2007. Accessed on 27/12/2013 from <http://www.emporis.com>.
- Engel, R. J. & Russell, K. S. (2005). *Introduction to the student study site*. London: Pearson.
- Estep, C., Roberts, T. G. & Carter, H. S. (2012). An experiential learning model of faculty development to improve teaching. *NACTA Journal*, 56(1), 79-86.

- Farjad, S. (2012). The evaluation effectiveness of training courses in university by Kirkpatrick model. *Social and Behavioral Sciences*, 46, 2837-2841.
- Fatuma, C. & Daniel, N. S. (2006). *Girls' and Women's Education in Kenya: Gender Perspectives and Trends*. UNESCO.
- Field, A. (2009). *Discovering statistics using SPSS* (3rd Ed.). London: SAGE Publishers Limited.
- Finn, J. D. & Rock, D. A. (1997). Academic success among students at risk for school failure. *Journal of Applied Psychology*, 82,221-234.
- Forestell, P. H. & Kaufman, G.D. (1990). *The history of whale watching in Hawaii and its role in enhancing visitor appreciation for endangered species*. Congress on Coastal and Marine Tourism: A Symposium and Workshop on Balancing Conservation and Economic Development. Newport, Oregon: National Coastal Resources Research and Development Institute.
- Gaisma.com, (2007). Nairobi, Kenya – Sunrise, sunset, dawn and dusk times, table. Gaisma.com. Accessed on 23/05/2012 from <http://www.gaisma.com>.
- Gartner, W. (2000). Tourism Development Strategy for the PRA Economic Corridor: Demand Analysis, Prepared for Chemonics International.
- Gichira, R. (2002). *Ensuring Relevance and Quality in TVET and Entrepreneurship Education*. Nairobi: ACTS.
- Gilar, R., Ruiz, M. A.M. & Costa, J. L. C. (2007). Diary-based strategy assessment and its relationship to performance in a group of trainee teachers. *Teaching and teacher Education*, 23(007) pp. 1334-1344.
- Giles, I. & Campbell, M. (2003). The Productivity and Skill challenge. *Industrial and commercial training*, 35(3), pp. 99-103.
- Gill, Z. R. & Chrisman, J. S. (2007). *State takeover, School restructuring private management, and student achievement in Philadelphia*. Santa Monica. Retrieved from (<http://www.rand.org/pubs/monographs/MG533>). Accessed 07/05/2013.
- Ginsberg, L. (1997). Training for the long haul. *Computer Shopper*. Vol. 17, p: 4.
- Globalurban, (2001). Where the Sidewalks End. Retrieved <http://www.globalurban.org>. Accessed 01/05/2013.
- Goeldner, C. R. & Brent, J. R. (2006). *Tourism: Principles, Practices, Philosophies* (9th Ed.). New York: John Wiley and Sons.
- GoK (2015). *Economic Survey, 2015*. Nairobi: Government printer.
- GoK (2013). *Economic Survey, 2013*. Nairobi: Government printer.
- GoK (2012a). Universities Act, 2012, No. 42. [Www.kenyalaw.org](http://www.kenyalaw.org). Accessed 18.02.2015
- GoK (2012). *Economic Survey, 2012*, Nairobi: Government printer.

- GoK (2011). *Trade and tourism sector, Medium term expenditure 2011/14*. Nairobi: Government printer.
- GoK (2010). *Economic Survey, 2010*. Nairobi: Government printer.
- GoK (2009). *Statistical Abstract, 2008*. Nairobi: Government printer.
- GoK (2008). Demographic and health survey, 2008, Nairobi, Kenya.
- GoK (2007). *Economic Survey, 2007*. Nairobi: Government printer.
- GoK (2002a). Kenya Gazette, *Legal notice no.68 (Cap 494) 2nd schedule supplement No. 45 of 17th May, tourism and hospitality training institutions*, Nairobi: Government Printer.
- GoK (2002). *National Development Programme 2002-2008*, Nairobi: Government printer.
- GoK (2001). *Ministry of Education, the 9th NDP for 2002-2008, Education, training and capacity building*. Nairobi: Government printer.
- GoK (1991). *Economic Survey*. Nairobi: Government printer.
- GoK (1988). *The Presidential working party Sessional Paper No. 6 of 1988 on education and manpower training for the next decade and beyond, 1988 (Kamunge Report)* : Nairobi: Government Printer.
- GoK (1983). *Presidential committee on unemployment (1982/1983) (Wanjigi Report)*. Nairobi: Government Printer.
- GoK (1981). *Second University in Kenya report of the presidential working party (Mackay Report)*, Nairobi: Government Printer.
- Goldsmith, A., Nickson, D., Sloan, D. & Wood, R. C. (1997). *Human Resource Management for hospitality services*. UK: Alden.
- Govt. of India, (2010). *Training programmes to create employable skills through hotels – guidelines*, New Delhi: Government printer.
- Govt. of New Zealand, (2013). *Statistics NZ and Infometrics*, NZ: Government printer.
- Graddy, K. & Stevens, M. (2003). The impact of school inputs on student performance: an empirical study of private schools in the United Kingdom A paper presented at conference held in Princeton University, in honor of Orley Sshenfelder.
- Graham, H. & Parker, H. (2004). Middle School Students attitudes towards physical education by Prithwi Raj Subramanian and Stephen Silverman *Teaching and teacher education*. (23), pp. 602-611.
- GTZ, (2003). Report on rapid appraisal on the status of technical and vocational education and training (TVET) in Kenya, Nairobi.
- Hair, J. F., Black, C. W., Babin, B. J. & Anderson, R. E. (2005). *Multivariate Data Analysis (Sixth Ed.)*. London: Pearson, Prentice Hall.

- Hairstead, D. & Hartman, D. (1994). Multisource effects on the satisfaction formation process. *Journal of the Academy of Marketing Science* 22 (2): pp. 114-129.
- Hakfoort, J. (2006). Public Capital, Private Sector Productivity and Economic Growth: A Macroeconomic Perspective. pp. 61-72. In Batten, D.F. and C. Kalsson (eds.). *Infrastructure and the Complexity of Economic Development. Advances in Spatial Science*. Springer: Berlin.
- Hanusheck, E. (1998). Conclusions and controversies about the effectiveness of school resources. *Federal Reserve board of New York Economic Policy Review*, 4(1), 11-27.
- Hellriegel, S. W. (1995). *Organizational behavioral* (7th edn) USA: West publishing company.
- Herzberg, F. (1966). *Work and the Nature of Man*. Cleveland: World Publishing Company.
- Heubert, J. P. & Hausel, R. M. (Eds) (1999). *High stakes: Testing for tracking promotion and graduation*. Washington D.C: National Academy Press.
- Hjalager, A. M. & Andersen, S. (2001). Tourism employment: contingent work or professional career? *Employee Relations* 23(1/2), 115-129.
- Holla, A. & Michael, K. (2008). Pricing and Access: Lessons from Randomized Evaluation in Education and Health, in *What Works in Development: Thinking Big and Thinking Small*, eds. William Easterly and Jessica Cohen, Washington D.C.: Brookings Institution Press.
- Honey, M. & Stewart, E. (2002). *Introduction. Ecotourism and Certificate: Setting Standards in Practice* (Ed Martha Honey). Washington: Island Press.
- Hornsey, H. J. & Dann, D. T. (1984). *Manpower management in the hotel and catering industry*. London: Timothy.
- Hospitality, (2010). Hospitality pays of no.149 October-November 2010) (<http://www.spore.cta.int>). Accessed 05/07/2013.
- Hudman, L. & Jackson, R. (2003). *Geography of Travel and Tourism*. New York: Cengage.
- Hunt, A. & Sendhill, M. (2011). External/internal validity and Partner Selection Bias <http://psychology.about.com/od/researchmethods/f/validity.htm> of 14/02/2011.
- Ikiara, M. M. (2001). *Policy Framework of Kenya's Tourism Sector since Independence and Emerging Policy Concerns*. The Kenya Institute for Public Policy Research and Analysis (KIPPRA). Nairobi: Government Printer.
- ILO/UNESCO (1982). Joint ILO/UNESCO Committee of Experts on the Application of the Recommendation Concerning the Status of Teaching 11th Session, Geneva.
- International Labour Organisation (2001). Human resources development, employment and globalization in the hotel, catering and tourism sector: Report for discussion

at the tripartite meeting on the human resource development, employment and globalization in the hotel, catering and tourism sector. Geneva: International Labour Organisation.

- Ipara, H. (2006). The evolving role of Tour Guides in enhancing community tourism: The Kenyan Experience. In: *African Journal of Business and Economics*, 1(2), pp. 121-138.
- Joan, H. H., Michael, K., Isaac, M. & Edward, M. (2013). Vocational Education in Kenya: Evidence from A Randomized Evaluation Among Youth, Nairobi, Kenya
- John, N. (2009). Technical and vocational education and training (TVET) sector mapping in Kenya for The Dutch Schokland TVET Programme Edukans Foundation Zero Draft January 2009.)
- Johnson, M.D., Anderson, E.W. & Fornell, C. (1995). Rational and Adaptive Performance Expectations in a customer. *Journal of Consumer Research*, 21 (March), pp. 128-140.
- Johnson, R. & Adams, V. A. (2004). *Skills Development in Sub-Saharan Africa*. Washington DC: World Bank.
- Kamoche, K., Muuka, N., Horwitz, F. & Debra, Y. (2004). *Managing Human Resources in Africa*. London: Routledge.
- Kasente, D. H. (1995). *Processes influencing gender differences in access to Post-Secondary institutions in Uganda*. Nairobi: Academy science publishers.
- KIE, (1991). *Technical education programmes: Tourism management course, syllabi and regulations draft, Kenya Institute of Education*. Nairobi: Government printer. Kenya.
- Kiess, L. & Bloomquist, V. (2009). *Research Methods for Business* (5th ed.). John Wiley and Sons.
- Kincaid, S. O. & Andresen, S. A. (2010). Higher education accountability and the CSHSE accreditation process. *Journal of Human Services*, 30(1), pp. 8-17.
- Kingpin Research and Consulting, (2013). *Assorted Tourist Attraction Sites and Destinations in Kenya*. Nairobi: Kingpin.
- KIPPRA, (2013). *Creating an enabling environment for stimulating investment for competitive and sustainable counties, Kenya Economic Report*. Nairobi: KIPPRA.
- Kirkpatrick Partners, (2011). *Kirkpatrick levels 3 and 4: Creating believable value* [Webinar]. Retrieved from <http://www.kirkpatrickpartners.com/>.
- Kirkpatrick, D. L. (1994). *Evaluating training programs*. San Francisco, CA: Berrett-Koehler Publishers, Inc.
- Kirkpatrick, D. L. (1959). Techniques for evaluating training programs. *Journal of the American Society of Training Directors*, 13(3), pp. 21-26.

- KNBS (2010). *Economic Survey 2010*. Nairobi: Government printer.
- KNBS (2009). *The 2009 Kenya Population and Housing Census*. Nairobi: Government printer.
- KNBS (2008). *Labour Force Report, Nairobi: Kenya National Bureau of Statistics*, Nairobi: Government Printer.
- KNEC (2016). Press statement on release of the 2015 KCSE Examination results by the Cabinet Secretary, Ministry of Education, Science & Technology, Dr. Fred O. Matiang'i on Thursday, 3rd March 2016.
- KNEC (2012). *Rules and regulations for Examination*, Nairobi: Government Printer.
- Koech, D. (1999). *Totally Integrated Quality Education and Training –TIQET*, Nairobi. ACTS.
- Koko, J. & Guerrier, Y. (1994). Over-education, underemployment and job satisfaction: A study of Finish hotel receptionists. *International Journal of Hospitality Management*, 13 (4), pp. 357-386.
- Korte, R. F, (2006). Training implementation: Variations affecting delivery. *Adv. Develop. Human Resource*. 8: pp. 514–527.
- Kothari, C. R. (2010). *Research Methodology. Methods and Techniques* (2nd Ed.). India: New Delhi: New age International publishers.
- Kotler, P. (2003). *Marketing management* (11th ed.) India: Prentice-Hall.
- KPUC, (2012). *General information on The Kenya Polytechnic University College*. Nairobi: KPUC.
- Krejcie, R. V. & Morgan, D. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), pp. 608.
- KTB, (2007). *Travel Kenya Guide Book*. Nairobi: KTB.
- KUC, (2009). *General information on Kenya Utalii College*. Nairobi: KUC.
- Kwong, R. & Law, R. (2008). The perceptions of graduates and students on quality of hospitality management program and future development: The case of Hong Kong. *Journal of Quality Assurance in Hospitality and Tourism*, 9(3), pp. 257-274.
- KWS, (2011). Kenya Wildlife Service – Nairobi National Park (http://kws.go.ke/parks/parks_reserves/NANP.html). Accessed 16/03/2013.
- La Greca, A. (1998). *Manual for the Social Anxiety Scales for Children and Adolescents*. Miami, FL: University of Miami.
- Lam, W. (2006). Culture and learning in the context of globalization: Research Directories, *Review of Research in Education* 30: pp. 213 – 237.

- Law, I. (2002). *Tourism marketing: Quality and Service management perspective*. Stanley Thomes publishers.
- Leander, K. (2001). Producing and hybridizing space – time contents in pedagogical discounts. *Journal of literacy Research*, 33 (4): pp. 637-679.
- Lee, J. & Tom, B. (2004). Tourism today: Nicosia, Cyprus *The journal of the college of tourism and hotel management*, No. 4, autumn 2004.
- Lee, K. & Lo, C. (2008). Perceptions of hospitality and tourism students towards study motivations and preferences: a study of Hong Kong students. *Journal of Hospitality, Leisure, Sport and Tourism Education* 7(2), pp. 45 – 58
- Lewis, A. & Airey, D. (2001). Tourism careers in Trinidad and Tobago: Perceptions of Secondary school students. *Tourism and hospitality research*, 3(1), pp. 7-20.
- Lindsay, P. & Norman, D. A. (1977). *Human information processing: An introduction*. London: Pearson.
- Longe, G. A. E. (1991). *Higher Education in the Nineties and Beyond. Report of the Commission on the Review of Higher Education in Nigeria*, Lagos: Government Press.
- Marchante, A. J. Ortego, B. & Pagan, R. (2006). Determinants of skills shortages and hard-to-fill vacancies in the hospitality sector. *Tourism management*, 27, pp. 791-802.
- Marnburg, E. (2006). 'I hope it won't happen to me!' Hospitality and tourism students' fear of difficult morals situations as managers. *Tourism management*, 27, pp. 561-575.
- Matthew, J. P. (2010). Perceptions of the tourism and hospitality industry by Singapore polytechnic hospitality students: An exploratory study, as Vagas, USA.
- Mayaka, M. & Akama, J. S. (2007). System approach to tourism training and education: The Kenya case study. *Tourism Management*, 28, pp. 298 - 306.
- Mazrui, A. A. (1998). *The Power of Babel: Language and Governance in the African Experience*. Oxford and Chicago: James Currey and University of Chicago Press.
- Mbova, S. M. (1996). *Paper Presented by the Permanent Secretary, Ministry of Tourism and Wildlife during the Moi University, Department of Tourism Staff/Dutch Counterparts Workshshop held at Kericho on 6th May 1996*. Nairobi: Ministry of Tourism and Wildlife.
- MCFatter, D. (2012). Computation formulas for ANOVA. In D. MCFatter, *Psychology*. Newyork: Striker C. Mays.
- McGraw, K. O. & Wong, S. P. (1996). Forming inferences about some interclass correlation coefficients. *Psychological Methods*, 1(1) 30-46.
- McIntosh, R. W., Charles, R. & Brent, J. R. (1995). *Tourism Principles, practices, Philosophies* (7th ed.) New York: John Wiley and Sons.

- Mehay, S. L. & Bowman, W. (2005). Marital Status and Productivity: Evidence from Personnel Data. *Southern Economic Journal*, Vol. 72.
- Meister, J. C. (1998). *Corporate universities lessons in building a world-class work force*, New York: McGraw-Hill.
- Merisuo-Storm, T. (2007). Pupils' attitudes towards foreign-language learning and the development of literacy skills in bilingual education. *Teaching and Teacher Education* Vol. 23, issue 2, pp. 226-235.
- Michael, B. & Goss-Turner, S. (2006). *Human Resource Management in the Hospitality Industry*. Elsevier Butterworth Heinemann.
- MoE (2010). *Educational Statistical Booklet 2003-2007*. Nairobi: Government Printer.
- MoE (2008). *About the Ministry*. Retrieved March 11, 2008, from <http://www.education.go.ke/Resources.htm>.
- MoE (2005). *Sessional paper No. 1 of 2005. A policy framework for education training and research*. Nairobi: Government printer.
- Moore, M. (2003). *How to improve staff morale using humor, appreciation and praise— Practical strategies to help you turn your workplace into a Thank God it's Monday type of organization*. www.motivationalplus.com. Accessed 24/04/2013.
- MoPND, (2007). *Kenya Vision 2030: A globally competitive and prosperous Kenya, Ministry of Planning and National Development and the National Economic and Social Council (NESC)*. Nairobi: Government printer.
- Morrison, A. M. (2010). *Hospitality and travel marketing* (4th ed.). Clifton Park, N.Y.: Delmar Cengage Learning.
- MoTW (2011). *Tourism Act, 2011, No. 28 (2011a)*, Nairobi: Government Printer
- MoTW (2008). *Ministry of tourism Strategic plan 2008-2012*. Nairobi: Government printer.
- MoTW (2006). *Ministry of Tourism and Wildlife, National Tourism Policy*. Nairobi: Government printer.
- MoTW (1995). *The Study on the National Tourism Master Plan in the Republic of Kenya*. (Draft Final Report Vol. I, July, 1995. Pacific Consultants International NIPPON KCE Co. Ltd.
- Mugambi, D. (2011). *Valuation of recreational benefits and assessment of tourist satisfaction in Kakamega forest*. London: Evans Brothers Limited.
- Murphy, P. E. (1985). *Tourism: A Community Approach*. New York: Methuen.
- Mwatha, R. G. (1988). Women business entrepreneurs in urban informal sector *Paper presented to the First International Conference on Urban Growth and Spatial Planning of Nairobi*, Nairobi. Nairobi Informal Settlements Co-coordinating Committee.

- Nachmias, C. & Nachmias, D. (2008). *Research Methods in the Social Sciences* (5th ed.) U.S: St. Martin's Press.
- Nware, M.W., Wekesa, G. W. & Wasike, W. S.K. (1999). Efficiency and equity in technical education Programs in Kenya: Preliminary findings from Kirinyaga Technical Institute. *Paper presented at the Department of Economics staff Seminar series*, Njoro: Egerton University.
- Nyerere, J. (2009). Technical & vocational education and training sector mapping in Kenya for the dutch schokland TVET programme edukans foundation zero draft, Nairobi, Kenya
- Odhiambo, D. (2012). Task force on the re-alignment of the education sector to the constitution of Kenya 2010: Towards a globally competitive quality education for sustainable development, February 2012. Nairobi: ACTS.
- Odunga, P. O. (2006). Consequences of Tour-Packages Adopted by Tourists for Longhaul Travel to Kenya. *African Journal of Business and Economics*, 1(2) pp. 38-52.
- Okoro, E. A., Hausman, A. & Washington, M. C. (2012). Social media and networking technologies: An analysis of collaborative work and team communication. *Contemporary Issues in Education Research (Online)*, 5(4), pp. 295-299.
- Oliver, R. L. (1980). A cognitive model for the antecedents and consequences of satisfaction. *Journal of Consumer Research*, 15, pp. 219-256.
- Oliver, R. L. (1977). Effect of Expectation and Disconfirmation on Post exposure Product Evaluations: An Alternative Interpretation, *Journal of Applied Psychology*, 62 (August), pp. 480-486.
- Oso, W. K. & Onen D. (2005). *A General Guide to Writing Research Proposal and Report*. Kisumu: Options Press and Publishers.
- Ouma, J. P. M. B. (1970). *Evolution of tourism in East Africa 1900 – 2000*. Nairobi: Kenya Literature Bureau.
- Pang, J. M. (2010). Perceptions of the tourism and hospitality industry by Singapore polytechnic hospitality students: An exploratory study (2010). *UNLV Theses/Dissertations/Professional Papers/Capstones*. Paper 700.
- Patrick, H., Ryan, A. M. & Kaplan, A. (2007). Early adolescents' perception of the classroom social environment motivational beliefs and engagement. *Journal of educational psychology*, 99, pp. 83-98.
- Patterson, P. G., Johnson, L. W. & Spreng, R. A. (1997). Modeling the determinants of customer Satisfaction for business-to-business professional services. *Journal of the Academy of Marketing Science* 25(1), pp. 4-17.
- Pizam, A., Neumann, Y. & Reichel, A. (1993). Dimensions of tourist satisfaction with a destination. *Annals of Tourism Research*, 5, pp. 314-322.

- Prakash, M., Chowdhary, N. & Sunayana. (2010). Becoming a tour guide: Analyzing the motivations. In: *Journal of Tourism*, Vol 9.
- Prideaux, B. (2000). Health and Safety issues affecting international tourists in Australia. *Journal of Travel and Tourism Marketing*. 19 (2), pp. 9-20.
- PulseAfrica, (2007). *Not to be Missed: Nairobi 'Green City in the Sun'*. pulseafrica.com. (<http://www.pulseafrica.com>). Accessed 09/05/2013.
- Purcell, K. & Quinn, J. (1996). Exploring the education-employment equation in hospitality management: A comparison of graduates and HND's. *Journal of Hospitality Management*, 15 (1), pp. 51-68.
- Rachel, G., Michael K., Isaac, M. & Kudzai, T. (2011). *Access and quality in the Kenyan education system: A Review of the progress, challenges and potential solutions prepared for office of the Prime Minister of Kenya*. Nairobi.
- Rena, R. (2009). Gender inequality in secondary and higher education in Eritrea: issues and perspectives. *International Journal of Education Economics and development*, Vol. 1. No. 1, pp. 14-35.
- Richard, E. P. & Pablo, B. (2008). Perspectives on psychological science. *Persuasion. Association for Psychological Science*. Vol. 3, No. 2, pp. 221-223.
- Richard, S. & David, J. T. (2008). *Tourism and development in the developing world*, USA: Routledge.
- Ritchie, J. & Crouch, G. (2009). *The competitive destination, a sustainable tourism perspective*. New York: CABI Press.
- Robbins, S. P. (1998). *Organizational Behavior: Leading and Managing in Australia and New Zealand*, Sydney: Prentice Hall.
- Rogelberg, S. G. & Creamer, V. L. (1999). Customer satisfaction, purchase intentions and profitability: Introducing a time lag. *Paper presented at the Annual Convention of the Society for industrial and organizational psychology*, Washville, TN, USA.
- Roger, J. (1996). *A pilot study investigating visitor satisfaction at selected National Parks*. Vol. 1, pp. 111, Victorian National Parks Service.
- Ross, E.L. and Iso-Ahola, P. (1991). Sightseeing Tourist Motivation and Satisfaction. *Annals of Tourism Research*, 18, pp. 226-237.
- Ross, G. F. (1994). What do Australian school leavers want of the industry? *Tourism Management*, 15(1), pp. 62-66.
- Ryan, A. M. & Patrick, H. (2003). *Recreational Tourism – Demand and Impacts*. Clevedon, Buffalo, Toronto and Sydney: Channel View Publications.
- Ryan, A. M. & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal*, 28, pp. 437-460.

- Saghafian, M. (2011). A critical review of research on technology-based training in business organizations. *Research In Higher Education Journal*, 10,1-9.
- Savery, J. R. & Duffy, T. M. (1996). 'Problem based learning: An instructional model and its constructivist framework', in Wilson, B, G. (Ed), *Constructivist Learning Environments: Case studies in instructional design*, Englewood Cliffs, NJ: Education Technology Publications.
- Secord, P. F. (1964). *Social Psychology*. New York: McGraw-Hill, 1649.
- Segers, M. & Dochy, F. (2001). 'New assessment Forms in Problem-based Learning: The value-added of the student's perspective', *Studies in Higher Education*, 26(3), pp. 327-343.
- Seiter, R. H. G & John, S. (2010). *Persuasion, social influence, and compliance gaining* (4th ed.). Boston: Allyn and Bacon.
- Serekan, U. (2003). *Research Methods for Business: A Skill Building Approach*. (4th ed.). New York: John Wiley and Sons Inc.
- Serena Hotels (2007). About Nairobi, Green City in the Sun. Retrieved <http://www.serenahotels.com>. Accessed 09/10/2012.
- Siedentop, D. (2004). *Introduction to physical education, fitness, and sport* (5th Ed.). New York, NY: McGraw-Hill.
- Sindiga, I. (1996). Domestic tourism in Kenya. *Annals of Tourism Research*, 23(1), pp. 193-211.
- Sindiga, I. (1995). Wildlife-based tourism in Kenya. Land use conflicts and Government compensation policies over protected areas. *Journal of Tourism Studies*, 6(2), pp. 45-55.
- Sindiga, I. (1994). Employment and Tourism Training in Kenya. *The Journal of Tourism Studies*, Vol. 5, No. 2: 3.
- Singapore Hotel Industry Survey, (2008). *Singapore hotel industry survey: Financial year*. Singapore: SH.
- Smith, J. & Naylor, R. (2005). Schooling effects on subsequent University performance: evidence for the UK University Population. *Economics of Education Review*, 24, pp. 549-562.
- Snedecor, G. W. & Cochran, W. G. (1989). *Statistical Methods* (Eighth Ed.), Iowa State University Press.
- Solomon, M. A. (2003). Student issues in physical education classes: Attitudes, cognition, and motivation. In S. J. Silverman, and C. D. Ennis (Eds). *Student learning in physical education: Applying research to enhance instruction*. pp. 147-163. Champaign, IL: Human Kinetics.

- Solomon, D. B. V., Watson, M., Schaps, E. & Lewis, C. (2000). A six – district study of educational change: Direct and mediated effects of the Child Development Project. *Social Psychology of Education*, 4, pp. 3-51.
- Spreng, R. A. & Page, T. J. (2003). A test of alternative measures of disconfirmation. *Decision Sciences* 34(1), pp. 31-62.
- Steensma, H. & Groeneveld, K. (2010). Evaluating a training using the four levels model. *Journal of Workplace Learning* 22(5), pp. 319-331.
- Steven, J. P. & Joanne, C. (2007). *Tourism, a modern Synthesis*, 2nd ed.. London: Thomson Learning.
- Subramaniam, P. R. & Silverman, S. (2007). Middle school students' attitude towards physical education. *Teaching and teacher education*, 23, pp. 602-611.
- Szivas, E. Riley, M. & Airey, D. (2003). Labor mobility into tourism: Attraction and satisfaction. *Annals of Tourism Research*, 30(1), pp. 64-76.
- Tajeddini, K. (2009). Examining the effect of learning orientation on innovativeness. *International Journal of Collaborative Enterprise*, 1(1), pp. 53-65.
- Tasca, J. E., Ensslin, L., Ensslin, S. R. & Alves, M. B. M. (2010). An approach for selecting a theoretical framework for the evaluation of training programs. *Journal of European Industrial Training*, 34(7), pp. 631-655.
- Temasek Polytechnic, (2010). *Graduate Survey 2010*. Singapore: Temasek Polytechnic.
- Tesone, D.V. & Ricci, P. (2005). Job competency expectations for hospitality and tourism employees: Perceptions of educational preparation. *Journal of Human Resources in Hospitality and Tourism*. 4(2/3), 53-64.
- Theobald, W. F. (2005). *Global Tourism* 3rd ed., Britain: Elsevier Science.
- Timothy, A. J., Carl, J. T. & Joyce, E. B. (2001). The Job Satisfaction-Job Performance Relationship: A Qualitative and Quantitative Review, *Psychological Bulletin* 2001, Vol. 127. No. 3. pp. 376-407
- Torgesen, J. K., Houston, D. D., Decken, S. M., Roberts, G. & Vaughns, W. (2007). *Academic literacy institution for adolescents: A guidance document from the center on instruction*, Portsmouth, NH: RMC Research Corporation, Center on instruction.
- Tourismattraction (2009). Nairobi tourism attraction. Retrieved <http://www.planetware.com>. Accessed 03/09/2012.
- Tourismpostsecondary (2010). Kenya post-secondary tourism training. Retrieved <http://www.go2hr.ca/tourismrEducation/tourismPostsecondary/tabid/113/default.aspx>. Accessed 09/12/2011.
- Tourismtraining, (2010). Tourism training in Kenya Retrieved <http://www.tourismtraining.com.au/career/html>. Accessed 05/10/2012.

- Tribe, J. (2002). Education for tourism action. *Journal of sustainable tourism*. 10(4), pp. 309-324.
- TU-K (2010). *Strategic Plan (2010-2015)*, Nairobi: KPUC.
- Tung, Y. & Zinn, H. C. (2004). Motivations of Volunteer Interpreters in Taiwan: A Survey of Natural Trails Society Volunteers, *Journal of Interpretation Research*, 9(1) pp. 27-42.
- TVET ACT (2012). *Technical and Vocational education and training in Kenya*. Nairobi: Government Press.
- TVET, (2003). Technical and Vocational education and training in Kenya *Paper presented at the Conference on the reform of technical and vocational education and training (TVET) Gaborone, Botswana* August 4-6, 2003. Presented by J.B. Ngerechi, Senior Deputy Director of Technical Training, MOEST, and Nairobi, Kenya.
- U.S. Department of Education, (2006). Improving data quality for title/ standards assessment, and accountability reporting. Retrieved Sept. 23.2007 <http://www.ed.gov/policy/elsec/standardsassessment/ncibdataguidance.pdf>
- UNON (2007). The 'Green City in the Sun' UNWTO barometer facts Retrieved http://www.unwto.org/facts_eng/barometer.htm). Accessed 09/11/2009.
- UNWTO (2013). World tourism barometer published and printed by the world tourism organization, Madrid, Spain: UNWTO.
- UNWTO (2011). Tourism Highlights: 'Tourism trends and marketing strategies', Madrid, Spain: UNWTO.
- UNWTO (2010). Tourism Highlights: 'Tourism and diversity', 27 September 2010. Madrid, Spain: UNWTO.
- UNWTO (2009). Tourism- celebrating Diversity. Spain: UNWTO.
- UNWTO (2008). Tourism Highlights, Tourism – celebrating Diversity Spain: UNWTO.
- UNWTO (2000). *Technology and nature: two challenges for tourism at the dawn of the twenty-first century*. Madrid, Spain: UNWTO.
- Webster, A. (1992). *Applied statistics for business and economics*. Donnelley and sons Company.
- Wichard, Z. & Hans, O. (2006). Hospitality management student's conception of educator to students. *Tourism and Hospitality Research*, Vol.7, 3/4, 256-268.
- Wigfield, A., Eccles, J. S., Schiefele, U. & Davis, K. P. (2006). Development of achievement motivation, *Handbook child psychology, Social, emotional and Personality development*. Vol. 3, NY: John Wiley. Wishwa Prakashan. India.

- World Bank Report, (2013). Available online at <http://www.economist.com/news/middle-east-and-africa/21596981-paid-private-schools-are-better-value-money-free-sort-classroom>.
- World Bank (2009). *World Development Report 2008, International Bank for Reconstruction and Development*. Geneva: World Bank.
- World Meteorological Organisation (UN), (2010). World Weather Information Service - Nairobi. Retrieved <http://www.worldweather.org>. Accessed 09/07/2011.
- WTO (2012). *Tourism and Sustainable Energy: Powering Sustainable Development*. Geneva: World Bank.
- WTO (1997). *International tourism: global perspective*. Madrid, Spain: WTO.
- WTO (1996). *Educating the Educators in Tourism: A Manual of Tourism and Hospitality Education*. Madrid, Spain: WTO.
- Yin, R. K. (2003). *Case study research, design and method*. 3rd Ed.. Newbury Park: Sage Publications.
- Zhang, H. & Wu, E. (2004). Human resources issues facing the hotel and travel industry in China. *International Journal of Contemporary Hospitality Management*, 16 (7), pp. 424-428
- Zinbarg, R. E., Revelle, W., Yovel, I., & Li, W. (2005). Cronbach's a, Revelle's b, and McDonald's w H): Their relations with each other and two alternative conceptualizations of reliability. *Psychometrika*, 70 (1), pp. 123-133.
- Zwaal, W. & Otting, H. (2006). Hospitality management students' conceptions of education, *Tourism and Hospitality Research*, Vol. 7, pp. 256-268.

Websites

<http://www.Abeuk.com/courses>, Accessed 4/11/2013

<http://www.Abma.uk.com>, Accessed 30/11/2013

<http://www.Iata/training/courses>, Accessed 24/11/2013

http://www.ehow.com/how_2174572_promote-tourism.html#ixzz2azvijjHR, Accessed 26/06/2013

APPENDICES

Appendix I: Tourist Hotels within Nairobi's Central Business District where trainees go for industrial attachment

1) Norfolk Hotel	2) Ole Sereni Hotel
3) Panari Hotel Nairobi	4) Red Court Hotel Nairobi
5) Safari Park Hotel and Casino Hotel	6) Sankara Hotel Nairobi
7) Sarova Panafric Hotel	8) Sarova Stanley Hotel
9) Serena Nairobi	10) Silver Springs Hotel, Nairobi
11) Tribe Hotel	12) Utalii Hotel
13) Windsor Golf Hotel and Country Club	14) Nairobi Serena Hotel
15) Collingham Gardens	16) Crowne Plaza Nairobi
17) Fairview Hotel	18) Hemingways Nairobi
19) Heron Hotel	20) High Point Hotel
21) Hilton Nairobi	22) Holiday Inn Nairobi
23) Impala Hotel	24) Intercontinental Hotel
25) Jacaranda Hotel	26) Karen Blixen
27) Kenya Comfort Hotels Suites	28) Kivi Milimani Hotel
29) Kwaliti Hotel	30) Laico Regency
31) Meltonia Luxury suites	32) Nairobi Safari Club

Source: Kenya Association of Hotels and Keepers and Cateress Hotel, Restaurant and Entertainment Guide, 2009.

Appendix II: MLCs registered by CTDLT, programmes offered, trainers and trainees in Nairobi County

Institutions	G/P	Diplomas	Certificates	Trainers/ Teachers	Trainees/ Students
1. Air Travel and Related Studies.	P	✓	✓	8	216
2. Premier Institute of professional Studies	P	✓	✓	6	114
3. Regional Institute of Business Management.	P	✓	✓	5	96
4. Dima College	P	✓	✓	3	74
5. Kabete Technical training Institute	G	✓	✓	2	88
6. Graffins College	P	✓	✓	6	112
7. Karen Technical Training for the Deaf	G	✓	✓	2	34
8. Kenya Institute of Professional Studies	P	✓	✓	7	243
9. The Technical university of Kenya (Kenya Polytechnic)	G	✓	✓	22	421
10. Kenya Utalii College	G	✓	✓	58	2966
11. Kenya school of Monetary Studies	G	✓	✓	2	20
12. Zetech college	P	✓	✓	5	55
13. National Youth Service Catering College	G	✓	✓	2	95
14. Nairobi Aviation College	P	✓	✓	7	254
15. Nairobi Technical Training Institute	G	✓	✓	3	198
16. Ricatti Business College of EastAfrica	P	✓	✓	5	143
17. Kenya School of Government	G	✓	✓	2	102
18. Skytech Aviation College	P	✓	✓	8	122
19. Kinyanjui Technical Training Institute	G	✓	✓	3	110
20. Railways Training Institute-Nairobi	G	✓	✓	33	76
TOTAL		17	19	189	5539

Key: G=Government institution, P=Private institution

Source: Ministry of Tourism – CTDLT (2010)

Appendix III: Middle Level Training Colleges offering Training in Tourism and Hospitality in Kenya

No.	Middle Level Training Institution		
		106	International Academy for Continuing Edctn& Training
1	Aberdare Catering Commercial College	107	East African School of Business Studies
2	African Institute of Health And Development	108	The City Institute of Business & Management Studies
3	Air Travel And Tours Training College (Kenya Cinema)	109	Sahara Institute
4	Amboseli Institute of Hospitality	110	Skills Care International
5	Augustana college	111	Regional Aviation Training Institute
6	Barne Vision Training	112	Magan College of IT and Business Studies
7	Boonhouse School	113	Kinetic Institute of Business Management
8	Brilliant Institute(Nairobi Campus)	114	West Ford International Training Center
9	Career Training Center	115	Cedat Institution (Thika)
10	Center of Tourism Training and Research	116	Kamata Institute
11	Century Park	118	Air Travel And Related Studies
12	City Institute of Professional Studies	119	Airways Travel Institute
13	Compuera College (Development House)	120	Andrew Hardy College
14	Compugoal College	121	Bales Secretarial College
15	Dima College	122	Blessed Institute For Advanced Technology
16	Computer Ways Training Institute	123	Bridge College
17	Country Training	124	Cambridge Secretarial College
18	Culinary Institute Of Africa	125	Center For Business Institute Of Community
19	Data College Limited	126	Central Institute Of Management
20	Dreamline College	127	Charles College
21	East African Institute of Information Studies	128	College of Accountancy And Business Studies
22	East African School of Management	129	Compuera College (Ruiru Campus)
23	Excel Institute of Professionals	130	Cross World Institute Of Professional Studies
24	Flopeeze College	131	City Institute Of Management And Accountancy
25	Fright and Travel Institute	132	Continental College Of Hotel

			Management
26	Takeo Business College	133	Crown Ways Institute
27	Gentrum International College	134	Dagoreti College of Catering Institution
28	Global Institute of Management	135	Devonshire College
29	Graffins College	136	East African Chartered Institute
30	Hemland Computer Institute	137	East African School of Aviation
31	Horizon Business Training Institute	138	Ecatech
32	Hotel And Computer Institute (Tala)	139	Fellowship College
33	Ibtec College	140	Foundation College of Professional Studies
34	Institute of Administrative Management	141	Futurecom Institute
35	Institute of Computer Education	142	Genesis College
36	International Center For Tourism And Foreign Language	143	Githunguri Institute (GIBS)
37	Interworld College (Afya Center)	144	Global Institute Of Tourism And Management
38	Intraglobal Training Institute (Lengo House)	145	Green College
39	Isars College	146	Home Management Training Institute
40	Jobmark College	147	Hospitality College For Hotel And Catering Mgt
41	Kam School of Health And Beauty	148	Hotel Labour Pool Developers
42	KcctMbagathi(Multimedia University)	149	ICS Training Services
43	Ken Hot and Catering Institute	150	Institute Of Advanced Studies
44	Kenswiss School	151	Interstate Institute
45	Kenya College of Health And Mgt Studies	152	International Hotel Tourism Institute
46	Kenya Institute of Academic Research And Tech	153	Intraglobal Training Institute (Commonwealth House)
47	Kenya Institute of Cargo Forwarders	154	Intraglobal Training Institute (Donview Center)
48	Kenya Institute of Professional Studies	155	Job Institute of Management
49	Kenya Polytechnic	156	Josdeb College
50	Kenya Utalii College	157	Karen Technical Training Institute for the Deaf
51	KhamiePlanne College	158	Ken Air Tours and Travel Institute
52	Kiambu Institute of Professional Studies	159	Kenafic College of Professional Studies (Woodland Hse)
53	Kingsize College of Hotel	160	Kenya College of Commerce

	Management		and Hospitality
54	Lacontessa College	161	Kenya Hotel Institute
55	Liance College Githunguri	162	Kenya Institute of Business Studies
56	Link Up College	163	Kenya Institute of Catering
57	Macmaine school of Computing	164	Kenya Link Institute of Business Management
58	Metropolitan College	165	Kenya Post School Institute
59	Modern Careers Training College	166	Kenyan Colleges
60	Nairobi North Polytechnic	167	Kiambu Institute (KIBS)
61	Nairobi College of Bread and Confectionery Technology	168	Kibondeni School of Institutional Management
62	Nairobi Institute of Business Studies	169	Kurtbosh&Lemania Group
63	Nairobi Technical Training Institute	170	Leaders Institute (Nairobi)
64	Ngong Training Centre	171	Limuru College of Catering
65	Olcare Technical Institute	172	Machakos Technical Training Institute
66	Pago Airways Travels Service & Training Institute	173	Metropolitan Training & Educational Center (METEC)
67	Pekee Institute of Advanced Technology	174	Metropolitan Institute
68	Premier College of Tourism & Travel	175	Mumbuni Engineering & Driving School (College)
69	Rahabel College CTDLT	176	Nairobi Aviation College
70	Regional Center For Tourism And Foreign Languages	177	Nairobi College Education Institute
71	Rewarding College (Pipeline Campus)	178	Nairobi Institute of Technology
72	Riccati Business College of East Africa (Nairobi)	179	New Century Managerial
73	Rolima Training Institute	180	Nicbusiness& Tourism Centre
74	Ruiru College of Management	181	Oneva School of Professional Studies
75	Sairene Travel Operation College	182	Park Place Hotel and Training Centre
76	Sheraton Catering College	183	PosCo Executive College
77	Skytech Aviation College International	184	Quincey College of Hospitality & Business Studies
78	Southampton Solent University	185	Railway Training Institute
79	Starnet College	186	Rewarding College (Tumaini House)
80	Tala Institute of Tourism & Hotel Management	187	Rhemax College
81	Tec Institute of Management (Hurlighum)	188	Riccati Business College of East Africa (Tigoni)

82	Thika College of Banking, Accountancy and Computer	189	Royal College
83	Thika Institute of Business Studies (Tibs)	190	Rural Aid Kenya Institute
84	Thika Institute of Technology	191	Serengeti Institute (Thika)
85	Trans National College	192	SkyNet Aviation
86	Trans World Airlines Aviation College	193	SOS Training Institute
87	Tsavo Technical Training Institute	194	Star Technical Institute
78	Southampton Solent University	195	Stonebic College
79	Starnet College	196	Target Institute of Tech Services
80	Tala Institute of Tourism & Hotel Management	197	Technical Institute
81	Tec Institute of Management (Hurlighum)	198	Services
82	Thika College of Banking, Accountancy and Computer	199	Thika Institute of Banking and Accountancy
83	Thika Institute of Business Studies (Tibs)	200	Top Chefs Culinary Institute
84	Thika Institute of Technology	201	Trans Eastern Airlines Aviation College
85	Trans National College	202	Trans Hemisphere College
86	Trans World Airlines Aviation College	203	Tulips Commercial Institute
87	Tsavo Technical Training Institute	204	Unity College of Professional Studies (Buruburu)
78	Southampton Solent University	205	Universal Group of Colleges
79	Starnet College	206	Vineyard School of Professional Studies
80	Tala Institute of Tourism & Hotel Management	207	Vital Institute of Business Studies
81	Tec Institute of Management (Hurlighum)	208	Weaver College
82	Thika College of Banking, Accountancy and Computer	209	Wisemen
83	Thika Institute of Business Studies (Tibs)	210	Zetech College Summit House Campus
84	Thika Institute of Technology	211	Zonal College
85	Trans National College	212	Amerin College (Donwoodhouse)
86	Trans World Airlines Aviation College	213	College of Management Services
87	Tsavo Technical Training Institute	214	Gilgal International College
88	Unique College	215	Kenya Institute of Media And Technology
89	Unity College of Professional Studies (Hamiltonhse)	216	Nairobi North Polytechnic

90	Uzuri Institute	217	Interworld College (Cargen House)
91	Vision Institute	218	Jordan College of Technology
92	Wales Correspondence	219	Kenafric College of Professional Studies (Nature Hse)
93	West Minister Academy	220	Flipstar Ride College
94	Wote Training Institute	221	Kilimambogo Training Institute
95	Zetech College Westlands Campus	222	Ideal Cakes and Caterers
96	Aberdare Training Institute Ltd	223	Machakos Institute of Technology
97	Beps Institute of ICT & Relation Studies	224	The Channel Institute
98	Consolata Shrine College	225	Paramount Institute of Business And Technology
99	Hotel and Catering Institute	226	Rewards College
100	Kenya Wildlife Service's Training Institute	227	Nican Business and Technology
101	Parklands College	228	Kenya College of Development Studies
102	Intraglobal Training Institute (Contrust House)	229	Machakos Osaka Technical Center
103	Jubilee Catering Training Centre	230	Nationwide Hotel and Tourism College
104	East African Utalii	231	Virginia Slims Catering College
105	Logical School of Professional Studies		

Source: Ministry of Tourism, CTDLT (2010)

Appendix IV: Kenyan Universities offering training in tourism and hospitality courses

No.	Private Universities	No.	Public Universities
1	United States International University (USIU - Africa)	1	University of Nairobi
2	Catholic University of Eastern Africa (CUEA)	2	Moi University
3	Uzima University College (Constituent College of CUEA)	3	Kenyatta University
4	University of Eastern Africa, Baraton	4	Egerton University
5	Daystar University	5	Maseno University
6	Africa Nazarene University	6	Jomo Kenyatta University of Agriculture and Technology
7	Scott Christian University	7	Masinde Muliro University of Science and Technology
8	Kabarak University	8	Dedan Kimathi University of Technology
9	Strathmore University	9	Chuka University
10	Kiriri Women's University of Science and Technology	10	Technical University of Kenya
11	Mount Kenya University	11	Technical University of Mombasa
12	Pan Africa Christian University	12	Pwani university
13	Kenya Methodist University	13	Kisii university
14	Adventist University of Africa	14	University of Eldoret
15	Gretsa University	15	Maasai Mara University
16	Great Lakes University of Kisumu	16	Jaramogi Oginga Odinga University
17	Presbyterian University of East Africa	17	Laikipia University
18	St. Paul's University	18	South eastern Kenya University
19	Kenya College of Accountancy University	19	Multimedia University of Kenya
20	Africa International University	20	University of Kabianga
21	Pioneer University	21	Karatina University
22	Riara University	22	Meru University of Science and Technology.
23	Nairobi International School of Theology*		
24	The East Africa School of Theology *		
25	Aga Khan University Teaching Hospital (Interim Authority (LIA))		
26	Inoorero University (Interim Authority (LIA))		

***Registered Private Universities**

Source: Universities Act 2013 (GoK, 2012a)

Appendix V: Questionnaire for College Administrators

Questionnaire No. _____ Date _____

Instructions:

Please fill or tick in the questionnaire following the instructions given in each section.

A. Demographic Information

- Type of institution [a] Public MLCs _____ [b] Private MLCs _____
- The association(s) the institution is a member of _____

- In which year was the institution was registered with CTDLT _____
- What type of institutions with which your MLC has a Memorandum of Understanding with to other institutions to offer some programmes with _____
- What is the average range of fees the institution that your MLC charges per course.
[a] Certificates _____
[b] Diplomas _____
- From your knowledge as a stakeholder in the industry, what is the minimum qualification for joining the programmes in your institution?

Course/Curriculum	Public Curriculum	Foreign Curriculum	Private Curriculum
a. Diploma			
b. Certificate			

B. Perceptions of administrators towards the level and quality of training in middle Level colleges

- In a Likert scale of 1 – 5 ranging from excellent to very poor respectively, how would you rate your trainees rating of your diploma and certificate courses in public, foreign and private curriculum?

Course/Curriculum	Public Curriculum	Foreign Curriculum	Private Curriculum
a. Diploma			
b. Certificate			
c. Others			

8. From your experience, which curriculum would you recommend among Private, Public and foreign? _____

C. Training capacity

9. From the number of trainers and number of students, what is the ratio of trainers to trainees in your MLC? _____

10. Do your trainees have access to practical learning/Attachment? _____

11. In a scale of 1 – 5 denoting excellent to very poor respectively, how would you rate the following training facilities/equipment in your MLC?

Equipment/Facilities	Ranking
a. Classrooms	
b. Training restaurants	
c. Training kitchen	
d. Workshops	
e. Offices	
f. Hostel/ Accommodation	
g. College canteen	
h. Library books/materials	
i. Others: Specify,	

12. What marketing strategies is your MLC using to promote the courses it offers?

Marketing Strategies	Yes	No
a. Internet		
b. Radio/television		
c. Daily news papers		
d. Designing specialized programmes in tourism		
e. Decrease of fee in tourism courses/ arrears		
f. Diversification of programs in tourism		
g. Improvement of tourism curriculum		

13. What time of teaching is preferred as mode of training in the institution to promote tourism training?

Mode of training	Yes	No
a. Full – time from 8am – pm.		
b. Full – time 7am – 12noon.		
c. lunch hour 12noon – pm.		
c. Full – time 2pm – 5pm		
d. Part – time 5pm – 9pm.		
e. Saturdays 8am – 5pm		
f. Sunday 10am – 4pm		

14. (a). Do you have any training in management? [a] No [b] Yes

(b). If yes, indicate

(i) College/institution obtained from _____

(ii) Qualifications attained

[a] Certificates _____

[b] Diplomas _____

[c] Degree _____

(c). If no, how did you obtain the skills and knowledge needed to manage the MLC?

**End of the questions,
Thank you for your time.**

Facilities/Equipment	Interviewed				
	1	2	3	4	5
a. Classrooms					
b. Training restaurants					
d. Workshops					
e. Offices					
f. Hostel/Accommodation					
g. College canteen					
h. Others(Specify)					

13. Indicate the MLC you are training in [a] Public_____

[b] Private_____

**End of the questions,
Thank you for your time.**

9. i) Do you think tourism promotion in Kenya is given adequate attention?
 [a] Yes [b] No
 ii) If the answer in 11(i) above is “No”, explain what should be done to improve it

10. i) Do you think the training offered in tourism in Kenya is adequate?
 [a] Yes [b] No
 ii) If ‘No’ explain why _____

Section C: Strategies employed in marketing

11. Methods of promotion used by Middle level colleges in marketing their training Programmes.
 [a] Radio/Television [b] Newspaper/magazines [c] Posters/billboards/Signposts
 [d] Website/internet [e] No promotion at all

Section D. Challenges faced in tourism training

12. Read the following statements concerning the challenges encountered in the training of tourism in Kenya and tick (☐) to indicate whether they are the key challenges facing tourism training.

Challenges facing tourism training	Interviewed	
	Yes	No
a. Tourism training lacks expertise in the tourism field		
b. Tourism training is faced with poor infrastructure in terms of class rooms		
c. Tourism training lacks financial support from the government of Kenya		
d. In tourism training many hours are spend on teaching		
e. When teaching tourism there is poor attendance of students in class		
f. Others (Specify)		

**End of the questions,
 Thank you for your time.**

Appendix IX: Krejcie and Morgan Table (1970)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	373
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	225	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Source: Krejcie and Morgan (1970)