



**Strathmore**  
UNIVERSITY

**The perception of strathmore community on hospitality and tourism programmes**

**Submitted by**

**Martha Muthoni Munene**

**101125**

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## DECLARATION

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

SIGNED \_\_\_\_\_ M<sup>3</sup> \_\_\_\_\_ DATE \_\_\_17<sup>th</sup> March,2021\_\_\_

Student name: Martha Muthoni Munene

Student number: 101125

This project has been submitted for review with my approval as University Supervisor.

SIGNED \_\_\_\_\_ DATE \_\_\_\_\_

Supervisor's Name: Dr David Chiawo

Senior Lecturer

School of Tourism and Hospitality

Strathmore University

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## ABSTRACT

In over 83% of the world's countries, the tourism and hospitality sectors are in the leading five brackets of Gross Distribution Profit contributors. Globally the employment status of the tourism and hospitality sector accounts for above 100 million jobs and is predicted to grow rapidly. Despite being a leading employment industry and generating highly to the GDP of both developed and developing countries worldwide, hospitality and tourism graduates are constantly opting to work in other industries. This study adopted a descriptive research design to examine the perception of the Strathmore community on hospitality and tourism programmes. A questionnaire was used to collect data using the stratified random sampling method from a sample size of 108 undergraduates and 27 staff from the Strathmore community. Means, content analysis and percentages were adopted in analysing the collected data for this research to help the community at large to embrace a true and correct perspective on hospitality and tourism programmes. Parents and siblings influence the selection of Hospitality and Tourism programmes. Society is drifting from the mindset that these programmes 'only cook'. The main standing negative impression is that they are easy programmes done by students who failed in High school. The graduates' diversity of skills set the pace for them securing jobs after graduation and employment mobility attracts them to the industry.

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## CHAPTER ONE

### INTRODUCTION

#### **1.1. Background Information**

In over 83% of the world's countries, the tourism and hospitality sectors are in the leading five brackets of Gross Distribution Profit contributors (Hafsa, 2020). The United States of America, the United Kingdom, Italy, and France are widely identified to do quite well in these sectors, and neither have the developing countries such as India, Thailand, Singapore, Bangladesh, and Malaysia been left behind. These sectors attract a large pool of labour due to their rich work diversity. In 2013, tourism rated at 9.5% to the global GDP and overall employment of 8.9% which equated to about 266 million jobs (Aynalem, Birhanu, & Tesefay, 2016). With the extensive globalization impact, individuals in the world have been able to secure job opportunities and have their businesses facilitated through the hospitality and tourism sector (Holston-Okae, 2018).

The backbone of a prosperous hospitality and tourism industry entirely depends on what motivates the students to choose these courses and the aftermath choices after completion (Njoroge, 2015). The Higher Education of Hospitality courses commenced in 1983 at Ecole Hoteliere de Lausanne, in Switzerland until 1922 when the United States pioneered the first-degree program at Cornell University (Hsu, Xiao, & Chen, 2017). The United Kingdom was the foremost education exporter country among the European countries. Through its Higher National Diploma programmes such as hospitality and tourism business-oriented courses, have attracted and increased the popularity of international students around the globe (Rahimi & Akgunduz, 2017).

Some hospitality students have extrinsic motivation whereby their decisions are controlled by their family, social groups, and education. Whereas others are internally motivated by interest and enjoyment of what their career offers (Njoroge, 2015). There have been seen efforts to oppose hospitality courses being in higher education but rather to have them as vocational subjects (Lugosi & Jameson, 2017). In Italy, residents support and appreciate aspects to do with tourism if the traditional leisure pursuits are not lost and if it brings sustainable developments to their livelihoods (Brida, Osti, & Faccioli, 2011) Where more positive aspects of tourism are felt, a positive attitude was developed by residents and high losses lead to a negative attitude (Kieti, 2013). Dharavi in Mumbai, the biggest slum in Asia, with more than 1,000,000 people had over the last decades benefited from slum tourism (Dyson, 2012). Slum

tourism was a niche in tourism whereby tourists purposely travel to stretch out their philanthropic hand to the poor livelihoods like in India, Ethiopia and where natural calamities have recently occurred such as in Louisiana after it was struck by a hurricane (Kieti, 2013). Mekawy (2014) highlights that Cairo in Egypt conducts half-day slums tours which have improved the locals' livelihood. From the biggest slum in South Africa, Soweto to Kenya's Kibera slum most inhabitants is assertive that this type of tourism impacted their economy (Kieti, 2013).

Hospitality and tourism education systems have immensely attracted students and drawn interest in research in the industry on the onset provision of these programmes in American institutions such as Cornell University (Hsu et al., 2017). In Europe especially in United Kingdom institutions, it was realized that hotel and catering graduates are motivated in pursuing Management in hospitality programmes (Grobelna & Dolot, 2018). In China the drive behind the educational system in the hospitality and tourism workforce was identified with 33.2% acquired high school diplomas, 32.3% partook associate degrees, 17.4% went through secondary institutions, and the remaining 17.1% possess a bachelor degree or higher (Kotera, Adhikari, & Van Gordon, 2018). In Nigeria, hospitality and tourism institutions have impacted a rich competitive environment of high-quality productive frontline employees who are in close contact with the industry's guests (Karatepe & Olugbade, 2016).

In Nigeria, there had been a drastic drop of 2.5% from 2005 to 2014 of tourism contribution to employment. The negative impact on employment slowed down the returns on the tourism and hospitality sector (Yusuff & Akinde, 2015). This clearly shows how adequate employees leads to a successful return on the GDP. Kenya was reported to have 68 global hotel brands. Besides, by 2018, 14 more hotel brands were set to open in 2019 (Tourism Research Institute, 2018). This led to combined efforts of institutions like the Utalii College in collaboration with other Kenyan universities to reinforce and broaden the hospitality and tourism curricula to facilitate and meet the labour demand (Njoroge, 2015).

Unfortunately, despite the tremendous benefits of the hospitality and tourism sector, its success was adversely affected by inadequate labour supply (Bamford, 2012; Grobelna, 2017; Grobelna & Dolot, 2018). In the UK an average turnover of 180% bar operations employees and 30% of frontline managers were revealed (Kotera et al., 2018). With the dependency of younger generations to join the hospitality and tourism workforce, only 61% of the graduates remain in the industry for 5 years (Richardson & Thomas, 2012). In 2013, over 25 million US hospitality and tourism personnel resigned from their acting positions (Holston-Okae, 2018). It is also

noted that in the UK due to the turn-over rates of front-line employees, the cost of replacing them amounts to 1000 dollars (Kotera et al., 2018). Being a high labour-oriented industry, it is faced with high job turnovers which affect the retention of its highly skilled staff (Holston-Okae, 2018). This was because many have the misconception of the industry being characterized by deficient working conditions, unskilled employees, below par remuneration, and minimal career progression (Daskin, 2016). These misguided narratives have led to a sector crowded with unskilled employees. This trembled the retention of hospitality and tourism graduates. Changes in the working environment have caused a gap in what the learning institutions offer versus what recruiters need. All these are greatly reliant on students' perspectives, how competent and how they are to adapt to changes (Zaitseva, Goncharova, & Androsenko, 2016).

To enhance thriving hospitality and tourism careers, the learning framework needs to be constantly reviewed and improvements made accordingly which goes hand in and with enlightening the society about the integral scope of the industry (Njoroge, 2015). The future of hospitality and tourism was dependent on the current and continuous follow up on recommendations made by academic professionals and industry practitioners (Daskin, 2016). Instilling confidence in students by letting them know what the industry needs are to absorb enthusiastic, disciplined, self-motivated, qualified and skilled employees (Richardson & Thomas, 2012). Therefore, this study sets the pace in understanding why there is a chain of poor regards towards the hospitality and tourism career choices.

## **1.2.Problem statement**

Globally, the employment status of the tourism and hospitality sector accounts for above 100 million jobs and was predicted to grow rapidly (Grobelna, 2017). In the United States in 2010, 188 billion US dollars were used to meet the wages and salaries of an estimated 7.4 million tourism employees (Richardson & Thomas, 2012). In Bangladesh, proceeds from international tourism amounted to 1 billion in 2014 (Hafsa, 2020). In Asia in 2010, 1 in every 15.9 jobs in employment accounted for tourism jobs (Pang, 2010). In Ethiopia 2014, its hospitality and tourism industry made up 8.5% of the country's total employment which accumulated for 2,291,500 jobs (Aynalem et al., 2016). In 2017, Kenya accounted for 1,137,000 direct, indirect and induced employment from the hospitality and tourism industry (AFDB, 2018).

The irony was, despite being a leading employment industry and generating highly to the GDP of both developed and developing countries worldwide, hospitality and tourism graduates are constantly opting to work in other industries (Daskin, 2016). Moreover, high school leavers

shy away from selecting courses relating to this industry. Out of the many secondary school leavers, only 16.1% select these courses as first choices and 64.6% select them as a potential course (Schoffstall, 2013). Research indicates that 46% of the graduates seek employment in other industries and 61% of the graduates opt to leave to other industries after working for some years (Richardson & Thomas, 2012). The two-fold problems have caused tension in the employment sector leading to high turn-over of well-trained excellent employees in the industry (Aynalem et al., 2016).

According to Schoffstall (2013), the problem roots up from the perceptions held about hospitality and tourism courses globally that shake up the absorption of students in hospitality and tourism institutions and the absorption of the graduates in the industry which immensely affects the employment sector (Daskin, 2016). Positive perspectives have been derived from individuals who have already worked in the industry (Richardson & Thomas, 2012). Unfortunately, the industry has had rising negative perspectives from individuals who've not had any experience in the industry where it was viewed as a low-paying, have poor recruitment processes, gender employee gaps and unattractive employer (Maxwell, Ogden, & Broadbridge, 2010). Bahcelerli & Sucuoglu (2015) highlighted negative attitudes are scaring away potential practitioners for the industry such as international chain hotels which fetch foreign currency and contribute to the country's GDP (Chand, 2016).

### **1.3.General Objective**

To examine the perception of the Strathmore community on hospitality and tourism programmes.

### **1.4.Specific Objectives**

- i. To analyse the perception of the Strathmore community on hospitality and tourism programmes as career choices.
- ii. To determine the perception of the Strathmore community on learning activities and experiences of hospitality and tourism programmes.
- iii. To establish the perception of the Strathmore community on the competitiveness of hospitality and tourism graduates.

### **1.5. Research Questions**

- i. What is the perception of the Strathmore community on hospitality and tourism programmes as career choices?
- ii. How does the Strathmore community perceive the learning activities and experiences in hospitality and tourism programmes?
- iii. What is the perception of the Strathmore community on the competitiveness of hospitality and tourism graduates?

### **1.6. Justification**

This study seeks to explore and analyse the perspective that society holds towards hospitality and tourism programmes (Gobelna, 2017). This was dependent on the factor that it was a leading factor in the poor selection of these courses at only 16.1% as the first major choices in higher institutions of learning by secondary school leavers (Schoffstall, 2013). It was indicated that most tourism and hospitality graduates opt to work in other industries other than tourism (Daskin, 2016). Examining the perception held by these graduates helps to translate a positive angle to each shortcoming that deterred graduates' motivation to work for the industry (Richardson & Thomas, 2012). Using this as feedback to enhance the experience and change any negative perception in the community to fully support the hospitality and tourism programmes (Kieti, 2013). Therefore this study sets the pace to examine the perception of the Strathmore community on hospitality and tourism programmes.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1.Theoretical Review**

The selection of courses was driven by the motivations of individual students (Njoroge, 2015). The word motivation was stemmed from the Latin term *movere*, meaning to move. Therefore, theories of motivation help to elaborate on why students and graduates have a great inclination towards hospitality and tourism programmes and industry (Rahimi & Akgunduz, 2017). It further shows whenever potential hospitality and tourism students have prior exposure to the career, it boosts their pursue of these courses (Shroder, 2020).

#### **2.1.1.Push-Pull Theory**

This theory was first mentioned in 1966 by Everett Lee which mainly identified factors that forced natives to migrate to foreign lands (Aquino, Tuazon, Yap, & David, 2017). Mr Lee further classified it into push and pull factors. These factors help to explain what influenced migrants to desire to change their residences. So pushing people out of one area and pulling them into another.

A Push and Pull motivation theory enable the understanding of which country hospitality and tourism students opt to study from, and graduates opt or seek opportunities to work. According to Rahimi & Akgunduz (2017), there are more educational and job opportunities for every individual abroad. Many practitioners in the industry are motivated and are willing to work abroad because these hospitality and tourism programmes are globally connected (Aquino et al., 2017). It clearly shows that students are motivated by different life aspects to go to study in foreign countries rather than their own (Kuo & Wong, 2019).

Push factors are characterised by the differences in the country's political, economic and social statuses (Rahimi & Akgunduz, 2017). Push factors are also identified with gauging if the mother country's economy has the potential to meet the needs of aspiring hospitality and tourism students such as securing job opportunities (Wang, Hung, & Huang, 2019). The student's decision to study overseas was provoked by family members, determined by the entry grades and eagerness for a new exposure (Kuo & Wong, 2019). Whereas, according to Rahimi & Akgunduz (2017) pull factors features that students are imposed by attractive education opportunities such as abroad scholarships. The motivation of hospitality and tourism students to study in countries with fewer crimes rates, suitable weather conditions act as other underlying factors (Kuo & Wong, 2019). Moreover, personal satisfaction and the ability to

adapt to new community exposure (Rahimi & Akgunduz, 2017). Therefore, Push and Pull Theory sets pace as a background of where or institutions that potential hospitality and tourism students choose to study these programmes.

### **2.1.2. The Cognitive Evaluation Theory**

According to Hendijani, Bischak, Arvai, & Dugar (2016), Mr Edward Deci and Richard M. Ryan came up with the Cognitive Evaluation Theory in 1985. It was further divided into intrinsic and extrinsic motivators. The inspirers sought to evaluate the effect of external forces on internal self-drive and how the intrinsic and extrinsic forces shape our character and behaviour.

Cognitive Evaluation Theory was further broken into intrinsic and extrinsic systems of motivations (Njoroge, 2015). This theory encompasses a gradual boost of the active participation and engagement of the students and the graduates in the hospitality and tourism industry (Putra, Cho, & Liu, 2017). A learning institution that encompasses the badging merit methods and credit stickers for students as rewards, pushes their motivation to even excel better in their studies (Hendijani et al., 2016). Excessive availability of external sources of motivation may overpower the students' or graduates innate desire to make self-driven decisions in line with their career (Shi, Connelly, & Hoskisson, 2017).

The intrinsic ones are characterised by personal awareness, self-esteem, and self-dares out of comfort zones whereas extrinsic motivation rewards like satisfactory scores, good remuneration, promotion opportunities and conducive working conditions (Hendijani et al., 2016). Students feel more fulfilled in their decision-making process if at all insights were first felt intrinsically (Shi et al., 2017). A great distinction is intrinsic motivation originates from an individual whereas extrinsic motivation is influenced by third parties such as family and allies (Njoroge, 2015). Intrinsic cognitive needs are as well influenced by personal beliefs and the experiences gained and extrinsic cognitive needs are determined by the prevailing environmental changes (Wang et al., 2019). In summary, Cognitive Evaluation Theory acts as an internal or external underlying factor why potential students choose to study hospitality and tourism programmes.

## **2.2. Empirical Review**

The term perception originates from '*perceptio*' in Latin which is elaborated as the understanding of our senses to interpret our neighbouring environment. The backbone of understanding the perceptions surrounding hospitality and tourism career choices goes way back as potential students decide on their career paths until they are absorbed in the industry.

### **2.2.1. Motivators of hospitality and tourism career choices**

Assessing why hospitality and tourism students desire to pursue these courses was essential in drawing an effective learning framework (Njoroge, 2015). Most hospitality and tourism students choose to take these programmes from an intrinsic level without being obliged by third parties such as parents and friends (Qiu, Dooley, & Palkar, 2017). There was an extended impact on the role of advertising the diverse career choices. If an institution or an organisation designs a detailed captivating advertisement that captures the attention of potential subjects for the industry, more applicants show interest in the positions offered because they have a glimpse of the career offer (Chang & Tanford, 2018).

Some students take a long route by first exploring what other courses offer before arriving at a final decision, which involves a grown-up mindset and a critical thought-process (Njoroge, 2015). The availability of advanced studying opportunities such as scholarships for hospitality and tourism students either locally or foreign, motivates them to take up the career decision (Rahimi & Akgunduz, 2017). Others choose the tourism and hospitality courses after giving advice that comes from their families, relatives, mentors, teachers and close friends (Njoroge, 2015).

Career expectation of future job placements to have characteristics that Generation Y identify with and accommodate them. They were born in an era of advanced communication, therefore, sink in information rapidly, efficient multitaskers and instil the need for freedom of expression (Grobelna, 2017). The elaborate provision of hospitality and tourism courses in the four advanced curricula dimensions in offering certificates, diploma, degree and masters courses has attracted a vast number of applicants (Daskin, 2016). The anticipation to attain lucrative future job titles in the industry such as general managers has triggered an inspiration to pursue these programmes (Grobelna, 2017).

### **2.2.2. Competitiveness of hospitality and tourism programmes**

There was great interdependence between the hospitality and tourism curricula and the success of the industry (Daskin, 2016). The hospitality and tourism curricula have been enhanced four times over the past decades with a gradual shift from emphasizing practical training, to further diversification to other disciplines, then an upgrade of the courses to degree levels and finally the inclusivity of social sciences in the programmes (Hsu et al., 2017). The consecutive edition of disciplines surrounding these programmes has made the students stand out as an effective target for career appraisals amidst other programmes (Ring, Dickinger, & Wöber, 2009).

However, the students are affected by the negative perspectives held by society and this deters them from shinning in their current career choices. These programmes are mainly associated with the female gender which ends up chasing away the potential male students and was associated with poor skills (Grobelna, 2017). The negative picture of poor labour supply that affects the labour-intensive industry, stirs up confusion in students on the need to learn in such a delicate industry (Daskin, 2016). Moreover, the industry was viewed as a non-serious occupation as its workforce was filled with part-timers, exploitation of students on internships, high turn-over of its employees and long working hours with poor pay (Richardson, 2009).

The characteristics of the industry scare away the youthful generation who look forward to flexible working schedules, free weekends, work-family balance and non-repetitive jobs (Grobelna, 2017). Employers have identified employees as a competitive edge which has fostered the hospitality and tourism industry investing in a qualified skilled employee (Francis & Alagas, 2017). Whenever the students understand the characteristics of hospitality and tourism propel the continuity of the industry, then they begin to see the positive angle of these programmes despite societal negativity (Daskin, 2016).

### **2.2.3. Career importance of hospitality and tourism programmes**

The support of the institutions offering hospitality and tourism courses has enhanced satisfaction and boosted the anticipation of students to work in the industry which in turn has raised a positive first impression by their employers (Stansbie & Nash, 2016). The current course enrichment of intertwining with multi-disciplinaries such as information technology, history and inclusion of social sciences has led to multi-skilled and knowledgeable students (Ring et al., 2009). Hospitality and tourism programmes are the basis of direct employment such as travel, destination booking, hotel and restaurants oriented occupations, and indirect employment for graduates through infrastructure, manufacturing, and accounting services occupations (Aynalem et al., 2016).

Depending on the levels of institutions whether diploma or degree that hospitality and tourism students took up, influenced their line of career preferences. Most dread working in the airlines and others to work in the hotel industry to attain monetary independence and career progression (Njoroge, 2015). The curricula educators have helped to effortlessly integrate the students into the working hospitality and tourism industry by walking them through the trends (Abou-Shouk, Abdelhakim, & Hewedi, 2014). The learning framework of the hospitality and tourism course gives a touch on the standards being embraced worldwide so that the students can have a sense of understanding of global hotel brands (Bouchon, Daya, & Ragavan, 2016).

The hospitality and tourism institutions have led to the nurturing of a workforce that well rounded in the vocational, operational and management levels in the industry (Bouchon et al., 2016). Besides, it has shaped students to acquire soft skills when relating to guests, solve industry-related problems and be better leaders of teams (Abou-Shouk et al., 2014). These aspects have led to reduced turnover rates and even encouraging employee retention in the field (Stansbie & Nash, 2016).

#### **2.2.4. The intensity of hospitality and tourism programmes**

The rapid expansion of tourism and hospitality in the entire globe has led to extensive competitiveness between institutions, expansion of faculties and advancement of the curricula (Abou-Shouk et al., 2014). The constant complaint by the industry practitioners of the mismatch of the hospitality and tourism curriculum and the industry trends has affected the delivery of the learning to the students (Zaitseva et al., 2016). This was a result of the programmes being highly technical rather than theoretical and the materials are inadequate in geographical distribution (Hsu et al., 2017).

A thriving tourism and hospitality curricula were a result of combined efforts between the industry practitioners and the institutions (Daskin, 2016) A deficiency between the two, has led to the progressive failure of students in the courses which has resulted in limited success and limited research funding in the industry (Hsu et al., 2017). There was a mismatch learning perspective of the diploma level graduates as more technical than the degree graduates which has led to an ‘overqualified attitude’ among the degree level graduates (Njoroge, 2015).

The hospitality and tourism programmes are accused of settling on training the technical aspect only which has created a deficiency in bringing a whole-rounded society graduate (Ring et al., 2009). It was because of these misconceptions, there has been a rise of wasted learning opportunities for graduates who opt to choose other career paths other than the tourism and

hospitality courses (Grobelna, 2017). On the other end, it has led to a misinterpretation by the employers on what the graduates are likely to bring to the workplace (Njoroge, 2015).

### **2.2.5. The learning experience of hospitality and tourism programmes**

Active learning methods where students are allowed to pass knowledge or lead their classmates as result they identify their strengths and flaws, as it was more oriented on discovering the potential of every single student (Chau & Cheung, 2017). This method was efficient for Generation Y who are passionate to learn from mistakes and being challenged out of their comfort zones (Grobelna, 2017). Learning based on the problem-solving, virtual and team-oriented framework has had a tremendous impact on the individual students and has enhanced an active class interaction (Hsu et al., 2017).

The vocational training helps the students to identify with what happens in the industry and therefore be more accustomed to the operating technical standards of the industry (Bouchon et al., 2016). Following a mixed strategy of passing knowledge to students such as integrating the curricula with internships, has boosted the morale of students and has, as a result, promoted the retention of staff in the industry (Stansbie & Nash, 2016). The specialization of hospitality and tourism programmes has enhanced the students' decision to settle on areas they comfortable and passionate in like housekeeping, front office, service or marketing (Abou-Shouk et al., 2014).

It was from the practical learning experiences that students are nurtured to acquire managerial skills and exercise what the industry offers (Marinakou, 2013). There has been a consideration on the availability of students to take up the curricula whereby there has been inclusivity of part-time students apart from on full-time basis (Abou-Shouk et al., 2014). There are provisions for students to give overall feedback on all the curricula experience and complaints aired out are addressed for the sake of the success of future practitioners (Putra et al., 2017).

### **2.2.6. Industry exposure to hospitality and tourism programmes**

Internships are a motivational source of students' learning gratification for their career development (Marinakou, 2013). The student's interactions with hospitality and tourism working environments when still pursuing these courses boosts their overall student experience. This aspect positively impacts their future working experiences in the industry and encouraged their retention (Shroder, 2020). Internship's opportunities complement the institution's learnt scope of hospitality and tourism programmes. This helps the student connect

between the aspects learnt in school and the reality in the workplace which facilitates industry capabilities (Stansbie & Nash, 2016).

The internships are designed to benefit a three-fold system, the hosting industry, the student and the institution and therefore it results in a winning situation for the parties involved (Stansbie & Nash, 2016). These industry exposures leave an emotional connection of the industry on the student which has influenced their work engagement as future employees (Putra et al., 2017). Sometimes the internships are eye-opening opportunities as they help the students to identify the gaps in their curricula (Abou-Shouk et al., 2014).

An encouragement to students to pursue a specific area of operation during their internship has an excellent outcome on career motivation (Stansbie & Nash, 2016). Successful internships are inclined to the use of outstanding qualified trainers to enhance a satisfactory learning and working environment for the students (Marinakou, 2013). Pre-career opportunities encourage career awareness, fill in the curricula niches, doubled up the student's learning morale and ability to fit in the future industry (Shroder, 2020).

### **2.2.7. The employability of hospitality and tourism graduates.**

The integrative element of perfect service in the hospitality and tourism industry was the employee and therefore was the backbone of a successful industry (Grobelna, 2017). However, the industry faces the challenge of attracting retaining graduates who study for these courses (Daskin, 2016). This entirely because the industry was associated with inflexible working hours, non-interactive working conditions and the industry has been severally viewed to have monotonous routines (Maxwell et al., 2010). In yet another study the industry was generally seen as an only female industry and was attributed to low entry skills for its employees (Bahcelerli & Sucuoglu, 2015). All these aspects collide with the expectations that graduates have especially Generation Y graduates who want a working experience that gives a balance to all life aspects such as career growth, friendships, family and gradual raise in their monetary positions (Grobelna, 2017).

Being equipped with knowledge of the core units and the ability to professionally exercise the skills in communication are the two main elements that qualify graduates to be the best fit for the industry (Abou-Shouk et al., 2014). There was a further opportunity for the graduates to be taken back by the hospitality and tourism employers where they did their internships due to the already accustomed standards of the industry (Stansbie & Nash, 2016). Whenever the graduates at diploma or degree levels are unlucky to secure jobs in the formal sector, they opt to pursue

self-employment (Njoroge, 2015). Nevertheless, the hospitality and tourism industry has a wide scope of both indirect and direct employment for its employees which led to an assurance of graduates settling for great career opportunities, growth and exposure (Aynalem et al., 2016). Africa was renowned for its growing economies, with Nigeria, Egypt and South Africa leading, in the tourism industry which accumulated 24.6 million jobs in 2019 (WTTC, 2020). Moreover, by 2019, the growth rate of Tunisia's travel and tourism sector grew by 12.9%, Rwanda had a remarkable 10.9% growth and Kenya had expanded by 4.9% (WTTC, 2020). Africa was anticipated by 2030, by UNWTO (United Nations World Tourism Organisation), to have an overall growth of up to 134 million tourist arrivals which translates to high job opportunities, over the years, for the graduates (AFDB, 2018; United Nations, 2018).

From a recent study, it was highlighted that hospitality and tourism students who have undergone these programmes over a higher duration of four years, serve as are a quick target for employers (Fathoni et al., 2019). With the advancement in the curricula, the new stream of graduates to the industry was exercising a blend of technical skills and general knowledge in their interactions with guests (Adeyinka-Ojo, 2018). There are developing pipelines of international hotels chains with an anticipated opening of 113 hotels with a total of 21,430 rooms in the upcoming years (AFDB, 2018). Marriott International brand sets the pace in high confidence of opening more than 200 hotels with 37,000 rooms or in the pipeline by 2026 (AFDB, 2018). This explains why there was a good lead of over 80% of the hospitality and tourism graduates securing job opportunities in the industry after 6 months (Chand, 2016).

#### **2.2.8. Job attractiveness of hospitality and tourism industry**

The attractiveness of hospitality and tourism graduates means the likelihood of them being attracted to the industry right after completion of their studies (Adeyinka-Ojo, 2018). The industry always looks forward to absorbing graduates due to the high rates of staff turnover (Grobelna, 2017). Moreover, the industry was widely characterised by youthful employees who had prior exposure to the industry through internship opportunities in the hospitality and tourism industry (Stansbie & Nash, 2016). The industry was as well characterized by employment mobility which was by nature what aided employees to adjust according to their work-life circumstances (Cassel, Thulemark, & Tara, 2018). Information Communication Technologies was one of the driving forces in the industry and the transit to e-tourism has improved job productivity and attracted new applicants into the industry (Bekteshi & Bekteshi, 2017). Sheresheva & Kopiski (2016) highlight that the hospitality and tourism employees have

an added advantage to get trained, retrained, advanced training and the industry was in constant contact with higher institutions of learning.

A considerate human resource department in the industry that understands the nature of the millennials and Generation Y, has positively attracted graduates through posing favourable working environments (Grobelna, 2017). Graduates who are looking forward to career progression and experience without much emphasis on the unrealistic start-up salaries, tend to have a great work attraction which leads to their retention in the industry (Chand, 2016). Moreover, with the improvement in the human resource, recognition of employee after a job well done, a created sense of belonging and good remuneration attract graduates (Grobelna, 2017).

Generation Y falls under 1977 to 1994 years of birth (Cho, Bonn, & Han, 2018). They account for over 10% of the overall employment in the world (Yin, Li, Pui, & Kong, 2016). They are less attracted by monetary gains but rather by working for an industry that shows genuine concern for the community (Frye, Kang, Huh, & Lee, 2020). Generation Y prefers leisure time and needs additional job enrichment and value to boost their motivation (Brown & Thomas, Nicholas Bosselman, 2015). Moreover, Generation Y was attracted by well-defined individual roles, conducive working conditions and favourable vertical and horizontal organizational relations (Brown & Thomas, Nicholas Bosselman, 2015; Frye et al., 2020)

Frye, Kang, Huh, & Lee (2020) highlight Generation Z synonymously as Millennials, who represent individuals born between the 1990s to 2000s (Cho et al., 2018). Generation Z was identified with a higher spirit of entrepreneurship of 17% than Generation Y at 11% (Cho et al., 2018). For this group to regulate the stress degree of their jobs and to have an accommodative work-life balance, they hop from one job to another and job mobility was well embraced in the hospitality and tourism industry (Cassel et al., 2018). This generation was closely associated with digitalization prefer convenience when working, social working environments and due to their short-lived attention span prefer speedy access to the relevant data (Elzen, 2019). With the new adoption of technology into the industry, hospitality and tourism graduates are aware that, they are looked upon as the 'new blood' to bring forth (ICT) Information Communication Technologies skills learnt (Bekteshi & Bekteshi, 2017).

There exists a 'struggle for the fittest' hustle when seeking job opportunities in the hospitality and tourism industry whereby, entrepreneurs are in search of the best-qualified candidates and the lucky few, are heavily compensated and are assured of job security (Chand, 2016). A lot of

competition standouts amongst employees as a result of the graduate's exposure to diverse working environments and impacted prior knowledge (Abas & Yustika, 2016). The attraction of job opportunities was reliant on the measures taken up by the human resource in absorbing and moulding graduates to reinforce a more stable industry free of labour shortages (Ismail & Daud, 2019). In the orientation stages of new employees to tourism and hospitality, ethical standards are embedded in them and this has greatly enhanced suitable job positioning and therefore enhanced attractive working conditions (Goh & Jie, 2019). For potential hospitality and tourism employee, their job security was dependent on the skills they possess which increases their chances of being employed (Cassel et al., 2018).

### **2.2.9. Global mobility of hospitality and tourism graduates**

Mobility was identified with a shift between jobs, organisation or institutions within the same or far off geographical area rather than the initial residential location (Shroder, 2020). According to, the industry practitioners have posed their employees 'exchange from one job to another as normal (Cassel et al., 2018) Through the aid of foreign hospitality and tourism scholarships, students have been enriched to the global exposure which has, in turn, led to global partnerships and exchange programs between different nationalities (Rahimi & Akgunduz, 2017). The hospitality and tourism sector has been identified to be one of the leading employment contributors to the youthful generation, women and migrants from the entire globe (Aynalem et al., 2016).

Whenever these graduates seek employment or further education in foreign countries, they undergo a cross intercultural change touching on their new living conditions, food changes, interactions with new residents and school or job modifications (Bierwiazzonek & Waldzus, 2016). It was further noted that with the upcoming international brands worldwide, graduates are more assured of being exposed to exquisite global aspect as they progress with their career (Bouchon et al., 2016). Quick adaptation to international life adjustments by identifying factors that favour them, enhances their expatriate experience as graduates (Bierwiazzonek & Waldzus, 2016).

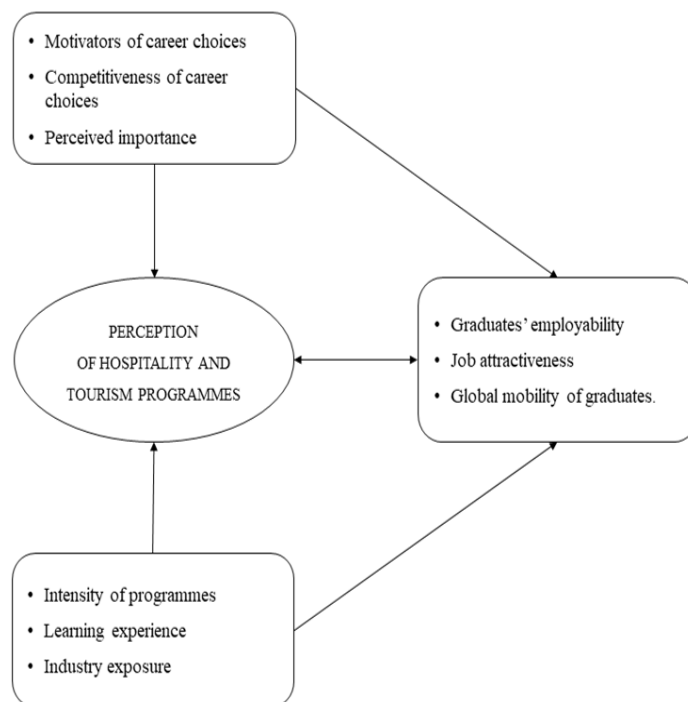
Depending on the opportunities rendered by the host country, more and more social interactions are enhanced between the expatriate and the citizens which have led to intermarriages and have spurred better relationships amongst their circles of colleagues or even schoolmates (Bierwiazzonek & Waldzus, 2016). This mobility has been made successful by the support of better transportation systems; airlines and advanced communication technologies; social media (Colomer, 2017). International mobility of graduates creates an opportunity for them to

discover and learn from foreign societies and create a base for an added exposure in line with the hospitality and tourism sector (Page, 2019).

### 2.3. Research gap

The empirical framework of this study had few research articles as references within the 10 years difference to to-date. Research papers that matched up with the topic of this study, ranged from years 1984 – 2009. Therefore, most of these references did not capture aspects of what the community at large perceived of the hospitality and tourism programmes. Most articles focused on the perception of hospitality and tourism graduates on their industry and motivation of hospitality and tourism employees. This study aims to uncover the perception that the community has towards hospitality and tourism programmes and help embrace a true and positive perception of these programmes.

### 2.4. Conceptual Framework



*Figure 1: A Conceptual Framework on factors influencing Perception towards Hospitality and Tourism Programmes*

## CHAPTER THREE

### METHODOLOGY

#### **3.1.Type of research design**

This study used a descriptive research design because this paper had few references therefore it aided in giving explanations on the missing perception of this study. Moreover, it stood out as been the highest adopted research design by most of the research articles referenced in this paper. This design employed a qualitative methodology to examine the perception of the Strathmore community on hospitality and tourism programmes. The focus was directed on collecting primary data from the respondents to get first-hand information.

#### **3.2.Methods of data collection**

A questionnaire was developed to form survey questions from the specific objectives of this study. Google forms were used in drafting the questionnaire. The questionnaire design comprised of both open and close-ended structured questions. The answering options were a mix of multiple choices, Likert scale and paragraph answers. WhatsApp, a cross-messaging platform was being used to distribute and collect self-administered questionnaires to the staff and undergraduate students of the Strathmore community.

#### **3.3.Population**

The target population was the Strathmore community which has a group of individuals found in Strathmore University. Strathmore University is a private university found along Ole Sangale road which is 5km away from Nairobi town. It is rich in diversity of students and staff and has its education segments classified into schools and faculties namely, School of Humanities and Social Sciences, School of Computing and Engineering Science, School of Tourism and Hospitality, Strathmore University Institute of Mathematical Sciences, Strathmore Law School, Strathmore Institute of Management & Technology and Strathmore University Business School. Previously the total population of this study was 5,050 individuals which were in two folds, 4,200 undergraduates and 850 staff. Unfortunately, due to the impact of COVID-19, the physical population was affected as social distancing became the new norm, the staff's working hours were reduced and online learning was adopted. Therefore to mitigate the sample size of 365 undergraduates and 272 staff, a precision of 9.5% was used on the students' population and 19% of the precision on the staff' population. This change brought a sample size of 108 undergraduates and 27 staff.

### **3.4.Sampling design**

A stratified random sampling method was adopted based on the two categories: the undergraduates and staff of the Strathmore community. Therefore a sample size of 108 undergraduates and 27 staff from the Strathmore Community. The different schools and faculties the undergraduates belong to and the different departments that the staff serve from acting as a second distinguishing aspect.

### **3.5.Data analysis**

The specific objectives of this study formed the basis of how the collected data from our target population was analysed. To analyse the perception of the Strathmore community on hospitality and tourism programmes as career choices, the analysis generated both percentages and means for the multiple choices and the Likert scale whereas the open-ended questions used the content method of analysis. To determine the perception of the Strathmore community on learning activities and experiences of hospitality and tourism programmes, percentages were used to analyse the questionnaire responses. To establish the perception of the Strathmore community on the competitiveness of hospitality and tourism graduates, the use of mean was adopted in the analysis. Therefore, a blend of means, content analysis and percentages were adopted in analysing the collected data for this research to help the community at large to embrace a true and positive perception of hospitality and tourism programmes. Pie charts, a table, a funnel, clustered bars and columns were used for data presentation purposes.

## CHAPTER 4

### FINDINGS

#### 4.1.Introduction

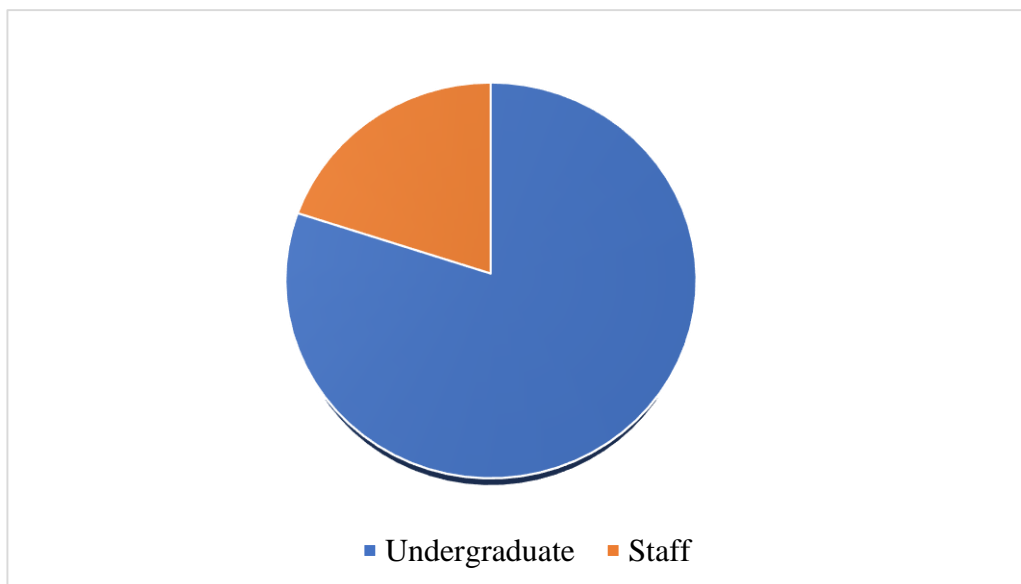
Following the distribution of questionnaires through WhatsApp to staff and students of the Strathmore community, a 100% response was achieved from the 135-sample size of the target audience. Therefore, this chapter sets the pace for the analysis of the primary data and findings collected concerning this study.

#### 4.2.Background Information of the Respondents

This section of the questionnaire sought the profile of the respondents in terms of the category they represented in the Strathmore community, the faculties/schools or departments they belonged to and finally when they learnt that Strathmore offers Hospitality and Tourism Programmes.

##### 4.2.1.Category in Strathmore community

A total of 27 staff members and 108 undergraduate students participated in the study.20% of the sample size represented the staff and 80% the undergraduates. Figure 2 below showcases the results.



*Figure 2:Categories of the sample size*

#### 4.2.2.School/ Faculty or Department at Strathmore University

The target audience was requested to indicate the school or faculty or department they identify with. The response rate from Strathmore Law school was very poor, with only 2 staff and 3 undergraduates, because they were inaccessible due to remote learning and the researcher had few contact details which affected the distribution of the questionnaires. One staff identified belonging to the Admin department. Table 1 below summarizes the findings.

SCHOOL /FACULTY/DEPARTMENT	TOTAL	PERCENTAGE
OTHER	1	1%
Strathmore Law School	5	4%
Strathmore Institute of Management & Technology	12	9%
School of Computing and Engineering Science	15	11%
Strathmore University Institute of Mathematical Sciences	16	12%
School of Humanities and Social Sciences	22	16%
School of Tourism and Hospitality	23	17%
Strathmore University Business School	41	30%

Table 1: School/ Faculty/ Department at Strathmore University involved in the study

#### 4.2.3.Learnt Strathmore offers Hospitality and Tourism programmes

Both students and staff that responded to this study, were requested to state when they learnt that Strathmore University offers Hospitality and Tourism programmes. Most of the respondents indicated to have learnt this aspect before joining Strathmore. The overall feedback is presented in Figure 3 below.

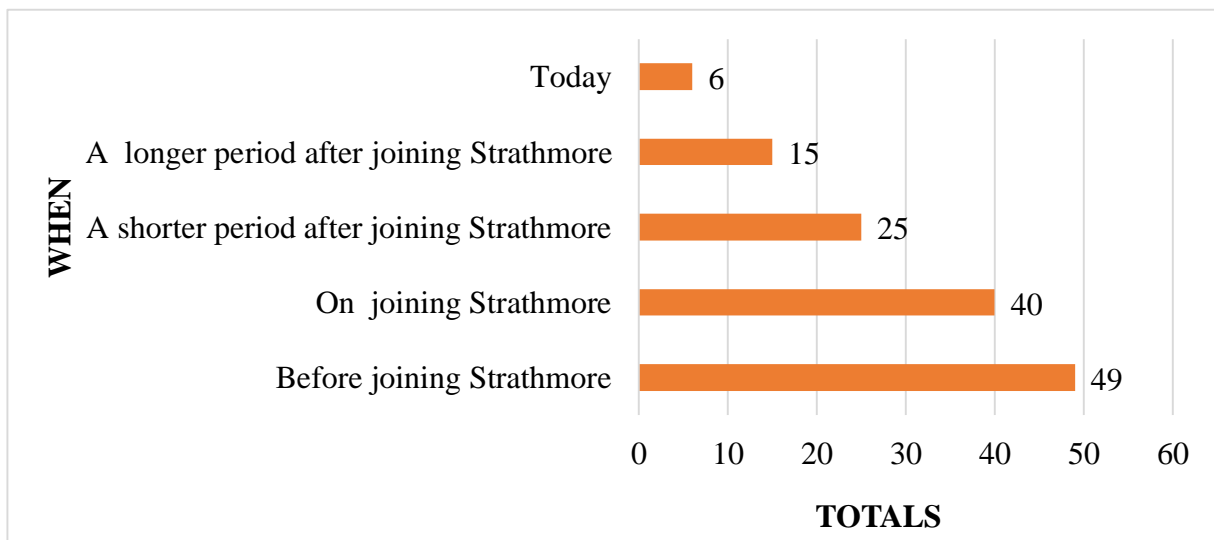


Figure 3: Learnt that Strathmore University offers Hospitality and Tourism Programmes

### 4.3.Perception of Hospitality and Tourism Programmes as career choices

As the second section, this matched the first objective of this study. It sought to acquire responses that surround the perception motivators of choosing Hospitality and Tourism programmes as career choices amidst other careers and their career importance.

#### 4.3.1.Source of motivation to choose these programmes

The respondents were asked to identify in their perspective on what would drive potential Hospitality and Tourism students to select these programmes as potential career choices. An alternative was provided for respondents to express their thoughts. 7 feedbacks were retrieved where respondents associated the motivation to passion, it varied for everyone, others specified “Myself” and another did not know. Figure 4 below presents the data collected.

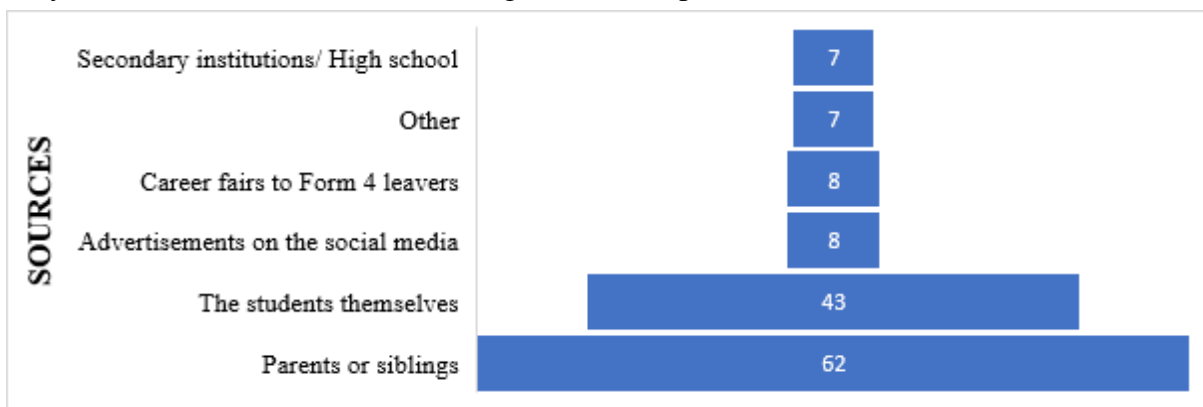


Figure 4: The perception of the source of motivation of career selection

#### 4.3.2.Career competitiveness amidst other careers

In comparison to other career options, the respondents were asked to rate the competitiveness of Hospitality and Tourism programmes. Figure 5 below presents the responses.

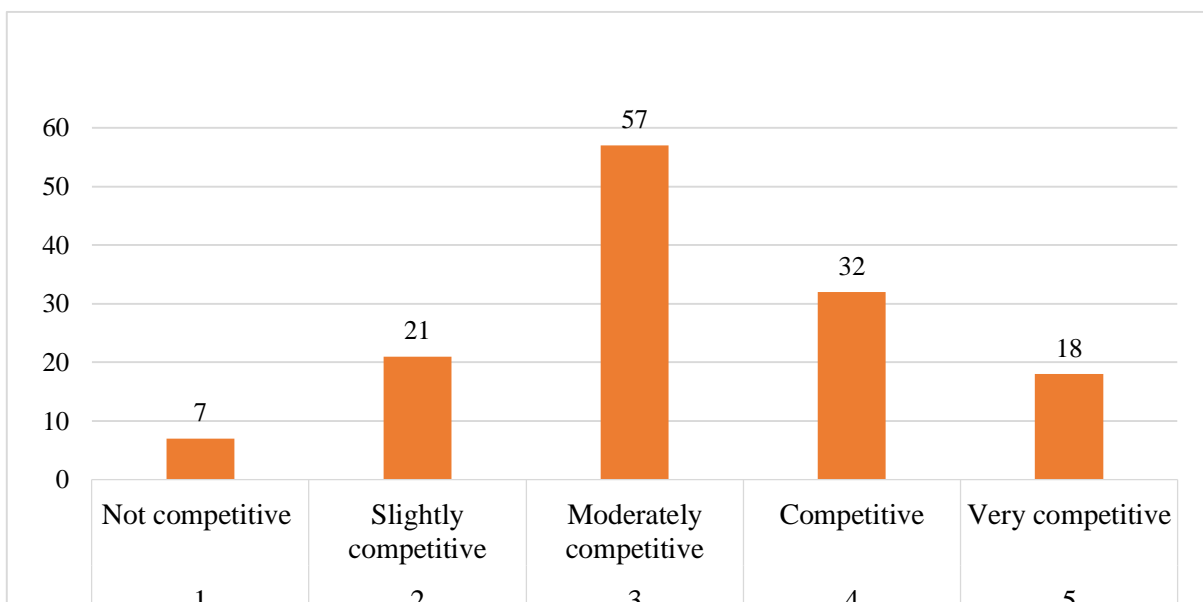


Figure 5: The perception of the Hospitality and Tourism competitiveness amidst other careers choices

#### **4.3.3. Negative and positive perception about Hospitality and Tourism students**

This was an open-ended section that required the staff and students in the Strathmore community to express how they feel about students who take up Hospitality and Tourism programmes. The responses had both positive and negative views. Most of the feedback was positive.

The most dominant positive responses were excellent interpersonal and management skills and are passionate about what they do. Moreover, the respondents commented that the students genuinely care about people, they are keen observers, brave, patient, creative and are extroverted. Some respondents highlighted that some of these students are serious and quite determined with life and they look good in their diverse uniforms. They have good table etiquette, they are hardworking, humble, kind and disciplined. Hospitality and tourism students have a wide pool of career options, they have exposure and appreciate art. Several respondents expressed that they are people who believe in themselves even after facing discouragement from their peers, friends and family. The Hospitality and tourism students are flexible, anticipate customer needs, have high emotional intelligence, are good-looking and are cooperative. Most students are highly likely to be entrepreneurs, they are likely to secure jobs immediately they complete their degree, they are in a competitive market and they are the necessary change that is needed to boost the hospitality and tourism sector in Kenya.

The most dominant negative response was that Hospitality and Tourism students chose these programmes because they are easy and the students are lazy. To add, these students only learn to cook and clean, it is a course for females, they are learning an unmarketable course, they tend to be too easy-going with life and are not highly learned, people. Some of them are less vocal, they failed in core subjects in High school such as Mathematics, they can be mean and good at the same time. Some students took these programmes as a last option for lack of a choice. It is a course for failures, is perceived as easy as compared to other courses and is too common and can be done by anyone. There are no jobs for these students in the economy due to few opportunities, they do not get off days during holidays and they are accustomed to poor pay.

#### 4.3.4. Career importance

Options for only one selection were provided by the researcher that included the basis of future employment in the industry, whole-rounded workforce, enrichment from other multi-disciplinaries, integration to the world, introduction to the new trends or all the choices mentioned. They are represented a few of the career importance of Hospitality and Tourism Programmes. Figure 6 below showcases the results generated with ‘all the above’ scoring the highest selection by 43 respondents.

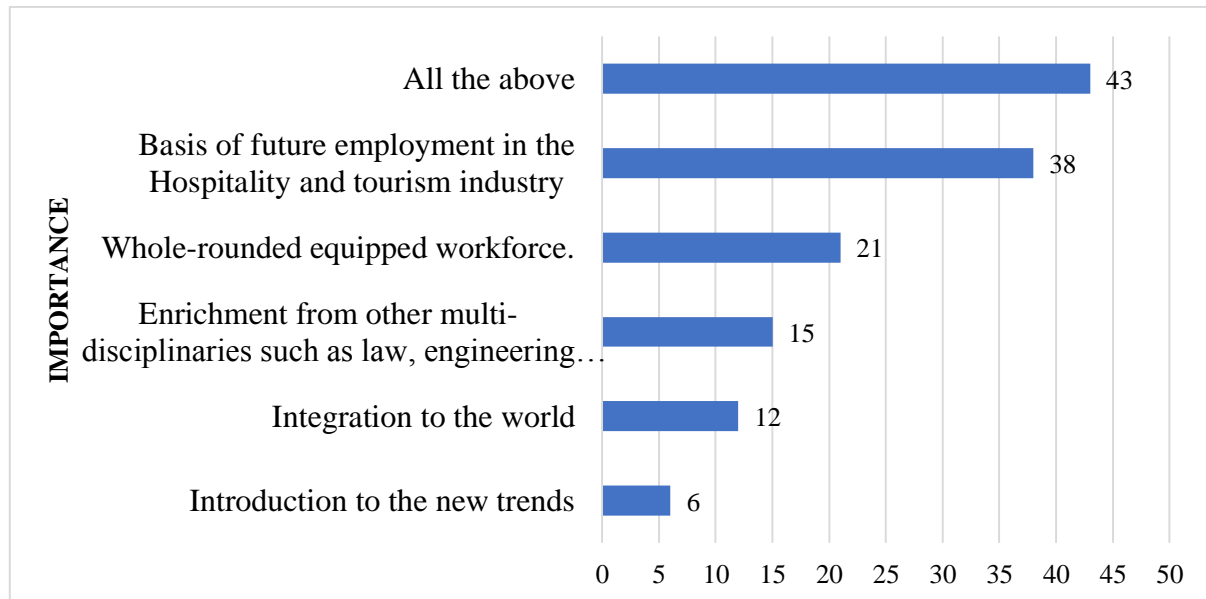


Figure 6: The perception of the Career Importance of Hospitality and Tourism Programmes

#### 4.4. Perception of learning activities and experiences of Hospitality and Tourism programmes

As the third section of acquiring responses, it brought into light how staff and students in Strathmore Community gauge the intensity of learning, the learning framework of Hospitality and Tourism programmes and how long their attachment lasts.

##### 4.4.1. Intensity of learning these programmes

The responses collected were regarding how hard or simple staff and students in Strathmore Community view the learning framework of Hospitality and Tourism programmes. Most of the feedback at 67 respondents, perceived the learning intensity of Hospitality and Tourism programmes to be of moderate intensity. Only 7 respondents each selected ‘very simple’ and ‘very hard’ options which contradicted the content analysed under the negative perception held against Hospitality and Tourism students. This was because the highest negative feedback

stated that they were simple and easy programmes. Figure 7 below presents the results generated.

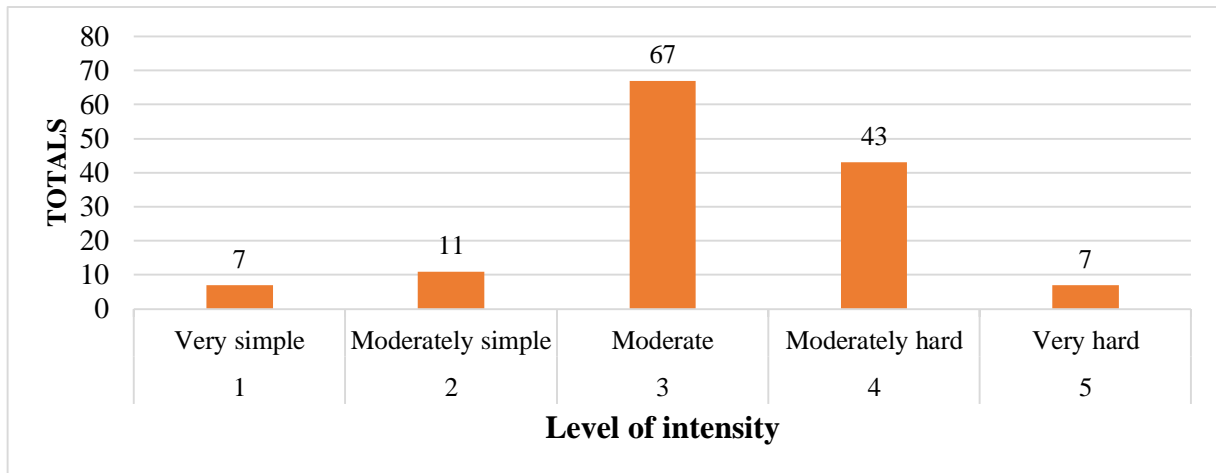


Figure 7: The perception of the learning intensity of Hospitality and Tourism programmes

#### 4.4.2. The learning framework

This explored the mindset of the target audience on what Hospitality and Tourism programmes curricula encompassed. The researcher Figure 8 below shows the data findings.

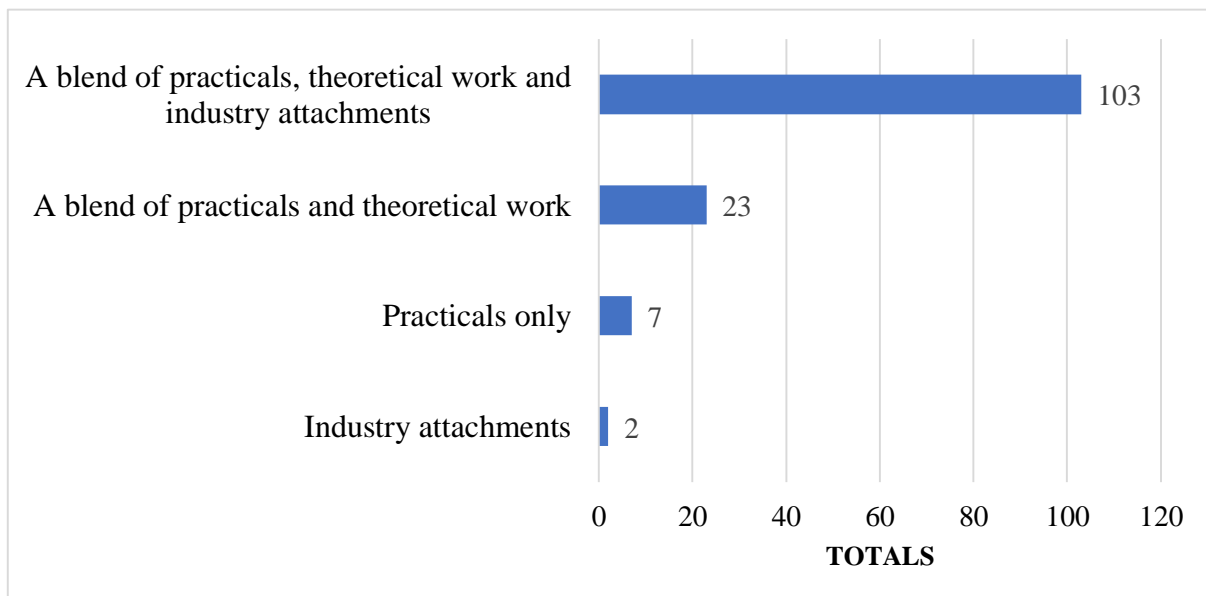


Figure 8: The perception of the learning framework of Hospitality and Tourism programmes

#### 4.4.3.Attachment duration of these programmes

As a major requirement for the successful completion of these programmes, attachments are a key necessity. The figure below presents the feedback generated from the respondents.

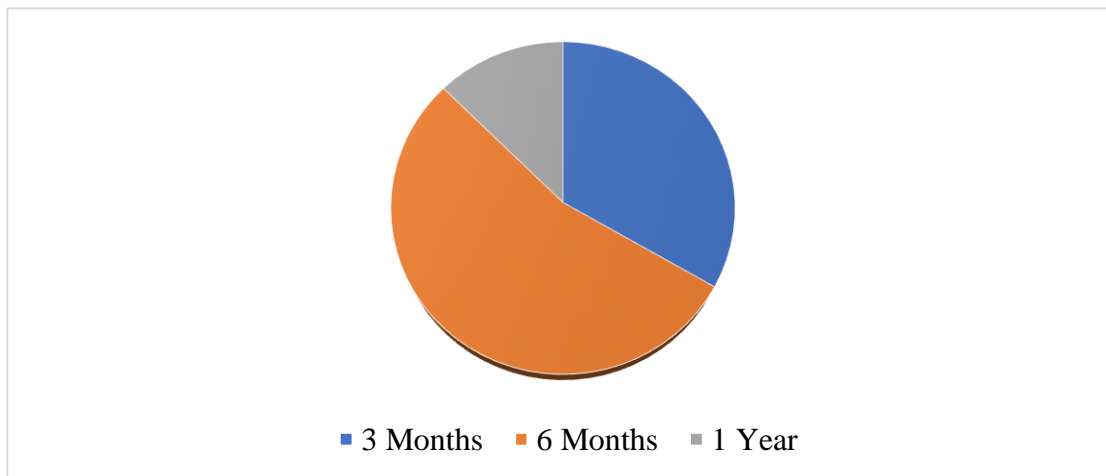


Figure 9: The perception of the attachment duration

#### 4.5.Perception of the competitiveness of Hospitality and Tourism graduates

The last section concentrated on acquiring feedback on the perception of life Hospitality and Tourism graduates in terms of them securing jobs, attraction to the career and what motivated them to seek opportunities abroad.

##### 4.5.1.Securing employment

The clustered bar below indicates the responses generated from the findings concerning what factors scores graduates highly in securing a job after graduation.

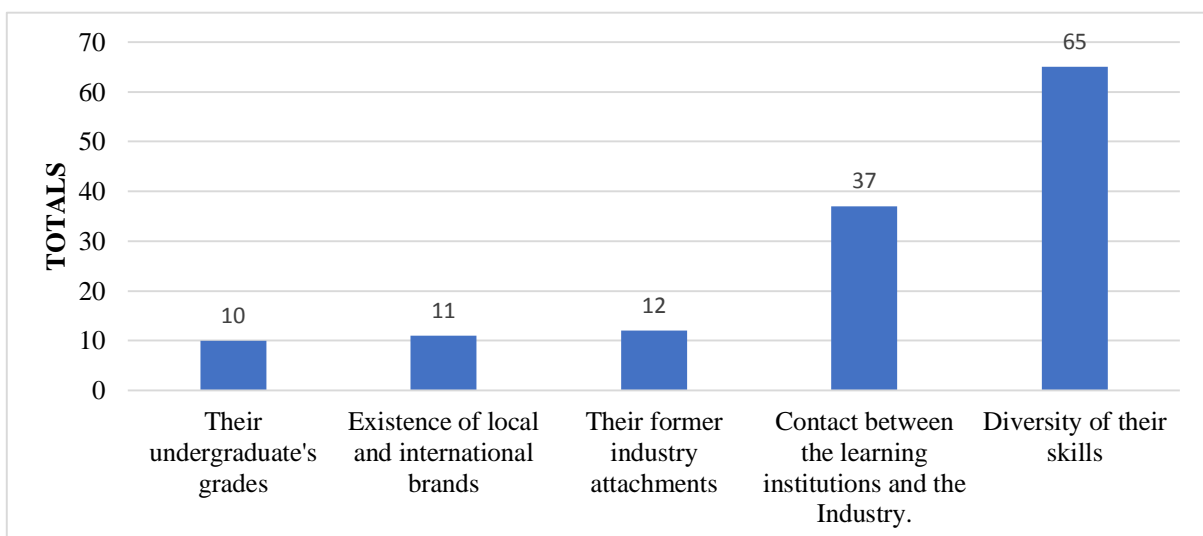


Figure 10: The perception of the factor that scores a graduate highly in securing a job

#### 4.5.2. Attraction to the Hospitality and Tourism sector

Graduates are driven by certain aspects to work in this sector right after completion of their programmes. Based on the provision of choices, the figure below presented the findings collected.

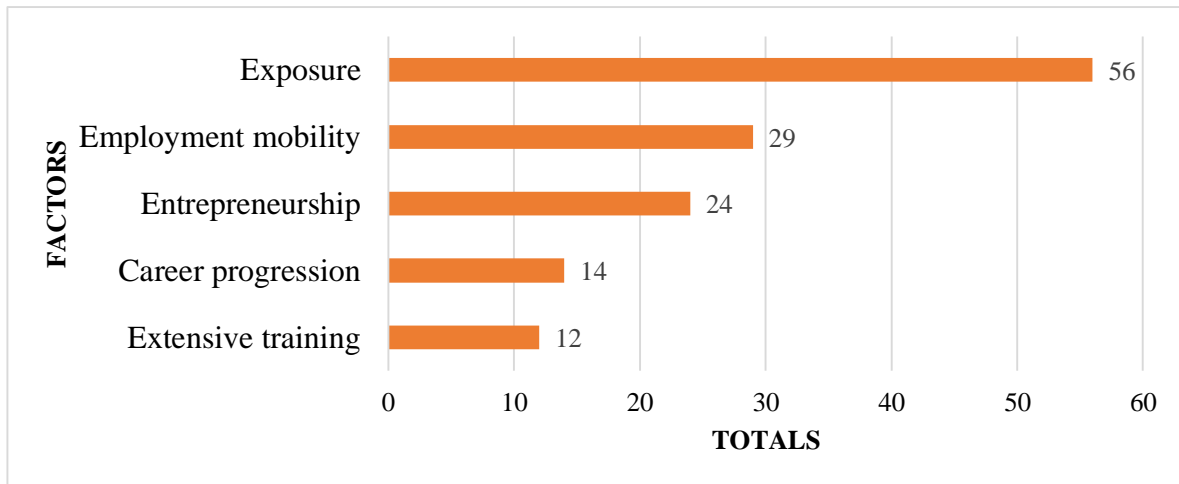


Figure 11: The perception of what attracts graduates to the Hospitality and Tourism sector

#### 4.5.3. Seeking opportunities abroad

The target audience was requested to give their perspective on why some graduates seek opportunities abroad. Choices were provided in addition to an option to express any thoughts that the choices did not meet. Such responses accounted for only 5 that included the need for more money, adventure, better salaries, informed by personal interest, better remuneration abroad and opportunities for self-development. The clustered column below shows the breakdown of the responses as per the findings of this study.

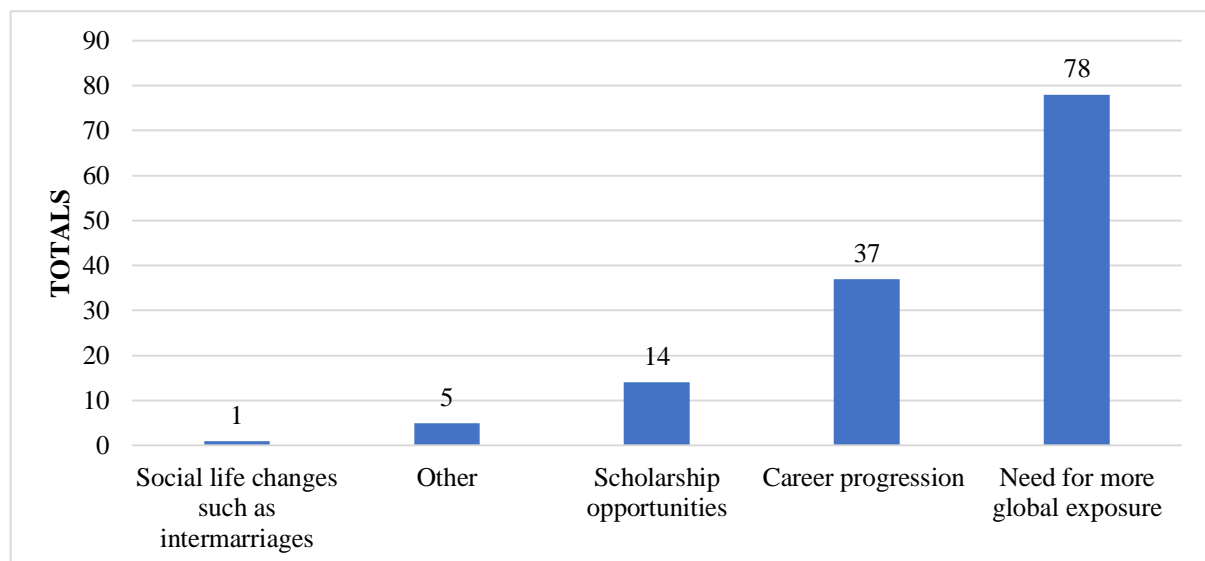


Figure 12: The perception of why graduates seek opportunities abroad

## CHAPTER 5

### DISCUSSION, CONCLUSION AND RECOMMENDATION

#### **5.1. Discussion**

The three main aspects of this study focused on the perception of the selection of these programmes, the learning framework and competitiveness of Hospitality and Tourism graduates. Selection of these programmes further dived into, source of motivation of selection, the competitive comparison amidst other courses and career importance of these programmes. The learning framework identified perception of the intensity of learning these programmes, the learning experience and exposure to the industry. The competitiveness of graduates tackled the perception of their employability, which attracts them to the industry and their global mobility.

Based on the results, the source of motivation to select these programmes was perceived to be from parents and siblings than from the students themselves. This aspect is confirmed where extrinsic cognitive need in making a career choice is influenced by family and friends (Njoroge, 2015). Whenever the students themselves explore doing these programmes, they take their time to critically arrive at the career decision (Njoroge, 2015). It was perceived that Hospitality and Tourism programmes were moderately competitive amidst other career choices. The upgrade in the Hospitality and Tourism programmes, makes the students stand out from other careers and they set a pace in getting career appraisals (Ring et al., 2009). From this study, it was recognized that the career importance was greatly appreciated such as the basis of future employment in the industry, whole-rounded workforce, enrichment from other multi-disciplinaries, integration to the world an introduction to the new trends. According to Bouchon, Daya, & Ragavan (2016), this career has imposed knowledge on the worldwide trends and Stansbie & Nash (2016), expressed the satisfaction of employers by the multi-skilled Hospitality and Tourism employees.

The learning intensity of Hospitality and Tourism programmes was gauged to be moderate despite the negative feedback that most Hospitality and Tourism students chose the career because it is perceived to be easy and is seen as the last standing resort for students who failed in core subjects in high school. This ideology of being easy programmes drives to the aspect of why there are many unskilled employees in the Hospitality and Tourism sector (Daskin, 2016). Among the evident identified positive perception with regards to the Hospitality and Tourism students were, passion-driven students, they have top-notch managerial skills, soft skills, interpersonal skills, artistic skills and are emotionally intelligent individuals. Abou-

Shouk, Abdelhakim, & Hewedi (2014), identifies Hospitality students to be efficient leaders, proactive problem solvers and soft skills equipped. There was a change in perception on the learning framework of Hospitality and Tourism programmes as previously most individuals identified it being “a course for only cooking” to a course that provides a blend of practical works, theoretical work and industrial attachments. This conflict has dwindled due to the gradual shift from practical training to further diversification into multi-disciplinaries that have enriched these programmes (Hsu et al., 2017). Following the perception of how long the industrial attachments should run, six months had the strongest vote. Internships act as pre-career eye-openers that satisfy the curricula gaps that benefit the hosting industry, the student and the Hospitality and Tourism institutions (Shroder, 2020; Stansbie & Nash, 2016).

Among the positive remarks that were given in association with Hospitality and Tourism students were most are likely to be entrepreneurs and the majority secure job opportunities immediately after graduation. Cho, Bonn, & Han (2018), identifies Generation Z to have a higher spirit of entrepreneurship than Generation Y. Over 80% of Hospitality and Tourism graduates secure jobs after 6 months (Chand, 2016). The results of this study identified negative comments such as they are careers with no holidays, female course and poor pay. According to Grobelna (2017), labour intensiveness, no free weekends and holidays and long working hours with inadequate pay scare away potential employees to the Hospitality and Tourism sector. It is a course that is identified with female students (Bahcelerli & Sucuoglu, 2015; Grobelna, 2017).

The diversity of Hospitality and Tourism graduates’ skills was identified to be a leading factor why most graduates secure jobs on completion of their academics. Whenever the graduates are equipped with the knowledge of the core units and can practically exercise them professionally in the workforce, that guarantees them as the best fit for the industry (Abou-Shouk et al., 2014). The leading perception aspect of what attracts the Hospitality and Tourism graduates to the industry was exposure followed by employment mobility. According to (Grobelna, 2017), the adjustment to life circumstances of most Hospitality and Tourism employees is enhanced by the nature of mobility of their employment. Lastly, from the results, the factor that drives most graduates to seek opportunities abroad is the need for more global exposure followed by career progression. Rahimi & Akgunduz (2017), identify global exposure as a factor that draws graduates abroad whereas Bierwiazzonek & Waldzus (2016), believe scholarships or academic progression or intermarriages draw graduates abroad.

## **5.2. Conclusion**

Parents and siblings influence the selection of Hospitality and Tourism programmes. Society is drifting from the mindset that these programmes ‘only cook’. The main standing negative impression is that they are easy programmes done by students who failed in High school. The graduates’ diversity of skills set the pace for them securing jobs after graduation and employment mobility attracts them to the industry.

## **5.4. Recommendation**

This study identified that there was minimal contact between these institutions and the secondary institutions which contributed to the low marketability of these programmes and the rise of negative perception towards those students who ended up pursuing these programmes. The institutions offering these programmes should harness ways of instilling hope and being their constant support from the onset of their career choice.

## **5.3. Limitations of the study**

During the data collection, the researcher had a challenge in convincing Strathmore staff and students to fill in the questionnaire. Most respondents could assume the message and hence took a longer time frame to achieve enough responses. This is because they were being administered online and the impact of Coronavirus guidelines on social distancing restricted to face-to-face follow-up on the target audience. To counter this challenge an adjustment of the sample size of the population was made.

## **5.4. Suggestions for further study**

There needs to be more research on this study and this research writing focused on two sets of individuals, the students and staff of the Strathmore community, which may not have been a perfect representation of the diverse groups, generations and mindsets of a community setting.

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APPENDIX 1  
QUESTIONNAIRE

**THE PERCEPTION OF STRATHMORE  
COMMUNITY ON HOSPITALITY AND TOURISM PROGRAMMES**

My name is Martha Muthoni Munene, currently, a 4th year Strathmore University student pursuing a bachelor's in hospitality management. Partaking this study fulfils academic purposes and upon submission, grants me partial fulfilment of the award of my bachelor's degree. The objective of this study is to examine the perception of the Strathmore community on Hospitality and Tourism programmes.

This study seeks to acquire responses from the Strathmore community, both full-time undergraduates and staff of Strathmore University. The responses from this questionnaire, with great assurance, will remain anonymous, confidential and the collected data will only seek to fulfil academic research purposes.

Kindly fill in this questionnaire that will take 4 minutes maximum of your time.

Thank you!

\* Required

SECTION A

BACKGROUND INFO.

1. Which category do you belong to in the Strathmore community? \*

- Undergraduate
- Staff

2. Which School/ Faculty or Department at Strathmore University do you identify yourself with? \*

- School of Humanities and Social Sciences
  - School of Computing and Engineering Science
  - School of Tourism and Hospitality
  - Strathmore University Institute of Mathematical Sciences
  - Strathmore Law School
  - Strathmore Institute of Management & Technology
  - Strathmore University Business
  - School Other:
-

3. When did you learn that Strathmore offers Hospitality and Tourism programmes? \*

- Before joining Strathmore
- On joining Strathmore
- A shorter period after joining Strathmore
- A longer period after joining Strathmore
- Today

PERCEPTION ON HOSPITALITY AND TOURISM PROGRAMMES AS CAREER CHOICES.

SECTION  
B

1. Who are the motivators of the selection of these programmes as career choices? \*

- Parents or siblings
- Secondary institutions/ High school
- The students themselves
- Career fairs to Form 4 leavers
- Advertisements on the social  
media
- Other:

2. How would you rate the competitiveness of Hospitality and Tourism programmes amidst other career choices? \*.

1      2      3      4      5

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Not competitive      Very competitive

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3. What (negative/positive) perspective do you have about students who choose Hospitality and Tourism programmes? \*

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4. What career importance do you depict from hospitality and tourism programmes? \*

- Basis of future employment in the Hospitality and tourism industry
- Enrichment from other multi-disciplinaries such as law, engineering and accounting
- Introduction to the new trends
- Integration to the world
- Whole-rounded equipped workforce.

All the above

SECTION  
C

PERCEPTION ON LEARNING ACTIVITIES AND EXPERIENCES OF HOSPITALITY AND TOURISM PROGRAMMES.

1. How would you rate the intensity of learning Hospitality and Tourism Programmes? \*

	1	2	3	4	5	
Very simple	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very hard

2. What makes up the learning framework of Hospitality and Tourism programmes? \*

- Practicals only
- A blend of practicals and theoretical work
- Industry attachments
- A blend of practicals, theoretical work and industry attachments

3. For how long do you think the Hospitality and Tourism industry attachments should run? \*

- 3 Months
- 6 Months
- 1 Year

SECTION  
D

PERCEPTION ON THE COMPETITIVENESS OF HOSPITALITY AND TOURISM GRADUATES.

1. What SCORES HOSPITALITY AND TOURISM GRADUATES HIGHLY IN SUCCESSFULLY SECURING JOBS IN THE EMPLOYMENT SECTOR? \*

- Their former industry attachments
- Their undergraduate's grades
- Existence of local and international brands
- Diversity of their skills
- Contact between the learning institutions and the Industry.

2. What makes it attractive to work in the Hospitality and Tourism industry? \*

- Exposure
- Extensive training
- Employment mobility
- Career progression
- Entrepreneurship

3. Why do Hospitality and Tourism graduates seek opportunities abroad? \*

- Scholarship opportunities
- Need for more global exposure
- Social life changes such as intermarriages
- Career
- progression

Other:

THANK YOU!

I am sincerely grateful for your time and contribution.

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