

**THE CONTRIBUTION OF STAFF TRAINING ON OFFERING  
QUALITY HOSPITALITY SERVICES IN HOTELS IN TANZANIA: A  
CASE OF GRADED HOTELS IN DAR ES SALAAM**

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**A DISERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER IN TOURISM  
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**CERTIFICATION**

The undersigned certifies that, he has read and hereby recommends for acceptance by the Open University of Tanzania a research work, titled: **“The Contribution of Staff Training on Offering Quality Hospitality Services in Hotels in Tanzania; A case of Graded Hotels in Dar es Salaam”** in partial fulfillment of the requirements for the award of the Masters of Arts Degree in Tourism Planning and Management Studies.

.....

Dr. Emmanuel Patroba Mhache

Supervisor

.....

Date

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**DECLARATION**

I, **Jonathan W. Karuguru**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for similar or any other degree award.

.....

Signature

.....

Date

**DEDICATION**

This work is dedicated to my daughter, Merabu J. Karuguru, as it reminds me of her parental situations when I started pursuing this programme and thereafter the whole exercise of conducting of this study under the auspices of the Open University of Tanzania.

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## **ABSTRACT**

Staff training is one of the ten principles for sustainable tourism development. This study assesses the level of staff education in graded hotels, staff training situations, challenges encountered in offering of staff training and possible solutions with regard to staff training in graded hotels in Tanzania. Three theories which are Operant Conditioning, Cognitive Learning Theory and Andragogy Theory are used in this study with Andragogy Theory the leading or guiding theory in this study. The study gathered information through questionnaires and interviews as well as observations and documentation reviews. This study therefore, explores and assesses staff training in graded hotels in Dar es Salaam, whereby 90 respondents from 10 graded hotels ranked one to five stars form part of this study. This includes two 5 stars hotels, two 4 stars hotels, three 3 stars hotels, one 2 stars hotels and two 1 star hotel. In chapter four, the researcher makes presentation of the study findings. The findings in the study shows that most staffs in hotels are basically form four leavers with division IV passes and their motives to join the industry are not palatable to the growth of the industry. The study revealed that, training period is shorter in relations to mastery of the required skills for the betterment of hospitality and tourism industry. Surprisingly, even failures and school drop outs secure employments in the key areas of hotels industry such as front office, guest relations as well as F & B and most of top jobs are in the hands of foreigners. The study concludes that, there is a need of looking at education profiles of locals in hotels sector. Recommendations include special scholarships. Online and distance learning programmes provided for hoteliers as it is a feasible mode for upgrading as well as ensuring sound career development mechanism among staff in hotels and tourism sectors.

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**LIST OF ABBREVIATIONS**

CHODAWU	Conservation Hotel Domestic and Allied Workers Union
CTC	Canadian Tourism Commission
DCC	Dar es Salaam City Council
DTEB	Dar es Salaam Tourism Executive Board
EAC	East Africa Community
F & B	Food and beverages
GDP	Gross Domestic Product
HAT	Hotels Association of Tanzania
HRD	Human Resources Development
ICTs	Information Communication Technologies
KAPs	Knowledge, Attitude and Practices
KShs	Kenyan Shillings
MNRT	Ministry of Natural Resources and Tourism
NBS	National Bureau of Statistics
OUT	Open University of Tanzania
RC	Regional Commissioner
TANAPA	Tanzania National Parks
TCT	Tourism Confederation of Tanzania
TTB	Tanzania Tourist Board
TZS	Tanzanian Shillings
URT	United Republic of Tanzania
USD	United States Dollars

WEF	World Economic Forum
WTO	World Tourism Organization
WTTC	World Travel and Tourism Council

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

Tourism is a travel for recreation, leisure, religious, family or business purposes, usually for a limited duration (WTTC, 2010). The World Tourism Organization (2010) defines tourists as people who travel to and stay in a place outside their usual environment for more than twenty four hours and not more than one consecutive year for leisure, business and other purposes not related to the exercise of an activity remunerated from within the place visited.

Tourism is multi-dimensional phenomenon, cutting across various disciplines in life. In its diversity orientations, tourism relates to economics, sociology, cultural anthropology, geography and history (Wangwe *et al.* 2005). In all its dimensions and cross-cutting nature, tourism deserves recognition, planning and coordination, in order to make it sustainable. Failure to observe that, societies will end up suffering from the consequences of the tourism activities in their areas as well as in other aspects of life in general.

Tourism is a service oriented industry. A service can be defined differently by various individuals or authorities. According to Web Finance Inc (2011), service is a type of economic activity that is intangible, is not stored and does not result in ownership. Other definitions of what a service is all about to who receives it or experiences it, as provided in Web Finance Inc (2011) include the one given and indicate that, service is a valuable action, deed or effort performed to satisfy a need or to fulfill a demand.

In other words, service is what you experience. Service is satisfaction one gets after consuming a particular good or meeting a certain experience. Tourism and hospitality draw much of its similarities from various dimensions of what constitute a service as shown herein above. The relationship between hospitality industry and tourism industry is also of being complementary to each other. According to the above hints, these two sectors are most of the time put together in the service industry.

## **1.2 Background of the Study**

The global, regional, national and sectors of tourism indicates that, the conventional tourism curricula tend to emphasize “acting” as opposed to “thinking”. Though the “acting” versus “thinking” debate among educators continues, it is reasonable to expect that credible tourism curricula should find an appropriate balance between practice and theory (Theobald, 1997). Both acting and thinking are very crucial in ensuring that, theories and practices are balanced for sustainable planning and management of the tourism and hospitality sectors of the economy. The linkages, potentiality and fragility of the sectors real need proper plans, systems and human capital to assist in taping all the benefits accrued to the sectors.

According to WEF (2010), tourism is among the largest employers in most countries and also a fast – lane vehicle into the workforce for young people and women. Encouraging travel, boosts consumer and business confidence, it strengthens two-way trade and promotes export income. URT (1999) stipulates various strategies for effectively implementing of the National Tourism Policy. These include having the government concentrating much on provision of infrastructure and conducive

environment for other stakeholders to participate, meanwhile the private sector given mandate to invest and develop the tourism industry.

Embarking on more active publicity of the tourism industry and marketing arrangements for domestic and international visitors is again noted in the national tourism policy. In other ways, the intervention can be efficiently linked to encourage both local and foreign investments in infrastructure and tourist services. In analyzing the national tourism policy, three basic issues emerged which are systems, personnel and infrastructure. With regard to systems, policy postulations address quality and efficiency of service delivery, while for personnel the policy seeks to establish coping mechanism and hence industry's capacity to deliver.

Both systems and personnel require an integrated approach whereby multi-stakeholders are involved in harnessing the two into an infrastructure that paves way for growth of tourism industry in Tanzania, Dar es Salaam in particular. Hence a need to improving the quality of personnel to cope with the increasing requirements of the tourist industry is unavoidable. Staff training as a principle for sustainable tourism development has a legal back up in Tanzanian laws. According to URT (2008) general functions of the tourism division shall include encouraging and promoting the recruitment, training, education and development of persons for the purpose of employment in connection with the tourism industry. It was further stipulated in URT (2008) that, in order to promote high quality tourism in Tanzania, this should be done through the establishment of standards, training and human resources development, either alone or in cooperation with other stakeholders. For ensuring quality control of services in tourism and hospitality sectors, bearing in

mind the closeness and interdependency of the two sectors. Tanzania has started classification of its hotels, taking Dar es Salaam and Coast regions as the first beneficiaries of the hotels grading exercise.

The available literature indicated that, grading of hotels needs to go hand in hand with human resource development as a basis for enhancing the national capacity to manage and develop Tanzania's tourism sector. Tourism services have to be professionally provided in such a way to ensure the value for money to customers i.e. tourists and others.

In that regard, the public sector needs to be less bureaucratic through putting into place favourable conditions for private sector to engage and thus tourism sector developed for the benefits of all Tanzanians. This development milestone is only possible, if the principle of staff training is well observed, considered and integrated in tourism development initiatives in Tanzania.

### **1.3 Statement of the Problem**

According to Tourism Concern and WWF (1992) there are ten principles of sustainable tourism. These principles include staff training, undertaking research, supporting local economies, maintaining diversity and integrating tourism into planning. Other principles are using resources sustainably, reducing over-consumption and waste, maintaining diversity, involving local communities, consulting stakeholders and the public as well as marketing tourism responsibly. Staff training as a principle for sustainable tourism development is yet given its deserved weights nor taken seriously to its heights here in Tanzania (Wangwe *et al.* 2005).

In the current as well as in forthcoming plans for tourism sector development, there was a serious training problem both at entry level and for existing staff within the industry (Wangwe *et al*, 2006). The situation is not much different today. All categories of staff require training, hotels and catering staff, tour and mountain guides, drivers, park rangers, tourism division and ministry staff, TTB staff, TANAPA (URT, 2002). The above elaboration portrayed situations which necessitated the importance of carrying out a research on contribution of staff training on providing quality services in tourist hotels. Therefore, this study looked into the average levels of staff education in graded hotels, effects of staff training in offering of hospitality services, challenges encountered in offering of staff training and possible solutions with regard to notable findings of staff training situations in graded hotels in Tanzania.

#### **1.4 Objectives of the Study**

##### **1.4.1 General Objective**

The general objective of this study is to examine the contribution of staff training on offering quality service in tourist hotels in Tanzania

##### **1.4.2 Specific Objectives**

- (i) To explore education levels of staff working in tourist hotels in Dar es Salaam city.
- (ii) To assess the effects of staff training in graded hotels in Dar es Salaam city.
- (iii) To identify challenges encountering staff training in hotel sector in Dar es Salaam city.

- (iv) To recommend feasible solutions to the identified challenges in hotel sector in Dar es Salaam city.

### **1.5 Research Questions**

- (i) What are the levels of education of staff in tourist hotels in Dar es Salaam city?
- (ii) What are the effects of staff training in hotel sector in Dar es Salaam city?
- (iii) What are the challenges encountering staff training in hotels in Dar es Salaam city?
- (iv) What are the solutions to the identified challenges facing hotel sector in Dar es Salaam city?

### **1.6 Significance of the Study**

This study contributes to policy making and decisions making process regarding tourism and staffing. As for the academicians, this study would help in designing curriculum related to short courses and long courses in tourism and hospitality sectors in Tanzania. With regard to other stakeholders, this study may serve as a point of departure to more in- depth researches in the area of tourism and hospitality in Tanzania. It can help them in terms of being used as a reference or insight, to whatever depths and widths of their studies that are concerned.

The significance of this study helps as a source of knowledge tips with regard to staff in tourism and hospitality sectors in Tanzania. Generally, this study is also beneficial to government, tourism stakeholders and students pursuing studies on tourism related courses. This is from the fact that, the study has boosted the researcher's knowledge to explore, broaden and link the tourism management theories and practices.

### **1.7 Limitations of the Study**

The limitations of this study included fear of the hotels management on releasing their staff information. This is because the sought information is very sensitive to both the image of the individual staff as well as the reputation of their organizations. Again, another limitation of this study was non-response and concealing of some facts by some respondents.

It was not very easy for most of the staffs who were low performers to talk about their failures. Time was also a limitation, bearing in mind the busiest environments of hotels and many staff working in shifts. The researcher also had limited funds to extensively handle the study exercise. In order to achieve the study objectives, the researcher used different methods and strategies to overcome various situations encountered during the study.

For that matter, the researcher applied the student's identity card given to the researcher by the Open University of Tanzania in making of introduction to management in hotels aiming at reducing of fears and tensions among the management in the graded hotels under the study. The introduction exercise and ultimately acceptance by the management to conduct the study in their respective hotels took three to five days.

With regard to achieving study objectives, knowing the availability of time limitation, the researcher designed a timetable to accommodate all the necessary components of the study. This was to ensure that, time resource was well utilized and the research met its desired objectives. On the other hand, limitation of funds was

overcome by the researcher through putting a clear budget estimates to help in controlling of the research process as well as preparations of the report. Data collection and valid responses to the study was achieved at ninety per centum and thus ensuring of both validity and reliability of this study.

### **1.8 Delimitations of the Study**

The first delimitation of this study was dealing only with graded hotels. Looking at fairing of indigenous staff in graded hotels and leaving foreigners out of the equation is another delimitation of this study. This was taken into consideration because the kind of development we assess needs to be spearheaded by local staff and not foreigners. Staff training as a principle of sustainable tourism development is not widely studied locally. From that viewpoint, literature review mostly involved studies conducted outside Tanzania and this is also a delimitation of this study. The study looked more on graded hotels that are based in Dar es Salaam. This was so because, more than a half of all graded hotels in Tanzania are located in Dar es Salaam.

### **1.9 Organization of the Study**

This study is divided into five chapters. The first chapter presents the background information, statement of the problem, study objectives and research questions. Others include significance of the study, limitation and delimitation of the study. Chapter two presents literature review whereby the chapter covered introduction, definition of terms, theoretical and empirical literature reviews. Other focus of chapter two includes conceptual framework, research gap and the chapter summary.

Chapter three presents the study area, research design, and target population, sampling procedure and sample size. It also covered data collection methods, data analysis, processing and interpretation, and validity and reliability, and chapter summary. Chapter four focus on research findings and discussion of the findings. This is divided into introduction, characteristics of the respondents and finally the analysis and discussions. The last chapter covers summary, conclusion and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter captured what others wrote with regard to training needs in hospitality and tourism industry as well as training challenges in the same industry. The chapter compiled and documented individual studies as well as institutional studies, experiences and reports with regard to hospitality and tourism industry. However, theoretical literature reviews and empirical literature reviews are discussed. The same information is further used as part of the study analysis and thus making it easy to determine research gap for this study as well as giving the comparative view with regard to study parameters.

#### **2.2 Definitions of Key Terms**

##### **2.2.1 Hotel Classification or Hotel Grading**

Though not very much popular in Tanzania, hotel classification or hotel grading refers to official classification or rating system for all hotels in the country. Currently hotel facilities are classified into five major categories that identifies by stars, five stars being the highly ranked hotel and one star the lowly ranked hotel (CTC, 2001).

##### **2.2.2 Hotels**

According to UNWTO (2010) hotel refers to commercial establishment providing lodging, meals and other guest services. Hotel is again defined as an establishment that provides lodging and usually meals and other services for travelers and other paying guests (Cambridge, 1997).

### **2.2.3 Service**

Service refers to non-physical; intangible attributes that management controls, including friendliness, efficiency, attitude, professionalism, and responsiveness (CTC, 2001). A service is intangible output and is a result of a process that includes at least one activity that is carried out at the interface between the supplier or provider and the customer or client (ISO, 2015).

### **2.2.4 Tourism**

Tourism refers to the activities of persons travelling to and staying in places outside their usual environment for a period of 24 hours and not more than one consecutive year for leisure, business and other purposes (UNWTO, 2010). Tourism refers to the aggregate of all businesses that directly provide goods or services to facilitate business, pleasure and leisure activities away from home environment (Smith, 1985). Hanziker and Krapf (1941) defined tourism as the sum of the phenomena and relationship arising from the travel and stay of non-residents, in so far as, they do not lead to permanent residence and are not connected to any earning activity. Austrian Economist Hermann Von Schullard (1910) was among early experts who defined tourism as the sum total of the operators, mainly of an economic nature, which directly relates to entry, stay and movement of foreigners inside and outside a certain country, city or region.

### **2.2.5 Training**

Training is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts and rules (Cambridge, 1997). Training also refers to organized

activity aimed at imparting information and/or instructions to improve the performance of an individual as a person or within the organization (CTC, 2001).

### **2.3 Theoretical Literature Review**

In this study three theories were presented and discussed which are Instrument Learning Theory, Cognitive Learning Theory (CLT) and Andragogy Theory.

#### **2.3.1 Instrumental Learning Theory**

Instrumental learning theory occurs in conjunction with the use of instruments. Most people become adapted to uses of specific instruments which tend to make them acquire automatic or conditioned responses. Instrumental learning theory is also known as conditioning or called operant conditioning. This theory was first published by Jerzy Konorski (1948) and was also referred to as type II reflexes. The theory was further developed by Skinner (1957) who is often referred to as father of operant conditioning.

Operant conditioning is a vehicle for teachers to achieve behavior modification in order to improve classroom management and facilitate learning. There are three techniques employed in particular to facilitate learning: prompting, chaining and shaping. Prompting involves giving students clues called *discriminative stimuli* in the lexicon of operant conditioning to help them perform a particular behavior (Skinner, 1953).

It was further argued (Skinner, 1954) that, learning complex behaviors can also be facilitated through an operant conditioning technique called *chaining*, a technique for

connecting simple responses in sequence to form a more complex response that would be difficult to learn all at one time. Each discriminative stimulus leads to a response that then clues the subsequent behavior, enabling behaviors to be chained together.

The third, and perhaps most generalizable technique is called *shaping*, a process of reinforcing each form of the behavior that more closely resembles the final version. It is used when students cannot perform the final version and are not helped by prompting. Shaping involves gradually changing the response criterion for reinforcement in the direction of the target behavior (Skinner, 1954).

According to Landrum and Kauffman (2006), “Despite a rich history and extensive empirical underpinnings, the behavioral perspective on teaching and management is not highly regarded in the education community”. Their critic contends that, operant conditioning is an unfeeling approach more suited to animals than to humans (Landrum and Kauffman, 2006).

Nevertheless, operant conditioning is commonly used in classrooms and is viewed by many teachers as an effective approach to improving classroom practice. It provides teachers with a set of tools for improving classroom management and student learning. There are so many applications of the operant conditioning theory in the society as stipulated here. According to Skinner (1957), when students are learning to read, a teacher may help them by sounding out a word (just as when actors forget their lines, someone prompts them by saying their next line). Prompting helps to make the unfamiliar become more familiar, but, if used too often, students can

become dependent on it, so teachers should withdraw prompts as soon as adequate student performance is obtained (a process called *fading*). Also, teachers should be careful not to begin prompting students until students try a performing task without extra help. On another application of the theory, Skinner taught pigeons to steer torpedoes toward enemy vessels in World War II by chaining together responses that adjusted the direction of a torpedo relative to the target as it appeared on a screen. Although the technique was not actually used in the war, it appeared in trial runs that it would work successfully.

In another learning development, Skinner (1954) suggests that, if the student is given 10 math problems, for example, and gets three of them right, the student gets reinforcement. On the next set of problems, the student needs to get six rights for reinforcement, then 10. By shifting the criterion for reinforcement, or successive approximations, a student's behavior is shaped in the direction of ultimate success.

In hotels and other working places there are instruments to which the users must learn to be able and efficiently applying them. Hence a need to have ample time of learning, rehearsing, practicing, experiencing and mastering of the art of offering services by using those instruments in tourism and hospitality sectors of the economy.

### **2.3.2 Cognitive Learning Theory**

The cognitive learning theory (CLT) tries to connect the act of information processing and interpretation in the body as we learn different things. It is categorically divided into two theories i.e. Social Cognitive Theory (SCT) and the

Cognitive Behavioural Theory (CBT). Using thinking to explain learning is considered paramount in the Cognitive Learning Theory (CLT). Learning process under the Cognitive Learning Theory refers to “thinking using the brain” and the theory implies analyzing of different mental processes first. This theory takes into considerations the influences of both intrinsic and extrinsic factors to explain mental processes and how these factors can bring about learning to an individual.

In a situation where ineffective cognitive processes exist, that can result into difficulties in learning. The very situation can be noted at any stage of an individual lifetime. Again, the theory stipulates that, with effective cognitive processes, learning is easier and processed information can be stored for a long time as memory. Propounded by Professor Albert Bandura (1977), the first category of Cognitive Learning Theory i.e. Social Cognitive Theory (SCT) views learning in connections to three variables namely; behavioural factors, environmental factors and personal factors. Bandura further argues that, intrinsic personal experience of an individual always converge with behavioural determinants and extrinsic environmental factors in the process of learning.

Under this theory, there are several basic concepts in social cognitive theory. The first, is observational learning, the main issue here is learning from other people and gaining knowledge or changing behavior from the learning experience. Reproduction is another concept. This concept puts an emphasis on settling an individual in an environment to retain, behave and practice the good learned behavior. The third concept is self-efficacy which involve learning by putting into practice the learned knowledge or behaviour

The fourth concept is emotional coping, this is good coping mechanism which can lead to effective learning especially in adults. The last concept is self regulatory capability which denotes the ability to control behaviour within an unfavourable environment.

This theory is widely used in development processes, bearing in mind the facts that, it is a learning theory that is based on the idea that, people learn by observing others. In so believing, the Social Cognitive Theory has been applied in mass media communications, hospitality and tourism sectors, public health campaigns and promotions, education programmes, psychology and marketing to mention but a few areas.

The Cognitive Behavioural Theory (CBT) was developed by Aaron Beck in 1960s. Cognitive Behavioural Theory describes the role of cognition (knowing) to determining and predicting the behavioural pattern of an individual. The theory asserts that, individual tend to form self concepts that affect the behaviour they display. These behaviours can be positive or negative and can be affected by a person's environment. Cognitive Behavioural Theory further explains human behaviour and learning by using the cognitive triad.

Research has shown that, Cognitive Behavioural Theory can be used as effective as medication in treating some mental health problems. The treatment can help you manage problems such as anxiety and depression, and make them less likely to have a negative impact on your life. If well applied, Cognitive Behavioural Therapy can

help in removing of stresses, anxiety and depression among staff in hospitality and tourism industry and thus boost the state and quality of services in the two sectors. Therefore this theory is applicable in development of hospitality and tourism industry in Tanzania, Africa and the world in general.

### **2.3.3 Andragogy Theory**

Andragogy is the art and science of helping adults to learn (Knowles, 1980). It is often interpreted as the process of engaging adult learners with the structure of learning experience. Andragogy consists of strategies focused on adults. There are two primary understandings of andragogy. The first one is what regards andragogy as the science of understanding (theory) and supporting (practice) lifelong and life-wide education on adults.

In the second understanding as portrayed in the tradition of Malcolm Knowles. Andragogy is a specific theoretical and practical approach to adult learning. It is based on a humanistic conception of self-directed and autonomous learners and teachers as facilitators of learning processes. Other academic literatures have linked andragogy to reflections, adult learning practice, academic discipline, desirable values as well as specific teaching methods.

Assumptions of the Andragogy theory

- (i) Need to know; Adults need to know the reason for learning something;
- (ii) Foundation; Experience (Including error) provides the basis for learning activities;

- (iii) Self – Concept; Adults need to be responsible for their decisions on education; involvement in the planning and evaluation of their instruction;
- (iv) Readiness; Adults are most interested in learning subjects having immediate relevance to their work and or personal lives;
- (v) Orientation; Adult learning is problem-centred rather than content oriented;
- (vi) Motivation; Adults respond better to internal versus external motivators.

The Andragogy theory was criticized. Knowles (1980s) himself later changed his position on andragogy and he asserted that, Pedagogy-Andragogy represents a continuum ranging from teacher-directed to student-directed learning and both approaches are appropriate for both children and adults, depending on the situation. Hanson (1996) argues that, the difference in learning is not related to age and stage of one's life, but instead it is related to Individual characteristics and differences in "context, culture and power" within different educational settings.

Knowles was not able to use one of his principles i.e. self-concept with adult learners to the extent that he describes in his practices. Self –concept can be critiqued not just from the instructor's point of view but also from the student's point of view. It is true that, not all adult learners will know exactly what they want to learn in a course and may seek a more structured outline from the instructor. In another hand Instructor cannot assume that, all the time an adult will desire self-directed learning in every situation.

Andragogy theory was applicable in different ways. Despite its critiques, "Andragogy" has remained to be a remarkable theory as far as adult learning is

concerned. Therefore, the theory has so many benefits in development of human kind. During recent decades, andragogy has emerged as a scholarly and scientific approach for adult learning. In other applications, andragogy is regarded as an academic discipline within University programmes. Andragogy now is enriching the online world of learning platforms through its self-directed and reflections. It is an ideal approach for adult learning initiatives particularly in hospitality and tourism industry. Andragogy theory is the theory guiding this study.

## **2.4 Empirical Literature Review**

### **2.4.1 Essentials of Staff Training**

Training function is a process that is very important in realizing the objectives of any organization. Langford (2007) stated that, the training process is a critical adjunct for effective utilization of a product or for a process involved in producing goods for the market. Once selected, the new employee must be developed through a process of counseling and training. Even the other living creatures are said to show responses of learning. The process of learning occurs among humans and other animals (Langford, 2007). There are theories which support this statement. The first theory is known as stimuli response theory. It originates from experiments of a Russian Psychologist called Ivan Pavlov (year) who made experiments of ringing bells each time before feeding dogs. Pavlov was able to induce the dogs to salivate by ringing of bells. This theory is based on four elements; such as drive, stimulus, response and reinforcement to positive or negative changes.

The second group of theories is known as cognitive theories of learning. People learn through uses of responses through their nervous systems. Things learnt through

cognitive methods become adoptive into brain and thus functions automatically. The organization is required to have an arrangement of training for its employees. As Nickels *et al.* (2012) puts it that,“ In a training programme the employee immediately begins his or her tasks and learns by doing or watches others for a while and then imitates them, all right at the work place. Training and development improve productivity by increasing an employee’s ability to perform work. The employee is developed and becomes more productive after undergoing the function of being trained. A training system or function is required to have a programme”.

#### **2.4.2 Staff training and Development**

A training arrangement is said to be programmed if the activities are put in some arrangement of activities and sub-activities. A programme is simply a sequence of activities. Putting activities into ordered format is programming. Tanzania in this case has very big challenges to realize sound development in tourism sector. In the course of thinking on how to market its tourist products, Tanzania must first think on the quality of staff available for better services provision in tourism industry. This will contribute a lot to the observance of service quality dimensions within tourism and hospitality sectors in Tanzania.

The Ministry of Natural Resources and Tourism (MNRT) also justifies the case. This is from the fact that “all accommodations in Tanzania are yet to be fully graded, most hotels operate on their own set standards” (URT, 2002). Therefore, the articulated point hereinabove calls for both constant and close watch on the situations in hotels. Again, the concern is shared by an international body as follows; the future success of tourism on the national level may depend largely on whether or not each country

is prepared to educate not only tourism employees, but also tourists and the population of tourism receiving areas so as to impart an adequate level of general culture and etiquette which is essential for all concerned in this wide-ranging and rapidly growing sector”, (UNWTO, 1987).

That is a visionary articulated statement by the world body on the importance of revisiting tourism development strategies. As an interdisciplinary as well as multidisciplinary industry, tourism needs both holistic and strategic approaches; if at all the country opts for sustainable tourism development. Cespedes (2000) recognizes five main objectives of training. These are first to increase productivity; secondly to improve workers morale; thirdly to improve customer relations; fourthly to lower or reduce labour turnover; and fifthly to manage time and territory better. Here the objective stressed to serve the area of coverage and proper timing of functions.

On the current characteristics and trends of business, many writers admit that they are mostly focused on the importance of training. Gomez-Mejia and Balkin (2002) elaborations imply this view by the following remarks that “today’s businesses which are economic and technological and environmental touched are characterized by rapid changes. Thus employees need to prepare themselves for jobs and career changes directed to them”.

According to Dess *et al* (2005) every employee must be trained by the firm, if at all, the firm aims at gaining the best results from the work of its employees either for current or existing moments or in terms of future investment plans. The writers

assertions further state that “ it is not enough to hire highly skilled labour and expect that the skills and capabilities of those employees to remain current throughout the duration of their employment. Rather, training and development must take place at all levels of the organization.

According to Dess *et al.* (2005) Chairman Winston Chen once alerted that “with technology changes, estimated 20% of engineers’ knowledge becomes obsolete each year. Thus training is an obligation we owe to our employees. If we want high growth and high quality, then training is a big part of the equation”. Becjmon and Rosenfield (2008) put it that, “successful implementation of any function depends on the skills and experiences of the workforce by using the enterprise systems correctly.” This implies that the employees are also obliged to make use of the organization’s established opportunities effectively. They should be active in utilizing them.

Also the same emphasis has been put by Perreault and McCarthy (2005) in their book in basic marketing they say that, “...the idea that good sales people are born may have some truths, but it isn’t the whole story. A salesperson needs to be taught about the company and its products”.

In other words the knowledge he or she acquired in colleges may not be thorough enough to include the details of the company or organization and the products it is producing or selling. The need for training is always showing up. When studying about the training needs of a case of sales persons, they learned that “good sales people are trained and not born. All sales people need some training. Selling skills can be learned”.

The writers further underscores that, many companies may neglect training in selling techniques because they think selling is something any one can do. This is not right. Sales people should be trained in skills of for example; how to respond to customers in different moods. They should be taught the skills of listening and understanding the objections of customers”.

### **2.4.3 Forms of Staff Training and Development**

Nickels *et al.* (2012) argue that, “training must be not for permanent and pensionable staff only but rather for all types of staff in the organization, even the contingent workers need training” they remarked. Contingent workers are those who do not have the expectation of regular fulltime employment. There are many ways in which the employees can be trained within and outside the organization. It can be through orientation; this is an activity that introduces new employees to the organization, to fellow employees, to their immediate supervisors, and to the policies, procedures and objectives of the firm.

Apprenticeship is another form of training. This is the training programme involving a period during which a learner works alongside an experienced employee to master the skills and procedures of a craft. In hotels businesses there are two most popular training for information systems. According to Baltzan and Phillips (2008) they are “online training and workshop training”. Each hotel or organization is required to provide training for the employees who use information systems.

According to Nickel *et al* (2012) off the job training is type of training that occurs away from the workplace and consists of internal and external programmes to

develop any of a variety of skills or to foster personal development. Vestibule training is the type of training done in schools where employees are taught on uses of equipment similar to that used in performing of jobs. This kind of training is done most in workshops, garage and wards settings.

They have also recognized job simulation as also a distinct training where there is use of equipment that duplicates job conditions and tasks so that the trainees can learn work skills before attempting them on the job. The teacher of this programme may be a “mentor” who is an experienced employee who supervises, coaches and guides lower level employees by introducing them to the right people and generally being the organizational sponsor.

Rue and Byars (2000) further stresses that, orientation is one of the types of training which must have a kit. The orientation kit must be comprised of the components such as follows, organization chart of the firm, map of the organization’s facilities and copy of the policy and procedures handbook.

According to the writers, other things to include in the orientation kit are list of holidays and fringe benefits, copies of forms used in various functions e.g. appraisal, claims, requests, leave application etc, emergence and accident prevention procedures, samples of newsletters and magazines, telephones, telefax, e-mail numbers and insurance plans. “Every training programme must have the objectives listed or shown. Beckman and Rosenfield (2008) have suggested those objectives to include the following; First there must be shown the instructional objectives showing the items to learn, what, who and when to learn.

Secondly there should be showing of organizational objectives and setting of development objectives of the firm. Thirdly there should be showing of individual performances and growth objectives relating to the members of staff or employees. The writings of Beckman and Rosenfield (2008) shows outlines of methods of training, breakdown of the on the job training and off the job training methods. The methods of training shown are five, on the job training method, off the job training method, apprenticeship training, vestibule training and computer based training methods.

Beckman and Rosenfield have shown the details of the methods accordingly. On the job training method details include; (i) the understanding of assignments (ii) coaching (iii) job rotation and (iv) special projects and committees' assignments. According to Beckman and Rosenfield (2008), the off the job training is broken into sub parts of classroom training; classroom lectures; case studies; role plays; simulation or in basket techniques; business games; assessment centres; use of videotapes; vestibule training; cross functional training and virtual reality.

#### **2.4.4 Assessment of the Training Programme**

Assessment and performance appraisal are aspects of training. These are motivators. They urge every participant to add effort and concentration in the functions of training. Assessment is the process of analyzing and checking the details and effectiveness of a result.

Rue and Byars (2000) have shown the steps of planning the assessment process as follows, define the objectives of assessment, identify the required data, select the

method of gathering the data, gather the data, analyze and verify the data and prepare the final report. According to the writers, assessment can be relating to training needs as well. Needs assessment is a systematic analysis of the specific training activities a business requires in order to achieve its objective. Needs assessment is a tool that is used to determine whether training is needed. Assessment is linked to the process of evaluation. Rue and Byars mention the concept of evaluation by looking about its designs. The training programme evaluation should be done by comparing at least two groups. One being already trained and the other not yet trained. The evaluator should start with the activity of pre-testing both groups before training function.

Then the post-test should be done after training one group. The pre-test and post-test should be done with comparison of the group which received training and the other one which has not yet received training. Time series of changes should be observed to verify the timing of changes of skills occurring in every trainee. Performance appraisal may occur also to assess the effectiveness of training an employee when he or she completes the course. Performance appraisal can be defined as an evaluation in which the performance level of an employee is measured against established standards in order to make decision about promotion, compensation, additional training or firing of an employee.

According to Wright *et al* (2006), evaluation and appraisal aim at determining the training outcomes. Wright and others define training outcome “as a way of evaluating the effectiveness of a training programme based in cognitive, skill based, effectiveness and results outcomes”. According to the writers the outcomes used in evaluating a programme include the following five elements. First, cognitive

outcomes, these are measured by detecting the acquisition of more knowledge. They can be measured by use of pencil and paper tests or observation of work samples. Examples may be knowledge about safety rules for electrical principles in a hotel.

The second are skills based outcomes which are measured by changes of behaviour and skills. For example uses of a tool like jigsaw tool and listening skills to customers are some of the forms of skills based outcomes. According to the writers, the third form is effectiveness outcomes, these can be measured by observing the changes of responses to motivation reaction to programmes and attitudes. These can be measured by use of interviews, filling in of forms and surveys of changes of attitudes. Examples of these changes may be shown by the expression of satisfaction with a training programme; changes in beliefs and cultural elements.

Wright *et al.* (2006) attribute the fourth type to outcomes incidences of changes of events, meaning that, these can be measured by changes of the firm's pay offs. They are measured by observations and data collection concerning habitual changes. Examples are change of number of absenteeism and accidents. Finally the writers mention outcomes of changes of returns to investment as the fifth type in the line saying that, these refer to economic value of training. It can be identified by checking or comparing the changes of costs and benefits results. Example can be shown by the increase of profit generation.

Churchill *et al.* (2000) highlight the likely problems of sales training programmes. They cite likely problems such as lack of top management support; lack of funds; lack of aspirations of sales people; apathetic responses of trainees or employees; and

sticking to status quo or lack of aspirations for advancement. Churchill and others have further suggested that, the creation of the credibility of the sales training programme by first analyzing the needs; determining the objectives; developing improved programmes and then evaluating and reviewing the established programmes and adjust accordingly before it is too late and miss the clients for the produced goods or services rendered.

Again, as for other writers Churchill *et al.* (2000) also recognize and mention sales training methods as including on the job training; off the job training or external training programmes; home training; classroom lectures and electronic methods. Churchill *et al.* (2000) have also hinted on the topics fit for teaching the salespeople. They stress the topics of product knowledge; market and industry orientation; company orientation; time and territory management; job skills as well as anything to do with elements of legal and ethical issues.

On legal education, Neil Denby (2007) has highlighted the dissemination of knowledge about the main laws protecting the consumers. It should include the knowledge of Food and Drugs Act which stresses sales of safe and healthy goods. Other legal and ethical aspects according to Neil Denby can include Trade Description Act focuses on accuracy in describing goods; Consumer Credit Act requires full information regarding costs of credit purchases and giving of a cooling off period to give allowance for relegation;

The writer also mentions the Consumer Protection Act and gives much stress on genuine sales and safe good, the Supply of Goods Act and Services Act which again

is concerned with emphasis of satisfactory quality of commodities; fitting of services to purposes; and possibility of refunding. That is, situation whereby the buyer should be refunded correctly when required. The above samples of literatures review have given support of the topic by providing variation of views. They have shown the various definitions in various styles to the required resources. Each writer has his or her own style of defining. It was argued by Ojungu (1992) that, “there are a host of definitions of resource. But none has gained universal acceptance”. Therefore with diverse views of the various writers, staff training has been digested, guided, supported as a very crucial element for the health of any organization. This is from the fact that, human resource is the cutting edge of an organization and hence the need for staff training as part of staff development plan in any sound and learning organization.

#### **2.4.5 Challenges and Prospects of Staff Training**

In realizing quality services the government of Tanzania stipulates the following as far as tourism development is concerned. “Protecting and enhancing quality control mechanism for tourist products and services through legislation, regulation and by ensuring that through community involvement, these benefits also reach the local communities as this will also serve to ensure the protection of the products and services” (URT, 1999).

*De jure* it is easier to concurring with the above postulation, which puts emphasis on participatory community planning and sharing of tourism benefits. However, this must be seen to be done *de facto*, instead of remaining a policy statement. The big challenge lies on devolving proper and workable mechanism that can help in

sustainable development of tourism in Tanzania, (URT, 1999). However, this argument is internationally accredited, acknowledged and supported in the given viewpoint; “There is no single set of best practices that will work everywhere, every time, because best is not best for everyone, best is a contextual term. Every organization is different in some way-different missions, goals, cultures, environments and technologies. What is meant by “best” are those practices that have shown to produce superior results, selected by a systematic process, and judged as exemplify good or successfully demonstrated” (CTC, 2001).

Nevertheless, Tanzania must establish its own systems, so that to easily be able to note from other tourism and hospitality stakeholders, all that stand out as best practices for shared learning and sustainable development in tourism industry. Moreover much have to be done to improve situations in tourism and hospitality sectors in Tanzania. If we are hereby dedicated to improve tourism services in our country, staff training still needs to be given emphasis in our programmes.

This is justified in the following government statement; “It was estimated that some 32,000 employment existing, additional or replacement staff would require receiving training in the period up to 2005, of which 26,000 were in hotel sector. The requirements today would be about 15 to 20% higher clearly training on this scale, particularly at craft level cannot take place through vocational school alone. For this reason there will have to be substantial degree of on-the job training (URT, 2002).

From the above situation, it is evident and Tanzanians can see how important this study is in the endeavor to improve situations in Hotels sector in Tanzania. Effort to

promote Tanzania must not concentrate on hardware part such as marketing and promotions but also on the software part that include staff training.

In comparative analysis of East Africa states, (SID, 2006) indicated that, despite huge potentials by Tanzania, Kenya was receiving much compared to Tanzania and Uganda. This was when EAC was made of only three countries, before joining of Rwanda and Burundi and now South Sudan in the line of joining EAC. It was further noted in other comparisons (SID, 2006) that, in 2004 Kenya received an equivalency of KShs 42 billion as revenues from tourism while Tanzania received equivalency of TZS 26 billion (with exchange rate of 1 KSh to 10 TZS). The above results indicate that, Tanzania earned TZS 16 billion less than what was earned by Kenya despite its tourism potentials.

This calls for staff training to unearth and package the tourism potentials into winning products to be sold to visitors and tourists and thus raise the revenues from tourism sector in Tanzania. Laxity in ensuring of quality education and training, particularly staff training culminates to dormancy of the industry and hence low revenue from the same. On budget allocations the report further indicated that, when Kenya was spending around USD 10,000,000 for tourism industry, budget allocation for Tanzania was USD 2,000,000.

Putting it into ratios, that makes one fifth of what Kenya spent for development of tourism industry. This again calls for bridging of the budget gap which must include setting budget for staff training in the consideration, if any. Most of the data that are available in many of tourism offices in Tanzania give quantitative analysis and speak

very little on qualitative part of tourism development plans. It is fairly important to look at both the qualitative and quantitative parts of tourism development; if at all Tanzania needs to effectively and constantly assess situations in tourism industry. The following data presentations justify the situation.

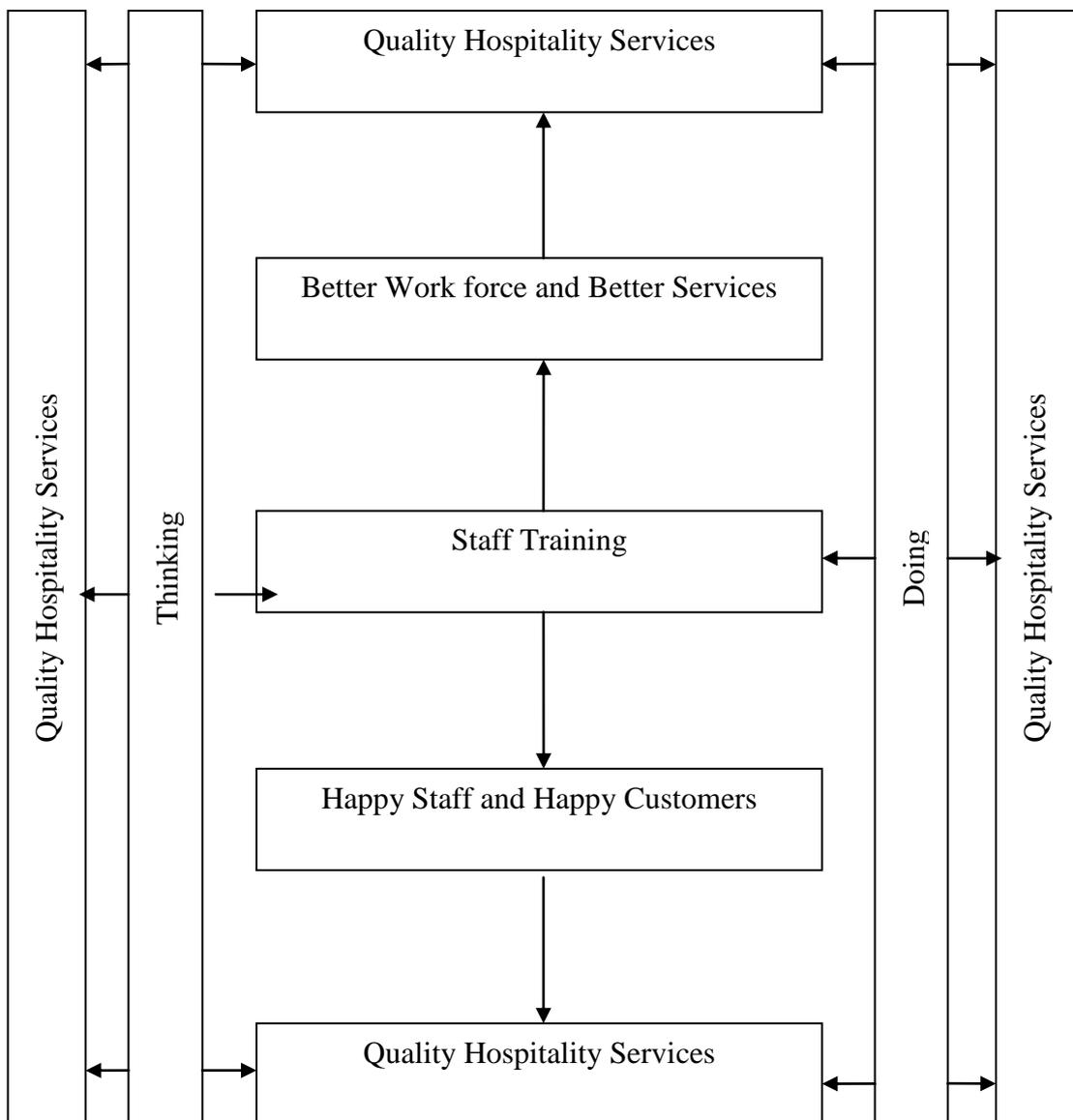
Tanzania was expected to attract huge revenues from tourism industry. Bearing in mind its diverse tourism attractions, that include sandy beaches north and south of Dar es Salaam, the Spice Islands of Zanzibar and excellent deep-sea fishing at Mafia and Pemba Islands. Interesting Maasai culture and arts as well as the Makonde sculptures and carvings done in ebony, with warm, friendly people and wealth of folklore, Tanzania deserved more than what it earned compared to its neighbour Kenya.

Tanzania cannot judge performance situation by solely continuing to provide figures on tourist arrivals (as shown above), number of direct jobs created, GDP, forex as well as total socio-economic benefits that are currently recorded. It is high time the country start thinking of linking the very data to training situations, particularly on having competent and qualified staff for ensuring of sustainable tourism development in the country.

URT (2009) reported on arrivals of tourists in Tanzania, and thereafter, it was compared to Kenya and Uganda data. Situation indicated that, despite the richness in tourism potentials and being the safest destination in the region ever, Tanzania got an average of 500,000 tourists in mid 2000s, compared to 1,000,000 that visited Kenya and Uganda got 250,000 which was the least. Therefore, staff training is unavoidable

deliberation for growing of tourism industry and thus of paramount importance to Tanzania in all its dimensions. The ministry of tourism and natural resources, TTB as well as the private sector represented by TCT has to work hand in hand to ensure staff training observance in tourism industry.

## 2.5 Conceptual Framework



**Figure 2.1: Staff Training Framework in Hospitality and Tourism Industry**

Source: Researcher, 2010

As illustrated in Figure 2.1, staff training is a function of knowledge, attitude and practices (KAPs). Thinking and doing is ‘knowledge’ which is a very key component of an independent variable i.e. staff training. Other dependent variables include happy staff and happy customers that make the ‘attitude’, as well as better staff and better services that are representing the “practices” in the staff training function. This implies that, in the situation whereby the staff training function is well operating and kicking the hospitality and tourism industry enjoys ‘good quality hospitality services’ and eventually ‘positive growth in the hospitality and tourism industry’.

This relationship is built around six variables that are grouped into three groups of two related variables each. The general understanding of this concept is that, the 1<sup>st</sup> group i.e. ‘thinking’ and ‘doing’ are the knowledge itself feeding in the independent staff training variable that have both positive and negative effects on dependent staff training variables i.e. 2<sup>nd</sup> group ‘better workforce’ and ‘better services’, 3<sup>rd</sup> group ‘happy staff’ and ‘happy customers’ and the results of the variables in all three groups impact on the question of ‘good quality of hospitality services’ and eventually leads to ‘growth of hospitality and tourism industry’. When the independent staff training variable affect positively on the dependent variables i.e. ‘happy staff’ and ‘happy customers’ and ‘better workforce’ and ‘better services’, the state of staff training yields positive results i.e. good quality hospitality services in hospitality and tourism industry and the opposite is also true.

The conceptual framework of this study draws principally from Andragogy theory which is a specific theoretical and practical approach to adult learning. Andragogy is the art and science of helping adults learn (Knowles, 1980). It is often interpreted as

the process of engaging adult learners with the structure of learning experience. According to [en.wikipedia.org/wiki/andragogy](http://en.wikipedia.org/wiki/andragogy), Andragogy consists of strategies focused on adults. There are two primary understandings of andragogy. The first one is what regards andragogy as the science of understanding (=theory) and supporting (=practice) lifelong and life-wide education on adults. “Though the global, regional and national acting (practice) versus thinking (theory) debate among educators continues, it is reasonable to expect that credible tourism curricula should find an appropriate balance between practice and theory” (Theobald, 1997).

## **2.6 Research Gap**

Training is a function of modifying a resource to match with the requirement of a task. A natural resource is made to a formation of a tool by making some adjustments in its set up in order to fit with the activity it is intended to be used for. Training is a process of acquiring skills or learning concepts to increase the performance of an employee (Rue and Byars (2000). There are several reasons for training employees anywhere. According to Wright *et al.* (2006), the main reasons for training are as follows; to identify programmes strengths and weaknesses, to assess effectiveness of administration of the programme and to know the trainees who benefit most.

The writers further earmarked other reasons for training as to gather marketing data in order to attract others in the programme, to determine the financial gaining and losses, to compare the costs and benefits and to show the benefits of training to others. These benefits are further amplified by other writers in a different ways as argued herein below. Training is the continuation of the learning process which starts at infancy and continues to occur throughout the lifetime of an individual. Bolton

(1976) writes that, learning is continuous perception, problem solving and application of various ideas.

Training is of vital importance and thus needs observance of the same by all key stakeholders of tourism industry. If honoured, staff training leads to ensured learning and reflections on various developments of tourism industry in Tanzania. With the above view in mind, staff training as one of the ten principles of sustainable tourism development needs to be observed for realizing sound development in tourism and hospitality sectors in Tanzania. Tanzania needs to constantly check on staff training situations or trends and thus the essence of conducting of this study. Despite all advantages of training mentioned above, challenges of staff training in hospitality and tourism industry have not been widely studied, thus, this study ought to contribute on this knowledge gap.

## **2.7 Chapter Summary**

This chapter looked at both theoretical and empirical literature reviews by analyzing of three sets of theories i.e. operant conditioning and cognitive learning theories and concentrating on Andragogy Theory of Learning. The researcher believed that staff training is one of the principles that have a lot of contribution to sustainable tourism development. In so viewing, then it has to be critically evaluated from time to time.

## **CHAPTER THREE**

### **THE STUDY AREA AND RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the study area and research methodologies used in conducting this study. This chapter focuses on the area of study, research design, population of the study, sampling procedure and sample size, methods of data collection, data collection instruments, data analysis and data presentation.

#### **3.2 Area of Study**

The study was conducted in Dar es Salaam City which has a lot of potentials as far as tourism sector is concerned. According to the Ministry of Natural Resources and Tourism (2010), Dar es Salaam has 107 hotels with estimated 4,400 rooms with an estimated 3,000 staff. The City is situated at the Coastal areas along Indian Ocean coastal strips. Again Dar es Salaam City is the major commercial city of Tanzania. It is acting as a hub to all tourism destinations of Tanzania. Dar es Salaam connects better to Northern tourism circuit of Tanzania as well as the highly growing Southern tourism circuit of Tanzania. With all that potentials and the fact that, when grading exercise started in the country, half of the first facilities to be graded were earmarked and conducted in Dar es Salaam city. Therefore, Dar es Salaam region or city stood out to be a good source for meeting the study objectives.

#### **3.3 Research Design**

A research design is a plan for collecting and utilizing data, so that, desired information or results can be obtained with sufficient precision. In its broader

dimensions, Kothari (1999) states that, research designs imply all methods applied for data collection, data analyzing, interpreting and processing. This study employed mixed research design which comprised both quantitative and qualitative approach. Qualitative research designs enable researchers to give a complete, detailed description of observed phenomenon, while quantitative research designs provide a basis to construct statistical models in an attempt to explain what is observed.

In employing a research design best fit for this study, a case study research design was used, which according to Selltiz (1976), it deals with a specific area which could represent the whole or part of the study area. The design offers an opportunity to study a limited number of units, the variables and situations under which the area studied i.e. a case study is taken as a representative sample.

### **3.4 Study Population**

According to Saunders *et al.* (2003), population is a group of individuals or items that share one or more characteristics from which data can be gathered and analyzed. The writers further argue that, population can be any group of people, objects or units from which a researcher wants to obtain data or collect a sample (Saunders *et al.*, 2003).

The population for this study was mainly made up of local staff in graded hotels. These were considered to be information rich and representative of the situations, with regards to the topic under investigation and the aim of this study. However, management officials of the graded hotels were also involved in the study in order to balance the information given by the general staff respondents.

### **3.5 Sampling Procedure and Sample Size**

In research it is not easier to study all the entire population given resources available in day to day life. Decisions are made only to study a small portion of the population from which generalizations or conclusions can be made or drawn about the whole population.

It is felt that, what is true of the sample is true of the entire population from which it is selected. Therefore, in the course of obtaining a sample, a researcher needs to determine the sampling techniques that can help in getting a right and representative sample. In other words, the selected sample or studied sample as well as its drawn conclusions must represent the whole population.

#### **3.5.1 Sampling Procedure**

The methods used in determining the sample for this study were both random and purposive sampling. According to Kothari (2003) sampling is the process of selecting or drawing a sample of individuals from the total population to be studied. The researcher applied purposive sampling to have a list of all 107 graded hotels in Dar es Salaam from the Ministry Natural Resources and Tourism from which 10 graded hotels were picked for inclusion in this study. This was deliberately done to allow only graded hotels i.e. five stars hotels to one star hotel to be purposely included in the study for reliability and precision of study. The list of hotels classification as per stars was used to purposely pick 2 five stars hotels, 2 four stars hotels, 1 three stars hotels, 2 two stars hotels and 3 one star hotel for inclusion in this study. The major criteria were at least to have 4 hotels at the lower stars i.e. 1 and 2

stars and 4 hotels at the upper stars i.e. 4 and 5 stars. Others were at least to have 1 hotel at 3 stars and the last criterion was that, all the hotels must be in Dar es Salaam. The researcher also applied the same sampling procedure to select one senior manager or in-charge at the hotel for inclusion in the list of 10 selected respondents for this study. This was purposely done to have a balanced view on the collected information from other non-managerial staff who responded to this study earlier. Managers were first to be contacted but last to respond to the researcher's questions.

Random sampling technique was used to select respondents among local staff in graded hotels in Dar es Salaam. In order to have a total of the required 10 respondents from each graded hotel, the researcher further picked the other 9 respondents from each sampled graded hotel for collecting of the desired information through both questionnaires and interviews. Through this sampling technique, each unit gets equal opportunity of being included in the sample and hence increased reliability of the sample. With a plan to have a total of 100 respondents from 10 graded hotels, the researcher was therefore required to pick only 10 respondents from each sampled hotel for precision and reliability of the study (Kothari, 1999).

### **3.5.2 Sample Size**

Sample is the subset of population (Kothari, 2004). Sample size is that part of the universe population which is selected for the purpose of investigating and making generalization about the population characteristics (Kothari, 2003). The study needs to ensure that a selected sample possesses all qualities of a good sample. A good sample must be representative of the population, should have a wide range of types, geographically spread and selected by the researcher himself or herself to avoid

differing objectives of the study (Kothari, 1999). Busha (1980) argues that with a sample size of 35 units or larger, the desired precision can be achieved regardless of the size of the original population.

The sample of the study comprised both normal staff and management cadres in graded hotels in Dar es Salaam. The estimation of the sample was limited to 100 respondents from 10 graded hotels, the researcher was therefore required to pick only 10 respondents from each sampled hotel in order to avoid errors in obtaining information concerning some characteristics of the population as well as saving time. Each hotelier had the chance to be included in the sample due to the little variation in a hotel staff population in terms of background and qualifications. The sample selection took place at the hotel through picking randomly i.e. 90% of respondents from the list of staff as provided by the management officials. Only management cadres i.e. 10% of respondents were selected through purposive sampling to have a balanced triangulation of the information provided earlier by the normal hotels staff for checks and balances as well as reliability.

### **3.6 Methods of Data Collection**

In this study both primary and secondary data were collected. Primary data refers to the first hand data collected by a researcher through questionnaires, interviews and direct observations in the field. Secondary data refers to the data or information available in hard copy or soft copy. Secondary data includes official statistics from both private and public accredited entities, government reports, web information and reports from previous studies. In this study various sources of information were

collected. Both primary and secondary sources of data were used to collect necessary data for this study. The sources of primary data included documentary literature review, interviews, questionnaires and observation.

### **3.6.1 Questionnaires**

The questionnaires (Appendix I) were administered to local staff in normal day to day operations of the graded hotels to get first hand information. The questionnaires comprised of both closed and open ended questions. The use of questionnaires limits biasness in data collection process and save time and confidentiality is upheld. Due to the nature of the study, the researcher distributed questionnaires to 100 respondents which was a sample size that was both purposely and randomly selected out of a total of 3000 hotel staff population in 107 hotels in Dar es Salaam. This research tool was used to gather primary data from the hoteliers. Apart from seeking information on education, the questionnaire was also targeting the information about the challenges and effects of staff training in graded hotels as well as the possible solutions to the same problems as affecting the hospitality and tourism industry in Tanzania.

### **3.6.2 Interviews**

The interviews (Appendix II) were mainly conducted to management officials, so that, to balance the information given by local hotel staff in normal operation. Interview was used to collect data from various members of the management cadres. Thus, interview as one of the research tools was used for data collection in order to allow respondents i.e. hotel management staff to express themselves and give out their views from open end questions which were used by the researcher during the

assessment of this study. In this study both structured and unstructured questions were used to obtain first hand information. This is due to the fact that the researcher involved the use of a set of predetermined questions and friendly techniques of note taking for quick and accuracy in obtaining of the required information for the study.

Nine (9) hotel managers were interviewed and the interview exercise was carried out for at least a half an hour per respondent. However, during this exercise, prompt and probing questions were used to get more information on subject matter of this study i.e. staff education information, effects of staff training on development of hospitality and tourism industry, challenges encountered in the context of staff training planning and considerations as well as possible solutions to improve the staff training conditions in hospitality and tourism industry as shown in the interview guide and attached herewith in the study report (See appendix II). Respondents were interviewed separately to avoid external influence or consultation between them. The interview was carried out, so that, to give the researcher a room to make comparison between the information gathered through interview and that were gathered through questionnaires.

### **3.6.3 Direct Observation**

In this study observation was also used to make triangulation of the collected data regarding the staff training situations in graded hotels in Tanzania. Through observations, the researcher had an opportunity to make personal judgment regarding the staff training situations i.e. facilities, capacities and competencies on the ground. The researcher observed age range, sex, staff work ethics, etiquettes, communication skills and professionalism amongst the hoteliers as outlined in the observation guide

herewith attached in the study report (Appendix III). The first two methods i.e questionnaires and interviews also allowed systematic observation to the researcher and enabled the researcher to note, observe and screen for use, all matters that were related to the objectives of this study.

#### **3.6.4 Documentary Literature Review**

This method was used to obtain secondary data for this study. Data were sourced from various books, reports, journals, magazines and newspapers, both published and unpublished, as well as from online sources. Documentary review was basically used to obtain secondary information on the key research area of staff training, performance information in hospitality and tourism industry, theories guiding staff training, career development programmes and education statistics in the country, regional, continental and global levels. The reasons which led to undertake documentary review were to collect secondary data for research reference and for situational analysis predictions and thus assist the researcher on arriving to technically acceptable conclusions.

#### **3.7 Data Analysis, Interpretation and Presentation**

After the data collection, the researcher classified the data in line with the research objectives and thereafter makes data coding. Quantitative data were analyzed by using Statistical Package for Social Sciences (SPSS) to show trends, frequencies and percentages with regard to education levels, performance indicators and staff motives in the tourism and hospitality industry. Qualitative mainly refers to data other than words, such as pictures and video clips (Saunders *et al* 2003). For qualitative data, the researcher used collection techniques such as interviews and observation. On data

analysis, a procedure such as categorizing data that generates or use non-numerical data was used in this study. The researcher further drew extracts from the study analyses and made sound conclusions out of it, with regard to staff training situations in hospitality and tourism industry in Tanzania.

### **3.8 Validity and Reliability**

#### **3.8.1 Reliability**

Reliability refers to the extent to which data collection technique or techniques will yield consistent findings. In other words, similar observations would be made or conclusions reached by other researcher or where there is transparency in how sense was made from the raw data ensure reliability (Saunders *et al.* 2003). In ensuring reliability in this study from its design and reporting, the researcher made sure that, pre-testing is in place for testing of data collection tools i.e. questionnaires, reviewing the methods for data collection and how to conduct the data analysis exercise. The field pre-testing was thereafter conducted to twenty (20) respondents from two (2) graded hotels that are of the same qualifications with the sample of this same study population before conducting of the actual data collection for this study in other ten (10) graded hotels.

#### **3.8.2 Validity**

Validity refers to the extent to which data collection method or methods accurately measure what they were intended to measure or the extent to which research findings are really about what they profess to be (Saunders *et al.* 2003). In ensuring of validity of the data, use of triangulation and effective data collection and analysis

were considered by the researcher. Those considerations helped a great deal to demonstrate validity, by putting into perspective, all necessary matter arising from the topic under investigation.

### **3.9 Chapter Summary**

Chapter three covers among other things, the area of study, research design, target population, sampling procedure and sample size. Other things covered in this chapter include information on data collection methods, data analysis, processing and interpretation. The chapter also looks at validity and reliability.

This is a mixed method research where both quantitative and qualitative data collection techniques and analysis procedures were applied. This means that the quantitative data was analyzed quantitatively while qualitative data was analyzed qualitatively (parallel). The mixed methods technique provided better opportunities for the researcher to answer research questions and allowed better evaluation of the extent to which research findings can be trusted and inferences made from them.

## CHAPTER FOUR

### PRESENTATION OF THE FINDINGS AND DISCUSSION

#### 4.1 Introduction

This chapter presents socio-demographic characteristics of the respondents such as education, age, sex and marital status of the respondents, as well as analysis and discussions of the findings. In this study 90 respondents were consulted whereby 81 respondents were staff from graded hotel and 9 were from management section. The researcher further drew extracts from the study analyses and made conclusions out of it, with regard to staff training situations in tourism industry in Tanzania.

#### 4.2 Socio-Demographic Characteristics

##### 4.2.1 Education Level of the Respondents

The study revealed that, 14% of the respondents have had primary education where the majority, 60% of the respondents were ordinary secondary school leavers i.e. form four with training in hospitality and tourism industry (Table 4.1). Only 10% of the respondents were form six leavers, 8% ordinary diploma holders, and 6% were holders of advanced diplomas or first degrees.

**Table 4.1: Distribution of Respondents by Levels of Education**

S/N	Levels of education	Responses	Percentage
1.	Primary education	13	14
2.	Secondary education	54	60
3.	Advanced secondary education	9	10
4.	Diploma	7	8
5.	Advanced Diploma /Bachelor Degree	5	6
6.	Postgraduate Certificate /Diploma	1	1
7.	Master Degree	1	1
<b>Total</b>		<b>90</b>	<b>100</b>

Source: Field Survey, 2011

It was noted that, only 1% of respondents were holders of postgraduate certificates or diplomas and masters degree holders were also 1%. In this study there was no PhD holder (Table 4.1).

#### 4.2.2 Gender of the Respondents

In this study, 49% of the respondents were males and 51% were females (Table 4.2). It was noted in this study that, female staff were many compared to male staff, but male staff were dominant in leadership positions by 75% and only 25% of female staff were in leadership positions. Traditionally, in Tanzania, the hospitality sector seems to attract more women than men, but professionally, the sector is for both sexes.

**Table 4.2: Distribution of Respondents by Gender**

S/N	Sex	Number of Respondents	Percentage
1.	Male	44	49
2.	Female	46	51
<b>Total</b>		<b>90</b>	<b>100</b>

Source: Research Findings, 2011

#### 4.2.3 Age of the Respondents

The analysis and assessment of respondents noted people with different ages. A large number of respondents, 38% were at age range of 18 - 25 years while 24% were of the age between 26 - 35 years. It was further noted that, 19% respondents were of the age ranges between 36 - 45 years; 15% of respondents ranges between 46-55 years and 4% of the respondents were of 55 years and more.

#### **4.2.4 Marital Status of the Respondents**

The analysis and assessment of information provided in questionnaires revealed that, 60% of the respondents were married, 12% were single, 18% were divorced and 10% were both widows and widowed. According to the data, it is true that, a big percentage of the respondents were people who are committed with family care matters. The study also noted two challenges i.e. high rate of divorces (18%) and noticeable rate of widows and widowed (10%) at an active working group i.e. 18 to 55 years. The two areas i.e. ‘the causes of high rate of divorces in hospitality sector in Tanzania’ and ‘the increasing number of widows and widowers in hospitality sector in Tanzania’ need to be thoroughly studied in the future for the sustainable growth of hospitality and tourism industry in Tanzania.

#### **4.3 Education Level of the Staff in Graded Hotels**

Through questionnaires it was revealed that, most hotels’ staffs were basically secondary school leavers. About 60% of respondents were form four school leavers and 10% were form six school leavers. The secondary school performance of most staff interviewed was fairly low (Table 4.3). However, other levels of education were also found including standard VII leavers (14%) and diploma holders (8%). Graduates working in hotels were also available but a few of them not exceeding 10% of the respondents.

The statistics (Table 4.1) indicate that, 67% of hoteliers have not attended high school education and professional studies in hotel management. The holders of bachelors’ degree and masters’ degree combined were less than 10% of the respondents.

**Table 4.3: Distribution of Respondents by Performance in Secondary Education**

Performance	Level of Secondary Education					
	Form IV	Percentage	Form VI	Percentage	Total	Percentage
Division I	0	0	1	1	1	1.3
Division II	1	1.64	5	31.25	6	7.8
Division III	16	26.23	5	31.25	21	27.3
Division IV	39	63.93	5	31.25	44	57.1
Failed	5	8.20	0	0	5	6.5
<b>Total</b>	<b>61</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>77</b>	<b>100</b>

Source: Research findings, 2011

Tourism and hospitality industry is both sensitive and sophisticated service. From that perspective, training in both hardware and software of operating the industry is inevitable (Table 4.4), short of which shall affect the quality of services offered and ultimately the revenues generated from the same. Operating the industry whereby more than 50% of its staff are either not interested i.e. 40% or lowly interested i.e. 17.78% with what they do in day to day professional life is a great danger to hospitality and tourism industry in Tanzania. It is so risky to have professionals who work in the industry without a real passion as well as interest to be in the same industry.

**Table 4.4: Analysis of the Motives to Join Hospitality and Tourism Industry**

S/N	Interest in tourism and hospitality activities	Responses	Percentage
1.	Not interested	36	40.00
2.	Lowly interested	16	17.78
3.	Moderately interested	8	08.89
4	Highly interested	30	33.33
<b>Total</b>		<b>90</b>	<b>100.00</b>

Source: Research Findings, 2011

#### **4.4 Staff Training Challenges in Graded Hotels**

Through questionnaire it was again revealed that existence of low capacity of hotels staff in terms of knowledge and general understanding and communication skills. Most training for hotel management are conducted such like short courses, with very inadequate time for mastering of the trades such as communication skills in the hotels industry. Most of the staff in the tourist hotels do not have good command of languages such as English.

The researcher had a case of a trainee pursuing a four months course at one of the local colleges (name withheld) and found in a five stars hotel where she later expected to work as a full professional hotelier. The trainee was in the five stars hotel for two months practical training after completing of the two months class based theory course at the very college. Evidently, it is inadequate time to master quality service delivery in hotels and tourism sectors, within such a short time.

It was further noted that, communication skills is a very serious challenge to many of the staffs in hotels and the skills seem to be not taught seriously in the college programmes. As it was again noted by the researcher that, most of the tourism and hotels management courses are offered by vocational colleges, which are mostly run by failures either in their secondary school education or low performers in their college education.

This form of training delivery is compromising quality assurance in the tourist industry, when comparatively matched with professionalism in hotels industry. It is true that, professionalism in Tanzanian hospitality and tourism industry is being

compromised with such incidences. The costs of simplifying without maintaining the required standards had a very serious impact on the quality of services in hospitality and tourism industry in Tanzania.

#### **4.5 Solutions to Challenges Facing Staff Training**

Through questionnaires, 72% of the respondents proposed provision of education to the hoteliers and all other professionals overseeing hospitality and tourism development in Tanzania. On statutory incentives and motivations, 25% of the respondents proposed effective enforcement of country's laws, particularly, the employment and labour relations Act of 2004, to resolve most of hoteliers' problems that are caused by ineffective enforcement of laws of the land.

The respondents believed that, problems related to working long hours, underpayments as well as working without resting or statutory leaves are results of not observing the country's laws by most of hotels management. Therefore, effective enforcement of country's laws is a proper measure towards holding responsible, all the hotel management and thus able to work normal hours and secure their pay, rest or leave appropriately.

About 2% of the respondents recommended provisions of scholarships for staff in graded hotels in Tanzania as a key measure for ensuring sound staff training in hospitality and tourism industry in Tanzania. This means that more effort should be put on provision of education to the hoteliers and all other professionals overseeing hospitality and tourism development in Tanzania. The more needed effort should go hand in hand with looking at statutory incentives and motivations for proper

enforcement of country's laws and provisions of scholarships as suggested earlier by the respondents. The considerations mentioned will highly add value on sustainable development and management of hospitality and tourism industry in Tanzania.

International exposures are very necessary for effective and successful training in tourism and hospitality sectors. This is from the findings where most of the colleges featured in this study seemed to be locally established with no or little connections to local professional boards or the other professional boards outside Tanzania but well recognized in the world.

#### **4.6 Discussion of the Findings**

With regard to how Tanzania is fairing in Africa, this study noted that, out of the total of over 49 million tourists to Africa in 2010, the top ten African destinations where countries other than Tanzania despite all our attractions and potentials (URT, 2010). As a country, Tanzania needs to have staff training plan, so as, to tape the entire natural, geographical, socio-political as well as economic potentials of hospitality and tourism industry. The government needs to enhance local capacities and not leaving everything to foreigners, particularly the top posts in the hotels industry.

The issue noted in this study was that, most graded hotels use trainees in their programmes, partly as part of building their capacity in terms of training but again as a form of soliciting cheap labour for the hotels industry. For the industry to grow this is not the right strategy. Trainees need to be well supported and thus become well prepared to serve as professional after graduating from their studies. Total

dependence on trainees to run hotels is a technical mistake for the growth of hospitality and tourism industry.

Cespedes (2000) identifies three issues that must be considered in any training. First one has to know who is to be trained; secondly what should be the primary emphasis in the training programme; and thirdly how should the training process be structured.

However, another issue to note out of staff training effects and challenges was poor communication among hoteliers, hotel management, waiters and waitresses. This is the result of having most hoteliers who are low performers in their secondary school exams as well as having secondary school drop outs in the industry. As a country, Tanzania needs to look at this situation. Mastering of various international languages such as English is of paramount importance, as far as hospitality and tourism sectors are concerned.

The findings further shows that, hotels in Tanzania is experiencing influx of low performers or failures in delivery and provision of hospitality and other etiquette services. This implies that, professionalism in hospitality and tourism sectors are at stake with secondary school drop outs found working as professionals in offering of hospitality services. With that trend of affairs, Tanzanians cannot avoid having Kenyans and Indians to scoop most of the top jobs in hotels industry in Tanzania, because they are more qualified and knowledgeable with the hotel trades. The study findings further indicated that, there existed too much dependence on foreigners especially for top jobs in hotels and is not healthy for the nation.

For these reasons, Tanzania needs to conduct various development programmes such as on job training, research and other forms of situational assessments to equip citizens with knowledge. Attitude and motive issues such as waitress thinking of joining teachers college are also challenges, though it is not a sin to change a profession. But, the researcher found out that most youngsters joined the hotels industry among other things as a way for looking where to get quick money to support their ailing lives and not a professional destiny i.e lack of passion with the industry.

On the job training system has been described by Nickels *et al.* (2012) as “the training that occurs in a programme in which the employee immediately begins his tasks and learns by doing or watches others do for a while and then imitates them at the work place”.

In reflecting to what Nickels and others are arguing above, yet coaching and mentoring for the trainees came out as another noted issue. The ratio of qualified staff to trainees was not encouraging. There were few qualified people (mentor – trainees’ ratio) to help many trainees that flock in the hotels day after day. This again compromises the quality of services in hospitality and tourism industry. The situation has been accelerated by the fact that, most colleges produce numbers and not dedicated qualified people with a great passion to work in the industry.

Online training has also been recognized as a separate type of training by Nickels *et al.* (2012). They describe it as a training programme in which employees attend classes via the use of internet services. This can be introduced in the hospitality

sector to counter lack of skills and shape the employees otherwise, in a way that benefits the tourism and hospitality industry in future.

Lack of passion with the industry was also noted among most hoteliers as the industry seems to be just a camouflage for failures. Worse enough, even secondary school drop outs have chances in graded hotels. It was further noted that, professional ethics among most hoteliers (recently graduating hoteliers) are compromised with quick gains. Fetching even failures in hotels industry leave alone school drop outs shows lack of commitment to develop the industry which finally compromises the standards of the services.

Responding to the study findings after revealing that, even failures and school drop outs secure professional employments in the hotels industry, most top jobs are in the hands of foreigners. Kenyans, Indians and British nationals are the ones dominating the top management of the hotels and tourism industry in Tanzania. One of the professional hotelier with more than 25 years experience in the industry, during the interview with management cadres in the graded hotels remarked, “formerly studying of hotel management involved thorough screening but now it is a matter of money.

Rich people now open hotel management training colleges without meeting neither the required standards nor possessing the professional feelings” “It is touching and hurting for professionals to find out that people can buy anything with their money and compromise professionalism”, further remarked an old guard, the above one with over 25 years experience in the hotels industry.

Staff training considers both ‘acting’ and ‘thinking’ orientations are very crucial in ensuring that, theories and practices are balanced for sustainable planning and management of the tourism and hospitality sectors of the economy. The linkages, potentiality and fragility of the sectors real need proper plans, systems and human capital to assist in tapping all the benefits accrued to the sectors.

#### **4.7 Chapter Summary**

Chapter four of covers mainly the study findings which include socio-demographic characteristics i.e age of the respondents, marital status and gender relationships. The chapter also focuses on education levels of the respondents, staff training challenges as well as possible solutions to the challenges facing staff training. Research findings and discussion of the findings are also major part of this chapter.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

Chapter five presents the summary, conclusion and recommendations of the study.

#### **5.2 Summary**

The title of this study is “The contribution of staff training on offering quality hospitality services in hotels in Tanzania; A case of graded hotels in Dar es Salaam” It is divided into five chapters. The first chapter presents information with regard to essence and justifications of the study. Chapter two covers mainly i.e. theoretical and empirical literature reviews. Other focus of chapter two includes definition of terms, conceptual framework, research gap and the chapter summary. Chapter three mainly covers study methodology that include research design, the study area, population, sampling procedure and sample size, data collection methods, data analysis, processing and interpretation. Chapter four focuses on socio-demographic data, research findings and discussion of the findings. The last chapter i.e. chapter five covers summary, conclusion and recommendations of the study.

#### **5.3 Conclusion**

The study concludes that, there is a need for Tanzania to do something for the tourism and hospitality sectors. Government should look at human capital and other infrastructures that contributed to the sustainable planning, management and development of the tourism sector. This comprises a set of interventions including looking at education profiles of local staff in hotels sector, incentives and

motivations and the question of ensuring increased number of locals on top management of hotels where now foreigners dominate.

Government needs to enhance local capacities and not leaving everything to foreigners, particularly the top posts in the hotels industry. Fetching failures in hotels industry leave alone the school drop outs, shows lack of vision and commitments to develop the industry which finally compromises the standards of services. Tanzania in this case has very big challenges to realize sound development in tourism sector. In the course of thinking on how to market its tourist products, Tanzania must first think on the quality of staff available for better services provision in tourism industry. This will contribute a lot to the observance of service quality dimensions within tourism and hospitality sectors in Tanzania.

The communication challenges noted as extracted in parts of self administered questionnaires for this study and shared responses thereto; present serious communication challenges in hotels industry. Failure to communicate properly or communicate in English which is one of the common business languages available is a very serious concern for the country's hotels and tourism sectors. Hospitality and tourism industry is now a dumping place. Hotels staff are disregarded and government need to do something, CHODAWU is not enough to address what is actually happening in the industry.

#### **5.4 Recommendations**

The study therefore recommends the following measures to address the state of staff training situation in Tanzania, taking Dar es Salaam as a case in point;

- (i) Training situations and trainees have to be looked upon, bearing in mind the mushrooming of colleges for hotel management courses mostly run by unprofessional people in hotels industry. Both the trainees and professional hoteliers agreed on the fact that, there is inadequate time for both college training as well as practical training. Tools such as “Business Career Plan Ladder” can be used to make self-evaluation as to why entering into a particular venture.
- (ii) Training must concentrate on practical as experience shows that, most graduates in hotel and management too theoretical, they lack practical skills, this was also a remark given by a graduate of Utalii College of Kenya who has 10 years of experience in the industry and she serves as assistant services manager in one of the five stars hotels in Tanzania.
- (iii) There is a need of Tanzania as a country to do something for the hotels industry, including the question of ensuring increased number of locals on top management of hotels where now foreigners dominate. Introducing of special scholarships both for domestic and international studies and provided for tourism and hospitality industry in Tanzania to raise the profile and status of the sectors.
- (iv) Government needs to make follow ups on set workers’ standards in graded hotels in Tanzania and ensure that standards are adhered to. This action ensures observance of set rules and guidelines and thus maintaining of standards in the sectors.

- (v) Communication skills should be improved as it is a tool for service delivery in the hotels and tourism sectors, with tourism and hospitality colleges strengthening of their various training packages.
- (vi) Need for clear government strategy to improve training as well as work situations in hotels and tourism sectors.
- (vii) For ensuring sustainable tourism, countries must work on how to deal with mass tourism. In so doing, hence there is a need of determining the holding capacity of every destination, attraction as well as service delivery point; if at all countries mean to conserve their touristic environments.

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## APPENDICES

### Appendix I: Questionnaire for Local Staff in Normal Day-to-Day Operations of Graded Hotels

#### Objective of the Questionnaire

The objective of this questionnaire is to enable the respondents to share with the researcher on various staff training situations in hospitality career, for enabling the researcher to come up with situational analysis and possible recommended solutions on the same.

#### A: Particulars of the Respondent

College of Study : \_\_\_\_\_

Year of graduation : \_\_\_\_\_

Course : \_\_\_\_\_

Occupation/Job title : \_\_\_\_\_

Marital Status : \_\_\_\_\_

Nationality : \_\_\_\_\_

Place of domicile/residence : \_\_\_\_\_

Date & place of birth (year) : \_\_\_\_\_

Gender : Male  Female

**B: Level of education:**

STD VII and other training	<input type="checkbox"/>
Form IV and other training	<input type="checkbox"/>
Form VI and other training	<input type="checkbox"/>
Diploma	<input type="checkbox"/>
Advanced Diploma/bachelor Degree	<input type="checkbox"/>
Postgraduate Certificate/Diploma	<input type="checkbox"/>
Master Degree	<input type="checkbox"/>

PhD   
 Any other training and awards \_\_\_\_\_

**C: Study motives:**

Tick  in the appropriate reason(s) that attribute to you joining hospitality and/or tourism related courses, indicate your reasons with order of preference in the given box at the right-side (use numbers) 1, 2, 3, 4, 5

- (i) Tourism and hospitality activities are highly practiced in my areas or around and hence become of interest to me
- (ii) Parents, relatives, neighbours, friends and myself have traveling experiences and hence find tourism and hospitality of interesting to me
- (iii) Pressure from parents, guardians, relatives, neighbours and friends in a way contributed to my choice of joining tourism and/or hospitality courses, as I had no choice.
- (iv) Expectations of traveling frequently and widely during my future professional career are one of what pushed me most into joining this career.
- (v) Expectations of getting easily employed pulled me into joining in this course/profession.
- (vi) Any other motive(s) for joining hospitality or tourism related training/profession
- 
- 

**D: Secondary School performance:** Tick  where appropriate in the box

Highest level of secondary education reached.

Form IV  Form VI

**E: Performance in last/highest secondary examinations was:**

- |                |                          |               |                          |
|----------------|--------------------------|---------------|--------------------------|
| • Division I   | <input type="checkbox"/> | • Division II | <input type="checkbox"/> |
| • Division III | <input type="checkbox"/> | • Division IV | <input type="checkbox"/> |
| • Failed       | <input type="checkbox"/> | • Withheld    | <input type="checkbox"/> |
- Any other remarks or explanations on your secondary school performance



**Appendix II: Interview Guide for Management Officials**

**A: Key questions**

What are the levels of education of staff in tourist hotels in Dar es Salaam city?

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What are the effects of staff training in hotel sector in Dar es Salaam City?

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What are the challenges encountering staff training in hotels in Dar es Salaam City?

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What are the possible solutions to the identified challenges facing hotel sector in Dar es Salaam City?

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**B: General remarks:**

What are your general remarks with regard to staff training situations in tourism and hospitality industry in Tanzania?

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**<THE END>**

### **Appendix III: Observation Guide**

#### **A: Personal Particulars;**

-Age range

-Sex

#### **B: Professional attributes;**

-Gestures

-Ethics

-Communication skills

-Etiquettes

-Professionalism

#### **C: The facility attributes;**

-General arrangements

-Messages from the decorations

-Colours and colouring

-Interior designing

-Materials and equipments used at the facility

**<THE END>**

**Appendix IV: List of Graded Hotels by Stars and Number of Respondents**

		Hotel Stars					Total
		Five Stars	Four Stars	One Star	Three Stars	Two Stars	
Hotel Name	THE ATRIUMS DAR ES SALAAM HOTEL	0	0	0	0	10	10
	THE GRAND VILLA HOTEL	0	0	0	10	0	10
	BLUE PEARL HOTEL	0	0	0	10	0	10
	COLLUBUS HOTEL	0	0	10	0	0	10
	HARBOUR VIEW APARTMENT	0	10	0	0	0	10
	*KILIMANJARO HOTEL KEMPINSKI	*10	0	0	0	0	*10
	MOVENPICK ROYAL PALM HOTEL	10	0	0	0	0	10
	PEACOCK HOTEL	0	0	0	10	0	10
	SOUTHERN SUN DAR ES SALAAM	0	10	0	0	0	10
	STARLIGHT HOTEL	0	0	10	0	0	10
<b>Total</b>		<b>20</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>10</b>	<b>100</b>
Valid		10	20	20	30	10	90

Source: Research Findings, 2011  
respondents

\*Non-

<THE END>

**Appendix V: Top ten European Destinations by Tourist Arrivals, 2010**

<b>Rank</b>	<b>Country of destination</b>	<b>International tourist arrivals</b>
1	France	76.80 millions
2	Spain	52.68 millions
3	Italy	43.63 millions
4	United Kingdom	28.13 millions
5	Turkey	27.00 millions
6	Germany	26.88 millions
7	Austria	22.00 millions
8	Ukraine	21.20 millions
9	Russia	20.27 millions
10	Greece	15.01 millions

**Source;** UNWTO World Tourism Rankings, 2010

**<THE END>**