QUALITY MANAGEMENT TOWARDS PRODUCING COMPETENT WORKFORCE: A CASE STUDY OF HOSPITALITY TECHNICAL INSTITUTIONS IN DAR ES SALAAM CITY

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CERTIFICATION

The undersigned certifies that she has read and hereby recommended for acceptance by The Open University of Tanzania a dissertation titled 'challenges facing human resources succession planning in Tanzania work organizations' in partial fulfilment of the requirements for the Degree of Master of Arts in Tourism Management and Planning of The Open University of Tanzania.

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DECLARATION

I**, Jesca Gordon William,** 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 a similar or any other degree award.

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Signature

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Date

DEDICATION

This work is dedicated to my lovely Husband Peter Mbilikile Nanze; my beloved children Elisha, Jonathan and Josephat whose moral support during this studies helped me to reach this successful stage. Also, this work is dedicated to my treasured mother, brothers and sisters for their support and encouragement.

ACKNOWLEDGEMENT

ABSTRACT

The study was conducted to examine the effectiveness of institutional internal quality assurance system in hospitality institutions towards producing competent workforce required in the labor market. A number of challenges identified in providing education and training in Tanzania includes, lack of standard (national) curricula, incompetent Instructors and poor infrastructure of hotel schools, yet the study on role of quality management in hospitality training towards producing quality of graduates as competent workforce has not been done. The research aimed at achieving the set objectives which are: to examine factors affecting the implementation of quality management plan at institution level; to establish the role of Institutional leadership in institutional quality management; to establish role of customers in institutional quality management and to assess the implementation of continuous quality improvement in hospitality training institutions. A total of 60 participants were involved in a study, data was collected through structured questionnaires and structured interview for key informants. The data were analyzed using both qualitative (content analysis) as well as quantitative (SPSS) methods. The findings in general indicate that Institutions do not have strong functioning and effective internal quality assurance system to enhance quality of their educational provisions. This suggests that hospitality technical institutions management should commit themselves in implementing quality assurance systems, by so doing will contribute to the institutions effectiveness hence competent workforce in the labour market.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

LIST OF ABBREVIATIONS

HTTI	Hotel and Tourism Training Institutes
MNRT	Ministry of Natural Resources and Tourism
NACTE	National Council for Technical Education.
NCT	National Collage of Tourism
QMS	Quality Management System
TQM	Total Quality Management
TTB	Tanzania Tourist Board
TTC	Tanzania Tourist Cooperation
TVET	Technical Vocational Education and Training
VET	Vocational Education Training Authority
VETA	Vocational Education and Training Authority

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter is an introduction and it intends to provide background information on the nature of the study and its objectives and purpose. It is divided into six parts which are background of the study, statement of the problem, objectives of the study, research questions, and significance of the study. The last part presents the theory proposed for the study.

1.2 Background to the Study

Tourism has become a significant industry globally because of its important impacts on economic, livelihoods and socio-cultural development. Tourism is among the sector that is growing fast and that can be a high source of employment for many (World Bank Group, 2015).

Tanzania's tourism industry is prospering and continues to be among the key sectors in generating foreign exchange. Tanzania being a country catering to tourists around the world, it has all the facilities required for making tourism sector a success. As elsewhere, the Tanzania hospitality and tourism industry much of its future success depends on the quality of services it offers and whether it meets the changing needs of today's customer. Quality of services offered by hotels has direct effect to the growth of Tourism.

The Integrated Tourism Master Plan (2002) identifies poor service standards, poor quality guides, low quality tour operators and lack of quality accommodation as

weaknesses of the Tanzanian tourism product all of which may be a result of lack of and poor quality human resources. The problem of the low level of local human resource development in terms of quality and skills to serve in more sophisticated tourism undertakings is also recognized under MKUKUTA II (2010). Tanzania is currently striving to become a middle class income country by the year 2025, as far as the Hospitality industry is concerned, this draws concern of particular importance to highly skilled human resources to work in the industry.

The proper application of quality management system may play a bigger role on assisting institutions to produce competent graduates who match with the changing labor market demand. Quality management system is the sum of the activities and information an organization uses to enable it do better and more consistently deliver products that meet and exceed the needs and expectations of its customers and beneficiaries, more cost effectively and efficiently, today and in the future (Heyns, 2001). Thus this study will shed lights on how Hospitality Institutions can improve their products through the use of quality management to produce competent workforce.

1.3   Statement of the Problem

Delivering quality services is one of the major challenges that hospitality industry in Tanzania is facing as this is essential condition in the global hospitality market. Various studies and reports shows tourists coming to Tanzania are not satisfied with the services rendered by Hotels (Mwemtsi, 2015). Tanzania is categorized as an expensive destination still the service offered do not meet standard, The Tanzania Tourism Sector Survey (2014) pointed that visitors complained about the quality of

services particularly in hotels. In this aspect hospitality training institutions plays a crucial role in preparing and training such work force. Efforts must be made to address the concern.

Quality of Hospitality education is a key factor for producing a qualified and competent hospitality workforce. It has been noted that employees recruited from local institutions training tourism and hospitality are incompetent (Anderson, 2015). With the need for superior service delivery in the Industry, skilled manpower at managerial, technical and basic levels is a prerequisite.

Issues and challenges related to the quality of Tourism and Hospitality education in Tanzania have long been recognized as a result graduates cannot effectively perform in the industry. A number of challenges the tourism and hospitality institutions encounter in providing tourism education and training in Tanzania includes, lack of standard (national) curricula, limited employment opportunities for graduates, low level of understanding among students and shortage of qualified competent teachers indicate main concern among training institutions (Anderson, 2015). Similar findings were observed by Mwemtsi, 2015, that challenges facing Hospitality training were inadequate of professional staff, lack of competent lecturers for hospitality training schools, lack of training equipment and tools, poor infrastructure of hotel training schools.

These are serious concerns that have implication on the quality of programs and the resulting output (graduates), however the study on the role of Quality management in Hospitality training towards producing quality of graduates as competent workforce

has not been done. A publication of WHO − Regional office for south − East Asia indicates that Quality assurance and accreditation used to enhance quality of nursing and midwifery education in countries of South-East Asia. It is said quality assurance assumes to improve quality because that is what it is designed to do (Allais, 2009). The PIE consultancy report, 2015 shows that there is absence of regular monitoring and evaluation of hospitality and tourism institutions to ensure quality and consistency. Weakness in quality control would appear a major contributor to the poor quality of training.

Therefore, it seems to the researcher worthwhile to examine the role of quality management particularly the institutional internal quality assurance system in improving quality of graduates as workforces in the hospitality industry.

1.4   Objectives of the Study

1.4.1   Main Objective

The overall objective of this study is to assess the role quality management in hospitality training towards producing competent workforce required in the labor market.

1.4.2   Specific Objectives

To achieve the purpose, the specific objectives of the study are:

(i)   To examine effectiveness of the institutional quality management practices.

(ii)   To establish the role of institutional leadership in quality management.

(iii)   To establish role of customers in institutional quality management.

(iv)   To assess the implementation of continuous quality improvement strategy in Hospitality training institutions

(v)   To examine challenges facing hospitality training institutions in providing quality training and education.

1.5   Research Questions

(i)   What is the current status of quality assurance practices in Hospitality institutions?

(ii)   What are the draw backs of implementing Internal Quality Management Plan?

(iii)   What is the involvement of institutional management in quality Management processes?

(iv)   What is the involvement of customers and other stakeholders in quality management?

(v)   Does the institution implement continuous quality enhancement strategy?

(vi)   What are challenges facing Hospitality Training Institution in producing competent graduates?

1.6   Significance of the Study

The need for conducting this research has been prompted by the growing importance of tourism and hospitality industry in the economy specifically the need to improve hospitality training with the aim of improving service delivery in the industry. This is timely topic when Tanzania is striving to become a middle class income country by 2025, where highly skilled human resources are of particular importance.

The findings in this research will give information to regulatory bodies such as NACTE and Technical Institution offering Hospitality training on the optimal way of

applying the concept of Quality management as a tool for effecting training and ensure delivery of training that properly equip graduates with knowledge, skills, attributes and professional they need to compete in labour market.

Nevertheless the study will help to enhance the awareness to the Ministry of Natural Resources and Tourism concerned, so as to response for hospitality training policy development and co-ordination of hospitality training activities which will accelerate the development of hospitality industry in Tanzania.

1.7   Conceptual Framework

The researcher proposes a framework that combines the Total Quality Management (TQM), fitness for purpose and ISO 9001 standard concepts. The framework shows the relationship between Dependent, Independent and Confounding Variables. In connection with this study, the relationship between the implementation of institutional quality management system in hospitality education and training is the focal point in ensuring achievement of quality outputs (graduates) or improved quality who are later on the workforce in hospitality industry. In conceptualizing the researcher point out the challenges in implementation of institutional quality management system and suggest the way forward in improving hospitality training for technical institutions in Tanzania.

1.7.1   Independent Variables

Independent variables are presumed cause. From the conceptual framework, the researcher assumes that, lack of Customer focused training/program, lack of leadership commitment in quality management and lack of sustainable quality

improvement practices are the major contributors in improper implementation of quality management at the institutional level. These variables are the cause of factors affecting the quality of training in producing incompetent workforce.

On top of the three important principles of QMS, the ISO 9001 standard identifies other four principles including engagement of people; process approach; evidence based decision making and relationship management are important element of QMS. Engagement of people and Evidence based decision making are included as a role of institutional management. To manage organization efficiently and effectively, it is important to involve all people, hence institutional management has to recognize, empower and enhance competence of people in achieving organizational quality objective. In order to produce desired results, decision making should base on evidence data and information which as well is management role.

QMS consists of interrelated process, it involves determining process interdependence and analysis of the effect of modification to individual process in the system as a whole, the researcher assumes this could be featured in quality improvement process strategy. For sustained efforts, organization should manages relationship with interested parties like suppliers, students and society who influence performance of organization, in this study, it is reflected on the variable of customer focused. Therefore this research assumes that, lack of Customer focused training/program, lack of leadership commitment in quality management and lack of sustainable quality Improvement practices are the major contributors in improper implementation of quality management at the Institutional level.

1.7.2 Dependent Variables

Dependent Variables are presumed effect. When the variables shown in the conceptual framework are fully implemented will definitely improve the quality of training which has direct effect on the quality of graduates as well as the workforce in hospitality industry
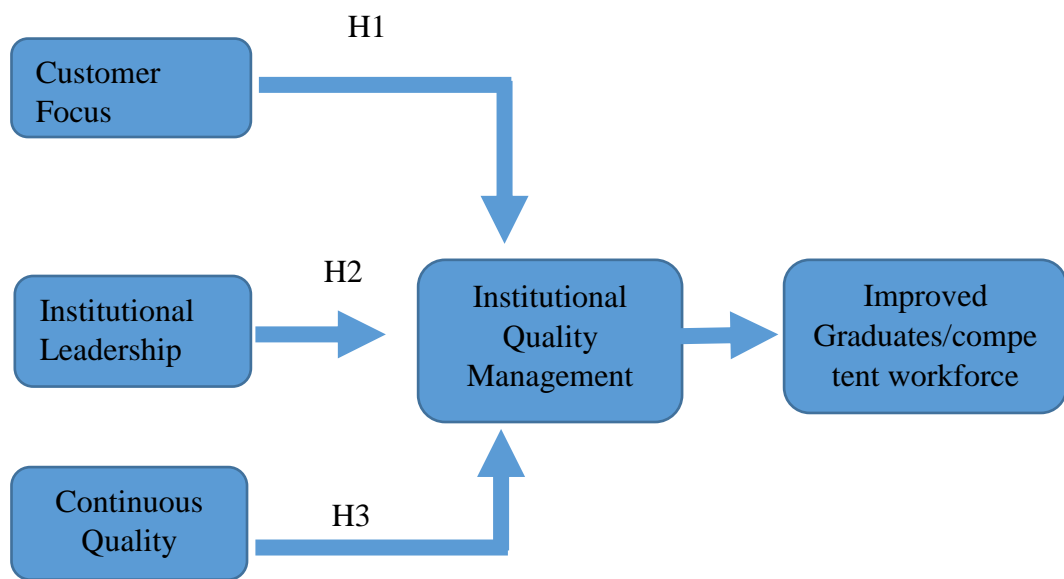
Figure 1.1: A Conceptual Framework: Quality Management for Hospitality Training Institution

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This part of literature review covers the following areas of the study: - The first part presents general information on the tourism and hospitality industry in Tanzania and current status of hospitality education in technical institutions, the second part presents theoretical review of the study. The second part explores the empirical literature review and the third part provide the policy review of the study.

2.1.1 Meaning of Hospitality Industry

According to Lim (2009), the term Hospitality implies when a guest who is away from home is welcomed by a host where basic necessities are provided such as food, beverages and lodging. The term is derived from the Latin word ÂhospitaireÊ, which means to receive a guest.A contemporary explanation of hospitality refers to the relationship process between a guest and a host. When we talk about the "Hospitality Industry", we are referring to the companies or organizations which provide food, drinks, accommodation and entertainment to people who are away from home (Andrew and Rocco, 2009).

In recent years, the term hospitality has become increasingly popular and may be interpreted in a number of ways whether it is commercial or industrial and public services. Kotler in his book describe the hospitality may having four attributes which is must have a relationship between individuals who take the roles of host or guest,

this relationship may be commercial or private (social), the keys to successful hospitality in both the commercial and private include knowledge of what would evoke pleasure in the guest and hospitality as a process that includes arrival, providing comfort and fulfilment of guest's wishes, and departure (Mwemtsi, 2015).

2.1.2 Importance of Tourism and Hospitality Industry in Africa

World Tourism Organization, the term tourism comprises the activities of persons travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business, and other purposes.

Africa Tourism Monitor (2013) states that growth in tourism goes hand in hand with a growth in Hotels, Restaurants and retail outlets as well as transportation and entertainment, this in turns creates new jobs, services and products. Travel and tourism generated 8.2 million jobs directly in 2012 in Africa. This includes employment by hotels, travel agents, airlines and other passenger transportation services (excluding commuter services). It also includes, the activities of the restaurant and leisure industries, which is directly supported by tourists (Africa Tourism Monitor, 2013).

In general, tourism has become a significant industry in both rich and poor economies because of its important impacts on economic, livelihoods and socio-cultural development (Shah, 2002). Tourism has become a significant industry globally because of its important impacts on economic, livelihoods and socio-cultural development. Tourism is among the sector that is growing fast and that can be a high source of employment for many (World Bank Group, 2015).

In Tanzania, Travel & Tourism generated 467,000 jobs directly in 2014 (4.3% of total employment). This includes employment by hotels, travel agents, airlines and other passenger transportation services (excluding commuter services). It also includes, for example, the activities of the restaurant and leisure industries directly supported by tourists. By 2025, Travel & Tourism will account for 551,000 jobs directly, an increase of 2.3% pa over the next ten years (World Travel and Tourism Council, 2015).

2.1.3 Relationship between Tourism and Hospitality Industry

A system theory explain the inter dependence within tourism industry, that elements standing in interaction among themselves and with environment. According to Lim (2009), the system consists of several interrelated parts working together to achieve common purpose. This system emphasize the interdependency in tourism like a spider web once you touch one part are felt throughout the system, for this case Hospitality business depends much on Tourism and Tourism Business depends on Hospitality services.

Another Theorist, Well (1989) defined Tourism as an Industry, "a number of firms that produce similar good and services and therefore are in completion with one another. Tourism is regarded as an Industry because business and other tourism organization offer complimentary rather than competing products and services to tourist, they include transportation, Hotel, Restaurant, Travel agents and tour Operators, Attractions, they complement each other and offer visitor a satisfaction vacation or trip. Here hospitality forms forms an important component of Tourism Industry.

The Tourism growth is a result of quality and standard of the hospitality services which will attract tourists and motivate tourists' choice of place to stay and place to eat, therefore Hospitality industry is one of the dominant component in Tourism supply. Tanzania works towards attracting more tourists, making their stay longer and increase their out of pocket spending (Ibrahimu, 2011). However if customer are dissatisfied with hospitality services they are receiving, it will reach a point when it might become obstacle for tourist to visit Tanzania.

2.1.4 Hospitality Education in Tanzania

Training in the field of tourism in Tanzania can be traced back to 1969 when creation Hotel and Tourism institute (HTTI) under the British firm called "Hall Mark Hotels Ltd". The major objective was to provide craft courses in hotel related discipline such as; front office operations, housekeeping and laundry, as well as food and beverage services at certificate level. The institute was first handed over to Tanzania Tourist Cooperation (TTC) and then in 1977 to the Ministry of the Natural resource and tourism MNRT (2002). It was the only government institute provide training in tourism courses due to the fact that the country was under socialism ideology whereby all means of production were under state control. In mid of 1980 the government experienced severe economic difficulties and had few funds to invest in tourism infrastructures and education.

In response to the need for domestically tourism trained staffs and failure of government to fund post-secondary hospitality training, the private sectors has responded and established several private fee paying institutes. Currently training in tourism is done by both government and private sectors. This has been brought by

policy changes in the country in mid of 1990 after demise of socialism ideology where by tourism industry was left to the private sectors and government no longer involved much in tourism training instead the government has established the regulatory authorities such as VETA, NACTE, and HEAC in order to ensure that academic and professional quality required is maintained

2.1.5 Current status of Hospitality Education

The Integrated Tourism Master Plan (2002) identifies poor service standards, poor quality guides, low quality tour operators and lack of quality accommodation as weaknesses of the Tanzanian tourism product all of which may be a result of lack of and poor quality human resources. The problem of the low level of local human resource development in terms of quality and skills to serve in more sophisticated tourism undertakings is also recognized under MKUKUTA II (2010). Tanzania is currently striving to become a middle class income country by the year 2025, as far as the Hospitality industry is concerned, this draws concern of particular importance to highly skilled human resources to work in the industry.

The hospitality industry as a whole lacks consistency and portability in training models and skill certifications. Many employers provide internal training programs for entry-level workers, which makes it difficult to monitor the content of training and the skills acquired. (U.S. Bureau of Labor Statistics, 2006-2007).

2.2 Theoretical Review

2.2.1 Quality in Technical Institutions

According to Vroeijenshijn (2016) Quality is multi-dimensional, it involves bringing together perspectives of different stakeholders. It is very difficult to reach at a single

and well agreed definition on the concept of quality. This is mainly because different segments of the society define the concept of quality in their own terms and perspectives.

Quality can also be defined as 'compliance with set standards or zero error' (Hayward, 2006). This definition holds true for both manufacturing and service giving industries as well as higher education institutions; but with slight difference. Quality in education institution should be understood in different ways as the quality model they pass through in the Institution system is more process oriented. This is mainly because students undergo change and become more informed, mature and develop as persons, intellectually, socially and psychologically (Sallis, 2002).

Teshome (2003) defines quality as a satisfaction of customers. Every technical education institution has students as most important customers and caters for their wishes and interests. Therefore colleges enable students to acquire the necessary knowledge, skill and attitude which eventually make them competent in the market. Employers are also customers among many and they, institution have to meet their expectations and make them satisfied. For an employer, 'quality' of the graduate is seen as a measure of the 'quality' of the Institution. For him, it means that the graduate is apt for the job the employer has to offer, and is of a sufficiently high professional level to function well at that level (Kahya M, 2012).

Hayward (2006) states quality as 'fitness of purpose' and the definition holds true when an element of comparison is embedded with some kind of benchmark. In Technical Education, quality is directly related to the achievement of the learning

outcomes (knowledge, skills and competence achieved at the end of the learning process) that fulfill the key stakeholders' expectations who are students, parents, employers, and community in general.

2.2.2 History of Quality Movement

There has always been a need to ensure that products conform to their specification and give customer satisfaction and value for money. Achieving consistent quality allows consumers to have confidence in a product and its producers (Sallis, 2002). According to Allais (2009) Quality assurance became an issue with the advent of industrialization. Prior to this craftsmen set and maintained their own standards, on which their reputations and livelihoods depended. They established guilds that regulated quality and developed apprenticeship programmes that ensured that there was proper training and regulation in the craft. One essential feature of a craft, the responsibility of the worker for the quality of the product, was lost when goods were mass-produced. New production methods, associated with the scientific approach to management and the name of F W Taylor, at the turn of the twentieth century, reduced many in the workforce to human components in the process of manufacture. A strict division of labour developed from it and necessitated the expansion of a system of detailed inspection known as *quality control* Quality control and inspection are processes that ensure that only products that meet a pre-determined specification leave the factory gate.

However, quality control is an after-the-event process. It is divorced from the people who produce the product. Quality control and inspection in the past 20 years have increasingly been seen as uneconomic and wasteful, as they do not assure that the

workforce care about quality. The author states that many companies are replacing or augmenting them with methods of quality assurance and quality improvement that seek to build quality into the production process by returning to workers their responsibility for quality. Notions of quality improvement and quality assurance began to emerge after the Second World War Deming gave his Japanese audiences a simple answer to their predicament. He told them not to start with quality control. Instead he told them to find out what their customers wanted. The quality movement started in manufacturing and was followed by service industries and later by banking and finance. The Japanese developed the ideas of Juran and Deming into what they call Total Quality Control (Allais, 2009). Movement for total quality in education is of more recent origin and there were few references in the literature before the late 1980s (Ayonmike, 2012).

2.2.3   Approaches Used in Quality Management

2.2.3.1 Total Quality Management

The term 'Quality' is connected with consumer satisfaction. TQM sees the objective of quality management and quality assurance as part of the process of managing a changing organization, culture and environment and using change management to align the mission, culture and working practices of an organization in pursuit of continued quality improvement (Sallies, 2002). TQM thus views all quality management processes as being specifically designed to constantly challenge an organization's current practices and performance and thus to improve an organization's inputs and outputs. Supporters of total quality management systems believe that their systems are different from earlier ideas of quality control. Instead

of only looking at finished products, all the steps of the production process are examined (Muran, 2010).

A critical element of the TQM method is that it is highly "people-orientated" and participative. It assumes that a quality culture is an integral and necessary part of an organization, and that all line functions within an organization are quality interfaces. This approach assumes that all members of an organization are responsible for quality assurance (maintenance and improvement) and thus that quality is not a centralized activity, but devolved to various functional and organizational levels. (Sallis, 2002)

2.2.3.2 Fitness for use or Purpose

Joseph Juran (1951), one of the influential writers on Quality developed this concept. He argues that a product can meet its specification and not yet be fit for its purpose therefore Quality refers to "fitness for purpose" – meeting or conforming to generally accepted standards as defined by quality assurance bodies and appropriate academic and professional communities (Teshome, 2003). The author states that Quality assurance is a planned and systematic review process of an institution or program to determine whether or not acceptable standards of education, and infrastructure are being met, maintained and enhanced. A broad range of factors affect quality in tertiary institutions including their vision and goals, the talent and expertise of the teaching staff, the quality of the library and laboratories, access to the Internet, governance, leadership, relevance, value added, and a host of others. A tertiary institution is only as good as the quality of its teaching staff – they are the heart of

the institution producing its graduates, its research products, and its service to the institution, community and nation (Hayward, 2006).

2.2.3.3 The ISO 9000

The quality management systems ISO 9000 guidelines states that a business or organization which subscribes to ISO 9000 is provided with a set of procedures which are supposed to cover all the key processes in the business. Under ISO, there is a set of "accreditation and certification" bodies which monitor the key processes of the subscribing organization, to check that they are operating as they are supposed to. These bodies check that records are kept for all key processes. Advocates of this and similar models claim to ensure that organizations constantly improve at all levels (ISO quality management principles, 1999).

Core values and Concepts of ISO

The focus of this International Standard is to improve the processes of an organization in order to enhance performance. The core values includes Customer focus; Leadership; Involvement of people; Process approach; Systems approach to management; Continual improvement; Factual approach to decision-making and Mutually beneficial supplier relationships

Significance of ISO for Quality Management Systems to Education and Training

The quality management systems ISO 9000 guidelines says, it is not the purpose of this International standard to imply uniformity of quality management systems, which makes the system adaptable according to size, structure, market and resources

of the organization. The focus of this system is: To identify and meet the needs and expectations of its customers and other interested parties (i.e. employees, suppliers, owners, society), to achieve a competitive advantage, and to do this in an effective and efficient manner; to achieve, maintain and improve overall organizational performance and capabilities (ISO 9000 quality management). Accreditation by a body like ISO 9000 is very important, and is used as a way of showing the outside world that the business takes sufficient care of ensuring the quality of its products or services

2.3   Policy Review

2.3.1   National Education and Training Policy 2014

National education and training policy identifies different areas that need to be addressed in the provision of quality training that abides to the changes in science and technology, economy and social development.

The policy identifies poor teaching and learning environment as one the constraints in providing quality training. With the advent of globalization, now techniques for more flexible training have been introduced and learners need to be equipped with a wide range of skills and to prepare them for a rapidly changing labor market. Tanzania is challenged to have poorly qualified teachers, irrelevant curricula and inadequate learning materials.

Inadequate capacity to plan, manage, monitor and evaluate education provision at the local level is also noted in the National Education and Training policy. An ultimate goal of any education system is to provide relevant and high quality education and

training services to a broad range of clients in the most equitable effective and efficient ways. This entails building the management capacity at all levels in the efficient ways.

At present there exist no institutional mechanism to promote co-ordination and allocation of resources, utilization of existing education and training facilities or harmonization of training programmes among the subsectors. The sector operates under difficult conditions characterized by underfunding, fragmentation and high internal and external inefficiency. The policy articulate that quality control of technical education is the responsibility of National Council for Technical Education (NACTE) which as established in 1997.

2.3.2   National Tourism Policy 1999

Amongst policy strategies is developing qualified local personnel at all levels for tourism industry and developing comprehensive skills and training programs. Stronger emphasis will be directed towards the development and training of the local human resource for all management positions. The policy advocates as well the importance of regulating and monitoring institutions that offer hotel and tourism training.

The policy addresses the need of developing a competent workforce in the sector by nurturing a pool of creative, capable and internationally oriented managers, encouraging labor efficiency and devising cost-effective measures. Establishing co-ordination and regulatory mechanisms in order to ensure that academic and professional quality required is maintained.

2.3.3   Tourism Master Plan

The master Plan fieldwork in 1996 found that hotel and other tourism industry staffs were invariably friendly and helpful but lacked many of the essential skills needed to do their job to the standard that is required if Tanzania is to compete successfully in the market for international tourism.

The report indicated that in-house training is carried out, but generally not on a regular or planned basis to agreed criteria by professionally qualified trainers. The report also indicates that there was a serious training problem, both at entry level and for existing staff within the industry. The situation could still exist today. Categories of staff that require training include: hotel and catering, tour and mountain guides, drivers, park rangers and managers in different tourism sectors.

2.3.4   The Tanzania Development Vision 2025

Quality education is of paramount importance as it leads to quality livelihood. Tanzania development vision 2025 foresees a nation whose people are ingrained (deep-rooted) with a developmental mind-set and competitive spirit which are driven by Education and knowledge that will promote creativity, innovativeness and high level of quality education so as to respond in development challenges and competition in regional and international.

It aims at preparing skilled and competent professionals in various trade including tourism. It aims at generating the required number of workers with appropriate skills for the growth of tourism. One of the target is to ensure enrollment expansion, quality and relevancy of technical and vocational education.

2.4   Empirical Studies

The literature presents evidence about the importance of quality management in improving the quality of education and training. It is said quality assurance assumes to improve quality because that is what it is designed to do (Allais, 2009). The PIE consultancy report, 2015 shows that there is absence of regular monitoring and evaluation of hospitality and tourism institutions to ensure quality and consistency. Weakness in quality control would appear a major contributor to the poor quality of training. Experts have identified factors that affect the implementation of internal quality assurance systems.

2.4.1   Role of Customer in Training and Education

Quality Management is about providing the customer or clients with the right product/service, at the right time and the way they want it. Organization depends on their customers, if no customers there is no reason for an organization to exist. The primary focus of quality management is to meet and exceed customer expectation. From the Quality Management concept, the term 'Quality' is connected with consumer satisfaction (ISO quality management principles, 2015). Total Quality Management emphasizes the importance of the customer to the institution. Quality management should focus on the needs of clients and providing mechanisms to respond to their needs and wants.

Customers and clients in the training institution includes students, parents/guardians, regulatory bodies and the community at large, they all deserve the best possible quality of education. This is the moral high ground in education and one of the few areas of educational discussion where there is little dissent. It is the duty of

educational professionals and administrators to have a great concern to provide the very best possible educational opportunities (Vroeijenshijn, 2016).

2.4.1.2 Identifying Customer Needs

Organization should be in position to identify stakeholder's requirement as well as assessing stakeholder's satisfaction. It should be clear about the relevant demand and needs of all stakeholders (Kahsay, 2012). When an institution wants to stay ahead of the other competitors, Quality may be the only differentiating factor for an Institution. Focusing on the needs of the customer, which is at the heart of quality, is one of the most effective means of facing the competition and surviving.

The role of consumers in quality management should not be underestimated, Organizations that follow the TQM path regard quality as being defined by their customers. The perception of producers and consumers are not always identical. Sometimes it does happen that consumers reject perfectly good and useful products and services. Providing a service to specification does not guarantee success. They are the final arbitrators of quality and without them the institution will not exist. The institution that champions TQM as its philosophy has to use all means at its disposal to explore their customers' needs (Heyns, 2001).

Quality Management is not about working to someone else's agenda, unless your customers and clients have specified the agenda that is to say they are the reasons for quality improvement. The ISO quality management principles asserts that Sustained success is achieved when an organization attains and retains the confidence of customers and interested parties on whom it depends, therefore understanding

current and future needs of customers is part of implementation of quality management. Managers should develop the processes in the organization and organizational structure in accordance with needs and expectations of stakeholders to react flexibly to changes in the external environment (Kahsay, 2010).

The Malcolm Baldrige National Quality Award of United States points out that, an organization' senior leaders should set directions and create a customer focus, clear and visible values, and high expectations. The directions, values, and expectations should balance all needs of all your stakeholders

2.4.1.3 Customers as Contributors to Quality

Effective customer participation can increase the likelihood that needs are met and customer benefit are attained. Not only that, but will this but also improve the quality of services rendered to them. Customers may not care that they have increased the productivity through their participation but they may care whether their needs are fulfilled (Bitner, 1997).

2.4.1.4 Assessing Stakeholder's Satisfaction

The ISO 9001 quality management standards recognizes that customers play a significant role in defining as Input and monitoring of customer satisfaction is necessary to validate whether customer requirements have been met. The model Dills' Academic Quality framework (DAQF) recognizes the importance of conducting research on college Alumni as well as on the potential employers. This is to find out the relevance of academic skills and knowledge to post academic success. The survey on the perception of stakeholders in various occupational sector is what

constitute quality. Designing a supporting Quality Information System is important to ensure the Institution obtain the required information for decision making. DAQF model elaborate that, this entails with the collection of data on measures of students performance, which is assessment embedded in educational process, core element include student admission and placement, dropout, graduates competences and their satisfaction in their respective program or process design.

2.4.2 Leadership in Quality Management

The principle of leadership in all types of organizations is mainly seen as a key principle for a functioning quality management system (Paulova. I, 2011). Commitment to quality has to start with the top management and it is the management responsibility for the institution's quality system, they are the ones to establish policies and procedures to implement quality activities. Quality improvement should not be left to the quality coordinator. Quality should be a prime role for any leader.

Quality management is not the case where only senior managers do and then pass their directions down the line. The TQM advocates for all staff engagement in quality improvement. It dictates that everything and everybody in the organization is involved in the enterprise of continuous improvement. The Management in TQM likewise means everyone, because everyone in the institution, whatever their status, position or role, is the manager of their own responsibilities. Without leadership at all levels of the institution the improvement process cannot be sustained. Practical experience shows role of leaders in improving quality management and organization itself is of great importance (Paulova. I, 2011).

2.4.2.1 Role of Leaders

A Leader is one who instills purposes, not one who controls by brute force. A leader strengthens and inspires the followers to accomplish shared goals. Leaders shape the organization's values, promote organization's values, protect the organization's values and exemplify organization's values (Burns. J, 1978).

The Malcolm Baldrige National Quality Award of United States points out that, leaders should ensure the creation of strategies, systems, and methods of achieving excellence, stimulating innovation, and building knowledge and capabilities. The values and strategies should help guide all activities and decisions of the organization. Senior leaders should inspire and motivate entire workforce and should encourage all employees to contribute, to develop and learn, to be innovative, and to be creative.

2.4.2.2 Leaders as Role Models

Managers in organizations must deal with the new role of leader as an example of behavior in attitudes and values. Senior leaders should serve as role models through their ethical behavior and their personal involvement in planning communications, coaching, development of future leaders, review of organizational performance, and employee recognition. As role models, they can reinforce values and expectations while building leadership, commitment, and initiative throughout the organization (Murad et al, 2009).

2.4.2.3 Culture for Quality

Introducing quality management into a company involves modifying the organizational culture inside the company. Many business organizations have

adopted TQM and transformed their institution's culture into a total quality culture that involves elements such as teamwork, employee participation, customer and market focus (Murad et al, 2009).

Management must engage in activities alter the company's culture in a way that increase the quality of customers expect leading to increased customer satisfaction and loyalty as well as referral business from existing customers. Leaders of the Institution are the ones who establishes unity of purpose and direction of it. They should develop and maintain an internal environment where people can become fully committed in achieving organization's quality objective. Therefore it is the role of senior and middle management to support and empower the teaching and support staff to achieve the quality objectives (Paulova, 2011).

When quality culture is practised, employees proactively manage the customers experience to ensure satisfaction. Employees need to be trained on the needs of customers and company stakeholders through involving employees in organizational planning, including formulation of organizational goals and strategies for realizing those goals, when involved in the planning process feel more ownership of institution objective (Bitner, 1997).

Competent, empowered and engaged people at all levels throughout the organization are essential to enhance its capability to create and deliver value. Management should create a corporate culture with clearly defined objectives and help people to achieve quality objectives and flexibly react to changes (ISO 9000 quality management principles).

Therefore in order to implement quality management strategies, it must have the long-term devotion of the senior staff of the institution. They must back it and drive it. Senior management may themselves be the problem. They may want the results that TQM can bring, but be unwilling to give it their wholehearted support. Many quality initiatives falter because senior managers quickly return to traditional ways of managing. Fear by senior managers of adopting new methods is a major barrier. This is potentially the most serious of blockages. If senior management do not give TQM their backing there is little that anyone else in the organization can do.

It has been estimated that 80 per cent of quality initiatives fail in the first two years. The main reason for failure is lack of senior management backing and commitment. To succeed in education TQM requires strong and purposeful leadership. Typically, managers in non-TQM organizations spend 30 per cent of their time in dealing with systems failure, complaints and 'firefighting'. Managers should have more time to lead, plan ahead, develop new ideas and work closely with customers. Also leaders have an important role in guiding tutors and other staff to work for and in concert with their customers. In fact, leadership is pivotal to the success of TQM (Sallis, 2002).

2.4.3 Continuous Quality Improvement

Quality management play a vital role in the education provided by the technical education, hence it becomes important to assure quality with sustainable improvement. Quality improvement involves company changing its processes to improve its customers' experiences. Successful organizations have an ongoing focus on improvement. Improvement is essential for an organization to maintain current

levels of performance to react to changes in its internal and external conditions and to create new opportunity (ISO quality management principles, 2015).

Continuous quality improvement is a practical but strategic approach to run an organization that focuses on the needs of its customers and clients. It is the process of continuous improvement using selected tools, techniques, and training to guide decision making and to plan actions. The results are quality processes, products, and services, and thus high level of customer satisfaction (Teshome, 2003).

2.4.3.1Quality Improvement Model (Plan Do Check Act Cycle)

PDCA cycle stands for Plan, do, check and act cycle, it is also called Deming or Shewhart cycle, The PDCA cycle is a four step model for carrying out change. It is a management method used in Business for the control and continuous improvement of processes and products. Just like a circle has no end, it should be repeated again and again for continuous improvement as show in the Figure 2.1.
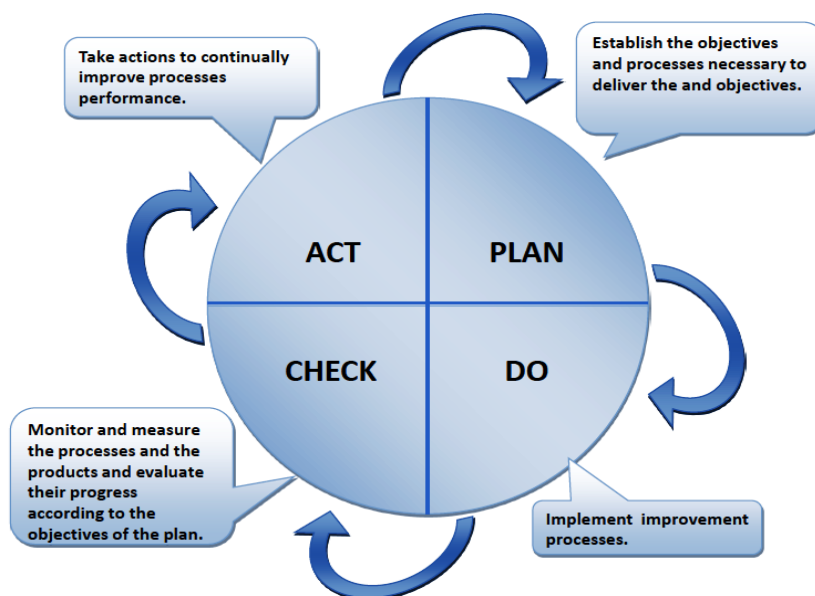
Figure 2.1: The PDCA Cycle

2.4.3.2 The South African Excellence Model

The South African Excellence Model propose a longer-term improvement plan that any organization could apply to effect 'continuous improvement'. Institutional Quality improvement is a continuous process, which has 4 steps:

Planning – involves all activities to establish the main objectives in quality of Technical education and training (TET) offer, as well as the necessary resources and means, through Strategic planning (setting up general objectives regarding QA) and Operational planning (setting up of activities, of necessary resources and means, allocation of terms and responsibilities).

Internal monitoring – verifies whether the planned activities are carried out according to the agreed terms and responsibilities, and evaluates the teaching and learning process through lessons observations. Internal monitoring evaluates the school's difficulties in attaining the established objectives, in the teaching and learning process, and in identifying appropriate solutions:

Self-assessment-the main process in quality assurance, through which TET providers evaluate their performance based on evidence and produce the self-assessment Report, Identifying necessary revisions and developing the improvement plan. The fourth step is developing the Quality Manual that includes the quality policy and procedures for quality assurance.

2.4.3.3 Implementation of Institution Quality Management System

Quality management system is the sum of the activities and information an organization uses to enable it do better and more consistently deliver products that meet and exceed the needs and expectations of its customers and beneficiaries,

more cost effectively and efficiently, today and in the future (Heyns, 2001). Institutions establishes the Quality Management Plan which has information on how Institution structure its quality assurance system including policies and procedures for assessing the effectiveness of quality system. NACTE embraces the principle of autonomy of the institutions and the principle that quality assurance is in the first instance the responsibility of the institution, it will be clear that NACTE only can be successful with a well-functioning QA-unit (Vroeijenshijn, 2016).

2.4.3.4 Quality Assurance in Technical Education

Quality assurance in Technical Education and Training is the systematic management and assessment procedures adopted by an educational institution or system to monitor performance and to ensure achievement of quality outputs or improved quality (Ayonmike, 2015). The development and utilization of effective mechanisms for quality assurance and improvement are critical to successful higher education everywhere (Hayward, 2006). This is applicable to Technical Institution as well.

Quality assurance as applied in education refer to all forms of internal and external quality monitoring, evaluation or review or the systematic review of educational programs to ensure that acceptable standards of education, scholarship and infrastructure are being maintained (African Union, 2007). According to Tuck (2007) quality assurance in education is the process and procedures for ensuring that qualifications, assessment and program delivery meet certain standards. Quality of education in training is envisaged in terms of quality of input, process

and output aspects. The operationalization of quality assurance system and practice in training is approached in terms of its adequacy and efficacy (Murad, 2010).

Vroeijenshijn, (2016) describes that, It is the responsibility of the institution to develop processes and procedures in such a way that it provides confidences to the stakeholders that it delivers competent graduates in an efficient and effective way. To achieve this, the institution registered under NACTE must:

- Appoint a Quality-officer and set up a quality centre;

- Implement a well-functioning Internal Quality assurance system;

- Conduct a self-assessment of its IQA-system, every 5 years;

- Conduct a self-assessment of the institution, every 5 years;

- Conduct self–assessment of its programs on a regular base.

2.4.3.5 Institutional Self-assessment

Institutional self-assessment is of growing importance in education. It is a major element of quality improvement and marks a step away from inspection towards the institution taking responsibility for its own quality that is a key mark of organizational maturity. An institution that takes self-assessment seriously is likely to be one that prospers. Self-assessment is a key to better meeting the needs of learners. The outcomes of the self-assessment will lead to a quality improvement plan to tackle the shortcomings (Kahsay, 2012). The proper application of quality assurance system may play a bigger role on assisting institutions to produce competent graduates who match with the changing labour market demand.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter indicates how the whole study has been carried out including area of the study, study design, study population and sampling procedures, data collection and the way data were analysed. It depicts the manner and process in which the study was conducted.

3.2   Research Design

The research is based on qualitative and quantitative methods. A Cross sectional descriptive survey design was adapted, whereby data were collected at a single point on variables required to be analysed. This type of design allows collected data to make inference about a surveyed population at one point in time (Hall, 2011).

3.3   Study Area

The study area is Dar es Salaam city. Dar es salaam is believed to provide the required information because it is among the area equipped with many Hospitality Industry as well as Training Institutions. Basing on the fact of time limitation, the researcher sees it to be more convenient as she lives in Dar es Salaam and works with National College of Tourism (NCT) as one of the Hospitality Institution.

3.4   Study Population and Sample Size

The population can be defined as the entire group of individuals, events or objects having common observable characteristics (Mugenda and Mungenda, 2003). In this

study population of Technical Institution offering Hospitality training was considered. The sample size is 3 Technical Institutions offering Hospitality programs and registered by NACTE. The total population comprises 60 respondents, the sample size was selected as shown in the Table 3.1.

Table 3.1: Study Population and Sample Size

S/N	Organization	No of Respondents	Percent
1.	NACTE	6	10
2.	Hospitality Technical Institutions	54	90
	Total	**60**	**100**

Source: Researcher's Field Data (2016)

3.4.1 Sample and Sampling Techniques

In this study the non-probability purposive sampling technique was applied. Purposive sampling has been explained as a procedure in which samples are selected deliberately by the researcher from respondents who provide genuine information on what the research is all about (Dalen 1979). In this study, samples were from the regulatory body NACTE and Hospitality institution employees. In each institution, both Management members (leaders) and tutors are chosen in expectation of providing required data by focusing respondents with expertise or experience with regard to quality management in Hospitality training.

3.5   Data Collection

Data is anything given or admitted as a fact which a research influence was based (Kimweri, 2012). It is anything or assumed used as a basis for reckoning. This study used both Primary and Secondary data.

3.4.1 Methods of Data Collection

In this study, the researcher used a structured questionnaire in collecting information from the NACTE and Hospitality institutions' employees. Personal observation was used as well since the accessibility of required data to researcher is easier and she is familiar with Hospitality training environment.

3.4.2   Primary Data

Primary data was collected though semi structured questionnaires, interview guide and personal observation to obtain relevant information from each respondent. This approach was selected so as to ensure that the primary data collected supports the research objectives and the questions to be answered in the study. The questionnaire was used to collect primary data due its advantage as posited by Saunders *et al*. (2009), including the standardization of questions respondents.

3.4.3   Secondary Data

The researcher collected secondary data from books, journals, reports, both published and unpublished write ups from Ministry of Natural Resources and Tourism, TTB, National College of Tourism (NCT), VETA, Non-Governmental Organization as well as from online sources.

3.5   Data Analysis

Both qualitative and quantitative approaches were used. Statistical Package for Social Sciences (SPSS) was employed in data analysis.   Both Inferential and Descriptive statistics were carried out in analysing quantitative data whereas content

analysis was used for qualitative data collected from interviews. In addition to descriptive statistics, Chi square was used as inferential statistics to determine relationship of dependent and independent variables.

3.6   Data Validity and Reliability

The reliability of the questionnaire used in this study was tested by pre-testing questionnaire in one of the institution to find if result is the same throughout the exercise. The validity of this study was achieved through the use of triangulation method. Not only this, but the expert validated the data collection instruments.

3.7   Data Confidentiality

Confidentiality is a set of rules or premises that limits access or places restrictions on certain types of information. Confidentiality has also been defined by the International Organization for Standardization (ISO) as the process of ensuring that information is accessible only to those authorized to have access and it is one of the cornerstones of information security. To ensure data collected were confidentially maintained, the researcher used anonymous questionnaires which did not require the respondents to write their names on them. The filled questionnaires from the respective respondents were also not seen by others; they were secretly kept by the researcher.

CHAPTER FOUR

STUDY FINDINGS, ANALYSIS AND DISCUSSIONS

4.1   Introduction

This chapter presents the findings of the study, analysis of the findings and discussion as per the objective of the study as explained in chapter one. The information presented in this chapter relied heavily on questionnaire, key informant interviews, personal observation and various documents on what has been done to curb the situation as well as field data from NACTE and the selected Hospitality Institutions which are NACTE registered.

4.2   Socio-Economic Characteristics of Respondents

The Socio-Economic Characteristics and background of Respondents surveyed includes gender, age, marital status, occupation or job category, income level, the education level and working experience of each respondents in their respective organizations. The background characteristics are of relevance to quality practices implementation in Hospitality training.

Majority of respondents participated in the survey were female (57.4%) as shown in Table 4.1. Also there were variations in age among respondents, however majority 41.1% were belonging in the age of 31-40 years and followed by those who were between 41-50 years who were 35.7% (Table 4.1).

Findings in Table 4.2 show that majority of respondents were married (85.7%). More than a half (54.5%) were from net income level between 500,000 - 1,000,000 TSH. The findings implies that respondents are paid substantially.

Table 4.1: Age and Gender Distribution of Respondents

Age	Frequency	Valid Percent
20-30 years	7	12.5
31-40 years	23	41.1
41-50 years	20	35.7
51-60 years	6	10.7
Total	**56**	**100.0**
Gender		
Male	23	42.6
Female	31	57.4
Total	**54**	**100.0**

Source: Researchers' Field Data (2016)

Table 4.2: Distribution of Respondents According to Marital Status and Income
        Level

Marital Status	Frequency	Valid Percent
Single	7	12.5
Married	48	85.7
Widow/ widow	1	1.8
Total	**56**	**100.0**
Income level (Tsh)		
500,000-999,000	30	54.5
1,000,000-2,000,000	21	38.2
Above 2,000,000	4	7.3
Total	**55**	**100.0**

Source: Researchers' Field Data (2016)

Basing on educational level, the findings show (42.2%) of respondents had a Bachelor Degree followed by those with Master Degree (30.4%) and work experience of less than 20 years. There was no respondent with Ph.D. this indicates that even the Institutes Managers did not have higher education which could have impact on Institutional quality management.

Table 4.3: Educational Level and Work Experiences of Respondents

Education qualification	Frequency	Valid Percent
Diploma	7	12.5
BA/B.Sc.	27	48.2
MA/M.Sc	17	30.4
Others	5	8.9
Total	**56**	**100.0**
Work experience		
Below 20 years	52	92.9
21-30 years	3	5.4
31-40 years	1	1.8
Total	**56**	**100.0**

Source: Researchers' Field Data (2016)

From Figure 4.1, it can be seen that most of the respondents were Tutor (60.1%), therefore the findings were reliable as respondents are more familiar with the quality assurance practices in their respective Institutes.
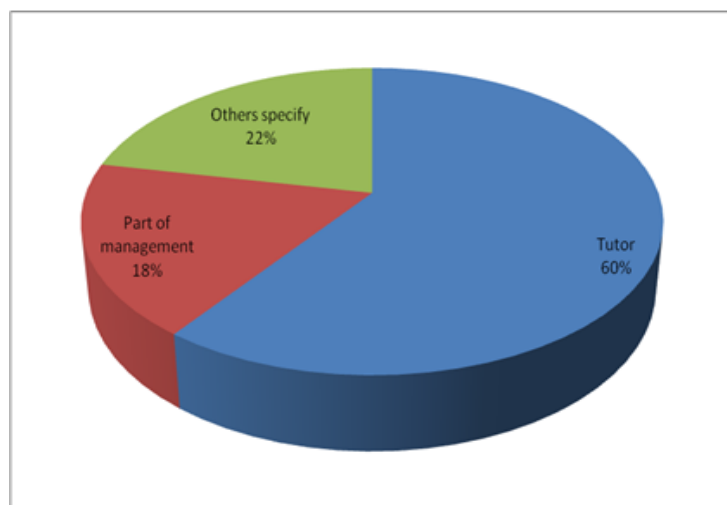
Figure 4.1: Respondents Job Category

Source: Researchers' Field Data (2016)

4.3   Presentation of Findings on the Implementation of Quality Management System at Institution Level

The effectiveness of quality assurance is viewed in terms of the extent to which the purpose for which it has been established. As stipulated in the NACTE Quality assurance policy, the purpose of Internal Quality assurance in Technical Institutions is quality enhancement. Thus this section present findings concerning the current status and the effectiveness of the existing quality assurance practices of Hospitality Technical Institutions, the factors affecting the implementation of quality management plan at the institutional level were revealed as well as the possible ways of overcoming the drawbacks were identified.

4.3.1 Presence of Sound Policies Regarding the Implementation of Quality Management

Respondents were asked to evaluate the state of implementation of assurance activities in Hospitality Institutions based on the Likert scale grading point. Their responses showed that institutions had sound policies regarding the implementation of Quality Management, a total of 83.9% where 26.8% strongly agreed and 57.1% agreed that there are sound policies for quality management implementation.

Table 4.4: Presence of Sound Policies Regarding the Implementation of Quality Management

There are sound policies regarding the implementation of Quality management	Frequency	Valid Percent
Strong agree	15	26.8
Agree	32	57.1
Disagree	2	3.6
Strongly disagree	7	12.5
Total	**56**	**100.0**

Source: Researchers' Field Data (2016)

4.3.2 Presence of Quality Assurance Center/Unit Overseeing Quality

The researcher intended to investigate whether Hospitality Technical Institutions had a section which has been charged with the responsibility of managing quality assurance activities within the institution.

Regarding the institution having a quality assurance centre/unit which has been charged with the responsibility of overseeing quality was revealed that most disagree, a total of 51.8% which 35.7% disagreed and those who strongly disagree were 16.1% as shown in Table 4.5.

Table 4.5: Presence of Quality Assurance Center/Unit Overseeing Quality

Your Institution has a quality assurance center/unit which has been charged with the responsibility of overseeing quality	Frequency	Valid Percent
Agree	17	30.4
Neither	10	17.9
Disagree	20	35.7
Strongly disagree	9	16.1
Total	**56**	**100.0**

Source: Researchers' Field Data (2016)

4.3.3 Presence of Adequately Trained Quality Assurance Officers/Staff who Manage Quality Assurance Activities

The study aimed at exploring whether the Hospitality Technical Institutions have enough and well trained quality assurance officers to manage quality assurance activities. The finding revealed only 10.7% agreed, 35.7% neither agreed or disagreed and a total 51.8%, where 30.4% disagree and 21.4 strongly disagreed as shown in Table 4.6.

Table 4.6: Presence of Adequately Trained Quality Assurance Officers/Staff who Manage Quality Assurance Activities

Quality assurance officers/staff are adequately trained to manage quality assurance activities	Frequency	Valid Percent
Agree	6	10.7
Neither	21	35.7
Disagree	17	30.4
Strongly disagree	12	21.4
Total	**56**	**100.0**

Source: Researchers' Field Data (2016)

4.3.4 Regular review of Quality manuals like QMP and policies

The research aimed at finding out whether regular review of Quality manuals like QMP and policies for Hospitality Institutions exist, majority agreed (54.9%) and only (23.5%) disagreed.

Table 4.7: Regular Review of Quality Manuals like QMP and Policies

Regular review of Quality manuals like QMP and policies exist for your institution	Frequency	Valid Percent
Strong agree	12	23.5
Agree	16	31.4
Neither	11	21.6
Disagree	12	23.5
Total	**51**	**100.0**

Source: Researchers' Field Data (2016)

4.3.5   Effectiveness of the existing Quality Assurance system

As far as institutional engagement is concerned, the researcher went on further investigating whether the existing Quality assurance system was effective on improving everyday teaching and learning in Hospitality institutions. Respondents were asked to indicate the effectiveness by selecting if it is very low; Low; Medium; High; and Very high. From Table 4.7, it can be seen 55.3% of respondents said the

effectiveness is low, 25% said the effectiveness was medium and only 19.6 said it has high effectiveness.

Table 4.8: Effectiveness of the Existing Quality Assurance System

How do you evaluate the effectiveness of the existing Quality assurance system?	Frequency	Valid Percent
Very low	18	32.1
Low	13	23.2
Medium	14	25.0
High	11	19.6
Total	**56**	**100.0**

Source: Researchers' Field Data (2016)

4.3.6 Constraints Facing at Hospitality Institutions in Implementing Quality Management

The researcher went on to find out the most important constraints at Institution level in terms of implementing quality management, Findings shows a number of constraints as seen in Figure 4.2. This includes Lack of awareness (5.4%); Business as usual (14%); Low commitment of trainers (21.5); Staff are not motivated (8.6%); Not aware of quality management system (11.8%); Staff implementing QA are not trained (24.7%) and Inadequate budget to conduct practical training (14.8%).
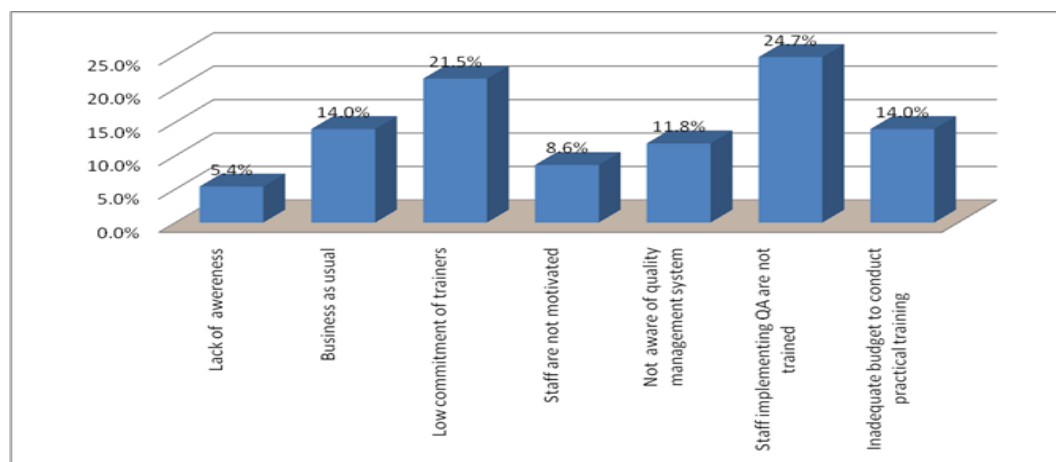
Figure 4.2: Constraints Facing Hospitality Institutions in Implementing Quality Management

Source: Researchers' Field Data (2016)

4.3.7   Ways to Improve the Current Quality Assurance Practices

The researcher directed questions to get firsthand experience on ways that can improve the current quality assurance practices which are shown on Figure 4.3. Sensitization of quality management practices (5.7%); having unit/department dealing with quality management (20.5%); Management should be in frontline implementing quality management (19.3%); Training and exposure programs (9.1%); NACTE should work closely with institution (3.4%); Training to all staff (31.8%) and staff Motivation (10.2%).
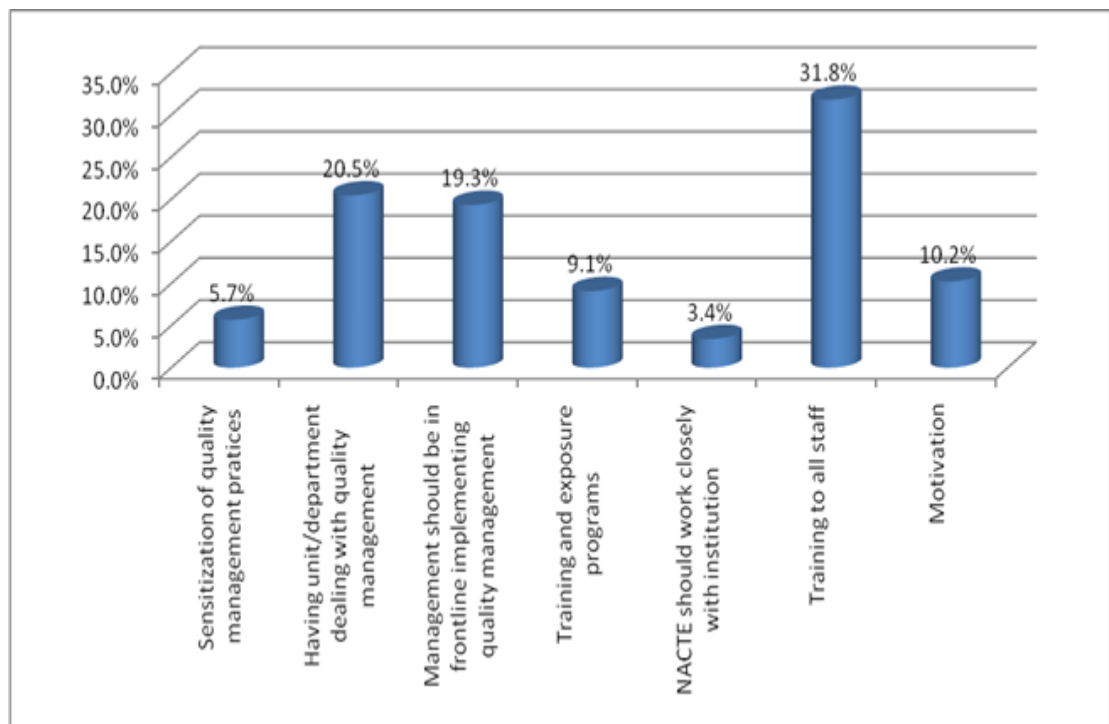
Figure 4.3: Ways to Improve the Current Quality Assurance Practices

Source: Researchers' Field Data (2016)

4.4   The Role of Institutional Leadership in Quality Management

The first objective of this study was to determine whether Institutional Management played a leading role in quality management. Respondents were asked to rank

various statement concerning the engagement of management or institution leaders in quality practices. The ratings were measured using five-point Likert Scale where the different agreement/disagreement levels were rated as follows: 1-Strongly agree; 2-Agree; 3-Neutral; 4-Dis agree and 5 Strong disagree.

4.4.1 Clear Policy for Enhancing and Improving Quality

The study investigated whether the Institution had a clear policy for quality enhancement and improvement. The results indicated   majority of respondents (57.9%) where 23.2% Strong agreed and 35.7% Agreed and only 10.7% Disagreed as presented in Table 4.9.

Table 4.9: Clear Policy for Enhancing and Improving Quality

The institution has a clear policy for enhancing and improving quality	Frequency	Valid Percent
Strong agree	13	23.2
Agree	20	35.7
Neither	17	30.4
Disagree	6	10.7
Total	**56**	**100.0**

Source: Researchers' Field Data (2016)

4.4.2   Management Staff do Take Lead on Quality Management

The study intended to investigate on whether Management staff do take lead in quality Management. 35.7% of the respondents agreed 33.9% of the respondents neither agreed nor disagreed, followed by those who disagreed (30.4%).

Strong agree12.5 Agree23.2 Neither33.9 Disagree14.3 Strongly disagree16.1

Table 4.10: Leading role of Management Staff in Quality Management

Management staff do take lead on quality management	Frequency	Valid Percent
Strong agree	7	12.5
Agree	13	23.2
Neither	19	33.9
Disagree	8	14.3
Strongly disagree	9	16.1
Total	**56**	**100.0**

Source: Researchers' Field Data (2016)

4.4.3 Institutional Quality Culture

The researcher intended to find out if quality culture is enhanced where Staff are well informed and involved on quality management The findings revealed that (51.4%) of respondents disagreed as presented in Table 4.10 and only 28.6 Agree.

Table 4.11: Institutional Quality Culture

Quality culture is enhanced where Staff are well informed and involved on Quality management	Frequency	Valid Percent
Agree	16	28.6
Neither	11	19.6
Disagree	17	30.4
Strongly disagree	12	21.4
Total	**56**	**100.0**

Source: Researchers' Field Data (2016)

4.4.4 Budget for Quality Management Training and Development

The aim of the study was to find out if the Hospitality Institution set adequate budget on Quality Management training and development. The findings shows 78.4% of respondents disagreed and only 21.6 agreed

Table 4.12: Budget for Quality Management Training and Development

Adequate budget is set on Quality Management training and development	Frequency	Valid Percent
Neither	11	21.6
Disagree	25	49.0
Strongly disagree	15	29.4
Total	**51**	**100.0**

Source: Researchers' Field Data (2016)

4.5 The Role of Customer Focused in Institutional Quality Management

The researcher examined the role of customer as involvement of students, parents and other stakeholders on Institutional quality management in bringing effective quality assurance. Respondents were asked to rank various statement concerning the involvement of students, parents and other stakeholders on Institutional quality management in quality practices. The ratings were measured using five-point Likert Scale where the different agreement/disagreement levels were rated as follows: 1-Strongly agree; 2- Agree; 3-Neutral; 4-Dis agree and 5 Strong disagree.

4.5.1 Programs Design, Approval and Monitoring

Respondents were asked to rate whether programs are well designed, approved, monitored and reviewed to ensure their relevancy with stakeholders need. From Table 4.12, the results showed a total of 78.5% respondents agreed where 33.9% Strong agree, 44.6% Agree and only 10.7% Disagree

Table 4.13: Programs Design, Approval and Monitoring

Programs are well designed, approved, monitored and reviewed to ensure their relevancy with stakeholders need	Frequency	Valid Percent
Strong agree	19	33.9
Agree	25	44.6
Neither	6	10.7
Disagree	6	10.7
Total	**56**	**100.0**

Source: Researchers' Field Data (2016)

4.5.2 Students and Academic Staff Evaluations

Respondents were asked if students and academic staff evaluations are done regularly and are used for quality enhancement. The study shows 51.8% of respondents agreed, neither 28.6% and only 19.6% Disagree.

Table 4.14: Students and Academic Staff Evaluations

Students and academic staff evaluations are done regularly and are used for quality enhancement	Frequency	Valid Percent
Strong agree	17	30.4
Agree	12	21.4
Neither	16	28.6
Disagree	11	19.6
Total	**56**	**100.0**

Source: Researchers' Field Data (2016)

4.5.3 Structured System for Feedback Collection

The researcher investigated if structured system exists to collect feedback from labour market/alumni on the programs the hospitality institution offered. The results showed no one agreed and a total of 48.5% disagreed and 51.8% had neither agreed or disagree as shown on the Table 4.14.

Table 4.15: Structured System for Feedback Collection

Structured system exists to collect feedback from labor market/alumni on the programs offered	Frequency	Valid Percent
Neither	29	51.8
Disagree	16	28.6
Strongly disagree	11	19.6
Total	**56**	**100.0**

Source: Researchers' Field Data (2016)

4.6   Presentation of Findings on Implementation of Continuous Quality Improvement

Hospitality Technical Institutions are required to establish and implement a reliable internal quality assurance system for the enhancement of their internal processes. Quality enhancement is about continuous improvement of the educational processes that directly or indirectly influence quality of student learning experience. Respondents were asked to rank various statement concerning the implementation of continuous quality improvement. The ratings were measured using five-point Likert Scale where the different agreement/disagreement levels were rated as follows: 1- Strongly agree; 2- Agree; 3-Neutral; 4-Dis agree and 5 Strong disagree.

4.6.1 Regular review of Institution Vision, Mission and Policies

Basing on the regular review of Institution Vision, Mission and Policies, the findings indicates majority of the respondents agreed that Institutions had regular review of Institution Vision, Mission and policies where 21.4% Strong agreed; 51.8% Agree; 16.1% Neither and 10.7% Disagree.

Table 4.16: Regular Review of Institution Vision, Mission and Policies

There are regular review of Institution Vision, Mission and policies	Frequency	Valid Percent
Strong agree	12	21.4
Agree	29	51.8
Neither	9	16.1
Disagree	6	10.7
Total	**56**	**100.0**

Source: Researchers' Field Data (2016)

4.6.2   Internal Monitoring and Evaluation of Teaching and Learning Process

Respondents were asked whether Internal monitoring evaluates the teaching and learning process, the findings shows majority agreed by 62.5% and only 8.9% Disagree as indicated on Table 4.16.

Table 4. 17: Internal Monitoring and Evaluation of Teaching and Learning Process

Internal monitoring evaluates the teaching and learning process accordingly	Frequency	Valid Percent
Strong agree	7	12.5
Agree	28	50.0
Neither	16	28.6
Disagree	5	8.9
Total	**56**	**100.0**

Source: Researchers' Field Data (2016)

4.6.3 Institutional Self-Evaluation

The study wanted to find out if Institutions conducts a self-evaluation and produce the self-assessment Report. The results shows majority agreed as seen on table 4.17. Strong agree (21.4%); Agree (19.6%) Neither (37.5%) and Disagree (21.4%).

Table 4.18: Institutional Self-Evaluation

The Institutional conducts a self-evaluation based on evidence and produce the self-assessment Report	Frequency	Valid Percent
Strong agree	12	21.4
Agree	11	19.6
Neither	21	37.5
Disagree	12	21.4
Total	**56**	**100.0**

Source: Researchers' Field Data (2016)

4.6.4 The Institutional Quality Improvement Plan

The study aimed to get first-hand experience where Hospitality institution develop and implement a quality improvement plan. From Table 4.18, results indicates majority disagreed where 17.9% strongly disagree; 39.3% disagree; 10.7% Strong agree and 32.1% neither agreed or disagreed.

Table 4.19: Institutional Quality Improvement Plan

The institution develop and implement a quality improvement plan	Frequency	Valid Percent
Strong agree	6	10.7
Neither	18	32.1
Disagree	22	39.3
Strongly disagree	10	17.9
Total	**56**	**100.0**

Source: Researchers' Field Data (2016)

4.6.5   Involvement of top management in quality Improvement

The researcher investigated whether Top management are fully involved in the quality improvement. The results indicates majority of respondents disagree that top management are fully involved in quality improvement as seen on Table 4.19 where 23.2% Strong agree; 1.8% Agree 10.7% Neither 42.9% Disagree and 21.4% Strongly disagree.

Table 4. 20: Involvement of Top Management in Quality Improvement

Top management are fully involved in the quality improvement	Frequency	Valid Percent
Strong agree	13	23.2
Agree	1	1.8
Neither	6	10.7
Disagree	24	42.9
Strongly disagree	12	21.4
Total	**56**	**100.0**

Source: Researchers' Field Data (2016)

4.7   Challenges Facing Hospitality Training Institutions

The study identified a number of challenges the hospitality institutions encounter in providing hospitality education and training. As it can be seen from Figure 4.8, Lack of fund (29.00%); Inadequate facilities (24.10%); Incompetent trainers (22.80%); Poor image of hospitality careers (9.70%); Incompetent students (7.60%) and Poor motivations to staffs (6.90%) are challenges facing Hospitality Institutions.   The Hospitality Technical Institutions, these are serious concerns and need to be addressed for a sustainable hospitality education and training.
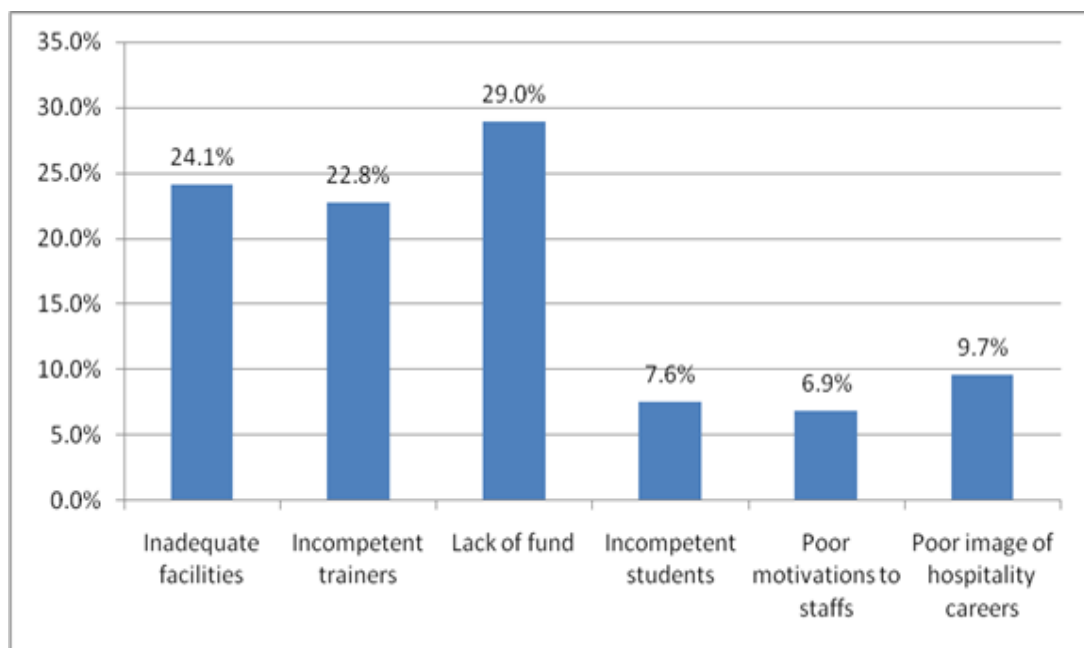
Figure 4.4: Challenges Facing Hospitality Training Institutions
Source: Researchers' Field Data (2016)

4.8   Analysis and Discussion of the Findings

This study employed quantitative and qualitative method to collect, analyse and interpret data. The findings presented and analysed revealed the following results on quality management on Hospitality technical institution towards producing competent workforce.

4.8.1 Analysis and Discussion of Factors Affecting the Implementation of Quality Management Plan at Institution Level

The first object of this study was to examine factors affecting the implementation of quality management plan at institution level. There was a need to find out the currency status before drawing the drawbacks of implementing quality management plan.

Concerning the policy, the results showed that institutions had sound policies regarding the implementation of Quality Management, a total of 83.9% respondents agreed, where 26.8% strong agreed and 57.1% agreed that there are sound policies for quality management implementation. This implies that majority of respondents were aware of the existence of policy. These findings can be contributed to the fact that NACTE requires Institutions to have in place Quality assurance policy as one of requirement for Institutional accreditation.

Contrary has been observed regarding the institution having a quality assurance centre/unit which has been charged with the responsibility of overseeing quality, majority of respondents disagree which means there is no quality assurance centre/unit for monitoring quality assurance practices. It was also narrated by one respondent in one of Institution on face to face interview that " we don't have a quality assurance unit which is independent" This shows that Institutions does not recognizes the importance of quality assurance and has not established a section to oversee quality assurance activities. Same has been observed to institutional quality assurance officers, having the quality assurance officers alone is not sufficient but they have to be trained and mandated to carry out their task as expected. For

environment to be conducive with the organization, it is important to invest in quality assurance officers to oversee quality assurance practices in the institution. This can be achieved by establishing a sound section with competent staff powered by modern technological skills and facilities.

As regards the review of manuals for the institutions, respondents who agreed were more as compared to those who disagree. This implies that there is clear demarcation that org has clear procedure manuals for proper management within the institution. The findings concurs with the requirement from the NACTE.

Relating to effectiveness of quality assurance system on improving everyday teaching and learning in Hospitality institutions, response shows the quality assurance effectiveness was low (Table 4.7). The findings shows that, by not having a quality assurance unit and officers contribute the ineffectiveness of quality assurance system at the Institution. Although the two factors cannot function on the absence of the other factors. For instance no matter how good policies are, it will not ensure effective quality assurance system, this concurs with Muran. A and Rajesh K that "A coherent quality assurance policy and institutional arrangement is a necessary condition for an effective quality assurance". This is also supported by Quality Handbook that Quality assurance strategy, policy and procedures should have a formal status and be publicly available (Vroeijenshijn,2016). This study has revealed these factors are wealth to be noted by Hospitality Technical Institutions as vital for Quality assurance/management.

Dwelling on the same perspective, The study revealed most important constraints at Institution level in terms of implementing quality management, which includes Lack of awareness, Business as usual element, Low commitment of trainers, Staff are not motivated, Not aware of quality management system, Staff implementing Quality Assurance are not trained and Inadequate budget to conduct practical training indicate main concern among training institutions are constrains that have implication on the quality of programs and the resulting output (graduates).

However majority indicated low commitment of trainers and staff implementing quality assurance are not trained are the major constrains. Findings implies Quality teaching demands academic staff with appropriate qualifications, professional competence (capacity and experience), motivation and commitment that is relevant to the level of programs they are assigned. This is supported by a study (World Bank 2013), it was found that many teachers lack content knowledge of the subject they teach. This implies that effective quality assurance practice requires deployment of reasonable resources. This concurs with the comment on the face-to-face interview where one the respondent from NACTE that "Quality of Input, Process must be ensured in order to produce quality output which are competent workforce". One of the quality input is competent trainers.

Ways to improve the current quality assurance practices were identified, a number of suggestions were put forward, including training to all staff on quality management; having unit/department dealing with quality management; Management should be in frontline implementing quality management; staff Motivation; Training and exposure

programs; NACTE should work closely with institution; Sensitization of quality management practices; and closely with institution.

Training of staff on quality management was given a higher percentage. The finding entails that staff are not aware with quality assurance, this concurs with Kahsay (2012) who did a study at Ethiopia on Quality assurance in higher education and said that formal quality assurance in Sub Saharan countries is an even more recent phenomenon.

4.8.2 Analysis and Discussion of the Findings on the Role of Institutional Leadership in Quality Management

The second objective of the study was to establish the role of Institutional leadership in quality management. The majority of respondents agreed that Institutions have clear policy for quality management and improvement, this implies that management do have plans to apply quality assurance as it is also detected by NACTE requirement.

Regarding whether management staff take lead in quality management, respondents who agreed 35.7% were approximately equal to those who neither agreed nor agreed 33.9%. This implies that there is no clear demarcation that organization management staff take lead in quality management. This concurs with the observation on quality of Hospitality and Tourism training in Tanzania that Institutions have weak management and a laissez faire approach, with no discipline framework to impart proper hospitality professional values (Pie consultancy, 2015). The principle of leadership in all types of organizations is mainly seen as a key principle for a

functioning quality management system. (Paulova, 2011) Commitment to quality has to start with the top management and it is the management responsibility for the institution's quality system, they are the ones to establish policies and procedures to implement quality activities. Quality improvement should not be left to the quality coordinator or designated officer.

With respect to whether quality culture is enhanced and staff are well informed and involved on quality management, respondents disagreed. This implies that staff are not informed and involved in quality management. The finding is centrally with ISO quality management principles stating that Competent, empowered and engaged people at all levels throughout the organization are essential to enhance its capability to create and deliver value. When quality culture is practised, employees proactively manage the customers experience to ensure satisfaction. Employees need to be trained on the needs of customers and company stakeholders through involving employees in organizational planning, including formulation of organizational goals and strategies for realizing those goals, when involved in the planning process feel more ownership of institution objective (Bitner, 1997).

On whether adequate budgets are set for quality management, training and development, findings reveal management do not set budget for quality management. This implies that management does not provide adequate funding for quality assurance activities, training and development. The findings concur with a study done by Mwemtsi (2015), that one of the constraints facing Hospitality Institution is lack of funds. However quality assurance activities need to be financed as well as

training on quality assurance management are of vital important for enabling organization to increase efficiency and effectiveness.

4.8.3 Analysis and Discussion of the findings on the role of customers in institutional quality management

The third objective of the study was to establish role of customers in institutional quality management. Concerning whether customers are involved in program design, approval and monitoring and reviewed to ensure their relevancy with stakeholders needs, it was revealed more than a half agreed that there was involvement of customers. However the majority claims to engage them during curriculum review exercise.

With respect to students and academic staff evaluations are done regularly and used for quality enhancement, majority agreed. This means customers are involved in doing evaluations of institution quality. This concurs with the Quality Handbook that An Institution should have a structured monitoring system to collect information about the quality of its activities including Student evaluation (Vroeijenshijn, 2016).

The response on the existence for structured system for collecting feedback from the labour market, respondents who disagree were approximately equal to those who neither agreed nor agreed. This implies that there no systematized and well established systems for collecting feedback from the labour market. This suggests respondents perceived that Institutions feedback from the labor markets is very limited. Other studies done on quality management on Technical Institutions

advocates that Institutions should be in position to identify stakeholder's requirement as well as assessing stakeholder's satisfaction (Kahsay, 2012).

4.8.4 Analysis and Discussion of the Findings on the Implementation of Continuous Quality Improvement in Hospitality Training Institutions

The fourth objective of the study was to assess the implementation of continuous quality improvement in Hospitality training institutions. Majority of respondents agreed that Institutions had a regular review of Institutional Vision, Mission and Policies. Same applies to internal monitoring and evaluation of teaching and learning process, this implies that internal monitoring is carried out to verify whether the planned activities are carried out according to the agreed terms and responsibilities.

However the internal monitoring and evaluation of the teaching and learning process should evaluates the school's difficulties in attaining the established objectives, in the teaching and learning process, and in identifying appropriate solutions; which seems is not done appropriately. This concurs with Deming Cycle (PDCA cycle) which is a management method used in Business for the control and continuous improvement of processes and products, that after internal monitoring and evaluation should take actions to continuous improvement.

Self-evaluation was found to be conducted and a self-assessment report was produced. This is one of the NACTE regulations that Institution should conduct self-assessment of its core activities and of the institution as a whole to learn about the strengths and weakness regularly, at least every 5 years which will lead to a quality plan (NACTE institutional quality management plan, 2010)

This is one of the NACTE requirement during institutional registration, accreditation and through departmental recognition and curriculum development. On other hand majority disagreed whether Hospitality Institutions develop and implement a quality improvement plan. This means the availability of the required documents is one thing and the implementation is another thing. This scenario has been observed by another respondent that "NACTE should work closely with Institutions to ensure proper implementation of their guidelines" Apparent lack of coordination within the accrediting bodies, leading to weak standardization. (PIE consultancy report, 2016).

Same has been observed on the involvement of top management in quality improvement plan is quite low. This has a negative impact on quality practises. Without leadership at all levels of the institution the improvement process cannot be sustained. Practical experience shows role of leaders in improving quality management and organization itself is of great importance (Paulova, 2011)

4.8.5 Analysis and Discussion of the Findings on the Challenges Facing Hospitality Training Institutions in Providing Quality Training and Education

The third objective of the study was to examine challenges facing hospitality training institutions in providing quality training and education. Issues and challenges related to the quality of Hospitality education in Tanzania have long been recognized as a result graduates cannot effectively perform in the industry. A study done by Winester Anderson (2015) on Human Resource Needs and Skill Gaps in the Tourism and Hospitality Sector in Tanzania identified a number of challenges in providing education and training in Tanzania includes lack of national curricula, incompetent

lecturers, lack of training equipment and tools, poor infrastructure of hotel schools. These are serious concerns that have implication on the resulting output (graduates).

However one of the issues noted during face to face interview is poor perception of technical teachers on Competence based Education and training CBET. One of the interviewer from NACTE commented that "..most of them were used to knowledge based Education and Training KBET during their training, therefore this bring difficulties in changing to CBET, also they lack real work experiences on industry so they fail to integrate the real life into the curricula." Despite the presence of a well quality assurance system, the inadequacy of physical, human and financial resources is major hindrance for the effective implementation of quality assurance across.

4.9   Hypothesis Testing

Analysis to show whether there is a relationship between Institutional leadership on the effectiveness of the Quality assurance system.

Ho 1: Institutional Leadership influence the institutional quality management system implementation.

Table 4.21: Role of Institutional Leadership on the Effectiveness of the Quality Assurance System

The effectiveness of the Quality assurance system	Role of Institutional leadership							
	Agree		Neither		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%
High	6	100	5	26	0	0	0	
Medium	0	0	8	42	6	29	0	
Low	0	0	3	16	7	33	3	30
Very Low	0	0	3	16	8	38	7	70

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	**43.74**	**9.00**	0.00
Likelihood Ratio	46.04	9.00	0.00
Linear-by-Linear Association	26.74	1.00	0.00
N of Valid Cases	56.00		

Source: Researchers' Field Data (2016)

Chi-Square at 95%, 9 d.f = 16.919

The Chi square statistical test used to show whether or not there is a relationship between the role of Institutional leadership on the effectiveness of the Quality assurance system on improving everyday teaching and learning. Therefore since chi square value found is greater than critical chi square value for the 0.05 probability level (Table 4.20), the null hypothesis is rejected, therefore there is a significant relationship between the two variables. This means that this difference is statistically significant at 0.05.

Ho 2: Involvement of students, employers and other stakeholders in quality management do not significantly influence the institutional quality management system implementation.

Table 4.22: **Role of Customer Involvement on the Effectiveness of Quality Assurance System**

The effectiveness of the existing Quality assurance system	Involvement of students, employers and other stakeholders in quality management							
	Strong agree		Agree		Neither		Disagree	
	N	%	N	%	N	%	N	%
High	0	0	5	23.8	6	37.5	0	0
Medium	6	75	2	9.5	6	37.5	0	0
Low	1	12.5	4	19.1	2	12.5	6	54.5
Very Low	1	12.5	10	47.6	2	12.5	5	45.5

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	**31.33**	**9.00**	0.00
Likelihood Ratio	34.49	9.00	0.00
Linear-by-Linear Association	1.13	1.00	0.29
N of Valid Cases	56.00		

Source: Researchers' Field Data (2016)

The results in Table 4:21 show the Chi square statistical test was used to show whether or not there is a relationship between the Involvement of customers in quality management on the effectiveness of the Quality assurance system on improving everyday teaching and learning. Therefore since chi square value found is greater than critical chi square value for the 0.05 probability level, the null hypothesis is rejected, therefore there is a significant relationship between the two variables. This means that this difference is statistically significant at 0.05.

Ho 3: Implementation of Continuous Quality Improvement do not significantly influence the institutional quality management system implementation.

Table 4. 23: Implementation of Continuous Quality Improvement at the Institution on the Effectiveness of the Quality Assurance System

The effectiveness of the existing Quality assurance system	Implementation of Continuous Quality Improvement at the Institution							
	Strong agree		Agree		Neither		Disagree	
	N	%	N	%	N	%	N	%
High	6	67	5	25	0	0	0	0
Medium	1	11	7	35	0	0	6	55
Low	1	11	4	20	8	50	0	0
Very Low	1	11	4	20	8	50	5	46

Source: Researchers' Field Data (2016)

Chi-Square Tests	Value	df
Pearson Chi-Square	**37.57**	**9.00**
Likelihood Ratio	43.75	9.00
Linear-by-Linear Association	10.83	1.00
N of Valid Cases	56.00	

Source: Researchers' Field Data (2016)

The results in Table 4.22 show the Chi square statistical test which was used to show whether or not there is a relationship between the Implementation of Continuous Quality Improvement at the Institution on the effectiveness of the Quality assurance system on improving everyday teaching and learning.

Since chi square value found is greater than critical chi square value for the 0.05 probability level, the null hypothesis is rejected, therefore there is a significant relationship between the two variables. This means that this difference is statistically significant at 0.05.

Therefore since chi square value found is greater in all the three valuables which are Institutional leadership, Customer involvement in quality management and the Implementation of continuous quality improvement at the Institution they do not significantly influence the effectiveness of the Quality assurance system, this means there are others factors that need to be considered to ensure effective quality assurance system.

The findings concur with Ayonmike (2015) who did a study on Quality Technical Vocational Education and Training (TVET) Programs in Nigeria, he found that Nigerian TVET programs are bedeviled with numerous challenges that have been affecting the quality of TVET programs, these challenges include inadequate funding of TVET; inadequate infrastructures; poor power supply; shortage of qualified TVET teachers/ instructors; poor supervision of TVET programs; inadequate curriculum planning and implementation.

However, this could also have been contributed due to lack of understand or awareness of on the whole phenomenon of Quality Assurance, this was also noted during interview session with one of the NACTE officials that "…Quality assurance issue is not known to most people, you need to have people who knows theories of quality in individual or Institutional level. Staff should know what quality is and Institution should be able to define quality".

The essence of quality management is crucial as it will give an eye to particular areas that need adjustment and best way of doing it. Together with the findings in this study, various strategies should be addressed to tackle the challenges of quality assurance in Technical Education.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter will focus on the conclusion and recommendations based on the data gathered supported by the literature review. The results obtained outline the source for the conclusion and recommendations on quality management practices in Hospitality Training Institutions towards producing competent workforce.

5.2   Conclusion

Leadership, staff involvement and commitment is important for the successful implementation of quality assurance system in the Institutions. Shared responsibilities, coordination and collaboration among the different actors are also necessary for the effective implementation of quality assurance. The findings show that these conditions are not in place. Business as usual was also noted being one of the constraint of quality assurance implementation (Table 4.2). This has been observed as well in the paper presented in annual general meeting of ESRF (2016) by Suleiman S and Katabaro J, that for teachers and schools to be effective, it need effective leadership at school level. Therefore it is important for management to fully support every activity including allocating fund, having competent quality assurance officers and units to oversee and monitor quality practices.

An effective quality assurance involves sharing information with stakeholders concerning quality of the education provision. This may include published reports, Analysis of the available documents indicates that there are accountability. The ISO

9001 quality management standards recognizes that customers play a significant role in quality management and monitoring of customer satisfaction is necessary to validate whether customer requirements have been met. Therefore Institutions should develop structured system to have a stronger relationship with the Hospitality industry. Proper means of obtaining feedback from labour market should be established not only during curriculum development or review but an ongoing exercise. Accurate information results in more efficiency, this will help the Institutions to produce required programs with competences relevant to the market needs.

Technology Change was noted as one of the challenge that Hospitality Institutions are facing, this is one of the important factor to be considered as it has effect on the quality of graduate who are being produced by Hospitality Institutions. This concurs with the observation by PIE consultancy, pointed out that the hospitality schools relied heavily on manual systems in all departments and that graduates had no exposure at all in hospitality management systems. (PIE consultancy report, 2015). This is due to the fact that Technology change in Hospitality Industry is so fast and this compels Hospitality Institution to adjustment on the procedures or traditional ways of doing things. This was noted an example given by one of the respondent that"…now a days we going for self-check instead of keeping the guest waiting on a cue for registration"

The essence of quality management in technical institutions can be undermined and this suggests that analysis of quality assurance systems and practices and their relation to improvement of organizational practices it is not well researched and

documented in the context of developing regions like Sub- Saharan Africa, this is an area of great interest for empirical study (Kahsay, 2012).

5.3   Recommendations

According to the findings the study is recommending the following;

It is critical to establish sound accreditation and quality control mechanisms in Hospitality Technical Institutions, In this regard, it is crucial that accrediting bodies should have capacity to evaluate the schools in all aspects (infrastructure, equipment, learning resources, teaching staff, etc.) as well as working closer with the institutions to ensure they deliver what is expected.

The Hospitality Technical Institutions management should commit themselves in implementing own quality assurance systems. They should be able to define quality and establish necessary structure and procedures for quality assurance implementation, by so doing will contribute to the institutions effectiveness. Also, other employees will have a chance to learn from their seniors on the matters pertaining Quality assurance.

Information received from key informants and the surveyed Hospitality Institutions revealed that quality assurance was a new phenomenon to many of them. The regulatory body specifically NACTE should work closely with Hospitality Technical Institutions to ensure proper implementation of their guidelines. This as well suggest training should be conducted to all staff working in these institutions on quality assurance matters.

Technology is changing very fast, technology change in Hospitality Industry compels Hospitality Institution to adjustment in order to keep abreast with the latest developments in the industry for instance the application of the hospitality software that is used by most hotels is important to ensure student get the real life experience when he/she goes to the industry.

Designing a supporting Quality Information System is important to ensure the systematized and well established systems to gather information form customers. This includes graduates competences, their satisfaction in their respective program will help institutions obtain the required information for decision making.

5.4   Future Research

The study explored the role of quality management in hospitality training towards producing competent workforce. Only Hospitality Technical Institutions in Dar es salaam were considered, therefore other researchers should conduct study in other discipline like Tourism. Also further study should aim to explore advantages quality management system on hospitality training.

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APPENDICES

Appendix 1: Interview Guide for Key Informants

(NACTE OFFICIALS AND HOSPITALITY TECHNICAL INSTITUTIONS MANAGEMENT)

1. How do you evaluate the current status of quality assurance practices in Hospitality Technical Institutions in Tanzania?

2. What do you think are the major constraints at Institution level in implementing a quality assurance system that really affect change in quality of teaching and student learning?

3. In what ways do you think can the current quality assurance practices in Hospitality training institutions be improved?

4. What are the other major challenges facing Hospitality Training Institution in producing competent graduates

Thank you for your cooperation

Appendix 2: Questionnaire for Hospitality Training Institutions

Dear respondent,

This questionnaire has been developed to facilitate research on "Quality management towards producing competent workforce" A case study of Hospitality Technical Institutions in Dar es Salaam, which is a requirement for the fulfillment of Masters in Tourism Management and Planning from The Open University of Tanzania. The questionnaire intends to deduce your opinion on Quality management implementation at your Institution. Please note that, there is no right or wrong answer. The information obtained will only be used for academic purposes and treated with utmost confidentiality. Thank you in advance for your cooperation and valuable time.

Section A: Demographic

Please put tick (√) for the selected answer

1. Age:

    20-30 years ☐   31-40 year ☐   41-50 years ☐   51-60 years ☐

    above 60 ☐

2. Gender :   Male ☐   Female ☐

3. Marital Status:

    Single ☐   Married ☐   Divorced ☐   Widow/ widower ☐

4. Occupation and Job Category: Tutor   part ☐f management   others

    specify   ☐

5. Education qualification:

    Diploma ☐   BA/B.Sc. ☐   MA/M.Sc. ☐

PhD ☐   Others (specify) _____

6. Work experience

   Below 20 years ☐   21-30 years ☐   31-40 years ☐

   41-50 years ☐   above 50 ☐

7. What is your salary income per month (net salary Tsh):

   Less than 500,000 ☐   500,000-999,000 ☐   1,000,000-

   2,000,000 ☐

   Above 2,000,000 ☐

Section B: CURRENT STATUS OF QUALITY ASSURANCE SYSTEM

Please put tick (√) for the selected answer in a space provided for the following

Question whereby,

1	2	3	4	5
Strong agree	Agree	Neither	Disagree	Strongly Disagree

1. Current status of quality assurance practices	1	2	3	4	5
(i) There are sound policies regarding the implementation of Quality management					
(ii) Your Institution has a quality assurance center/unit which has been charged with the responsibility of overseeing quality					
(iii)Quality assurance officers/staff are adequately trained to manage quality assurance activities					
(iv)Regular review of Quality manuals like QMP and policies exist for your institution					

2. How do you evaluate the effectiveness of the existing Quality assurance system?

   (please circle the appropriate answer)

   (i) Very low

   (ii) Low

   (iii) Medium

   (iv) High

   (v) Very high

3. What do you think are the most important constraints at Institution level in terms of implementing quality management system?

   …………………………………………………………………………………………

   …………………………………………………………………………………………

   …………………………………………………………………………………………

   ……………………………………………………

4. In what ways do you think can the current quality assurance practices can be improved

   …………………………………………………………………………………………

   …………………………………………………………………………………………

   …………………………………………………………………………………………

Section C: Role of Institutional Leadership, Customer Focused and Continuous Quality Improvement in Quality Management

Please put tick (√) for the selected answer in a space provided for the following

Question whereby,

1	2	3	4	5
Strong agree	Agree	Neither	Disagree	Strongly Disagree

5. Role of Institutional leadership	1	2	3	4	5
(i) The institution has a clear policy for enhancing and					

improving quality					
(ii) Management staff do take lead on quality management					
(iii)Quality culture is enhanced where Staff are well informed and involved on Quality management					
(iv)Adequate budget is set on Quality Management training and development					

6. Customer involvement in quality management	1	2	3	4	5
(i) Programs are well designed, approved, monitored and reviewed to ensure their relevancy with stakeholders need					
(ii) Students and academic staff evaluations are done regularly and are used for quality enhancement					
(iii)Structured system exist to collect feedback from labor market/alumni on the programs offered.					

7. Implementation of Continuous Quality Improvement at the Institution	1	2	3	4	5
(i) There are regular review of Institution Vision, Mission and policies					
(ii) Internal monitoring evaluates the teaching and learning process accordingly					
(iii)The Institutional conducts a self-evaluation based on evidence and produce the self-assessment Report					

(iv) The institution develop and implement a quality improvement plan					
(v) Top management are fully involved in the quality improvement					

Section D: Major Challenges Facing Hospitality Training Institutions

8. Please list down major challenges facing Hospitality Training Institution in producing competent graduates

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Thank you for your cooperation