

**MODELLING TERTIARY TOURISM EDUCATION FOR INFORMING
TOURISM DESTINATION SERVICE QUALITY IN KENYA**

BY

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THE DEGREE OF DOCTOR OF PHILOSOPHY IN TOURISM MANAGEMENT**

DEPARTMENT OF ECOTOURISM, HOTEL & INSTITUTION MANAGEMENT

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DECLARATION

I declare that this thesis is my original work and has not been submitted or presented in any university for the award of any other academic degree or diploma. Except where otherwise indicated, this is my original work and no part of it may be reproduced without prior permission of the author and/or Maseno University.

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DEDICATION

I dedicate this thesis to the loving memories of my late husband Dr. Joe K. Wadawi and to my beautiful children Ronnie and Rennie who remain the main people behind my motivation to successfully complete this task.

ABSTRACT

Tourism is considered one of the tools for sustaining the economic development of most countries including Kenya. Continued sustenance of the tourism industry requires human capital with the right skills and competencies. Given the economic importance of tourism to Kenya's economy, both the government and the private sectors have invested heavily in training and human capacity development for the tourism industry. As a result, Kenya has a number of tertiary tourism education institutions that produce potential employees for the tourism industry annually. Despite this, there is need to establish a stronger link between theory and practice so as to meet the needs and expectations of the industry with regard to tourism service delivery in the destination. The main objective of this study was to model tertiary tourism education for informing tourism destination service quality in Kenya. Specifically, the study set out to determine perceived relevance of tertiary tourism education attributes among tourism graduate employees and tourism managers in Kenya; to identify tourism skills and competencies perceived relevant for providing quality tourism services in Kenya; to determine the influence of tertiary tourism education attributes on desired tourism service skills and competencies in Kenya; to determine the influence of tourism skills and competencies on perceived destination service quality; and to develop a tourism education quality-destination service quality model for tourism industry in Kenya. The study used quantitative approach and adopted a cross-section survey design. Quantitative data was collected using self-administered questionnaires from three sets of population namely tertiary tourism graduate employees (385) and tourism managers and supervisors (385). To get the target sample size, multi-stage sampling consisting of stratification, proportionate and simple random sampling were used. Means and standard deviations and independent-sample t-test were conducted in SPSS to determine perceived relevance of tertiary tourism education attributes among tourism graduate employees and tourism managers and to identify tourism skills and competencies perceived relevant for providing quality tourism services. The results indicate that all the 17 tourism education attributes were perceived to be relevant by tertiary tourism graduate employees and tourism managers and supervisors. However, the relevance perception was high among the tertiary tourism graduate employees than among tourism managers. The results also indicate that all the 32 tourism competencies and skills attributes were perceived by tertiary tourism graduate employees and tourism managers and supervisors to be relevant in providing quality tourism services, with relevance perception being high among the tertiary tourism graduate employees than among tourism managers and supervisors. Factor analysis on the 32 skills and competencies attributes resulted in a four-factor solution namely social skills/competencies, methodological skills/competencies, professional skills/competencies and leadership skills/competencies that accounted for 23.77%, 18.42%, 17.57% and 16.91% of the total variance explained. PLS-SEM in SmartPLS 3.2.8 was used to determine the influence of tertiary tourism education attributes on desired tourism service skills and competencies; to determine the influence of tourism skills and competencies on perceived destination service quality; and to develop a tourism education quality-destination service quality model for tourism industry in Kenya. The results indicate that the four sets of tourism skills and competencies were significantly influenced by the three tourism education factors. The model predictive relevance results through blindfolding indicates that all the exogenous constructs in the model adequately predict their corresponding endogenous constructs given that the least Q^2 value was 0.04. The SRMR fit measure was <0.08 and the RMS Theta <0.12 indicating model fitness. The new model developed by the study offers insights and guidelines to tertiary tourism education and tourism stakeholders in predicting tourism destination service quality in Kenya which will then translate to destination competitiveness.

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ACRONYMS AND ABBREVIATIONS

AVE	-	Average of the Variance Extracted
APEC	-	Asia Pacific Economic Cooperation
CVI	-	Content Validity Index
CVR	-	Content Validity Ratio
DITR	-	Department of Industry, Tourism and Resources
EFA	-	Exploratory Factor Analysis
GDP	-	Gross Domestic Product
HTMT	-	Heterotrait – Monotrait Ratio
ICT	-	Information and Communication Technologies
KATA	-	Kenya Association of Travel Agents
KATO	-	Kenya Association of Tour Operators
KNEC	-	Kenya National Examination Council
Ksh	-	Kenya Shilling
KTTC	-	Kenya Technical Teachers College
KUC	-	Kenya Utalii College
KUCCPS	-	Kenya Universities and Colleges Central Placement Service
KWS	-	Kenya Wildlife Services
MDG	-	Millennium Development Goals
MOE	-	Ministry of Education
MOHEST	-	Ministry of Higher Education Science and Technology
MUERC	-	Maseno University Ethics Review Committee
NFI	-	Normed Fit Index
NMK	-	National Museums of Kenya
NNFI	-	Non-normed Fit Index
OECD	-	Organization of Economic Co-operation and Development
PAF	-	Principal Axis Factoring
PLS-SEM	-	Partial Least Square Structural Equation Modelling
SERVQUAL	-	Service Quality
SPSS	-	Statistical Package of Social Sciences

SRMR	-	Standardized Root Mean Square Residual
TEDQUAL	-	Tourism Education and Quality
TLI	-	Tucker – Lewis Index
TTCI	-	Travel and Tourism Competitive Index
TTIs	-	Technical Training Institutes
TVET	-	Technical and Vocational Education and Training
UNESCO	-	United Nations Education Scientific and Cultural Organization
UNWTO	-	United Nations World Tourism Organization
VIF	-	Variance Inflation Factor
WEF	-	World Economic Forum
WTTC	-	World Tourism and Travel Council

OPERATIONAL OF KEY TERMS

Attractions: A designated protected area which is controlled and managed for enjoyment, amusement, entertainment and education for the visiting public.

Destination: This is a region or a particular place i.e. country, city, park that has attractions that are the targets of tourist visitors.

Destination Service Quality: Kenya is a tourist's destination that has a number of tourists' products that attract tourists, when these products are summed up together; they make a cumulative service quality.

Graduate Employee: This is an employee with either a Diploma or Certificate in Tourism related courses who has successfully undergone through Tertiary tourism education.

Quality: Quality is defined as the ability to reflect excellence, value, conformance to specification and meeting or exceeding users' expectation.

Service: This is an activity or series of activities of intangible in nature that takes place between customer and the service employees. It can be in form of deeds, processes or performances.

Service Quality: This are activities that are intangible in nature that takes place between a customer and service provider which meets and exceeds customers' expectations.

Tertiary Institutions: This are Institutions offering Diploma and Certificates Programmes, this includes polytechnics, technical colleges, vocational colleges, etc.

Tourism: This is defined as travelling to a main destination outside one's usual environment, for less than a year, for any main purpose (business, leisure or other personal purpose) other than employment in the country or place visited.

Tourism Education: It refers to education system that is offered to students that have passion to work in travel and tourism related organizations.

Tour Operation: These are organizations that act as intermediaries between the attraction and the tourists. They organize tours to various destinations and attractions at an inclusive price and to obtain profit.

Training: This refers to learning process that is based on acquisition of knowledge, skills and ability to work in the tourism sector.

Travel Agency: These are organizations that act as intermediaries between the tourist customers and the transport companies. They facilitate travel booking and linkages with transport service companies such as airlines, cruise ships, bus companies, and car hire companies.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Travel and tourism is a key sector for economic development. It drives exports, generates prosperity and job creation throughout the world. In terms of Gross Domestic Product, tourism accounts for 10.4% of the world's GDP, and approximately 1 in 10 of all jobs (World Travel and Tourism Council (WTTC), 2018). Tourism exports US\$ 1.6 trillion, 7% of World export and 30% of service export (UNWTO, 2018). According to the World Travel & Tourism Council (WTTC), it is forecast that the travel and tourism sector will continue growing at 4% annually faster than financial services, transport and manufacturing, irrespective of the performance of the rest of the global economy (WTTC, 2018). The World Bank report on tourism in Africa for 2012 indicated that tourism is a powerful engine of economic growth and job creation (World Bank, 2012). While it is thought to provide millions of job opportunities, the tourism industry requires skilled and qualified workforce (Mei, 2017) to determine its overall quality of services (Perman & Mikinac, 2014).

Tourism has been a key driver of the Kenyan economy and has been among the top foreign exchange earners for decades. According to Government of Kenya (GoK) (2018), tourism contributes about 11% of Kenya's GDP and about 12% to the employment in Kenya. A critical element of tourism industry is service quality (Perman and Mikinac (2014) which can then contribute to perceived destination competitiveness. As Sheldon, Fesenmaier and Tribe (2011) pointed out, tourism is a labour intensive industry, and is in constant need of a skilled workforce that fosters a great sense of skills, aptitudes and knowledge. According to Mayaka and King (2002); Mei, (2017) asserts that improving the skills and knowledge of the workforce can boost destination competitiveness and help establish and maintain a viable industry. This is because good service is akin to human resources (Zeithaml, Bitner and Gremler, 2006) and that human capital is the core of the tourism industry (Christian, Fenandez-Stark, Ahmed & Gereffi, 2011).

Kenya's popularity as a tourism destination is due to its natural attractions, unique historical sites, culture, improved tourism-related infrastructure and the renowned traditional hospitality of its people (GoK, 2014). A number of challenges may have contributed to Kenya's failure to meet its target. These include negative travel advisory,

glaring incidences of insecurity, the socio-political environment and diseases like Ebola in the West African countries (Gok, 2015). The sector has also faced stiff global competition coupled with internal and external challenges as outlined in the National Strategy 2013 – 2018 that the country must resolve for it to be in a good position and take advantage of the ever-changing global tourism industry. The strategies include: Reinforcing the Kenya tourism industry as a high quality service sector; Positioning Kenya better as the number one tourism destination in the world; Making the tourism industry part of the knowledge economy; Developing tourism in a sustainable manner; Increasing the value generated from available resources; Creating an environment conducive to tourism; Attracting and retaining the workforce; Investing in tourism infrastructure and ensuring an efficient transport system (GoK, 2014).

Service quality in tourism is a direct result of the quality of labour that must be addressed in Kenya for it to remain regionally and globally competitive and to attain its projection of three million tourist arrivals and 200 billion earnings by 2017 as per the National Strategy 2013-2018. The previous strategy of 2008 – 2012 has the same projection which was not attained (GoK, 2008). Tourism services in Kenya are largely offered by graduates holding certificates and diplomas from recognized tertiary institutions. It is thus expected that qualified staff offer better services as it is exemplified in Switzerland's consistent top ranking since the first Travel and Tourism Competitive Index in 2011 which is partly because of its excellent staff as a result of availability of qualified labour while Kenya's position is 76th out of 136 (World Economic Forum, 2017), there are no known local studies that have modelled tertiary tourism education for informing tourism destination service quality in Kenya.

Tourism education has grown considerably over the past three decades (Dale & Robinson, 2001). This growth is attributed to the rapid expansion of the industry which has led to recognition by governments that tourism contributes significantly to both local and national economies. Johnson and Bartlett (2013) points out that a critical input to the tourism value system is human resources in terms of education, training and service culture. Quality is an important factor that determines the success of the tourism industry (Atilgan, Akinci & Aksoy, 2003). Tourism quality is a complex concept and it is like a jigsaw puzzle with many parts that must fit together perfectly to satisfy the tourist. Moreover, despite the challenges in the industry, satisfying tourism customer is the key

factor not only because of the positive results such as word-of-mouth recommendation and repeat customer purchase but dissatisfaction will lead to complaints and solving them can be expensive, time-consuming and injurious to the reputation of a destination (Swarbrooke & Horner, 2005).

Kenya's formal education is referred to as 8.4.4 system. It consists of primary school cycle of 8 years and four years of secondary and university each (GoK, 2006). Secondary school leavers who fail to attend university directly may choose to join TVET institutions for two year Craft or three year Diploma courses. Technical and Vocational Education and Training (TVET) is all forms and levels of education process involving the general knowledge of the study, technologies and related sciences and the acquisition of practical skills, know-how, attitudes and understanding factors that are related to occupation in economic and social life sectors (UNESCO, 2013). In Kenya, the philosophy of TVET focuses on providing skills that meet the needs of the workplace as well as self-employment (GoK, 2006).

A number of tertiary institutions in Kenya offer tourism as a course at Certificate and Diploma levels. With this in mind, we expect to have many graduates with high quality skills and competencies for the tourism industry. According to GoK (2014), capacity weaknesses in tourism exists in the human capital at institutional and sector level, especially when matched against international standards yet an efficient and effective human capital with the right attitude and skills is required for any meaningful tourism implementation. A number of researchers have also established that a gap between education and tourism employment exists (Petrova, 2015; Amoah & Baum, 1997; Zehrer & Mossenlechner, 2009). Other researchers have criticized tourism education for irrelevant content, over-emphasizing on theoretical knowledge as opposed to practical application (Stergiou & Airey, 2015; Dale & Robinson, 2001; Koh, 1995). Tourism industry requires well-trained and skillful workforce for it to prosper (UNWTO, 2015) and to achieve a comparative advantage in the highly volatile and competitive global tourism industry (Mayaka & Akama, 2007).

This study sought to find out the perception of graduate employees and tourism managers on the relevance of tertiary tourism education in Kenya. This informed the study that there is a mismatch between tourism market demands and current skills and competencies

obtained from tertiary tourism institutions in Kenya. This has affected the perceived destination service quality in Kenya. For Kenya to succeed in skills development, it should match the skills supplied with the demand in the labour market (Fereji, Kitainge & Ooko, 2012). Harkison, Poulston and Kim (2011) pointed out that, to avoid discrepancies in expectations and perception of tourism services among the tourists, there is need to remedy the gap between scholars and the tourism industry. This could be achieved through a closer collaboration between industry operators and education providers (Mei, 2017) where tourism education is tailored to meet the needs of the tourism industry in terms of the professional skills required (Lo, 2005). This is because, there is often a considerable gap between what educational institutions offer on one hand and what is needed and required by the tourism industry on the other (Zehrer & Mössenlechner, 2009). This is supported by Asia-Pacific Economic Cooperation (APEC) Tourism Working Group (2017) who pointed out that lack of coordination between the tourism industry and the formal education sector has hampered the ability to deliver steady quality workers. Competitiveness of a tourism destination depends on sufficient and highly educated human resources, managers, tourism resources and hotel services (Atef, 2018; Balčdigara, Galičić & Laškarin, 2011; Bartoluci, Hendija & Petračić, 2014). Since the calibre of tourism education in Kenya is deficient, the study closed the gap by modelling tertiary tourism education for informing tourism destination service quality.

1.2 Statement of the Problem

Kenya has a number of tertiary tourism education institutions that produce potential employees for the tourism industry annually. These employees are perceived to have relevant skills and competencies necessary for providing quality tourism services. However, there is a lack of adequate coordination between tourism trainers and tourism practitioners. This has led to a mismatch between skills learned and the skills required by the tourism industry. There is need, therefore, to link tourism education training to the needs and expectations of the Kenyan tourism industry so as to be more competitive through destination service quality delivery. This study, through modelling of tertiary tourism education, provided findings that informed tourism destination service quality in Kenya.

1.3 Research Objectives

1.3.1 General Objective

The main objective of this study was to model tertiary tourism education for informing tourism destination service quality in Kenya.

1.3.2 Specific Objectives

The specific objectives of the study were:

1. To determine perceived relevance of tertiary tourism education attributes among tourism graduate employees and tourism managers in Kenya.
2. To identify tourism skills and competencies perceived relevant for providing quality tourism services in Kenya.
3. To determine the influence of tertiary tourism education attributes on desired tourism service skills and competencies in Kenya.
4. To determine the influence of tourism service skills and competencies on perceived destination service quality.
5. To develop a tourism education quality-destination service quality model for tourism industry in Kenya.

1.4 Research Questions

1. What is the perceived relevance of tertiary tourism education attributes among tourism graduates employees and tourism managers in Kenya?
2. What are the perceived relevant competencies and skills required for providing quality tourism services in Kenya?
3. What is the influence of tertiary tourism education on desired service skills and competency on perceived destination service quality?

1.5 Research Hypotheses

The study was guided by the following two main research hypotheses: -

- H₁: Tourism education attributes (teaching and learning, resources, and course content and structure) does not influence tourism service skills and competencies
- H₂: Tourism skills and competencies does not influence tourism destination service quality (assurance, empathy, reliability, responsiveness and tangibility dimensions of service).

1.6 Significance of the Study

There has been a significant increase in the number of tourism graduates searching for jobs in the tourism industry. Information related to employment provided in this study reflects the expectations of the tourism industry with regard to necessary skills and competencies. This information may guide employees in the tourism industry to improve the skills and competencies as attributes required by the tourism industry, thereby, helping them to improve their employability.

Tourism graduates from tertiary institutions may be in a position to reflect on the industry's expectations in terms of competencies and skills versus what is required at the work place. The information received may be of great significance thus guiding them in the tourism industry. In cases where there are gaps, employees may engage in refresher courses and training to improve their skills and competencies to achieve service quality in the tourism industry. Information obtained from these employees may also inform tertiary institutions on areas that require improvement to ensure that future graduates from these institutions are ready to deliver quality services in the tourism industry.

Managers of key travel and tourism service institutions may understand their employees in terms of professional, methodological, social and leadership skills and competencies with regard to service quality and performance at the work place. This may enable them bridge the gap between theory and practice by ensuring development of Skills Recognition System in tourism to ensure that all employees in the industry deliver quality services. Managers may also take up the initiative of enrolling their employees on refresher courses and training to ensure that all employees can portray the desired skills, competencies and attitude during their service delivery which may then translate to a cumulative improvement in service quality in Kenya. The managers may also inform tertiary institutions on areas that may require improvement which may translate into quality graduates in the tourism industry who may be able to meet and exceed tourists' expectations.

The results of this study offer a new conceptualization and empirical evidence on the relevance of tertiary tourism education for informing tourism destination service quality in Kenya.

1.7 Limitations of the Study

The study used a quantitative approach in gathering data and answering research questions across the three target groups for this study. The approach sought to find answers to specific questions so that a particular hypothesis could be proven or not. A mixed method approach could be suitable for future studies since qualitative approach could take the form of open ended surveys and panel discussions on the opinions of graduate employees and tourism managers on the relevance of tertiary tourism education and how it affects destination service quality in Kenya.

1.8 Conceptual Framework

According to Hair, Black, Babin and Anderson (2010), a conceptual model need not be complex and detailed. They pointed out that dimensions and structures should be specified, concepts and not the specific variables need to be defined to minimize the chance of omitting relevant concepts in an effort to develop measures and to define the specifics of the research design.

The Conceptual Framework in Figure 1 is designed to explore the relationship between tertiary tourism education (independent variable) and tourism destination service quality in Kenya (dependent variable). The framework was divided into three groups; tourism education attributes (inputs and process), tourism education outcome and destination service quality. Tourism education attributes focused on inputs and processes undertaken during learning, that is, tourism curricula content and structure, teaching and learning, and resources. Tourism education outcome concentrates on tourism graduates' skills and competencies gained from successfully undertaking tertiary tourism education. Tourism graduates perceived to possess the required skills and competencies to work in the tourism industry will influence tourism destination service quality in Kenya. This is reflected in the five major dimensions of SERVQUAL Model namely, reliability, assurance, responsiveness, empathy and tangibles as pointed out by Parasuraman, Zeithaml and Berry (1988) as the measures of service quality before and after service. That means tourists' expectations and perception of tourism services in a tourism destination are determined by experiences of quality.

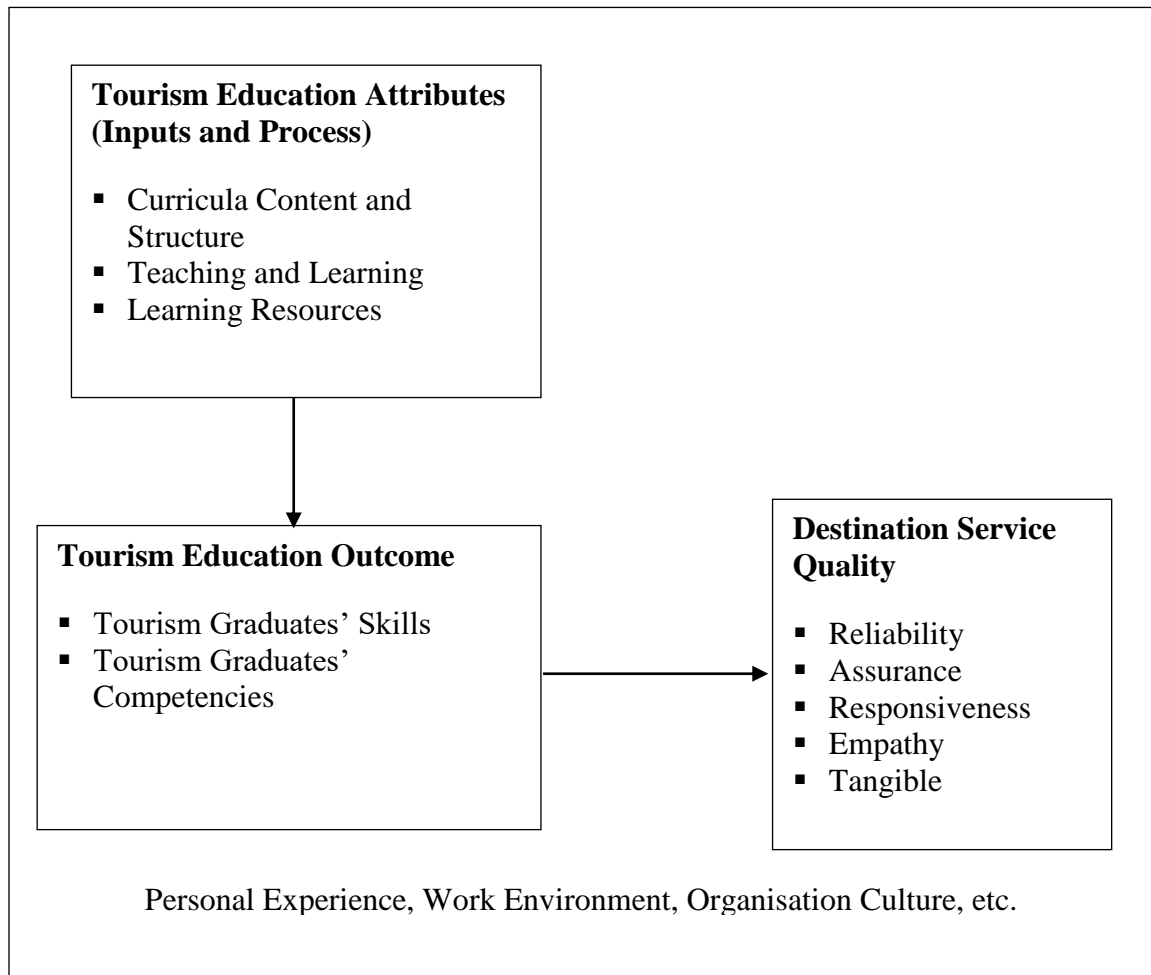


Figure 1: Conceptual Framework

(Author, 2019)

CHAPTER TWO

LITERATURE REVIEW

2.1 Tourism Education Attributes

Education quality refers to the input, processing and output of an educational system as well as the service which the system provides to meet the needs of its stakeholders' expectations (Cheng & Tam, 1997). Quality education can also be referred to as the ability of an institution to produce evidence to support its educational claims (Tribe, 2003). Despite diverse ways of defining quality, its evaluation is connected to fitness for use, the satisfaction of the needs of constituents, or fulfilment of institutions' educational claims (Cheng, 1995).

2.1.1 The Input Process

Input attributes are required in tertiary tourism institutions for them to succeed. These inputs comprise human resources and facilities which formed our subtheme category. Each subtheme has codes. Human resource codes include: qualified teachers/trainers, technician/demonstrators and other support staff while facilities codes are internet connectivity, classroom/lecture hall, library/laboratory and offices. According to Dangara (2016), for an institution to attain its goals, it requires both materials and non-materials resources; that is human capital, facilities and equipment. The interaction of these resources at a given time brings out an output. Further, the author mentioned that quality and quantity of the output is dependent on the quality and quantity of the resource input and how it was processed.

The input parameters relate to the efforts made by the institution to ensure that the necessary tourism education resources are available. This was therefore renamed resources. Resources are generally necessary for conducting effective teaching and learning process. With regard to the input attributes (resources), subthemes and codes were mapped as depicted in Figure 2. Institution administration should play a key role in ensuring that effectiveness and efficiency is achieved during the interaction of the resources (both material and non-material resources; that is human capital, facilities and equipment) not only in the procurement of resources but also in their coordination, control, maintenance and organization (Dangara, 2016).

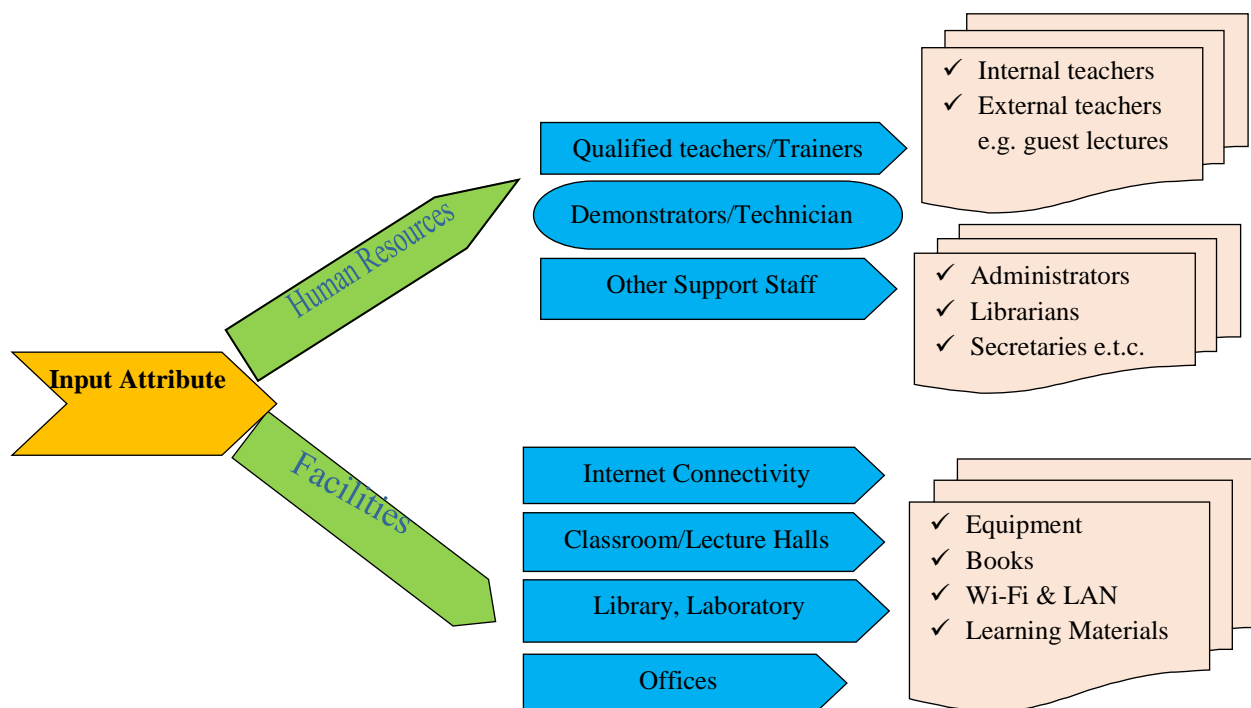


Figure 2. Mapping of Input Parameters

2.1.1.1 Human Resources

According to Dangara (2016), every educational system at every level depends heavily on teachers for the execution of its programmes. Eze (2009) pointed out that true quality of teachers is of great concern to any education system since students will be in a position to learn and master their subject matter and pedagogy. Learners acquire new knowledge and skills through teachers thereby, making them useful people in the society (Dangara, 2016).

Students look at teachers in two types of images: the image of an ideal teacher and own self-image as a teacher (Arnon & Reichel, 2007). For an ideal teacher, he or she should possess both personal qualities and professional knowledge, where, the personal qualities include general personal qualities, kindness, leadership, and attitude towards profession and professional qualities which include knowledge of the subject matter and didactic knowledge.

Inui, Wheeler and Lankford (2006), educators' role should be to prepare students to be employable, while the theoretical stance would require educators to facilitate critical thinking. In addition, beyond skills experts in classrooms, educators are social leaders, cultural advocates, moral visionaries, spiritual directors, who are required to choose to perform their role of advocating, visioning and directing their students. Longanecker and

Blanco (2003) pointed out that education quality is based on who and how students are taught rather than by what students learn since teachers are the key gatekeepers in diffusing educational innovations into the classroom (Christensen, 2002). A number of authors in their sentiments found that qualification of teaching staff was the most important factor affecting the perception of education quality. This implies that the quality of teachers in the teaching and learning process is more important in determining tourism education quality (Akareem & Hossain, 2012; Ashraf, Ibrahim & Joarder, 2009; Olelewe, Nzeadibe & Nzeadibe, 2014; Tsiniidou, Gerogiannis & Fitsilis, 2010).

2.1.1.2 Physical Infrastructure and Facilities

a) Internet Connectivity

According to Internet Society (2017), schools require computers, tablets and other information communication technology (ICT) devices integrated in smart fashion within the school environment to make the best use of Internet-enabled learning. The online resources need to be maintained, upgraded and cyber-secured, and school buildings redesigned to make effective use of Internet-enabled learning.

Given the transformative influence of technology on tourism education and the tourism industry at large, online learning resources supplement available tangible resources for learning and would encourage self-regulated learning. According to Internet and Society (2017), learners' accessibility to the internet would open doorways to a wealth of tourism information, knowledge and educational resources, in the case of tertiary tourism education. This would, in turn, increase opportunities for learning in and beyond the classroom (Internet & Society, 2017).

b) Physical Infrastructure (Classroom/Lecture Halls, Laboratories and Offices)

Effective tourism learning requires adequate infrastructure and facilities in place including classroom, libraries, equipment and other relevant facilities. Dangara (2016) pointed out that physical resource management of a school directly impacts the learning environment and is a key determinant of educational outcomes. The physical resources in a school would include the classrooms/lecture rooms, staff offices, vehicles, health centers, libraries, and laboratories, staff quarters, students' hostels, kitchen, cafeteria, and toilet among others which directly or indirectly contribute to the achievement of goals

(Atieno, 2014). Classroom facilities such as modern teaching aids, neat and clean adequate space according to class-size and temperature controlled environment are important because they are part of the whole atmosphere of learning (Tsinidou, et al., 2010).

Physical infrastructure and facilities should be maintained for the smooth running of the operation of an institution. Facility maintenance plan should be adopted following the four types namely; preventive, routine, emergency repairs, and predictive maintenance (Asabiaka, 2008). Institutions should ensure that there are adequate and appropriate facilities for teaching and learning so that educational programmes could be implemented effectively (MOEST, 2005). Dangara (2016) posits that school administration requires funds for the smooth operations of a school. These funds are used for procurement of facilities, equipment, electronics, and communication gadget needed for effective performance. In addition, the funds are needed to pay the salaries of administrative, academic and non-academic staff.

c) Library (Learning and Instructional Materials)

Learning and instructional materials are important in transferring essential knowledge or skills to learners since it enables them acquire factual ideas and develop professional careers. Learning and instructional materials for tourism courses include course outlines, scripts, modules, reference materials, manuals, lecture notes, teaching aids and template guidance that learners use to conduct tasks practically. These materials generally ensure that course or programme delivery is done in a manner that prompts students to take an active role in the learning process. This supports the European Universities Association (2015) who share a similar view that learning institutions should ensure that their programmes are delivered in a way that encourages students to take an active role in creating the learning process by including materials that encourage individual learning.

According to Edessa (2016), instructional materials of higher education systems are selected contents of courses that facilitate transfer of essential knowledge or skills to students. Material resources include: textbooks, charts, maps, audiovisual and electronic instructional materials such as radio, tape recorder, television and video tape recorder (Atieno, 2014). These resource materials enable learners to acquire factual ideas and develop professional careers (Edessa, 2016). Atieno (2014) further states that other

category of material resources consists of paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, workbooks among others. She cautions that inadequate instructional materials will amount to education compromise and this will be reflected in low academic achievement, high dropout rates, problem behaviours, poor teacher motivation and unaccomplished educational goals.

d) Psychosocial Materials

Quality tourism education requires a conducive learning environment. Proper learning cannot take place without conducive psychological and social factors that determine learners' ability to absorb what is being taught and eventually put them into practice in their workplace. The psychosocial environment in this case relates to the experiential aspects of learning process brought about by thoughts, emotions, behaviours and social experiences which, in turn, affect tourism education quality outcomes. Therefore, providing a quality learning environment free from physical, social and psychological insecurity would create a conducive environment for teaching and learning. According to Lizzio, Wilson and Simons (2002) and Eze (2009), for any meaningful learning to occur, the environment must be conducive for such learning to take place since it plays a vital role in determining education quality (Akareem & Hossain (2012); Ashraf et al. (2009).

Psychosocial environment is the interaction that takes place within the classroom that involves teacher and student interaction, student and student interaction, teacher student and instructional material interaction (Haertel & Walbeg, 2007). According to Anderson (2007), psychosocial environment is the interpersonal relationship among students, between students and their teachers, between students and subject matter studied and method of learning in the classroom. Ogbuanya et al (2017) concluded that psychosocial environment is an environment type that promotes desirable patterns of social interaction, communication, psychological comfort and stability among technical college students, their relationship with the environment and their teachers. The psychosocial environment must also accommodate the equipment, tools and materials for effectiveness of teaching and learning in technical colleges, apart from supporting only human functioning (Abe, 2005).

Teacher-student relationship plays a major role in moulding social life of a student since it forms the basis of the social context in which learning take place and is fundamental to

the healthy development of all students in school (Hughes & Chen, 2011; Liberante, 2012; Hamse & Pinata 2004). Therefore, teacher-student relationship provides the foundation for successful adaptation to the social and academic environment which makes learning enjoyable, creates balanced teaching and learning atmosphere, leading to better grades and a more positive student-student relationship (Churchill, 2011; Ogbuanya et al., 2017).

2.1.2 The Process Attributes

At process parameter/attribute stage, activities related to knowledge and skill development of learners is considered. These are teaching and learning attributes taking place within the learning institution (assessment, feedback, learning context, teaching methodology) and at times outside the learning institution (field trips, internship/attachment, office consultation). Course content and structure plays a big role in learning and teaching since it dictates why, how and when teaching and learning should take place. Codes under course content and structure includes: subject, programme duration, expected learner behaviour and learning outcomes. Instructors must explore several mediums, methods and settings in which to conduct class (Gutierrez-Folz, 2010).

Tourism education needs to be responsive and better aligned to the industry's needs. The course content should be up to date, balanced between theory and practice to respond to modernized, international, innovative and interactive teaching models (WTTC, 2015). According to Dangara (2016), teachers play a major role in the implementation of educational policies, the curriculum and the attainment of the objectives of any educational system. Teaching techniques and class structure chosen by teachers can influence student learning. Moreover, teacher's experiences determine how well a course is organized and activities are facilitated (Strong, 2007). Teachers monitor students' performance through evaluation and assessment practices, this will enable them gauge individual learning and adapt to activities according to students' needs (Eze, 2009).

With regard to the process attributes theme, subthemes and codes were mapped as depicted in Figure 3 below:

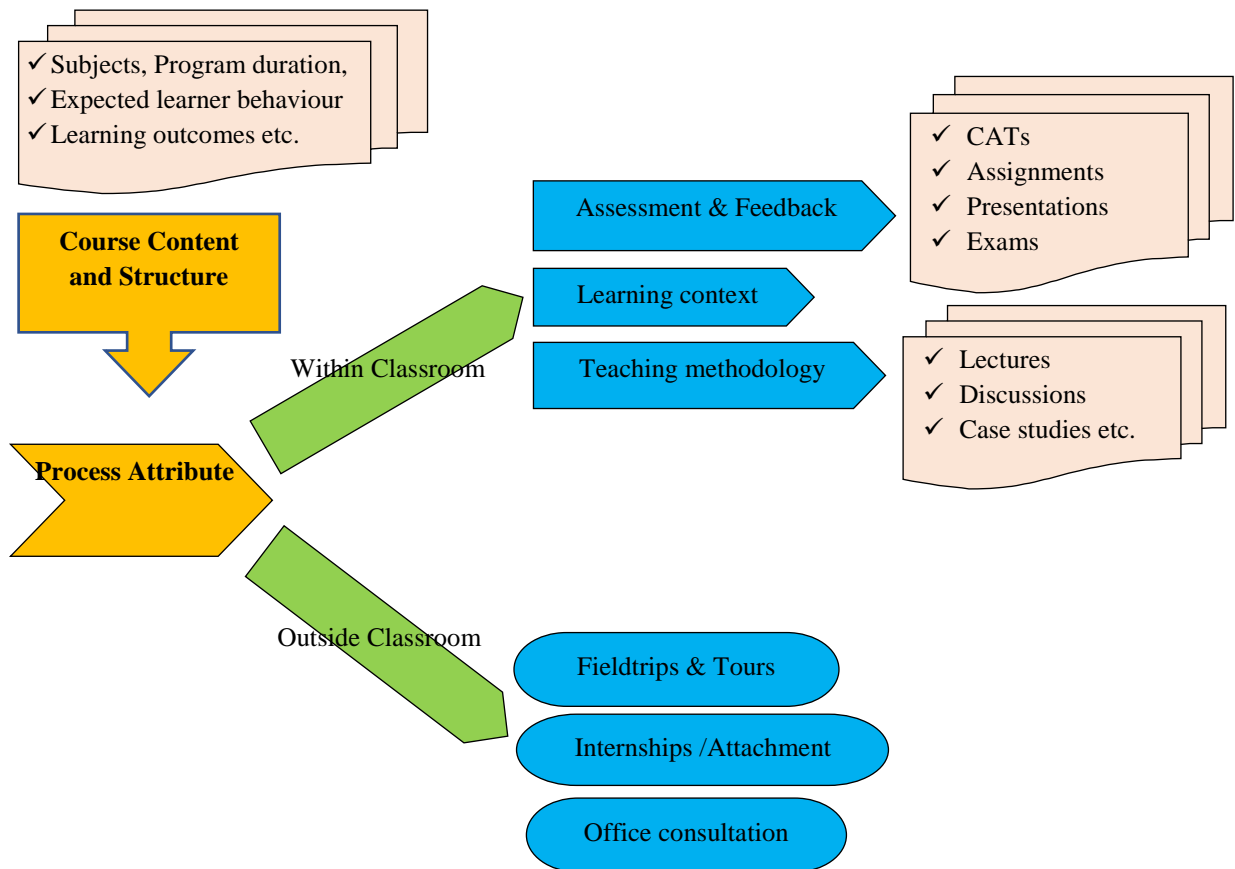


Figure 3. Mapping of Process Attribute Theme

2.1.2.1 Curriculum Content and Structure

Curriculum as regarded by Tribe (2015) entails whole programmes of educational experiences that are packaged as certificate, diploma or degree programmes and which may include knowledge, skills, assessment, learning experiences and so on (Tribe, 2002; Tribe, 2005). It comprises modules or courses which are referred to as either a series of syllabi or course contents (Tribe, 2015). Curricula for tourism education should always have strong professional emphasis in the specific skills vital for the industry (Zehrer & Mossenlechner, 2009). This can be done through developing tourism programmes relevant to the tourism industry by Marinakou and Giousmpasoglou (2015) that responds to their needs by satisfying their customers and produce economic benefit (Inui et al., 2006). This can be achieved by ensuring stakeholder groups that can influence, or are affected by tourism curricula decisions, and their interests with respect to tourism development should be taken into account when designing and delivering programmes that can help attune curricula to the current and emerging labour market needs thereby, fostering employability (Lewis, 2006; European Commission, 2011).

UNESCO (2000) asserts that curriculum context should ensure that a curriculum has contextual relevance. This means that a curriculum should be concerned with the fidelity of its stated goals since the stated goals are a true reflection of what society expects from the school system. According to Tai (2006) primary goal of any training programme is to impart students with knowledge, skills and attitudes and this can be evaluated through transfer outcomes. The content of training must emphasize both theoretical and practical aspects as well as the acquisition of knowledge and skills (Gauld & Miller, 2004).

a) Course Content and Subjects Taught

Teaching tourism should focus on the needs of the industry implying that the tourism subjects or courses included in the tourism curriculum should be relevant to the industry. The subjects should be tailored to equip learners with skills, knowledge and competency that would ensure their effective work performance in the industry. Both the needs of the learners and the industry should be taken into consideration when structuring tourism curriculum. According to Mayaka and King (2002), tourism training and education should consciously address the needs of the locally based industry by including relevant content and subjects when developing the tourism curriculum.

Content is an important element of curriculum (Meyer, 1998). It consists of skills (product and process skills); knowledge (theoretical and practical knowledge); experience (gained both before and after a particular learning programme) and learning support (comprising of the infrastructure surrounding the learning programme including guidance) (Maclure, 1989). According to Ritchie (1988), the body of knowledge contained within tourism curriculum core courses can be derived from a scholarly approach, practitioner approach or a combination of the two approaches. A group of education institutions are entities that are proactive and determine the industry needs while the other one is reactive, and are sensitive to what the industry wants (Kaplan, 1982). The proactive group are characterized by pursuing tourism curriculum that is based on a business approach, that is, concentrated on analysis, management, and work experience while the reactive group is characterized by a training approach used by faculty that covers industry skills and functions for a career in operations (Ibid).

Mayaka (1999) came up with two types of mixed courses that can be identified in many fields. First, are issue-based courses that focus on an issue and provide the student with

the tools to solve a specific problem (for example, a student working on a self-selected project). The second one is inter-disciplinary courses, where two or more disciplines are brought together on one topic as to learn from each other forming synergy. He further concluded that an issue-based course can also be inter-disciplinary though tourism education still undertakes multi-disciplinary studies which do not try to interrelate the contributing disciplines.

According to Tribe (1997), knowledge about tourism is organized through recognized disciplines (e.g. Economics, Anthropology), through interdisciplinary approaches (e.g. Environmental Studies, Marketing) and through extra-disciplinary approaches (e.g. customer service). Further, he indicated that a merger between approaches especially interdisciplinary and extra-disciplinary under the banner of tourism business studies has created a substantial inroad and major presence in the study of tourism.

b) Programme Duration/Academic Calendar

Programme duration and academic calendar determines the length of contact between the teachers and learners. Most of the tertiary tourism programmes in Kenya are run on a trimester basis thereby allowing for more contact hours between teachers and learners and this in turn enhances the learning process unlike when learners are allowed to go on long vacation. The long vacation, however, may provide room for learners to attach themselves to tourism institutions and gain the practical and hands on skills from the industry.

Tourism Certificate programmes in Kenya take between six months to one year while Diploma programmes take between one to three years before they graduate. Programme duration depends on the institution and the examining body. Similar to Kenya, though with a slight change is Indonesia Diploma programmes which take between two to three years and also, they provide four year Diploma that analyzes tourism as a fragmented subject (Malihah, Puspito & Setiyorini, 2014).

c) Expected Learner Behavior Guidelines

Every learning institution including tertiary tourism education institutions requires learners to behave in a particular way and follow a prescribed code of conduct within the institutions. The curriculum structure should include the code of conduct and rules as to

how both teachers and learners should behave. These behaviours are governed by set rules and codes of conduct which are requirements for discipline (Leung & Lee, 2006). Discipline among learners generally develops a sense of personal responsibility which, in turn, establishes a sense of order and self-control in the life of the learner (DeWaal, 2011). This could be carried on to their workplace. Learner behaviour guidelines also inform the values that learners could internalise which in turn would impact teaching and learning (Smit, 2010).

Being a service industry, tourism students are expected to portray hospitable character in all their undertaking. Tourism graduates are perceived qualified with the right knowledge, competence and skills to work in the tourism industry. Weiermair and Fuchs (1999) identified a number of qualifications required for one to work in a tourism related field. These include communicative skills, empathy, motivation, decision-making abilities, planning abilities, and improvisation abilities.

2.1.2.2 Teaching and Learning Process

Teaching and learning is a very critical element in determining the outcome of education system including tourism education. According to Olelewe et al. (2014), the process used in imparting knowledge matters a lot.

a) Within the Classroom

i) Assessment and Feedback

Assessment and feedback forms part of an effective learning process as it helps students understand the subjects taught. It also helps both the teacher and the learner develop clear strategies to improve on the learning process. These, in turn, will enhance their perceived education quality. This is in line with Al-Bashir, Kabir and Rahman (2016) and Grawemeyer et al. (2015), who suggest that effective feedback can provide information to teachers. Such feedback can be used to shape the teaching process and improve students' affective component.

Quality assessment and assurance procedures in rendering tertiary education have received great attention both nationally and globally in the recent past (Ashraf, Osman & Ratan, 2016). In this regard, Govender (2003) points out that the strength and success of assessment rests on the professionalism and ability of a high skilled teaching and training

staff who understands and are able to apply sound educational assessment principles and draw from a variety of techniques advocated in the curriculum policy. The academic excellence is dependent on the relevance of subjects and their content to the programme's aims which include consistency between assessment and course objective (Yeo, 2008).

According to Department of Industry, Tourism and Resources (DITR) (2003), one way of improving industry standards is by accreditation or the development of benchmarks and also displaying the best practice standards by businesses that have reached satisfactory standards of practice. As stated by Pant (2006), monitoring is a continuous process of ensuring that a training programme is followed correctly and that the pace and content of learning continue to be relevant to the group of learners. Evaluation, on the other hand, in the context of training, means the systematic analysis of feedback information about the significance and effect of the training in order to assess whether learning or change has effectively taken place. Evaluation is not aimed at being judgmental but it brings out strengths and weaknesses of the learning process. It also assists trainers in the modification and revision of the programme to strengthen future programmes as opposed to traditional evaluation practices that saw learners as objects of evaluation and also was a one sided since the trainers failed to share results with the learners (Ibid).

According to Al-Bashir et al. (2016) feedback is a means of dialogue that the student will not only get written feedback information but also has the opportunity to have discussion about that feedback afterwards. In this regard, Ferguson (2011) cited that feedback is considered a vital approach in facilitating development of students as independent learners in order to monitor, evaluate, and regulate their own learning. Feedback also offers a chance of closing a gap between current performance and the performance expected by the tutor (Al-Bashir et al., 2016). Once in the learning institutions, students receive feedback either intentionally or unintentionally, the impact of feedback will shape their learning in future (Eraut, 2006).

Some students feel the usefulness of the feedback to support student learning while some students are dissatisfied with the results because feedback delays and students failing to apply the advice given by the teachers (Nicol, 2010; Orrell, 2006). Feedback also supports teachers to shape their teaching methodologies which eventually improve the learning experience for the students (Al-Bashir, et al., 2016; Hattie & Timperley, 2007).

ii) Learning Context

Teaching and learning generally takes place in a context. The context in this case would include the learning environment. To effectively teach a particular subject not only requires a qualified teacher but a combination of the teaching quality with suitable teaching methodology depending on what is being taught, the learning context and the quality of learners. The finding corroborates those of previous researchers (Akareem & Hossain, 2012; Ashraf et al., 2009; Eze, 2009; Lizzio et al., 2002). Akareem and Hossain (2012) and Ashraf et al. (2009), pointed out that environmental factors can play vital roles in determining the learning process and education quality.

iii) Teaching Methodology

Teaching methodology entails the mechanism employed by a teacher to organize and implement a course or subject to achieve certain outcomes. Different approaches are used in the delivery and teaching of tourism subjects to the learners including lectures, demonstrations, case studies, among others. Teaching methodology significantly influences the teaching and learning process. According to Shahida (2011) and Al-Rawi (2013), teaching methodology employed by a teacher affects the teaching and learning process and eventually the quality of education.

The choice of the learning method is a critical element of an effective training programme and since learning is based on knowledge, awareness and finally skills, an appropriate method thus needs to be selected (Pant, 2006). Training methods means that training venue and equipment are important factors to be considered in planning for a training programme (Bhatti & Kaur, 2010). Curricula should be designed to integrate both theoretical and practical perspectives with applied emphasis on the industry relevance (Yeo, 2008). The author further asserted that competency of the instructor is a key asset to the learning transformation because he or she determines the content and the process by which a student learns and develops skills.

Yeo (2008) cited that to impart knowledge on learners; lecture, demonstration, field visit, reading, case study, audio visual and presentation are the ideal methods. To develop skills of learners, the following can give the best results; demonstration, practice, case study, simulation and role play. Experimental training exercises are another method that trainers can use to impart knowledge and skills to learners (Martin & Woodside, 2007). Shank

(2005) cited that people learn by doing, self-discovery then aids as a catalyst for people to grow intellectually continuously. The author added by saying that tourism and hospitality trainers must ensure they share responsibility and authority with the learners. This transitional approach will lead to increasing learner skills in safeguarding knowledge and skills in tandem with the pace of change.

b) Outside the Classroom

Tourism skills and knowledge can also be learned outside the traditional classroom setting through alternative methods such as simulations and flipped classroom (Findlay-Thompson & Mombourquette, 2014). A flipped classroom is where students are taught outside classrooms and uses learning activities to move practice with concepts inside the classroom (Strayer, 2012). Active participation of both lecturers and students is required for the successful implementation of flipped classrooms (Hsu, 2017). Role play acts like a vehicle that connects classroom theory and practice (Ruhanen, 2006). Online learning also enables the development of competencies in collaboration, critical thinking, personal knowledge and identity development (Ala-Mutkam, 2009).

i) Academic Field Trips

Academic field trips and tours provide learners with a totally new context from the normal learning context. It exposes them to aspects of the industry and what is expected of them by the industry. This enhances their learning as it fosters interest by students on certain subjects, knowledge and competencies based on their areas of interest. Behrendt and Franklin (2014) stated that field trips can either be formal or informal in nature. Formal trips are planned, well-orchestrated experiences where students follow a documented format enabling them to gain excellent formal experiential learning activities and programmes, which are usually run by the venue's staff, for example in the government agencies, museums, and businesses, among others.

Teachers prefer formal trips since students are tied to a choreographed agenda and all the students will gain similar experiences. However, students have minimal opportunities to personally interact and connect to the experience (Rennie, 2007). Informal field trips are less structured and offer students some control such that they feel at ease and have a choice concerning their activities or environment. The focus may be individualized,

activities are not competitive or assessed, interaction is voluntary and not forced and social interaction is encouraged (Ibid).

Educational field trips are also of great significance to the teachers since it enables them to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations and allows him or her to make learning more concrete, effective, interesting, inspirational, meaningful and vivid (Aggarwal, 2003). Educational field trips therefore, ensure triangular process of learning is complete, that is, motivation, clarification and stimulation (Shakil, Faizi & Hafeez, 2011). Field trips offer valuable learning experience away from the normal classroom setup (Bonderup Dohn, 2011; Nadelson & Jordan, 2012).

Many studies have been made with regard to educational field trips and the purpose and benefit that it brings to the students. These include student experiences outside the classroom at interactive locations designed for educational purposes that are unique and cannot be duplicated in the classroom. Tal and Morag (2009) and Sampath, Panneerselvam and Santhanam (2006) pointed out that educational field trips provides potential impact to students' cognitive skills, knowledge, interests, and future career (Hutson, Cooper & Talbert, 2011). Hudak (2003) emphasizes the importance of educational field trips, that it sharpens learner's skills of observation and perception by utilizing all their senses, develop a positive attitude for learning, motivating them to develop connections between the theoretical concepts in the classroom and what has been experienced. Educational field trips also offer a unique opportunity for students to create connections to help them gain understanding and develop an enjoyment of learning (Behrendt & Franklin, 2014).

ii) Industrial Attachment/Internships

Industrial attachment or internships provide the learner with a feel of how the tourism industry operates and the kinds of skills required to work in the industry effectively. It provides a link between the tertiary tourism education institutions and the industry. Learners are bound to perceive tourism education quality if they can cope with the industry requirements easily without getting any major challenges. The industrial attachment can make them get to know the areas in which they need to improve prior to

joining the industry and also help them give positive feedback to their training institutions on their inefficiencies.

Internships and apprenticeships in the industry are closely related to specific needs in the field such as: marketing; finance; management; and human resources; improve student development and competence (Busby, 2003). As stated by Barbeau and Stull (1990) that every profession has aspects that cannot be learned in the classroom these must only be learned through practice. This also applies to the tourism industry, whereby internships also increase the ability of students to critically reflect on the tourism business (Tribe, 2001). Internship benefits students in a number of ways as stated by many researchers. These include networking (Zopiatis, 2007), guest speaker opportunities (Lefever and Withiam, 1998), input on curriculum design (Leslie and Richardson, 2000), research project (Walo, 2001) and employment for students (Busby & Gibson, 2010; Gibson & Busby, 2009; Bullock et al., 2009).

Assessment requires consideration in industrial attachment programmes (Hodgson, 2006). To achieve the goal of the internship programme, participative assessment approach should be enhanced. Hodgson (2006) cited that this involves forms of assessment where the lecturer or facilitator seeks to involve and share the responsibility of assessment with learners directly. This kind of venture will enable the institutions produce intellectually confident graduates able to take responsibility for their personal development of knowledge, practical competences, attitudes, values and virtues. Though in some instances low graduate competence is associated with instructional challenges which include poor training strategies, instructors' lack of industrial experience and inadequate training equipment and facilities as well as inappropriate training and development of TVET educators (GoK, 2009; Ngerechi, 2003).

iii) Consultations with Lecturer in the Office

Different lecturers have their ways of meeting students. Some dedicate a full day in a week for consultations; others dedicate time within a day while others are seen immediately after classes. This works well when the students are aware of the timings from the beginning of the semester.

2.1.3 The Output Attributes

Output parameter or attribute can also be referred to as outcome. After learners successfully go through process attribute, an outcome is expected. Course content and structure clearly state what a student is supposed to gain from the programme or subject as well the intended outcomes. Tourism education outcomes can be measured at various levels depending on who is interested in the outcome. For this study, the focus is the skills and knowledge or competencies developed as a result of going through tertiary tourism education. This was based on Fidgeon (2010) aims and objectives of the tourism programmes as indicated in Table 1. The outcomes of the study was linked to form four thematic skills, including competencies or knowledge outcomes that were classified as leadership, methodological/ technical, professional and social skills and competencies as supported by Zehrer and Mossenlechner (2009).

Tourism in a destination is to contribute in a sustainable development, employees must have the ability to deliver efficient and effective services while at the same time discharging the role of stewardship for the development of the wider tourism world in which these services are delivered (Tribe, 2002). Therefore, tourism curricula should be developed in social, cultural and the economic context of the destination, that is being a 'need led' as opposed to traditional 'market led' (Shakeela, Breakey & Ruhanen, 2012). Curricula should be designed to integrate both theoretical and practical perspectives with applied emphasis on industrial relevance. In this case, this is the need to provide professional services to the industry (Yeo, 2008).

Table 1: Tourism programmes and course aims and objectives/purposes

No.	Aims and Objectives	Mentions (%)
1.	To offer exciting career opportunities	76
2.	To offer employment/employer link	53
3.	To allow for application of skills/theory	50
4.	To develop business/management skills	36
5.	To develop transferable skills	28
6.	To provide sound academic education	25
7.	To provide broad foundation for study	22
8.	To meet the needs of the tourism industry	21
9.	To develop analysis/judgmental skills	20
10.	To develop sound decision making skills	20
11.	To broach social/sustainable concerns	19
12.	To develop professionalism and professional attitude	17
13.	Emphasizes quality and excellence	17
14.	To develop flexibility	14
15.	To introduce understanding of service delivery	14
16.	To develop successful graduates for the industry	10
17.	To develop understanding of competitive forces	7

Source: Fidgeon, 2010

2.2 Perceived Relevance of Tourism Education Attributes to Effective Work Experience

Education is of value because of the goodness it brings to the individual who is its recipient, but even more importantly, the value they bring to the society since that is where they will work upon completion of their studies (Edelheim, 2015). Educational system is expected to change skills and impart knowledge on students to meet the challenges of the industry (Sheldon & Fesenmaier, 2011). Meeting and exceeding customers' needs, and also building loyalty among the customers will depend on the education system and the relevant authorities of a country (Briukhanov, Kiselev, Timchenko & Vdovin, 2010). The design of training programmes should be related to the agreed career pathways, ensuring the relevance of training to both industry needs and also

ensuring that programmes support specific cohorts of students (Bonifaz, Hwakins, Israel, Hilbruner & Ignatowski, 2010).

Employers' desire for employees who can be 'adaptive' (readily fit into the workplace), 'adaptable' (use their initiative to develop new ideas) and 'transformative' (help the organisation evolve by inspiring others and leading changes) (Clarke, 1997; Harvey, Geall & Moon, 1997; Bennett, 2002; Cox & King, 2006). Further, they pointed out that, for graduates to be 'adaptive', 'adaptable' and 'transformative', higher education needs to develop within graduates a set of attributes that employers see as desirable for employment.

Tourism education institutions strive to provide quality tourism education with the aim of meeting the needs of the tourism industry. While this is the case, the growth and development of tourism education continues to receive scant attention (Fidgeon, 2010), particularly in the evaluation of tourism teaching and education (Stergiou, Airey & Riley, 2008). Perman and Kikinac (2014) assert that educated personnel in the hospitality and tourism industry enable development of new technologies, innovative products and services that give the tourism company or destination a competitive edge. A number of studies (Akareem and Hossain, 2012; Ashraf et al., 2009; Atef, 2018; Olelewe et al., 2014; Perman & Kikinac, 2014; Li and Li, 2013; Tsiniidou et al., 2010; Mayaka & King, 2002; Mei, 2017) have looked into the relevance of tourism education to the tourism industry.

OECD, UNWTO, WTO (2013) pointed out that availability of workers with the right skills and attitude is the key requirement for successful development of the tourism industry. According to Lather, Garg and Vikas (2008), graduates from tourism colleges are not equipped to comprehend the dynamics of globalization and effects of the industry. This becomes a challenge to tourism managers since service delivery is highly variable which requires employees to try to maintain consistency in quality service provision (Nickson, Warhurst & Dutton, 2005).

2.3 Relevant Tourism Skills and Competencies for Providing Quality Tourism Services

According to Zehrer, Siller and Altmann (2006), the challenges in the tourism industry have a direct impact on the expectations of the industry regarding specific knowledge and competencies of managers and employees. The tourism industry seeks practical and transferable skills in employable graduates (Shakeela, et al., 2012). Employers also seek talent from those with relevant qualification and relevant experiences from industry (Hobson, 2010). This was supported by Leiper, Hobson and Lewis (2007) who assert that hospitality and tourism managers prefer trained graduates, competent in work-related skills and with the right attitudes. This can be achieved when tourism educators collaborate with tourism stakeholders in developing curricula that prepare well qualified students for the industry (Dopson & Tas, 2004; Lewis, 2005).

Tourism is a strong professional practice. Practitioners must therefore, have strong knowledge, practical and observation skills (Mao & Zeping, 2010). This will enable them take up the role and assume responsibilities within a short period. Though in some instances depth of skills required in tourism industry will be dependent on the employer, some are not required to show acquired skills prior to employment (WTTC, 2015). In such situations, the ability to do the work will be established during on-the-job training (Stacey, 2015). There are four main categories related to the specific technical competencies that are required in the tourism industry. These include: hard skills (e.g. airline pilot), digital skills (e.g. passenger check-in), soft skills (e.g. language, customer service) and the general business skills (e.g. problem solving, team player) (APEC, 2017). A detailed study of travel agency managers was conducted by Tsai (2017) regarding the perception of tourism industry employability. Delphi method was used by the author to conduct the research and the findings indicated that the key attributes of graduate employment are generic skills, disciplinary skills, professional attitude, and career planning skills. As per the author, travel agency managers consider generic skills and professional attitude as the two essential employability criteria (Tsai, 2017).

World Tourism Organization (WTO) (1997) carried out a comprehensive and integrated approach in the Tourism Education and Quality (TEDQUAL) pilot at the George Washington University. Three dimensions were considered in the study: the geographical, professional or occupational level and industry sectors in mapping the repertoire of skills

and knowledge required by tourism professionals. TEDQUAL pilot study involved 100 experts representing twelve tourism sectors and six tourism regions worldwide, giving strength to the skill items used in the iterative polling. The objective of the study was to determine the skills and knowledge considered most necessary for tourism industry employees (WTO, 1997).

TEDQUAL methodology resulted in three categories of skills: Basic training (knowing). This group consists of general skills which are transferable between different business environments (e.g. marketing, legal knowledge, strategic planning). Technical training (knowing how to do). These are more specific skills required for each job (e.g. foreign languages, computing). Personal skills (knowing how to behave). This group includes attitudes and personal characteristics that facilitate quality interpersonal relationships on the job (e.g. courteous and friendly behaviour, ability to solve problems and flexibility) (WTO 1997)

According to the TEDQUAL methodology, the degree to which employers are satisfied with the skills and knowledge of their employees should be almost the same measure of the extent to which the education and training system is responding correctly to the prior expectations of the employers (Mayaka & King, 2002). Therefore, the interface between tourism education and employment consists of four key players or stakeholders: employers, employees, students, education providers, and the government department responsible for tourism training policy and service consumers (Zehrer and Mossenlechner, 2009). Each of these players has different perceptions on what constitutes quality of training, education and employment provision (Haywood & Maki, 1991).

According to Jauhari (2006), competencies is a combination of observable and applied knowledge, skills and behaviours that create a competitive advantage for an organization. It consists of a combination of knowledge, skills, attitudes and values (Hoskins and Fredriksson, 2008; in Su 2015) that are required to effectively perform in an organization. Competency holds both cognitive and non-cognitive dimensions (Rychen & Salganik, 2003; in Su, 2015). The content of different competencies may be developed depending on whether a person is 'learning to know', 'learning to do', or 'learning to develop attitudes' (LopezBonilla & Lopez-Bonilla, 2012; in Su, 2015).

Zehrer and Mossenlechner (2009) summarized skills and competencies into four; namely professional skills and competencies, methodological skills and competencies, social skills and competencies and lastly, leadership skills and competencies.

2.3.1 Professional Skills and Competencies

According to Zehrer and Mossenlechner (2009), competence is an underlying characteristic of a person, which results in effective and/or superior performance in a job for competence to be that effective, it must be a blend of motives, traits, and skills, aspects of one's self-image or social role or body of knowledge by an individual (Silver, 1991). Professional competencies comprise skills, abilities, and knowledge necessary to meet the challenges and tasks of one's profession (Zehrer & Mossenlechner, 2009). Kunwar (2018) asserts that competency is a combination of observable and applied knowledge, skills and behaviours that create a competitive advantage for an organization.

The term competency has been used to mean very different things to the extent of creating confusion (Mau, 2017). Four schools are identified in the literature in relation to the use of the term: One school views the competency as representing specific expertise or accomplishment while another school conceives it as the capacity of an organization. It is also taken to mean specific behaviours contributing to excellence; and finally, there are those who view competency as a minimal level of job proficiency (Mau, 2017). According to Boyatzis (1982), competencies are those underlying characteristics which are causally related to effective or superior job performance. Daley (2002) expands the term competency beyond traditional knowledge, skills, and abilities [KSAs] to enmesh job-related motives, traits and self-concepts. Furthermore, Getha-Taylor, Hummert, Nalbandian and Silvia (2013) remind us that competencies are distinguishable from KSAs as they focus on future development and potential for performance.

Hjalger (2003) in Malihah, Puspito and Setiyorini, (2014) pointed out that, to achieve professionalism of the entire sector and improve the knowledge base, innovation and to be economically capable, a closer link between stakeholders and educational institutions should be the first step. This is because knowledge has become more important for organizations than financial resources, market position, technology, or any other company asset (Marquardt, 2002). This was strengthened by Johnson, Craig and Hildebrand (2006) that stated that professionalism can be realized through education.

2.3.2 Methodological Skills and Competencies

Zehrer and Mossenlechner (2009) methodological competencies comprises the universal problem-solving and decision making competencies, which may be applied to one's job but also in one's personal surroundings. Employees should be proactive which involves taking the initiative to address problems in one's service domain and commitment to excellence in one's domain of expertise. (Sheldon & Fesenmaier, 2015).

2.3.3 Social Skills and Competencies

Social competencies are abilities that enable someone to act in the social surroundings. They include cooperating with other people, interacting with them, and building effective relationships (Zehrer & Mossenlechner, 2009). There are rapid changes in employment structure in the tourism industry, employers are not only looking at technical skills of employees (Lather et al., 2008). They are also seeking employees with personal characteristics that enable them interact spontaneously and perform effectively to tourists (Nickson, et al., 2005).

Employees with the right personality and right appearance are accorded greater worth by employers in the recruitment and selection especially the front-line staff compared to qualifications since they are the key players in providing quality service in tourism organization (Jackson, Goldthorpe & Mills, 2002; Nickson et al., 2005).

2.3.4 Leadership Skills and Competencies

Rigii (2017) propose that leadership is the ability to inspire people to work together as a team to achieve common objectives and that its effectiveness is shown in quality results evidenced in outputs such as products and services. A good leader ensures that he or she gets results through coordination of the human element (Ulrich, Zenger & Smallwood, 2013). The leader must possess certain traits, skills and adopt suitable management styles for him or her to achieve the desired results (Rigii, 2017).

Katz (1974) in Rigii (2017) identified three broad skills namely: technical skills, conceptual skills and human skills that make up leadership skills to be effective in any given responsibility. Technical skill has to do with specialized knowledge and analytical tools within a particular specialty and facility when it comes to use of the tools and

techniques of the specific discipline. Human skill has to do with interpersonal skills that are needed to be an effective team builder and team member while conceptual skill is the ability to take unrelated information and organize it in comprehensive, orderly ways (Kearns, Livingston, Scherer & McShane, 2015).

According to Riggi (2017), transformational leaders should be motivators since they have the ability to share a vision of future possibilities that inspires fellow employees to place the needs of the group above their own individual interests. The author, further states that these transformational leaders are inspirational, providing scope for intellectual and creative development, which values individual roles in achieving a shared vision as opposed to transactional leadership (traditional management techniques) where a leader comes up with organizational goals and enters a contractual arrangement with subordinates based on reward and punishment. Therefore, leadership competence can be concluded as an individual's abilities to show inspiration for a shared vision, to enable others to act, or to encourage them (Zehrer and Mossenlechner, 2009) and also create an environment that allows workers to increase knowledge and act on it' (Marquardt, 2002).

Yu (2009) together with Zhang and Foo (2012) identified other leadership skills required by a leader namely: personal mastery, self-reflexivity, motivational skills such as inspiring, trustworthy, social skills such as willing to trust, a good listener, able to build and maintain mutual trust. To distinguish between effective leaders from those who are merely adequate, interpersonal skills, good judgment, and character are qualities that can be applied (Bennis, 2003).

2.4 Influence of Tourism Education on Tourism Skills and Competencies

2.4.1 Influence of Tourism Education Attributes on Professional Skills and Competencies

According to Kunwar (2018), it is the responsibility of educators to expose students to high-quality and appropriate professionalism. Professionalism involves incorporating leadership, a practical approach (practicality), attention to services, concern for the relevance and timeliness of evidence, reflexivity, teamwork and partnership-building skills, and proactivity (Sheldon & Fesenmaier, 2015). However, there is no overall agreement as to what constitutes a tourism profession but certain key aspects are

commonly cited that seek to achieve professional status (Ibid). These aspects include specialist knowledge, autonomy and responsibility.

Tourism education is professional and academic in nature and students are provided with theoretical concepts that give them the ability to interpret, evaluate and analyse (Echnter, 1995). Practitioners in tourism need to have a culture, basic knowledge, the knowledge of professional theory and the practice application that the positions demand, the development knowledge of cultivating adaptation to community and innovative ability (Kunwar, 2018). Echnter (1995) cited that the ultimate goal of professional tourism education is a broad understanding of the tourism industry and its unique issues and challenges. It is the educators' responsibility to expose students to high-quality and appropriate professionalism which attracts employment (Inui et al., 2006). Professionalism therefore, implies such characteristics that are evident in an individuals' work.

2.4.2 Influence of Tourism Education Attributes on Methodological Skills and Competencies

The tourism profession should have strong practical ability, observation ability, professional key capacity and skilled specialized capabilities (Kunwar, 2018) and should also provide good overall quality, proficiency in tourism industry both in the professional theory and application of theory with comprehensively vocational and technical capacity, to meet the 21st century tourism management needs of high level and applied talent (Mao & Zeping, 2010). Tourism education is thus, the beginning point in the training, development of human capital and developing ability to deal with uncertainties (Wang, 2008).

2.4.3 Influence of Tourism Education Attributes on Social Skills and Competencies

According to Su (2015), tourism education should provide employees with the ability to communicate orally and through writing, to work collaboratively, to be sensitive to customers and individuals from different cultures by listening and respecting them, and also express concern for larger social and environmental needs and benefits. Tourism education should also provide employees with interpersonal skills (Qiumei, 2007), communication skills and people skills (Singh, 2005).

2.4.4 Influence of Tourism Education Attributes on Leadership Skills and Competencies

Tourism education should enable employees to be curious and open-minded, take initiative, lead groups, manage oneself, find self-worth and meaning, and to be confident in being engaged with and making contributions to tourism and non-tourism contexts (Su, 2015).

2.5 Influence of Tourism Skills and Competencies on Tourism Service Quality

Quality has become one of the most important sources of competitive advantage for the tourism industry in today's complex business environment (Eraqi, 2006). Many organizations have realized this fact and they have started to exploit all the avenues so as to recognize and manage quality to gain and maintain their competitive position. A numbers of authors, refer to quality as, excellence, value, conformance to specification and to requirement, fitness for purpose and fitness for use (Lee, Yang & Yu, 2001; Crosby, 1991; Juran, 1988). According to Gronroos (2002), service is an activity or a series of activities of a more or a less intangible nature that normally takes place in the interactions between the customer and the service employees and/or physical resources or good and/or systems of the service provider which are provided as solutions to customer problems. Zeithaml and Bitner (2003) considered services to be activities, deeds or processes, and interactions.

Mangold and Babakus (1991) described service quality as “the outcome of a process in which consumers' expectations for the service are compared with their perceptions of what is actually delivered”. Parasuraman, et al. (1988) defined the service quality concept in terms of five major dimensions; reliability, responsiveness, assurance, tangibles and lastly, empathy. These dimensions indicate how consumers organize information about service quality in their minds. Out of the five dimensions, reliability is the most important determinant (Zeithaml and Bitner, 2000) followed by assurance and responsiveness while tangibles and empathy have the weakest influence on perceptions of service quality (Parasuraman et al., 1991, 1988; Zeithaml, Bitner & Gremler, 2009).

SERVQUAL is a shortened form of ‘service quality’ and was originated by Parasuraman and his team (Parasuraman et al., 1985). The SERVQUAL model is meant to help service organizations to improve their quality. These dimensions as well as their weights and

attributes and their empirical importance are mapped out in Table 2. These dimensions represent how consumers organize information about service quality in their minds (Parasuraman et al., 1988). However, Bergman and Klefsjo (2003) pointed out that the importance of various dimensions depends on the type of service being provided.

Table 2: SERVQUAL dimensions, weights and attributes

SERVQUAL dimensions	Weight (%)	Attributes
Reliability of employees	30	Ability to perform the promised services dependably and accurately
Responsiveness of employees	25	Willingness to help customers and provide prompt services as required by customers
Assurance of employees	20	Knowledge and courtesy of employees and their ability to inspire trust and confidence
Empathy displayed by employees	16	Ability of the firm to give caring and individualized attention to customers
Tangibles	10	Appearance of physical facilities, equipment, personnel, and communication materials

Source: Zeithaml et al. (1990)

SERVQUAL model is one of the most popular models for the management of service quality. This is because the model provides a technology for measuring and managing service quality. SERVQUAL is a multi-item instrument that originally had 97 item scale but that was later reduced to 22 item-pairs for quantifying the service expectation-perception gap using the five dimensions described by Parasuraman, (1998); Parasuraman et al., (1988). Half of the items are intended to measure consumers' expected service level for a given industry (expectations) while the other pair of 22 matching items are anticipated to measure consumer perceptions of the present service level provided by a particular firm (Babakus & Mangold, 1992).

According to Eraqi (2006), service providers will have to pay more attention to the way customers think, feel and behave than the way they have done. He further observed that increased travel experience, flexibility and independent nature of the new tourists generate demand for better quality, more value for money and greater flexibility in the travel experience. A well-trained and rewarded employee is a pleased employee, who, in

turn, will continually give maximum output to the organization in both striving to meet operational objectives and searching for new ways of improving performance (O' Neill, 1997).

2.5.1 Influence of Tourism Skills and Competencies on Reliability

Zeithaml, Parasuraman and Berry (1990) stated that “reliability” has been consistently shown to be the most important dimension in service quality with 30% as in Table 2 and those of Juwaheer and Ross (2003), who also emphasized “reliability” as one of the most important dimensions for tourists in their study.

2.5.2 Influence of Tourism Skills and Competencies on Responsiveness

“Responsiveness” was considered the second most important dimension in service quality by Zeithaml et al. (1990) having 25% as shown in Table 2. It has also been featured among the most important dimensions in the tourism studies of Juwaheer & Ross (2003) and O'Neill, Williams, MacCarthy & Groves (2000).

2.5.3 Influence of Tourism Skills and Competencies on Assurance

At number three is assurance with 20% in Table 2 (Zeithaml et al., 1990). It covers the knowledge and courtesy of employees and their ability to convey trust and confidence (Zeithaml & Bitner, 2000).

2.5.4 Influence of Tourism Skills and Competencies on Empathy

According to Zeithaml et al. (1990) empathy has been rated fourth with 16% as indicated in Table 2. Many authors have tried to define ways of conveying empathic emotion as the ability to understand what others are feeling (Duan, 2000; Duan & Hill, 1996; Goleman, 2006), the ability to actively share emotions with others, and passively experiencing the feelings of others (Kellett, Humphrey and Sleeth, 2006) in order to be effective.

2.5.5 Influence of Tourism Skills and Competencies on Tangibles

As displayed in Table 2, Tangibles is least rated as per Zeithaml et al. (1990) with 10%. This involves the physical surroundings, equipment, appearance of personnel, and communication material of a facility (Mok & Armstrong, 1998). A destination should focus on building first hand impression. Their customers should get a unique positive and

never forgetting first hand impression. This would give them a possibility of returning in future.

2.6 Tourism Education Quality - Destination Service Quality Model

Destinations often compete for an image held in the minds of potential travellers at the international level and for that, marketers of tourist destinations should spend money, time and effort to create the right favourable image to guide prospective travellers in their decision to visit or revisit their destinations (Gudlaugsson & Magnusson, 2012). Stable markets to a tourist destination are the repeat visitors since they provide free advertising in the form of word-of-mouth recommendations to family members and friends (Lau & McKercher, 2004; Oppermann, 2000). Each destination should have a positioning strategy that aims at reinforcing a positive image held by a target market, correct any negative image or create a new image (Pike & Ryan, 2004). Customers should get a positive and lasting impression the moment they walk into a tourism destination since it would enable them come back for repeat purchases and talk positively about the destination (Gunarathne, 2014).

As a tourist destination, Kenya should build and maintain a positive image through tourism destination service quality. This can be attained through cooperation between tertiary tourism education and tourism practitioners. As pointed out by Zehrer and Mossenlechner (2009), co-operation between industry and education providers in curriculum development and related issues is crucial but remains elusive. Bernthall (1988) warns against institutions developing courses according to their own interests, instead of cooperating with the industry who are the end users of the product, that is, the graduate employee.

O'Neill (1997) pointed out that nothing short of excellence in the service design and delivery can survive in an ever-increasing competitive marketplace and that gone are the days when managers sat in the office and assumed that customers are happy with their services. He further stated that quality in service is everything and that the customer wants it, he is willing to pay for it and if you cannot provide it, fine he is not even going to bother complaining, he will simply pack his bags and take his routine elsewhere (Ibid).

2.7 Knowledge Gap

A number of studies have established that a gap does exist between what tourism industry wants and what the tourism institutions offer, affecting attainment of service quality in a tourism destination. Kenya's tourism being one of the chief earners of foreign earnings faces the same challenge. The right skills and competencies necessary to work in a tourism industry are still unknown. Tertiary tourism institutions use inflexible and outdated curriculums which translate to production of personnel skills and competencies not meant for tourism industry due to mismatch. This has affected service quality delivery in the tourism sector since good service is akin to skilled and qualified workforce. The disparities between tourism scholars and tourism practitioners should be harmonized so as to determine destination service quality. Thus, modelling tertiary tourism education for informing destination service quality being relatively unexplored field in Kenya, could be used for predicting destination competitiveness of the country.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Study Area

The study was carried out on Graduate employees with various relevant qualifications (Diploma and Certificate) obtained from the tertiary colleges in Kenya working in the Kenya Wildlife Services (KWS), National Museums of Kenya (NMK), Kenya Association of Tour Operators (KATO) and Kenya Association of Travel Agents (KATA) and their managers within Nairobi and Mombasa. The areas chosen provided the information needed for the study.

3.2 Research Approach and Design

The study used quantitative approach, with a pragmatic perspective. Quantitative research focuses on gathering numerical data and generating it across groups of people and also to explain a particular phenomenon (Babbie, 2010). In this regard, the study adopted a cross-section survey design which involves a sample of elements selected from the population of interest. These are measured at a single point in time (Malhotra, 2007). Quantitative data evaluated the perception of tourism workforce and tourism managers/supervisors regarding the relevance of tourism education in Kenya, and determining tourism managers' expectations and perception on Kenya's service quality delivered by the tourism workforce.

3.3 Study Population

According to Kombo and Tromp (2009), a sample is a set of respondents that are selected from a larger population for the purpose of survey. Study population comprised tourism graduate employees who graduated with diploma and certificate in tourism and working in tourism organizations and institutions that included travel agencies (KATA), tour operators (KATO), Kenya Wildlife Services (KWS) and the National Museums of Kenya (NMK). The population also included managers and supervisors in the mentioned institutions. According to Kenya Association of Tour Operators (2017), there are 314 registered tour operators and 166 travel agency companies in Kenya. The National Museums of Kenya (NMK) (2017) and the Kenya Wildlife Services (KWS) (2017) indicate that there are 21 museums and 37 parks and reserves in Kenya respectively. These are presented in Table 3.

Table 3: Number of registered tourism institutions

Targeted Institutions/Organizations	Number
KATO Members (Tour Companies)	314
National Museums in Kenya (NMK)	21
KATA Members (Travel Agencies)	166
KWS (Parks and Reserves)	37
Total	538

However, the exact number of tourism graduate employees employed in these institutions and how many managers and supervisors are in the targeted institutions or organizations given the different structures of management and operations is not known. The population size for the two groups (tourism graduate employees and tourism managers/supervisors) was therefore, considered infinite.

3.4 Sample Size and Sampling Procedures

Given the heterogeneous nature of the study population, sample size for every group and the sampling procedures were determined as explained in the subsequent sub-sections.

3.4.1 Tourism Graduate Employees and Tourism Managers and Supervisors

To determine the sample size for the tourism graduate employees and tourism managers and supervisors, Cochran's (1977) formula was used as follows:

$$n_0 = Z^2 \times p \times q / e^2 \quad [1]$$

Where:

n_0 = Sample Size

Z= Z value which is 1.96 (for 95% level of confidence)

p = estimated proportion of an attribute that is present in the population which is 0.5

q= 1-p

e= desired level of precision (Confidence interval) which in this case will be 0.05

$$n_0 = 1.96^2 \times 0.5 \times 0.5 / 0.05^2$$

$$n_0 = 384.16$$

The sample size of tourism graduate employees was therefore, 385 and that of tourism managers and supervisors were also 385.

To draw the target sample from the population, multi-stage sampling consisting of stratified sampling, proportionate and simple random sampling was used. Each population set was first stratified into four strata namely tour companies as registered by KATO, travel agencies as registered by KATA, NMK entities and KWS parks and reserves as shown in Table 3. Using the total of 538 tourism enterprises and organizations and a minimum target sample size of 385, proportionate sampling was used to draw the sample size from each stratum. For instance, this resulted in 225 tourism graduate employees and 225 tourism managers and supervisors from tour companies as depicted in Table 4. This resulted in an increased sample size of 387 from 385 for each set of population. To draw the actual target respondents, simple random sampling was used.

Table 4: Sample distribution for the study

Targeted Institutions/Organizations	Number in Kenya	Graduate Employees	Managers/ Supervisors
KATO Members (Tour Companies)	314	225	225
National Museums in Kenya (NMK)	21	16	16
KATA Members (Travel Agencies)	166	119	119
KWS (Parks and Reserves)	37	27	27
Total	538	387	387

3.5 Data Collection

3.5.1 Quantitative Data Collection

Quantitative data was collected using self-administered questionnaires (see Appendices E and F) in the month of July to December, 2018.

3.5.1.1 Questionnaire Development

Questionnaires were developed using information from existing literature. The questionnaires were targeted at two sets of samples namely: tertiary tourism graduate employees and managers and supervisors of the targeted tourism institutions (KATA, KATO, NMK and KWS agencies). As a result, two sets of questionnaires were developed.

Tertiary tourism graduate employees' questionnaires had three main parts. The first part focused on demographic profile of the respondents. These included variables such as gender, age, occupation, education, among others. The second part focused on respondents' view on relevance of tertiary tourism education to their work. This part of the questionnaire required the respondents to indicate on a five-point Likert scale, the relevance of 17-tourism programme orientations or attributes of determining tertiary tourism education quality in terms of the competence, skills/knowledge and personality attributes they considered important to successful work accomplishment in the tourism industry (see Appendix E). The scale ranged from *1 – Very irrelevant* to *5 – Very relevant* with a value of 5 assigned the greatest weight. The third part examined respondents' views on tourism skills and competencies developed as a result of undergoing tertiary tourism education in Kenya. First, the respondents were required to indicate skills and competencies they believed to have developed as a result of going through tertiary tourism education in Kenya. They were then required to indicate on a five-point Likert scale how 32 tourism skills and competency indicators were important in delivery of quality tourism services. The scale ranged from *1 – Not at all important* to *5 – Very important* with a value of 5 being as assigned more weight. Respondents were finally asked to rate their ability to apply the 32 skills and competencies in tourism service delivery. The scale ranged from *1 – Very poor* to *5 – Excellent* with a value of 5 assigned the greatest weight.

Tourism managers and supervisors' questionnaire also had five main parts. The first part focused on demographic profile of the respondents and the institutions in which they worked. The second part focused on respondents' view on the relevance of tertiary tourism education. Just like in the case of tertiary tourism graduate employees, the respondents were required to indicate on a five-point Likert scale the relevance of 17-tourism programme orientations/attributes to determining tertiary tourism education quality and successfully work in the tourism industry (see Appendix F). The scale ranged from *1 – Very irrelevant* to *5 – Very relevant* with a value of 5 assigned more weight. The third part examined respondents' views on tourism skills and competencies. First, the respondents were required to indicate skills and competencies they expected tertiary tourism graduates to possess after going through tertiary tourism education in Kenya. They were then required to indicate on a five-point Likert scale how 32 tourism skills and competencies were important in delivery of quality tourism service. The scale ranged

from *1 – Not at all important* to *5 – Very important* with a value of 5 assigned the greatest weight.

With this regard, the fourth part on tourism employers, respondents were to rate the ability of their tertiary tourism graduate employees to apply the 32 skills and competencies in tourism service quality delivery in a destination. Tourism managers and supervisors used the SERVQUAL Model dimensions for rating graduate employees. They were to measure graduate employee expectations in service quality delivery using reliability dimensions (nine items), assurance dimensions (eight items), responsiveness dimensions (six items), empathy (seven items) and tangible dimensions (six items). Respondents were required to indicate their expectations of graduate employees using tourism service quality dimensions they considered important on a five-point Likert scale (see Appendix F). The scale ranged from *1 – Not at all important* to *5 – Very important* with a value of 5 assigned the greatest weight. Part five focused on tourism managers and supervisors' perceptual on skills and competencies of graduate employees in service quality delivery. Here, the respondents were required to rate, on a five-point Likert scale, their level of agreement with graduate employees' skills and competencies in quality of service delivery basing on five service quality dimensions namely reliability dimensions (nine items), assurance dimensions (eight items), responsiveness dimensions (six items), empathy (seven items) and tangible dimensions (six items). The scale ranged from *1 – Strongly disagree* to *5 – Strongly agree* with a value of 5 assigned the greatest weight.

3.5.1.2 Questionnaire Pre-Test

According to Grimm (2010), questionnaire pre-testing forms an important step in survey research as it helps in identifying all kinds of errors associated with survey research and improving the quality of data collected. Once questionnaires were developed, the researcher reviewed the questions carefully for any errors and to ensure that all objectives were captured. The questionnaires were pretested with the first 10 respondents drawn from each of the targeted segment of the population. These respondents were not considered in the main survey.

3.5.1.3 Questionnaire Administration

A letter requesting permission to conduct research in the selected tourism trade were sent to the companies (Appendix C). The researcher used four trained research assistants to distribute the questionnaires to the targeted respondents; Tertiary tourism graduate employees and Managers/supervisors working in tourism trade in Kenya. Each questionnaire had a cover letter seeking the participants' consent and requesting each participant to take part in the survey (Appendix D). The objective and significance of the study were included in the letter. The letter also assured respondents that any information given would be treated with confidentiality. Questionnaires filled were collected after three months for analysis.

3.5.2 Validity and Reliability Test

To achieve the level of trustworthiness and credibility as objectivity was determined, validity and reliability was considered. According to Yin (2009), a research study should demonstrate validity and reliability so as to offer a sound basis upon which future research can be anchored.

3.5.2.1 Validity

Validity is the extent to which data are plausible, credible and trustworthy and in case it is challenged it can be defended (DeVon et al., 2007; Golafshani, 2003; Bashir, Afzal & Azeem, 2008). This study focused on face validity, content validity, construct validity, convergent validity and discriminant validity. Face validity assesses the appearance of the questionnaire in terms of feasibility, readability, consistency of style and formatting, and clarity of the language used (DeVon et al., 2007).

a) Content Validity

According to DeVon et al. (2007) content validity is used to show that the content reflects a complete range of the attributes under study, usually undertaken by seven or more experts. On this ground, face validity and content validity of the instruments in this study was established by conducting expert review on items of the construct. A total of 12 experts drawn from the tourism industry and tourism education institutions were given the instruments to review and they gave their inputs concerning its suitability and ease of understanding. This was done in two rounds, the first round to give their general input and suggest changes or corrections where necessary and the second round was to capture

their views after making the suggested changes or recommendations. In the final round, the experts were required to evaluate the suitability and ease of understanding of the questions as well as appearance and layout of the data collection instruments on a three-point Likert scale. A value of three indicated suitability of the items and ease of understanding. Both content validity ratio (CVR) and content validity index (CVI) can be used to evaluate content validity of a data collection instrument. CVR determines the validity of individual instrument items, as rated by a panel of content experts. Polit, Beck and Owen (2007) suggest items with a CVR of 0.78 or higher in case of three or more experts could be considered evidence of good content validity. The CVI is the mean of the CVR values for all items meeting the CVR threshold of 0.78 and retained for the final instrument. According to Tilden, Nelson and May (1990), a CVI > 0.70 is considered as evidence of a good content validity. Construct validity, convergent validity and discriminant validity were evaluated using factor analysis and PLS-SEM in the analysis stage.

On face validity and content validity, all the experts considered rated each parameter on a three-point Likert scale in terms of suitability and ease of understanding as well as appearance and layout of the data collection instrument. In the final round of expert review, 91.67% (11) indicated they understood the questions and found them easy to answer and suitable while 83.33% (10) indicated that the appearance and layout would be acceptable to the intended target audience. CVR values for the items ranged between 0.83 to 1.00 with a CVI value of 0.89. This implied that the content validity for the instrument was good.

b) Convergent Validity

Hair, Hult, Ringle and Sarstedt (2017), defines convergent validity as the extent to which a measure correlates positively with alternative measures of the same construct. Convergent validity in this research was evaluated using the indicator's outer loadings. The indicator's outer loadings on a construct indicate that the associated indicators have much in common (Hair et al., 2017). According to Hair et al. (2017), the outer loadings should be > 0.70, implying that a latent variable should explain at least 50% of each indicator's variance. Therefore, this study considered only indicators with loadings > 0.70. Other than the indicators' outer loadings, this study also employed the Fornell-Larcker criterion using average of the variance extracted (AVE) to establish convergent

validity on the construct level. Convergent validity was considered satisfactory when the AVE for the construct is ≥ 0.50 .

The results are also summarised in Table 3, appendix 1. The table shows that all the outer loadings were above .70 with the loadings ranging from .82 (SQT5) to .93 (P09 and P12). The table also indicates that the AVE for each of the constructs was $>.5$ with the least AVE value being .73 (for Tangibility factor). This implies that all the constructs explained more than 50% of their indicator's variance.

c) Discriminant Validity

Discriminant validity is defined as the extent to which a construct is truly distinct from other constructs by empirical standards (Hair et al., 2017). This study employed heterotrait-monotrait ratio (HTMT) in assessing discriminant validity as defined by Hensler, Ringle et al., (2014). According to Henseler, Ringle et al. (2014), HTMT ratio of the correlations is the average of the heterotrait-heteromethod correlations (i.e., the correlations of indicators across constructs measuring different phenomena), relative to the average of the monotrait-heteromethod correlations (i.e., the correlations of indicators within the same construct). According to Henseler, Ringle et al. (2014), $HTMT_{inference}$ and $HTMT_{.90}$ and $HTMT_{.85}$ absolute thresholds can be used to assess discriminant validity in PLS-SEM.

This study used the conservative $HTMT_{.85}$ threshold since it has an average sensitivity rate of 99.90% in establishing discriminant validity compared to the 99.45% of $HTMT_{.90}$ and the 97.01% of $HTMT_{inference}$ (Henseler, Ringle et al., 2014). Table 4, appendix 1 indicates the HTMT results with values ranging between .03 in respect of HTMT (Responsiveness, Assurance) and .78 in respect of HTMT (Teaching & Learning Process, Professional Skills/Competencies). Comparing these results with the threshold values as defined in $HTMT_{.85}$ does not give rise to discriminant validity concern.

3.5.2.2 Reliability

Reliability is the ability of a data collection instrument to consistently measure an attribute and how well the items fit together conceptually (DeVon et al., 2007; Hair et al., 2014). Various techniques can be used to assess reliability of the data collection instrument including internal consistency, split halves, test-retest, alternative or

equivalent forms, and inter-rater reliability. This study used internal consistency reliability which shows how consistent various items in a research instrument measures what they purport to measure. It is a widely used and applicable technique for this study given the analysis methods used. Reliability was first assessed at two levels; pre-test and in the main survey using Cronbach's alpha values >0.7 . The internal consistency was later again evaluated during PLS-SEM using Cronbach's alpha (α), composite reliability (Pc) (Hair et al, 2014, Hair et al., 2017) and rho_A coefficient as defined in Dijkstra and Henseler (2015).

According to Hair et al. (2014), Cronbach's alpha (α) provides an estimate of the reliability based on the inter-correlations of the observed indicator variables and may only be used as a conservative measure of internal consistency reliability. Unlike Cronbach's alpha, composite reliability and rho_A coefficient takes into account the different outer loadings of the indicator variables (Hair et al., 2014). In all the cases, the coefficients vary between 0 and 1, with values above .70 indicating higher levels of internal consistency (Chin, 2010; Hair et al., 2014; Dijkstra & Henseler, 2015; Hair et al., 2017). This study therefore employed the three approaches with emphasis on the latter two.

To test for internal consistency of the questionnaire items, Cronbach alpha in SPSS were obtained for every variable for both pre-test and the main survey. Generally, the items were reliable in measuring their respective constructs as depicted by the reliability coefficient values > 0.7 . Table 3 in Appendix G shows that all the items were reliable in measuring their respective constructs given that all the Cronbach's alpha for the constructs were $> .7$. The table shows that measures were robust in terms of their internal consistency with composite reliability values ranging between .94 (course content & structure and tangibility) to .97 (leadership, professional, social, skills/competencies and assurance, empathy & reliability dimensions).

3.6 Quantitative Data Analysis

This section describes the methods used to analyse quantitative data for this study. The study employed descriptive and inferential methods in data analysis using IBM SPSS version 21.0 and SmartPLS version 3.2.8 as described in subsequent sections.

3.6.1 Descriptive Statistics

Descriptive statistics consisting of frequencies, means, standard deviations, kurtosis, skewness and boxplots were used to describe the distribution, test for normality, identify missing values and outliers in the data as well as analyse the demographic composition of the study sample. Once data were entered into SPSS, it was screened for missing values and outliers by generating frequencies and box plots respectively. Data was assessed for normality using skewness and kurtosis values between -2 and +2 (George & Mallery, 2010; Gravetter & Wallnau, 2014). According to Hair et al. (2014), skewness measures the extent to which a variable's distribution is symmetrical while Kurtosis measures whether the distribution is too peaked.

3.6.2 Factor Analysis

In order to identify factors that determine tertiary tourism education in Kenya, exploratory factor analysis (EFA) was conducted in SPSS with principal axis factoring (PAF) and varimax rotation. It was also used to identify tourism competencies and skills perceived relevant for providing quality tourism services in Kenya by reducing the data into specific factors or constructs as well as in identifying latent variables that explain the relations among the set of study indicators to be modelled in Partial Least Square Structural Equation Modelling (PLS-SEM). According to Hershberger (2005), PAF represents higher quality decisions in understanding latent structure for a set of variables that account for relationships among the measured variables. Kaiser's criterion (eigenvalue > 1) was used to determine the number of factors to retain for interpretation. Only factor loadings equal to or greater than .50 were retained for interpretation and further analysis as any loading below .50 was considered a low factor loading (Costello & Osborne, 2005). Factors were named based on information from the literature.

3.6.3 Independent Sample Test

To identify attributes relevant to tertiary tourism education effective work performance, and to identify tourism skills and competencies perceived relevant for providing quality tourism services in Kenya, two groups of responses were considered namely: tourism graduate employees and the tourism managers. Regarding relevance of tertiary tourism education attributes to effective work performance, the respondents were required to rate on a five-point Likert scale relevance of 17 tertiary tourism education attributes. The continuum ranged from 1 – very irrelevant to 5 - very relevant. Scores above three were

considered relevant while scores below three were considered irrelevant. As for tourism skills and competencies, tertiary tourism graduate employees were first required to identify the skills and competencies they possessed after going through tertiary tourism education in Kenya. On the other hand, tourism employers (managers and supervisors) were required to indicate the skills and competencies they expected their potential employees to possess as a result of going through tertiary tourism education. Both the tourism graduate employees and tourism employers (managers and supervisors) were then required to indicate on a scale of 1-5 the relevance of 32 competencies and skills attributes to providing quality tourism services. The continuum ranged from 1 – very irrelevant to 5 -very relevant. Scores above three were considered relevant while scores below three were considered irrelevant. First, the means of the responses were ranked to identify which tourism education attributes and tourism skills and competencies were considered relevant for each group.

An independent sample t test in SPSS was then conducted to determine if there were perceived differences in relevance of tertiary tourism education attributes to effective work performance between graduate employees and employers (managers/supervisors) in the tourism industry. Independent sample t test was also used to identify significant mean difference between tourism graduate employees and tourism managers/supervisors in perceived relevance of the 32 competencies and skills attributes for providing quality tourism service. Prior to conducting the sample t test, the data sets were evaluated to determine if they met the assumptions for conducting sample t test. Preliminary data evaluations were then done by assessing the normality of distribution and homogeneity of variance.

3.6.4 Partial Least Square Structural Equation Modelling (PLS-SEM)

The study used PLS-SEM for model development, to examine the relationship among latent variables and to test the research hypotheses. According to Hair et al. (2014), PLS-SEM is a data driven multivariate analysis technique considered suitable for providing new theoretical rationale and prediction about a research phenomenon. It is appropriate for exploratory studies and analyzing predictive research models where theory is still in the early stages of development. PLS-SEM was conducted with the path weighting scheme in SmartPLS software version 3.2.8. This weighting scheme was used because it provides the highest R^2 value for endogenous latent variables and it is generally

applicable for all kinds of PLS path model specifications and estimations (Hair et al., 2014). The model predictive capability and quality was assessed using bootstrapping, blindfolding and model fit tests. This was done in two steps involving; measurement models and structural model evaluation (Hair et al., 2014).

3.6.4.1 Structural Model Assessment

The structural model was assessed by evaluating collinearity, path significance; coefficient of determination R^2 , effect size (f^2), predictive relevance (Q^2) and model fit measures as described in the subsequent sub-sections.

a) Collinearity Assessment

Collinearity shows the possibility of two or more variables predicting a construct are highly correlated. When more than two indicators are involved, the situation is termed as multicollinearity. This study used variance inflation factor (VIF) in accordance with Hair et al. (2014). VIF value < 5 indicates lack of potential collinearity problem (Hair et al., 2014). Hair et al. (2014) recommends merging of constructs to form a single construct or creating higher-order constructs to treat collinearity problems if present.

b) Structural Path Coefficient Assessment

Path coefficients were computed using the PLS Algorithm function in SmartPLS 3.2.8 for every relationship in the structural model. The significance of the path, the direction and hypotheses tests were done through bootstrapping option in SmartPLS 3.2.8 using Bias-Corrected and Accelerated (BCa) Bootstrap confidence interval method. A bootstrap sample of 5000 was used along with each bootstrap sample containing the same number of observations as the original sample representing completed usable questionnaires received back.

c) Coefficient of Determination (R^2) and Effect Size Measure (f^2) Assessment

According to Hair et al. (2014), R^2 measures the proportion of the construct of an endogenous variance (fluctuation) that is explained by its predictor constructs. They further argue that there is no agreement to a generally accepted threshold for coefficient of determinant due to variation across disciplines. The effect size (f^2) measures the relative impact of an exogenous construct on an endogenous construct's R^2 value. Using Cohen (1988) guidelines, f^2 values of 0.02 and below is considered small, from 0.15 to 0.35, medium and f^2 values > 0.35 as large.

d) Model Predictive Validity (Q^2 Effect Size) and Model Fit Assessment

The structural model predictive capability was tested using the Stone-Geiser's Q^2 test (Hair et al., 2014) through blindfolding technique included in the SmartPLS 3.2.8 using an omission distance of 12. Specifically, evaluations were based on cross validated redundancy results as it builds on the path model estimates of both the structural model and the measurement model.

SmartPLS offers model fit measures that include Standardized Root Mean Square Residual (SRMR), Exact fit criteria the squared Euclidean distance (d_{ULS}) and the geodesic distance (d_G), Normed Fit Index (NFI) or Bentler and Bonett Index, χ^2 and Degrees of Freedom and the root mean squared residual covariance matrix of the outer model residuals (RMS_{θ}). SRMR measures the absolute value of the covariance residuals with a value < 0.08 indicating good model fit (Henseler et al., 2014). The exact fit model measures, d_{ULS} and d_G , is based on the statistical inference of the discrepancy between the empirical covariance matrix and the covariance matrix of the composite factor model. According to Dijkstra and Henseler (2015), a good model fit is achieved when the upper bound of the confidence interval is larger than the original d_{ULS} and d_G values i.e. $p > 0.05$. The NFI represents an incremental fit measure with NFI values > 0.9 representing good model fit. However, due to its incremental nature of fit measure, i.e. the more the parameters, the larger the NFI, it is not recommended and other alternatives such as non-normed fit index (NNFI) or Tucker-Lewis index (TLI), which penalizes the χ^2 values by the degrees of freedom (df) are recommended (Hair et al., 2017). This study adopted SRMR, NFI and RMS_{θ} fit measures to assess the model fit for this study while taking into consideration the view by Hair et al. (2017) that the fit measures are still in their early stages of research.

3.7 Ethical Considerations

According to Guillemain and Gillam (2004), research ethics are composed of two components; procedural ethics and ethics in practice. Procedural ethics take place in the early stages of research that is before any primary field work is done. The researcher seeks approval from the relevant ethics bodies or committees to carry out their research. The study considered the following ethical issues: -

A research permit was obtained from Maseno University Ethics Review Committee (MUERC) to conduct research in the area of study. Access permission was also obtained

from the various selected Travel and tourism trade and tourists attraction destinations (KATO, KATA, KWS & NMK) through a letter of introduction. The researcher ensured voluntary participation by ensuring that the participants understand that their participation was voluntary and that there were no consequences for refusing to participate in the study or to answer specific questions. The informed consent of the respondents was obtained prior to administration of the questionnaire (see Appendix D). Respondents were guaranteed anonymity and assured that their responses were used only for purposes of the study. Confidentiality was ensured by keeping personal information that would be revealed confidential and ensuring that no information was identified to a particular study participant. All the information gained from the respondents was treated with utmost confidentiality. The names of the respondents were not included in the study and the data files obtained were kept under lock and key in lockable cabinets accessible only to the researcher and once it was processed, the data was secured by a strong password. Respect for other peoples' rights, dignity and diversity was upheld. This included respect for others to hold values, attitudes and opinions that differ from those of the researcher. The respondents were assured that they were free to stop the filling of the questionnaire whenever they felt that they were uncomfortable with the contents in the data collection tools. There were no direct benefits to the respondents. However, the results generated from this study would be shared with the various travel and tourism trades and institutions. Lastly, all sources quoted were acknowledged properly to avoid plagiarism.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

This chapter presents the results and discussions of the study objectives. Descriptive statistics and regression analysis are presented in summarized tables and figures. Discussion and interpretations of results are also provided.

4.1 Data Screening

Questionnaire data once received were checked to ensure completeness and readability of the responses before coding and entering the data into SPSS 21. The data sets were then evaluated in SPSS to understand the data and evaluate cases of missing values, normality of data distribution and cases of outliers. While no missing data values and outliers were detected, the data on average exhibited normal distribution with majority of the skewness and kurtosis falling in the range of +2 and -2 thresholds (See Table 2 Appendix G).

4.2 Demographic Characteristics of the Study Sample

4.2.1 Tertiary Tourism Graduate Employees

The demographic characteristics of tertiary tourism graduate employees and tourism employers are summarized in Table 5a and Table 5b respectively. Table 5a shows that majority, 262 (68.1%), of the tourism graduate employees were male participants. The sample also consisted of mainly young respondents 160 (41.6%) who were between 18 and 25 years. The least, 34 (8.8%) of the respondents were above 40 years. Majority, 128 (33.2%), of the respondents had studied things to do with travel operations while the least 24 (6.2%) had studied aspects of language translation. The sample was mainly comprised certificate holders at 197 (51.2%) with 8.8% having obtained advanced diploma. Up to 90 (23.4%) were working in travel agency followed by 69 (17.9%) in tour operations. Most of the respondents 155 (40.3%) had three years or less since their graduation while only 38 (9.9%) had more than 15 years since their graduation from college. Majority 136 (35.3%) had spent less than a year in their current job position. Only 1 (0.3%) had spent over 20 years in their current job position.

Table 5a: Demographic profile of the Tertiary Tourism Graduate Employees

Variables	Freq	%	Variables	Freq.	%
Age			Current job position		
18-25 Years	160	41.6	Travel Agent	90	23.4
26-30 Years	99	25.7	Tour Operator	69	17.9
31-35 Years	47	12.2	Tour Manager	35	9.1
36-40 Years	45	11.7	Excursion Agent	32	8.3
Above 41 Years	34	8.8	Tour Escort	28	7.3
Total	385	100.0	Tour Guide	44	11.4
Area of study			Marketing Officer	8	2.1
			Tour Reservationist	25	6.5
			Receptionist	13	3.4
			Customer Relations	13	3.4
			Driver	20	5.2
			Others	8	2.1
Travel Operation	128	33.2	Total	385	100.0
Tour Operation	70	18.2	Years in current post		
Tourism Management	50	13.0	Less than 1 year	136	35.3
Travel & Tour Operation	39	10.1	1-5 years	112	29.1
Driver Guide	74	19.2	6-10 years	58	15.1
Language Translator	24	6.2	11-15 years	41	10.6
Total	385	100.0	16-20 years	37	9.6
Academic qualification			Above 21 years	1	0.3
			Total	385	100.0
			Gender		
			Male	262	68.1
			Female	123	31.9
			Total	385	100.0
Years since graduation					
0-3 Years	155	40.3			
4-6 Years	98	25.5			
7-10 Years	50	13.0			
11-15 Years	44	11.4			
Above 16 Years	38	9.9			
Total	385	100.0			

Note: Freq. – Frequency

4.2.2 Tourism Managers and Tourism Institutions

Table 5b shows that all the respondent managers were above 25 years with the majority, (36.9%) of the respondents being aged between 35 and 44 years. The smallest number of the respondents were aged above 55 years (15.6%). Majority of the respondents 239 (62.1%) were male. Majority of the respondents 223 (57.9%) were from tour companies, followed by travel agencies 119 (30.9%) and the least 16 (4.2%) being drawn from museums. Most of the respondents 180 (46.8%) were drawn from companies that had been in operation for ten or less years.

Table 5b: Demographic profile of the Tourism Managers and Tourism Institutions

Variables	Freq.	%	Variables	Freq.	%
<i>Respondents Age</i>			<i>Type of institution</i>		
Below 25	0	0	Tour Companies	223	57.9
26-34 Years	82	21.3	Travel Agencies	119	30.9
35-44 Years	142	36.9	National Parks & Reserves	27	7.0
45-54 Years	101	26.2	Museums	16	4.2
Above 55 Years	60	15.6	Total	385	100.0
Total	385	100.0			
<i>Company's age</i>			<i>Gender</i>		
0-10 Years	180	46.8	Male	239	62.1
11-20 Years	89	23.1	Female	146	37.9
21-30 Years	51	13.2	Total	385	100.0
31-40 Years	45	11.7			
41-50 Years	7	1.8			
Over 51 Years	13	3.4			
Total	385	100.0			

Note: Freq. – Frequency

4.3 Perceived Relevance of Tourism Education Attributes to Effective Work Performance

The first objective of this study was to identify relevant tertiary tourism education attributes to effective work performance among tertiary tourism graduate employees and tourism managers/supervisors in Kenya. Tourism workforce that included graduate employees from tertiary tourism colleges and the managers/supervisors of various tourism organizations were required to rate relevance of 17 tertiary tourism education attributes

on a five-point Likert scale. The continuum ranged from 1 – very irrelevant to 5 -very relevant. Scores above three were considered relevant while scores below three were considered irrelevant.

An independent-sample t-test was conducted using SPSS to determine whether there was significant mean difference in perceived tourism education attributes to effective work performance between graduate tourism employees and tourism employers (managers and supervisors) in the Kenyan tourism industry. There were no outliers in the data as assessed by inspection of box plots. Perception of tourism education attribute scores for the two groups were normally distributed as evidenced by the skewness and kurtosis values of between -2 and +2. Homogeneity of variance was violated for most of the measurement attributes, as assessed by Levene's Test for Equality of Variance ($p < .01$) with the exception of five attributes namely 'Assessment and feedback' ($p = .72$), 'Subjects taught' ($p = .41$), 'Programme duration/academic calendar' ($p = .60$), 'Expected learner behavior guidelines' ($p = .55$) and 'Academic field trips and tours' ($p = .22$). For the items that violated homogeneity of variance, separate variances and the Welch-Satterthwaite corrections were used. The results are presented in Table 6 and Table 8.

Generally, the results indicate that all the 17 tourism education attributes were perceived to be relevant by the two groups namely; tertiary tourism graduate employees and tourism employers (managers and supervisors). Moreover, the results largely demonstrate that relevant perception of tourism education attributes was high among the tertiary tourism graduate employees than among tourism employers (see Table 6). The findings can be attributed to the fact tertiary tourism graduates have gone through the tertiary tourism education. They are therefore; better placed to point out what aspects of the tertiary tourism education is relevant to their work performance. In addition, they are the ones directly involved in the work performance in the tourism industry.

'Teaching methodology' was perceived to be the most relevant tourism education attributes among the tertiary tourism graduate employees ($M = 4.41$, $SD = .89$) than tourism employers ($M = 3.41$, $SD = 1.09$), a statistically significant mean difference of $M = 1.00$, 95% CI [.86, 1.14], $t(736.15) = 13.91$, $p < .01$. 'Learning context' was perceived to be the second most relevant tourism education attributes among tertiary tourism graduate employees ($M = 4.38$, $SD = .88$) than tourism employers ($M = 3.43$, $SD = 1.10$),

with a statistically significant mean difference of $M = .91$, 95% CI [.76, 1.05], $t(749.31) = 12.29$, $p < .01$ and the third most relevant tourism education attribute was ‘Quality of the lecturer/lecturer/facilitator’ among graduate employees ($M = 4.34$, $SD = .94$), a statistically significant mean difference of $M = .96$, 95% CI [.82, 1.10], $t(735.20) = 13.51$, $p < .01$. The results are in congruent with the findings of many authors in the tourism industry who pointed out that the three most relevant attributes mentioned by graduate employees have an impact on the knowledge, skills and competency acquisition and development among learners (Akareem & Hossain, 2012; Ashraf et al., 2009; Olelewe et al., 2014; Tsinidou et al., 2010; Mayaka & King, 2002; Mei, 2017). In turn, this influences their work performance directly. Teaching methodology would influence the knowledge and skills imparted to learners. However, the process of imparting knowledge and skills should take place in a conducive learning environment and be done by qualified teachers/lecturers/facilitators. Though Shen, Luo and Lam (2015) found that faculty quality was the least important factor in predicting tourism education quality, they found curriculum and instruction as the most important contributor to quality education.

Tourism managers perceived ‘Consultations with lecturers in the office’ as the most relevant tourism education attribute ($M = 3.58$, $SD = 1.01$), in the second place was ‘Assessment and feedback’ ($M = 3.53$, $SD = 1.02$) and in the third place was ‘Subject taught’ ($M = 3.51$, $SD = 1.07$) (see Table 6). Though the mean of the three tourism education attributes were perceived more by graduate employees. Although ‘subject taught’ was perceived to be more relevant among tertiary tourism graduate employees ($M = 3.56$, $SD = 1.02$) than tourism employers ($M = 3.51$, $SD = 1.07$), it had no statistically significant mean difference, $M = .05$, 95% CI [-.10, .20], $t(768.00) = .65$, $p = .51$. This generally points to how important this tourism education attribute is to both employees and employers with regard to work performance. It is the tourism subjects that form the basis for the theoretical and practical skills and knowledge that learners are supposed to have. This was supported by Mayaka and King (2002) who observed that tourism training and education should consciously address the needs of the locally based industry by including relevant content and subjects when developing the tourism curriculum. Airey (2005) also affirms that tourism programmes have steadily provided students with good education that leads to employment opportunities in the tourism industry. Fallows and Steven (2000), however, pointed out that when employers recruit graduates, they not only look at specific academic skills and knowledge in a certain subject but instead look for

individuals who are capable to be proactive and to see and respond to problems creatively and autonomously.

‘Industrial attachment/internship’ was perceived to be less relevant among tertiary tourism graduate employees ($M = 3.44$, $SD = 1.19$) compared to tourism employers ($M = 3.48$, $SD = 1.07$), but had no statistically significant mean difference, $M = -.04$, 95% CI $[-.20, .12]$, $t(759.69) = -.51$, $p = .61$ (see Table 8). This implies that, although the tourism employers (managers and supervisors) considered industrial attachment/internship to be more relevant to work performance as compared to perceptions of tertiary tourism graduate employees, there was no significant difference in their perceptions. Industrial attachment/internship would provide learners with the relevant practical work experience. Tourism employers would believe to provide learners with the first-hand experience in the industry as they are in direct contact with the learners during the attachment period. The findings are consistent with those of other researchers (Barron 1999; Singh and Dutta 2010; Velde and Cooper 2000; Bonderup Dohn, 2011; Nadelson and Jordan, 2012) who pointed out that industrial attachment/internships provide opportunities to put into practice theoretical concepts learnt in their programs, gain a greater understanding of industry requirements, explore career choices, and to develop important hands-on work-related skills.

However, in most tourism training institutions in Kenya, attachment is a one-time activity in comparison to other aspects of tourism education. Learners therefore, may not necessarily get the relevant work experience required to adequately perform their work. As such, there may be need to increase the number of industrial attachment tourism learners are subjected to by all tourism training institutions. Though, not all internships deliver positive experiences since some organizations utilize the students on attachment for their own business gains resulting in less work experience for the unfortunate students (Stansbie & Nash, 2016).

Table 6: Mean and t-test of Tertiary Tourism Graduate Employees and Tourism Managers/Supervisors Responses on Tourism Education Attributes

Variable	Total Group (N = 770)	Graduate Employee (N = 385)		Managers/ Supervisor (N = 385)		t-test		
	Mean	Mean	SD	Mean	SD	t	df	Sig. (2-tailed)
Assessment and feedback	3.90	4.26	1.03	3.53	1.02	10.01	768.00	.00
Learning context	3.91	4.38	.88	3.43	1.10	12.29	749.31	.00
Quality of the teacher/lecturer/facilitator	3.88	4.34	.94	3.42	1.09	13.51	735.20	.00
Teaching methodology	3.91	4.41	.89	3.41	1.09	13.91	736.15	.00
Individual assignments	3.84	4.26	.82	3.42	1.09	12.20	714.41	.00
Consultations with lecturers in office	3.91	4.27	.80	3.58	1.01	10.50	731.33	.00
Support/administrative staff	3.80	4.21	.77	3.38	1.09	12.25	688.94	.00
Online learning resources	3.76	4.27	.67	3.25	1.03	16.25	661.70	.00
Physical infrastructure and facilities	3.64	3.95	.92	3.33	1.16	8.13	730.74	.00
External lecturers from the industry	3.80	4.25	.68	3.35	1.07	13.86	652.48	.00
Learning and instructional materials	3.78	4.21	.70	3.34	1.12	12.92	640.95	.00
Psychosocial environment	3.79	4.22	.70	3.35	1.15	12.65	634.71	.00
Subjects taught	3.54	3.56	1.02	3.51	1.07	.65	768.00	.51
Industrial attachment /internships	3.46	3.44	1.19	3.48	1.07	-.51	759.69	.61
Programme duration/academic calendar	3.65	3.78	1.04	3.51	1.06	3.68	768.00	.00
Expected learner behaviour guidelines	3.58	3.72	1.04	3.43	1.09	3.79	768.00	.00
Academic field trips and tours	3.64	3.85	1.05	3.42	1.09	5.60	768.00	.00

Note: SD – Standard deviation; t - is the computed test; df – degree of freedom; sig. (2-tailed) - is the p-value

Scale: 1 = Very Irrelevant, 2 = Irrelevant, 3 = Neutral, 4 = Relevant, 5 = Very Relevant

Table 7: Mean and t-test of Tertiary Tourism Graduate Employees and Tourism Managers/Supervisors Responses on Skills and Competencies

Variables	Total Group (N = 770)	Graduate Employee (N = 385)		Managers/ Supervisor (N = 385)		t-test		
	Mean	Mean	SD	Mean	SD	t	Df	Sig. (2-tailed)
DS03: Social networking skills	3.73	3.91	1.03	3.54	.96	5.15	768.00	.00
DS06: Proactive communication skills	3.72	3.86	1.07	3.58	1.00	3.80	768.00	.00
DS09: Persuasion skills	3.80	3.98	.98	3.61	.96	5.41	768.00	.00
DS12: Developing positive customer relations	3.78	3.97	.99	3.58	.97	5.53	768.00	.00
DS16: Interpersonal skills	3.81	4.05	.97	3.57	1.01	6.81	766.81	.00
DS18: Team work or group work	3.77	3.94	1.01	3.59	.98	4.82	768.00	.00
DS21: Active listening	3.76	3.90	1.04	3.61	.97	4.05	768.00	.00
DS24: Intercultural and adaptability skills	3.79	3.96	.99	3.61	1.01	4.87	768.00	.00
DS28: Negotiation skills	3.57	3.97	.98	3.16	1.04	11.01	765.47	.00
DS31: Networking skills	3.56	3.97	1.03	3.15	1.01	11.07	768.00	.00
DS04: Knowledge of tourism industry	3.67	3.90	1.12	3.43	1.08	5.93	768.00	.00
DS05: Maintaining professional and ethical standards in the work environment	3.70	3.99	1.07	3.40	1.04	7.80	768.00	.00
DS08: Demonstrating poise and a professional appearance	3.66	3.95	1.07	3.37	1.14	7.20	765.16	.00
DS11: Responding creatively to needs and gaps	3.69	3.98	1.06	3.40	1.10	7.39	768.00	.00
DS14: Artistic skills	3.70	4.01	.99	3.38	1.12	8.23	756.39	.00
DS23: Demonstrating personal mastery	3.70	3.94	1.01	3.46	1.06	6.35	766.05	.00
DS30: Managing guest problems with understanding and sensitivity	3.70	3.96	1.01	3.43	1.10	6.97	761.67	.00
DS15: IT and digitalization skills	4.03	4.07	.85	3.99	.96	1.15	757.52	.25
DS19: Marketing skills	3.93	3.97	.91	3.89	.98	1.18	768.00	.24
DS20: Multi-tasking skills	3.99	4.06	.85	3.92	.99	2.03	751.53	.04

DS22: Analytical skills	3.98	4.04	.86	3.92	1.03	1.86	743.19	.06
DS25: Initiative and proactiveness	3.99	4.09	.82	3.89	1.01	2.91	737.98	.00
DS26: Critical thinking and innovative spirit	3.95	3.97	.88	3.93	1.02	0.60	768.00	.55
DS27: Ability to handle Equipment	3.96	4.10	.81	3.82	.96	4.39	746.85	.00
DS29: Self-respect and respect to others	3.95	3.98	.89	3.91	1.03	0.90	768.00	.37
DS01: Ability to persuade, encourage and motivate others	3.55	3.59	1.07	3.51	1.00	1.05	768.00	.30
DS02: Flexibility and adaptability in handling issues	3.61	3.78	1.00	3.44	1.00	4.85	768.00	.00
DS07: Time management skills	3.54	3.57	1.19	3.50	.99	0.92	743.06	.36
DS10: Decision making skills	3.59	3.83	1.00	3.34	.98	6.89	768.00	.00
DS13: Organization skills	3.60	3.79	.95	3.40	.99	5.64	768.00	.00
DS17: Planning and coordination skills	3.53	3.61	1.01	3.45	.98	2.10	768.00	.04
DS32: Assessing clients' needs	3.55	3.65	1.02	3.45	1.06	2.64	768.00	.01

Note: SD – Standard deviation; t - is the computed test; df – degree of freedom; sig. (2-tailed) - is the p-value

Scale: 1 = Very Irrelevant, 2 = Irrelevant, 3 = Neutral, 4 = Relevant, 5 = Very Relevant

4.4 Tourism Service Skills and Competencies

The second objective of this study was to identify tourism skills and competencies perceived relevant for providing quality tourism services. Tertiary tourism graduate employees were first required to identify the skills and competencies they possessed as a result of going through tertiary tourism education in Kenya. Tourism managers/supervisors on the other hand were required to indicate the skills and competencies they expected their potential employees to possess as a result of going through tertiary tourism education. Both the tourism graduate employees and tourism employers (managers and supervisors) were then required to indicate, on a scale of 1-5, the relevance of 32 competencies and skills attributes in providing quality tourism services. The continuum ranged from 1 for very irrelevant to 5 for very relevant. Scores above three were considered relevant while scores below three were considered irrelevant.

An independent-sample t-test was conducted in SPSS using determine whether there were significant mean differences between tourism graduate employees and tourism employers in perceived relevance of the 32 competencies and skills attributes for providing quality tourism service. Inspection of the box plots for the data indicated no outlier issues. The data was normally distributed as evidenced by the skewness and kurtosis values of between -2 and +2. Out of the 32 measurement items, homogeneity of variance was violated for 12 items, as assessed by Levene's Test for Equality of Variance ($p < .01$). For the items that violated homogeneity of variance, separate variances and the Welch-Satterthwaite corrections were used. The results are presented in Table 7.

The results in Table 7 indicate that all the 32 tourism competencies and skills attributes were perceived by tertiary tourism graduate employees and tourism employers (managers and supervisors) to be relevant in providing quality tourism services. The top three perceived important knowledge and skills required in the tourism industry according to the ranking of the tourism graduates and the tourism industry respondents which recorded high mean values. The most relevant knowledge and skill identified by the graduate employees was DS27: Ability to handle equipment while tourism employer identified DS15: IT and Digitization industry. Second for graduate employees was DS25: Initiative and Proactiveness whereas for Tourism employers were DS26: Critical thinking. In third

place, graduate employee DS15: IT and Digitization industry and tourism employers was DS20: Multi-tasking skill. The results were not congruent with the findings obtained from Wang (2008) who identified communication, management of relationships, and work ethic as the three most relevant skills in the tourism employers and oral communication, critical thinking and written communication for graduate employee. The results were also not consistent with the findings of Theron, Ukpere and Spowart (2018) who ranked ethical conduct at work, customer service/awareness and verbal communication as the relevant for graduate employees and for tourism employers were customer service awareness, ethical conduct at work and verbal communication. Dogramadjieva, Vodenska and Marinov (2016) found out the most relevant skills and competencies for tourism graduate were language skill, organization skill and communication skills whereas for tourism employers identified language skill, communication skill and sales skill/customer skill which was not consistent with the findings of this study. According to Donina and Luka (2014) different geographical regions and occupation areas regarding employers' needs and graduates' skills show marked differences between them. The lowest ranked item among tertiary graduate employees was DS07: 'Time management skills' ($M = 3.57$, $SD = 1.19$) while the least ranked item among tourism employers (managers and supervisors) was DS31: 'Networking skills' ($M = 3.15$, $SD = 1.01$).

Table 11 also shows that there was no significant mean difference in perceived relevance of seven tourism competencies and skills (DS15: IT and digitalization skills, DS19: Marketing skills, DS22: Analytical skills, DS26: Critical thinking and innovative spirit, DS29: Self-respect and respect to others, DS01: Ability to persuade, encourage and motivate others and DS07: Time management skills) by tourism graduate employees and tourism employers. For example, although 'DS15: IT and digitalization skills' was perceived to be more relevant among tertiary tourism graduate employees ($M = 4.07$, $SD = .85$) than tourism employers ($M = 3.99$, $SD = .96$), it had no statistically significant mean difference, $M = .08$, 95% CI $[-.05, .20]$, $t(757.52) = 1.15$, $p = .25$. This implies that, although they are relevant aspects of tourism competencies and skills, both tertiary tourism graduate employees and tourism employers did not differ significantly on the perceived relevance of DS15: IT and digitalization skills to quality tourism services. The same can be said of the other six competencies and skills that registered non-significant mean differences.

The results largely indicate that relevant perception of tourism skills and competencies attributes was high among the tertiary tourism graduate employees (means ranging from 3.57 to 4.10) than among tourism managers and supervisors (means ranging from 3.15 to 3.99). The results were corresponding with the findings of Wang (2008); Theron et al. (2018); Dogramadjieva et al. (2016) and, Donina and Luka (2014). The results can be attributed to the fact that tertiary tourism graduates have gone through the tertiary tourism education system; thus, they are better informed when it comes to the skills and competencies relevant to the provision of service quality in the tourism industry. According to Mayaka and King (2002) and Mei (2017) tourism education is relevant to improve the skills and knowledge as well as the competency base of the tourism workforce and to maintain a viable industry. Atef (2018) comments that tourism and hospitality education is focused on providing the industry with well educated, adequately trained and committed workforce. There is therefore, need to provide tourism education which the industry considers relevant (Perman & Kikinac, 2014). This is because, if the curriculum was designed mainly from the academic viewpoint disregarding the industry dynamic environment, this would lead to a disagreement between industry affiliates and academics on subjects taught to students (Zhang, Lam & Bauer 2001; Li & Li, 2013).

Responses from tertiary tourism graduates and tourism managers/supervisors were subjected to exploratory factor analysis using SPSS. The factor analysis results indicated that the sample was adequate for conducting factor analysis given the KMO value of .92. The Bartlett's Test of Sphericity value recorded for all the variable sets was highly significant (i.e. $p < .01$) an indication that the R-matrices obtained were not identical.

On subjecting the 32 items to Principal Axis Factoring (PAF), a four-factor solution explaining for 76.67% of the total variance resulted. The factor analysis results are summarized in Table 8. Communalities for all the 32 items were $> .50$ an indication that all the items loaded significantly on their respective factors. The first factor which was named 'Social Skills/ Competencies' accounted for 23.77% of the variance explained. A total of ten items loaded on this factor with all the loadings being $> .50$. The second factor, 'Methodological Skills/ Competencies', accounted for 18.42% of the variance explained. Eight items loaded highly on this factor. The third factor which was named 'Professional Skills/ Competencies', had seven items loading highly and it accounted for

17.57% of the variance explained. The fourth factor accounted for 16.91% of the variance explained. Seven items also loaded on this factor and the factor was named 'Leadership Skills/ Competencies'. Andrades and Dimanche (2019) study on destination competitiveness in Russia employees came up with five factors on 29 items: Tourism sector inner skills; Individual/Personal employee skills; Managerial skills; Marketing skills and Human Resource Management skills. Factor loading for the above mentioned factors were similar to those of the study. Professional skills and competencies (Tourism sector inner skills and Marketing skills), Social skills and competencies (Individual/Personal employee skills), Methodological skills and competencies (Managerial skills) and Leadership skills and competencies (HRM skills).

Lertwannawit, Serirat and Pholpantin (2009) carried out a study on career competencies and career success of Thai Tourism and Hospitality employees. Four factors on subjecting to 22 items were identified. The first factor was Computer and Language skills, second factor was work spirit and Ethics, third factor was Team working and Leadership and the fourth factor was Tourism and Hospitality knowledge and skills. Some of the factor loading was similar to those of the study. For example those of Tourism and Hospitality knowledge were similar to those of professional skills and competencies while third factor (Team working and Leadership) were similar to Leadership skills and competencies.

Table 8: Factor Analysis Results

Factors and their corresponding variables	FL	PV	CV	Comm.	EV
<i>Social Skills/ Competencies (Factor One)</i>		23.77	23.77		11.34
DS03: Social networking skills	.88			.79	
DS06: Proactive communication skills	.85			.77	
DS09: Persuasion skills	.84			.75	
DS12: Developing positive customer relations	.88			.80	
DS16: Interpersonal skills	.85			.78	
DS18: Team work or group work	.87			.79	
DS21: Active listening	.84			.75	
DS24: Intercultural and adaptability skills	.84			.74	
DS28: Negotiation skills	.84			.75	
DS31: Networking skills	.78			.67	
<i>Methodological Skills/ Competencies' (Factor Two)</i>		18.42	42.19		6.07
DS15: IT and digitalization skills	.83			.83	
DS19: Marketing skills	.84			.80	
DS20: Multi-tasking skills	.85			.82	
DS22: Analytical skills	.90			.84	
DS25: Initiative and proactiveness	.83			.81	
DS26: Critical thinking and innovative spirit	.86			.77	
DS27: Ability to handle Equipment	.83			.78	
DS29: Self-respect and respect to others	.86			.70	
<i>Professional Skills/ Competencies (Factor Three)</i>		17.57	59.76		4.23
DS04: Knowledge of the tourism industry	.88			.71	
DS05: Maintaining professional and ethical standards in the work environment	.86			.74	
DS08: Demonstrating poise and a professional appearance	.87			.81	
DS11: Responding creatively to needs and gaps	.89			.71	
DS14: Artistic skills	.86			.74	
DS23: Demonstrating personal mastery	.84			.71	
DS30: Managing guest problems with understanding and sensitivity	.85			.75	
<i>Leadership Skills/ Competencies (Factor Four)</i>		16.91	76.67		3.82
DS01: Ability to persuade, encourage and motivate others	.88			.81	
DS02: Flexibility and adaptability in handling issues	.83			.74	
DS07: Time management skills	.85			.74	
DS10: Decision making skills	.88			.83	
DS13: Organization skills	.84			.77	
DS17: Planning and coordination skills	.86			.77	
DS32: Assessing clients' needs	.84			.74	

Note: FL – Factor Loading; PV – Percentage Variance; CV – Cumulative Variance; Comm. – Communalities; EV - Eigenvalues
Kaiser-Myer-Olkin (KMO) = .92; Bartlett's Test of Sphericity value ($p < .01$)

4.4.1 Professional Skills and Competencies

The factor analysis results indicated that professional skills and competencies was explained as the third factor (17.57%) of the variance in relevant tourism skills and competencies for providing quality tourism services. Professional skills and competencies play a big role in determining the relevant skills and competencies for providing quality services in Kenya. The results were not congruent with the findings of Andrades and Dimanche (2019) who pointed out those marketing skills which in the study is professional skills and competencies are the most important providing quality service. According to Zehrer and Mössenlechner (2009) professional skills and competencies are necessary to meet the challenges and tasks of one's profession, that is, tourism service. In a situation where graduates from tourism education are unable to apply their skills and knowledge to meet tourism management practice, and if the tourism management graduates are unable to meet and satisfy the needs of the tourism industry, then tourism education is truly wasted (Wang, 2008). Irwin (2005) opined that after graduation, graduates are well aware of the job knowledge, but they lack the necessary job skills.

4.4.2 Methodological Skills and Competencies

Results from factor analysis, showed that methodological skills and competencies accounted for 18.42% of the variance in the second position in relevant tourism skills and competencies for providing quality tourism services. Methodological skills and competencies are critical in determining the relevant skills and competencies for providing quality services since they are related to universal problem-solving and decision-making aspects, which may be applied to one's job but also in one's personal surroundings. The findings were consistent with Andrades and Dimanche (2019) results who found managerial skills (Methodological skills and competencies) as the second most important skill for providing quality service. They are the technical aspects of accomplishing one's job (Zehrer & Mössenlechner, 2009). Students who are going to enter the tourism industry need different skills, aptitudes and knowledge to face the challenges of the industry and this requires tourism educational system to change to meet this need (Sheldon, Fesenmaier, Woeber, Cooper & Antonioli, 2008).

4.4.3 Social Skills and Competencies

Social Skills and Competencies was the first factor with 23.77% of the variance in relevant tourism skills and competencies for providing quality tourism services in Kenya. Social skills and competence are important in determining the relevant skills and competencies for providing quality services. Cooperating with other people, interacting with them and building effective relationships in a social surrounding is a social skill that tourism employees must possess (Zehrer & Mössenlechner, 2009). According to Ricci and Kaufman (2007), professionals give more importance to interpersonal skills as they believe it is one of the strongest competency indicators. Other desired competencies in the tourism industry include teamwork, communication skills, guest service skills, pride in oneself and working with people (Tesone & Ricci, 2005).

4.4.4 Leadership Skills and Competencies

Leadership skills and competencies entail the abilities to show inspiration for a shared vision, to enable others to act, or to encourage them (Zehrer & Mössenlechner, 2009). Results from factor analysis indicated that leadership skills and competencies showed least variance of 16.91% in relevant tourism skills and competencies for providing quality tourism services in Kenya. What is critical in determining the relevant skills and competencies for providing quality services is the leadership skills and competencies. The tourism industry looks for quality human resources who can respond positively to the planning of strategic or corporate businesses, expanding business, cost effective ways of operating business and meeting new and demanding needs of tourists (Singh, 2005). The skills required by the employer will depend on the type of job to be carried out in the organization, for example, graduate employees for management positions must have the key managerial skills, namely sound decision-making, problem-solving, troubleshooting, and conflict resolutions (Raybould & Sheedy, 2005).

4.5 PLS SEM Results

The last three objectives of this study were to determine the influence of tertiary tourism education attributes on tourism competencies and skills in Kenya; to determine the influence of tourism competencies and skills on tourism service quality and to develop a tourism education quality that predicts destination service quality for tourism industry in

Kenya. To actualise these objectives, PLS-SEM was conducted with path analysis in SmartPLS version 3.2.8.

4.5.1 Structural Models

4.5.1.1 Multicollinearity Assessment

Variance inflation factor (VIF) was used to assess multicollinearity among the study constructs. The results are summarised in Table 9. All the VIF were < 5 , suggesting that multicollinearity was not an issue. The highest VIF value of (2.29) is registered in the relationship between ‘Learning resources’ and the four sets of skills and competencies (i.e. Leadership, methodological, professional and social)

4.5.1.2 Structural Model Path Coefficients and Coefficient of Determination (R^2)

Table 3, appendix 1 shows the R^2 value for the endogenous constructs ranged from 0.06 (Responsiveness) to 0.63 (Professional skills/competencies). The results indicate that the ‘teaching and learning process’, ‘learning resources’ and ‘course content and structure’ accounted for 32% ($R^2 = 0.32$), 63% ($R^2 = 0.63$), 15% ($R^2 = 0.15$) and 23% ($R^2 = 0.23$) of the variance in ‘social skills/competencies’, ‘professional skills/competencies’, ‘methodological skills/competencies’ and ‘leadership skills/competencies’ respectively.

4.5.2 Hypotheses Testing

4.5.2.1 Influence of Tourism Education on Tourism Skills and Competencies

The study aimed at identifying the influence of tertiary tourism education attributes on tourism skills and competencies. Tertiary graduate employees indicated skills and competencies acquired from tertiary tourism education while managers/supervisors rated tertiary graduate employees’ skills and competencies acquired from tertiary tourism institutions. To determine the influence, hypothesis was stated as follows:

H₁: Tertiary tourism education attributes do not significantly influence tourism skills and competencies.

Test for research hypotheses were conducted using bootstrapping in SmartPLS 3.2.8 and the results are summarised as in Table 9.

a) Influence of Tourism Education Attributes on Social Skills/Competencies

The results show that ‘Social skills/competencies’ was significantly influenced by ‘Teaching and learning process’ ($\beta = .12$, $t = 2.37$, $p = .02$, confidence interval = [.01, .22]), ‘Learning resources’ ($\beta = .27$, $t = 4.14$, $p = .00$, confidence interval = [.13, .38]) and ‘Course content and structure’ ($\beta = .28$, $t = 6.03$, $p = .00$, confidence interval = [.19, .36]). The results (see Table 9) further show that of the 32% of the variance accounted for in the endogenous latent variable ‘social skills/competencies’, the exogenous construct ‘course content and structure’ had the highest contribution to the variance ($f^2 = 0.08$) while ‘teaching and learning process’ had the lowest ($f^2 = 0.01$) despite all the effect sizes being small. The results are in consistent with Asonitou and Vitouladiti (2015) who found out that an increase to the factor “social skills” of one unit will increase the possibilities for “very good” evaluation by 2.5 times. Therefore, increasing social skills through tourism education will affect the overall evaluation of a tourism destination and the vacations experience. The results were congruent with the findings obtained from Dambe and Atstaja (2013) who pointed out that a significant social skill gap exist. Employers of today look for social skills of the employees rather than a college diploma (Ricci & Kaufman, 2007). They are keener on employees’ personal characteristics that can enable them interact spontaneously and perform effectively to the tourists (Nickson, et al., 2005).

b) Influence of Tourism Education Attributes on Professional skills/Competencies

The results indicate that ‘Professional skills/competencies’ was significantly influenced by ‘Teaching and learning process’ ($\beta = .59$, $t = 14.72$, $p = .00$, confidence interval = [.50, .66]), ‘Learning resources’ ($\beta = .11$, $t = 2.39$, $p = .02$, confidence interval = [.03, .20]) and ‘Course content and structure’ ($\beta = .23$, $t = 6.64$, $p = .00$, confidence interval = [.15, .29]). Further results indicate that, of the 63% of the variance accounted for in ‘professional skills/competencies’ ‘teaching and learning process’ accounted for the largest variance ($f^2 = 0.51$) followed by small effect sizes from ‘course content and structure’ ($f^2 = 0.09$) and lastly ‘learning resources’ ($f^2 = 0.01$). Asonitou and Vitouladiti (2015) findings indicated that an increase to the factor “professional skills” of one unit will increase the possibilities for “very good” evaluation by 2.42 times. The development of professional skills in tourism institutions is a vital issue and this will enable enterprises to achieve competitive advantages.

Zehrer and Mossenlechner (2009) mentioned that institutes of tertiary education are increasingly feeling the pressure of having to deliver programmes that meet new requirements that are characterized not only by including up-to-date factual knowledge and technology-driven skills in their curriculum design but also by the expectation to closely tie these programmes to the industry and maintain strong links with practitioners from the respective fields. Tourism graduates should thus have the ability to learn to construct, change and renew tourism knowledge in scope with the changing tourism industry (Su, 2015).

c) Influence of Tourism Education Attributes on Methodological Skills/Competencies

‘Methodological skills/competencies’ was significantly influenced by ‘Teaching and learning process’ ($\beta = .21$, $t = 3.92$, $p = .00$, confidence interval = [.11, .32]), ‘Learning resources’ ($\beta = .14$, $t = 2.68$, $p = .01$, confidence interval = [.04, .25]) and ‘Course content and structure’ ($\beta = .09$, $t = 2.43$, $p = .02$, confidence interval = [.01, .17]). The findings further reveal that ‘Teaching and learning process’ had the highest contribution ($f^2 = 0.03$) of the 15% of the variance accounted for in ‘methodological skills/competencies’, ‘though all the effect sizes were small. Tourism employers give emphasis on practical skills and general transferable skills which is in contrast to expectations of scholars who develop course curriculum which is more conceptual and also full of tourism specific material (Singh, 2005). Su (2015) stated that potential employees should have the ability to adapt and be flexible to solve problems and also to participate in tourism renovation and change with broader social and environmental interests in mind. Potential employees are also expected to display innovation skills since they are essential for effective problem solving in the complex global business environment (Qiumei, 2007).

d) Influence of Tourism Education Attributes on Leadership Skills/Competencies

‘Leadership skills/competencies’ was significantly influenced by ‘Teaching and learning process’ ($\beta = .18$, $t = 4.23$, $p = .00$, confidence interval = [.10, .26]), ‘Learning resources’ ($\beta = .09$, $t = 2.07$, $p = .04$, confidence interval = [.00, .17]) and ‘Course content and structure’ ($\beta = .30$, $t = 7.11$, $p = .00$, confidence interval = [.22, .38]). The table further shows that ‘Course content and structure’ had the highest contribution ($f^2 = 0.08$) of the

23% of the variance explained in 'leadership skills/competencies', followed by 'teaching and learning process' ($f^2 = 0.02$) and lastly 'learning resources' ($f^2 = 0.01$). All the effect sizes were small. Sheldon et al. (2008) asserts that the challenge with tourism and hospitality education is to produce students who cannot rise to challenge tourism leadership and take up stewardship over it.

Table 9: Variance inflation factor (VIF) and hypothesis testing results and effect size (f²)

Path	VIF	β	Mean	SD	t	P	95% CI	f ²	Effect Size
Course Content & Structure -> Leadership Skills/Competencies	1.48	0.30	0.30	0.04	7.11	0.00	[0.22, 0.38]	0.08	Small
Course Content & Structure -> Methodological Skills/Competencies	1.48	0.09	0.10	0.04	2.43	0.02	[0.01, 0.17]	0.01	Small
Course Content & Structure -> Professional Skills/Competencies	1.48	0.23	0.23	0.03	6.64	0.00	[0.15, 0.29]	0.09	Small
Course Content & Structure -> Social Skills/Competencies	1.48	0.28	0.27	0.05	6.03	0.00	[0.19, 0.36]	0.08	Small
Leadership Skills/Competencies -> Assurance	1.17	0.14	0.14	0.05	3.04	0.00	[0.06, 0.24]	0.02	Small
Leadership Skills/Competencies -> Empathy	1.17	0.24	0.24	0.04	5.99	0.00	[0.15, 0.31]	0.05	Small
Leadership Skills/Competencies -> Reliability	1.17	0.20	0.20	0.05	4.38	0.00	[0.12, 0.29]	0.04	Small
Leadership Skills/Competencies -> Responsiveness	1.17	0.06	0.06	0.05	1.30	0.20	[-0.04, 0.15]	0.00	None
Leadership Skills/Competencies -> Tangibility	1.17	0.06	0.06	0.05	1.19	0.24	[-0.03, 0.15]	0.00	None
Learning Resources -> Leadership Skills/Competencies	2.29	0.09	0.10	0.05	2.07	0.04	[0.00, 0.17]	0.01	Small
Learning Resources -> Methodological Skills/Competencies	2.29	0.14	0.14	0.05	2.68	0.01	[0.04, 0.25]	0.01	Small
Learning Resources -> Professional Skills/Competencies	2.29	0.11	0.11	0.05	2.39	0.02	[0.03, 0.20]	0.01	Small
Learning Resources -> Social Skills/Competencies	2.29	0.27	0.27	0.06	4.14	0.00	[0.13, 0.38]	0.05	Small
Methodological Skills/Competencies -> Assurance	1.07	0.12	0.12	0.04	3.00	0.00	[0.04, 0.19]	0.01	Small
Methodological Skills/Competencies -> Empathy	1.07	0.04	0.04	0.04	1.01	0.31	[-0.04, 0.12]	0.00	None
Methodological Skills/Competencies -> Reliability	1.07	0.06	0.06	0.04	1.38	0.17	[-0.02, 0.14]	0.00	None
Methodological Skills/Competencies -> Responsiveness	1.07	0.11	0.11	0.04	3.01	0.00	[0.04, 0.18]	0.01	Small
Methodological Skills/Competencies -> Tangibility	1.07	0.00	0.00	0.04	0.06	0.95	[-0.07, 0.09]	0.00	None
Professional Skills/Competencies -> Assurance	1.25	0.17	0.17	0.05	3.19	0.00	[0.05, 0.27]	0.03	Small

Professional Skills/Competencies -> Empathy	1.25	0.08	0.08	0.05	1.53	0.13	[-0.02, 0.17]	0.01	Small
Professional Skills/Competencies -> Reliability	1.25	0.22	0.22	0.06	3.93	0.00	[0.11, 0.32]	0.04	Small
Professional Skills/Competencies -> Responsiveness	1.25	0.12	0.12	0.05	2.33	0.02	[0.02, 0.22]	0.01	Small
Professional Skills/Competencies -> Tangibility	1.25	0.11	0.11	0.06	1.97	0.05	[0.01, 0.22]	0.01	Small
Social Skills/Competencies -> Assurance	1.24	0.05	0.05	0.05	0.97	0.33	[-0.06, 0.14]	0.00	None
Social Skills/Competencies -> Empathy	1.24	0.11	0.11	0.05	2.16	0.03	[0.02, 0.21]	0.01	Small
Social Skills/Competencies -> Reliability	1.24	0.01	0.00	0.04	0.11	0.91	[-0.08, 0.09]	0.00	None
Social Skills/Competencies -> Responsiveness	1.24	0.06	0.07	0.05	1.32	0.19	[-0.03, 0.15]	0.00	None
Social Skills/Competencies -> Tangibility	1.24	0.17	0.18	0.05	3.59	0.00	[0.08, 0.27]	0.03	Small
Teaching & Learning Process -> Leadership Skills/Competencies	1.83	0.18	0.18	0.04	4.23	0.00	[0.10, 0.26]	0.02	Small
Teaching & Learning Process -> Methodological Skills/Competencies	1.83	0.21	0.21	0.05	3.92	0.00	[0.11, 0.32]	0.03	Small
Teaching & Learning Process -> Professional Skills/Competencies	1.83	0.59	0.59	0.04	14.72	0.00	[0.50, 0.66]	0.51	Large
Teaching & Learning Process -> Social Skills/Competencies	1.83	0.12	0.13	0.05	2.37	0.02	[0.01, 0.22]	0.01	Small

Note: VIF – Variance inflation factor, SD – Standard deviation

4.5.2.2 Influence Of Tourism Skills / Competencies On Tourism Destination Service Quality

The study also aimed to identify the influence of tourism skills and competencies on tourism destination service quality. Tourism Managers/supervisors rated the quality of competency of tertiary graduate employees during service delivery using the following service quality indicators: assurance, empathy, reliability, responsiveness and tangibility dimensions of service. To determine the influence, hypothesis was stated as follows:

H₂: Tourism skills and competencies do not influence tourism destination service quality (assurance, empathy, reliability, responsiveness and tangibility dimensions of service).

Services are activities, deeds, processes and interaction between the service provider (graduate employee) and the customer (international tourists) which can lead to either satisfaction or dissatisfaction (Zeithaml & Bitner, 2003). To measure service quality outcome, Parasuraman, et al. (1988) came up with SERVQUAL Model to help service organizations improve on their quality. The model uses five major dimensions; reliability, responsiveness, assurance, tangibles and empathy to measure service quality. These dimensions indicate how tourists organize information about service quality in their minds as they relate to tourism graduates employees' skills and competencies during service delivery. Since hospitality and tourism customers' perceptions of service quality are dependent on employees' ability and skills to meet their needs (Hallin & Marnburg, 2008). Therefore, graduates employees from tertiary tourism institutions should be able to apply their skills and competencies in service quality delivery.

a) Influence of Tourism Skills/Competencies on Reliability

Reliability which is related to the ability of the graduate employee to provide reliable services as promised to the tourists dependably and accurately was significantly influenced by 'Professional skills /competencies' ($\beta = .22$, $t = 3.93$, $p = .00$, confidence interval = [.11, .32]) and 'Leadership skills /competencies' ($\beta = .20$, $t = 4.38$, $p = .00$, confidence interval = [.12, .29]). The results further show that 'Professional skills/competencies' and 'Leadership skills/competencies' had almost equal contribution to the 13% of the variation explained in 'Reliability' given $f^2 = 0.04$ in both cases. This

finding is in accordance with those of Zeithaml et al. (1990), who considered “reliability” as the most important dimension in service quality, and those of Juwaheer and Ross (2003), who also emphasised “reliability” as one of the most important dimensions for tourists in their study in the hotel industry.

b) Influence of Tourism Skills/Competencies on Assurance

Assurance dimension of destination service quality relates to how knowledgeable, courteous are the graduate employees to the tourists and having an ability to inspire trust and confidence in them was significantly influenced by ‘Professional skills /competencies’ ($\beta = .17$, $t = 3.19$, $p = .00$, confidence interval = $[.05, .27]$), ‘Methodological skills /competencies’ ($\beta = .12$, $t = 3.00$, $p = .00$, confidence interval = $[.04, .19]$) and ‘Leadership skills /competencies’ ($\beta = .14$, $t = 3.04$, $p = .00$, confidence interval = $[.06, .24]$). The results further indicate that of the 10% variance explained in ‘Assurance’, ‘Professional skills/competencies’ had the highest contribution ($f^2 = 0.03$), followed by ‘leadership skills/competencies’ ($f^2 = 0.02$) and lastly ‘methodological skills/competencies’ ($f^2 = 0.01$). However, all the effect sizes were small. The findings of the study with respect to “assurance” is in agreement with those of other studies. It retained its third position when influenced by tourism skills and competencies as pointed out by Zeithaml et al., 1990; Juwaheer & Ross, 2003; O’Neill et al. 2000.

c) Influence of Tourism Skills/Competencies on Responsiveness

Responsiveness dimension relates to graduate employees willingness to help the tourists and to provide prompt services as required by them was significantly influenced by ‘Professional skills /competencies’ ($\beta = .12$, $t = 2.33$, $p = .02$, confidence interval = $[.02, .22]$) and ‘Methodological skills /competencies’ ($\beta = .11$, $t = 3.01$, $p = .00$, confidence interval = $[.04, .18]$). Table 9 further reveals that both ‘Professional skills/competencies’ and ‘Methodological skills/competencies’ contributed almost equally to 6% of the variance explained in ‘Responsiveness’ ($f^2 = 0.01$). The findings of the study with respect to “responsiveness” is not congruent to other studies. In Zeithaml et al. (1990) “Responsiveness” was considered the second most important dimension in service quality and also featured among the most important dimensions in the tourism studies of Juwaheer & Ross (2003) and O’Neill et al. (2000). In contrast, the study found

“responsiveness” to be the least important dimension of destination service quality when influenced by tourism skills and competencies.

d) Influence of Tourism Skills/Competencies on Empathy

The results indicate that ‘Empathy’ as a dimension of destination service quality which is the ability of tourism firm through graduate employees give caring and individualized attention to the tourists was significantly influenced by ‘Social skills /competencies’ ($\beta = .11$, $t = 2.16$, $p = .03$, confidence interval = [.02, .21]), ‘Leadership skills /competencies’ ($\beta = .24$, $t = 5.99$, $p = .00$, confidence interval = [.15, .31]). The results further indicate that the 11% variance in ‘Empathy’ was greatly explained by ‘Leadership skills/competencies’ ($f^2 = 0.05$) followed lastly by ‘Social skills/competencies’ ($f^2 = 0.01$) though all the effect sizes were small. “Empathy” was counted as the fourth most important among the five dimensions of service quality according to Zeithaml et al. (1990). This was not consistent with the study results since it was ranked second most important dimension in destination service quality when influenced by tourism skills and competencies.

e) Influence of Tourism Skills/Competencies on Tangibility

Tangibility dimension of destination service quality represents the appearance of physical facilities, equipment, personnel and communication was significantly influenced by ‘Social skills /competencies’ ($\beta = .17$, $t = 3.59$, $p = .00$, confidence interval = [.08, .27]) and ‘Professional skills /competencies’ ($\beta = .11$, $t = 1.97$, $p = .05$, confidence interval = [.01, .22]). The results further indicate that, of the 7% variance explained in ‘Tangibility’, ‘Social skills/competencies’ had the highest contribution ($f^2 = 0.03$) followed lastly by ‘Professional skills/competencies’ ($f^2 = 0.01$). “Tangibility” findings indicated that the service quality dimension was ranked fourth which is not in congruent to the previous studies who ranked it the least important dimension of service quality (Zeithaml et al., 1990; Juwaheer & Ross, 2003; O’Neill et al., 2000) when influenced by tourism skills and competencies.

4.6 Tourism Education Quality-Destination Service Quality Model

The last objective of this study was to develop a tourism education quality-destination service quality model for the tourism industry in Kenya. Both measurement and structural models in SmartPLS 3.2.8 were evaluated as already explained. Model path significance was tested using bootstrapping in SmartPLS 3.2.8 as already presented. Only significant paths were retained in the final model.

4.6.1 Model Predictive Relevance

Predictive capability of the structural model was evaluated using Stone-Geiser's Q^2 test criterion through blindfolding with omission distance of 12. Table 10 shows that Q^2 values were > 0 for all the endogenous constructs in the structural model. The least Q^2 value is recorded in endogenous construct 'responsiveness' ($Q^2 = 0.04$) while the largest Q^2 value is registered in endogenous construct 'professional skills/competencies' ($Q^2 = 0.51$). The result therefore indicates that all the exogenous constructs in the model (see Figure 4 and Figure 5) adequately predict their corresponding endogenous constructs.

Table 10: Model predictive relevance results

Constructs	SSO	SSE	Q^2 (1-SSE/SSO)	Cut off
Assurance	6,160.00	5,687.22	0.08	> 0
Course Content & Structure	3,850.00	3,850.00	N/A	N/A
Empathy	5,390.00	4,917.34	0.09	> 0
Leadership Skills/Competencies	5,390.00	4,442.15	0.18	> 0
Learning Resources	4,620.00	4,620.00	N/A	N/A
Methodological Skills/Competencies	6,160.00	5,494.56	0.11	> 0
Professional Skills/Competencies	5,390.00	2,628.98	0.51	> 0
Reliability	6,930.00	6,266.33	0.10	> 0
Responsiveness	3,850.00	3,684.15	0.04	> 0
Social Skills/Competencies	7,700.00	5,846.50	0.24	> 0
Tangibility	4,620.00	4,406.47	0.05	> 0
Teaching & Learning Process	4,620.00	4,620.00	N/A	N/A

Note: SSO - Sum of the squared observations; SSE - sum of the squared prediction errors; N/A – Not applicable for exogenous constructs

4.6.2 Model Fit Tests

The model fit was tested using the three techniques in Smart PLS 3.2.8. These were Standardized Root Mean Square Residual (SRMR) < 0.08, Normed Fit Index (NFI) or Bentler and Bonett Index > 0.9 and RMS_theta < 0.12. The results are summarized in Table 11.

Table 11: Model fit statistics

Model fit techniques	Saturated Model	Estimated Model
Standardized Root Mean Square Residual (SRMR)	0.04	0.07
Normed Fit Index (NFI)	0.82	0.81

Note: RMS Theta = 0.09

The RMS_theta was used to assess the degree to which the outer model residuals correlate. RMS_theta value for this model was 0.09. Since this is below the recommended threshold of 0.12 (Henseler et al., 2014), it indicates a well-fitting model. The approximate model fit indices SRMR result values of 0.04 and 0.07 for the saturated model and the estimated model respectively also indicates a good model fit as the values are < 0.08 (Henseler et al., 2014). The NFI results for the saturated model and estimated model are 0.82 and 0.81 respectively, way below the recommended threshold of >.90. This indicates lack of acceptable model fit. However, NFI has its shortcomings in PLS-SEM and for this reason; alternatives such as the non-normed fit index (NNFI) or Tucker-Lewis index are recommended (Henseler et al., 2014). Nevertheless, these have not yet been implemented in SmartPLS.

The findings indicated that Q^2 values for all the endogenous constructs were > 0 in the structural model. ‘Responsiveness’ recorded the least Q^2 value in endogenous construct while the largest Q^2 value was in ‘professional skills/competencies’ in endogenous construct. According to Zeithaml et al. (1990), “Responsiveness” was considered the second most important dimension in service quality. It also featured among the most important dimensions in the tourism studies of Juwaheer & Ross (2003) and O’Neill et al. (2000). This study has however, proved otherwise that, ‘responsiveness’, which is defined by Zeithaml et al. (1990) as willingness to help customers and provide prompt services as

required by customers, is not influenced by tertiary tourism education. Professional skills/competencies' is defined by Zehrer and Mossenlechner (2009) as comprising skills, abilities, and knowledge necessary to meet the challenges and tasks of one's profession.

A graduate employee who has successfully undergone tertiary tourism education (teaching and learning Process, learning resources, and course content and structure) is perceived to have acquired social, professional, methodological and leadership skills and competencies to work in a tourism industry. The acquired tourism skills and competencies is perceived to be exhibited by graduate employee during service delivery in form of the five dimensions as per SERVQUAL Model (Reliability, Assurance, Responsiveness, Empathy and Tangibility) in various tourism establishments as described by Zeithaml et al. (1990); Parasuraman, (1998); Parasuraman et al., (1988) . The service quality attributes will be used by managers/supervisors to gauge service quality as delivered by graduate employees as follows; they will check reliability of graduate employees, responsiveness of graduate employees, their assurance during service delivery, empathy displayed by the graduate employees and the appearance of the tangibles in the service delivery venue. Kenya as a tourist destination should ensure graduate employees have the right skills and competencies (social, professional, methodological and leadership) for it to be competitive and viable. This is because the Tourism institutions have been blamed for not providing sufficient training skills and competencies for tourism industry (Airey, 2005; Nickson et al., 2005; Lather et al., 2008).

Tourism destinations seek to raise the quality of their products and services in order to attract and retain higher spending visitors but managers face a lot of challenges in meeting, exceeding customer satisfaction and having a repeat purchase due to the characteristics of service. This could further be explained by the fact that in most cases, both employees and management do not know which are the right scripts, attitudes and behaviours to achieve the desired effect of becoming and remaining competitive. Improving the skills and competencies of the workforce can assist a destination to develop its competitive advantage and to establish and maintain a sustainable industry. This is because good service is akin to human resource (Mayaka & King, 2002; Mei, 2017; Zeithaml et al., 2006).

Since tourism industry is labour intensive, it should be in a position to attract highly qualified workers with the right skills and knowledge necessary to meet the requirements of the employers (Wang, Ayres & Huyton, 2010). Tourism education and training policies should therefore, provide a balance between professional skills, basic knowledge, and thematic specialization (Zagonari, 2009). Kenya as a tourist destination should create a competitive edge through the use of service quality by improving the quality of tertiary tourism education graduates. This is because competitiveness of a region is closely connected to the level of higher education thus an increase in cooperation between educational institutions and the tourism industry will maintain and boost the competitiveness in the region or destination (European Commission, 2015). Consequently, it is believed that educated personnel present both the first and the last link in the chain of competitiveness and business success (Perman & Mikinac, 2014).

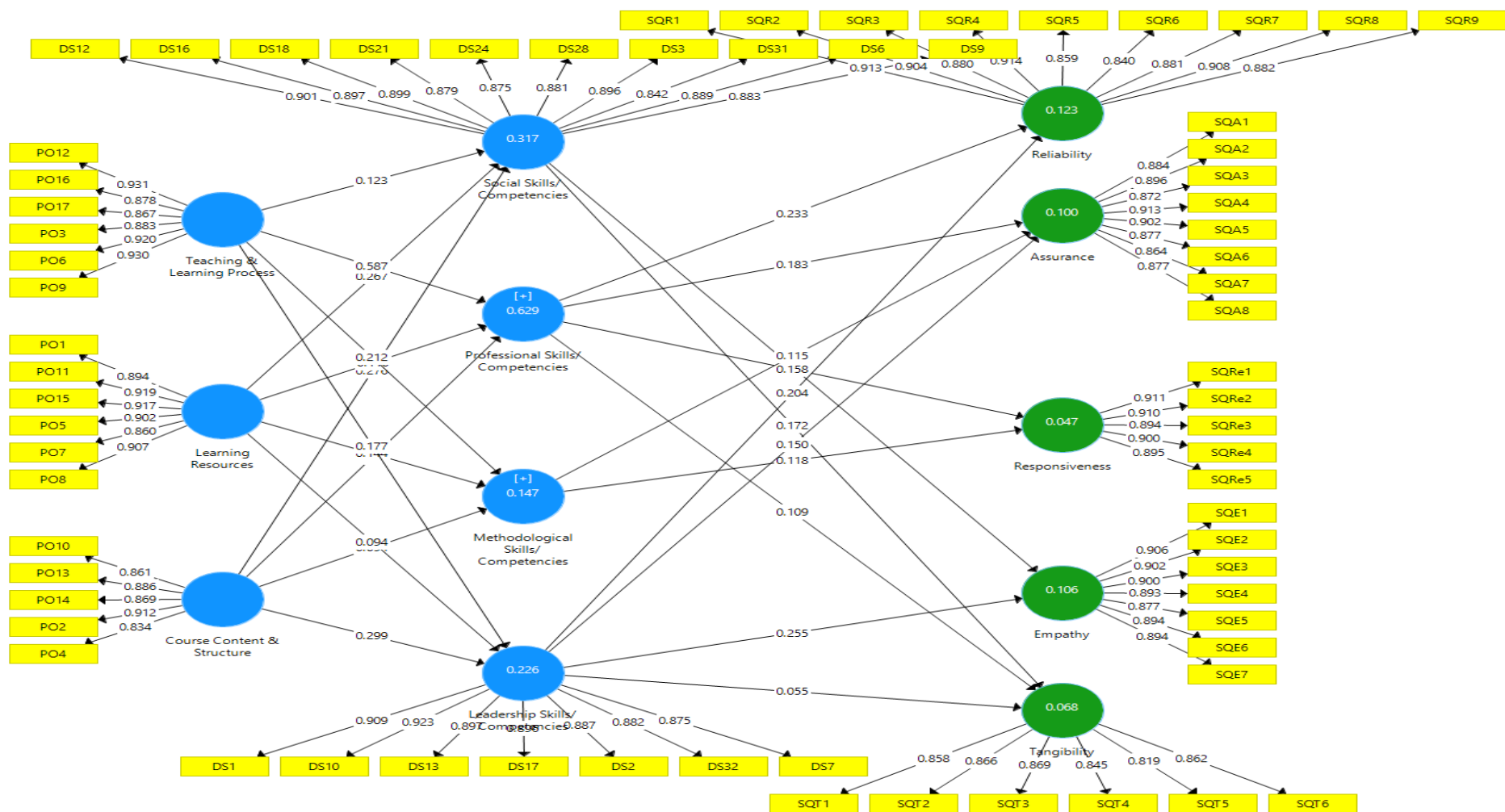


Figure 4. Model with significant paths and some indicators hidden

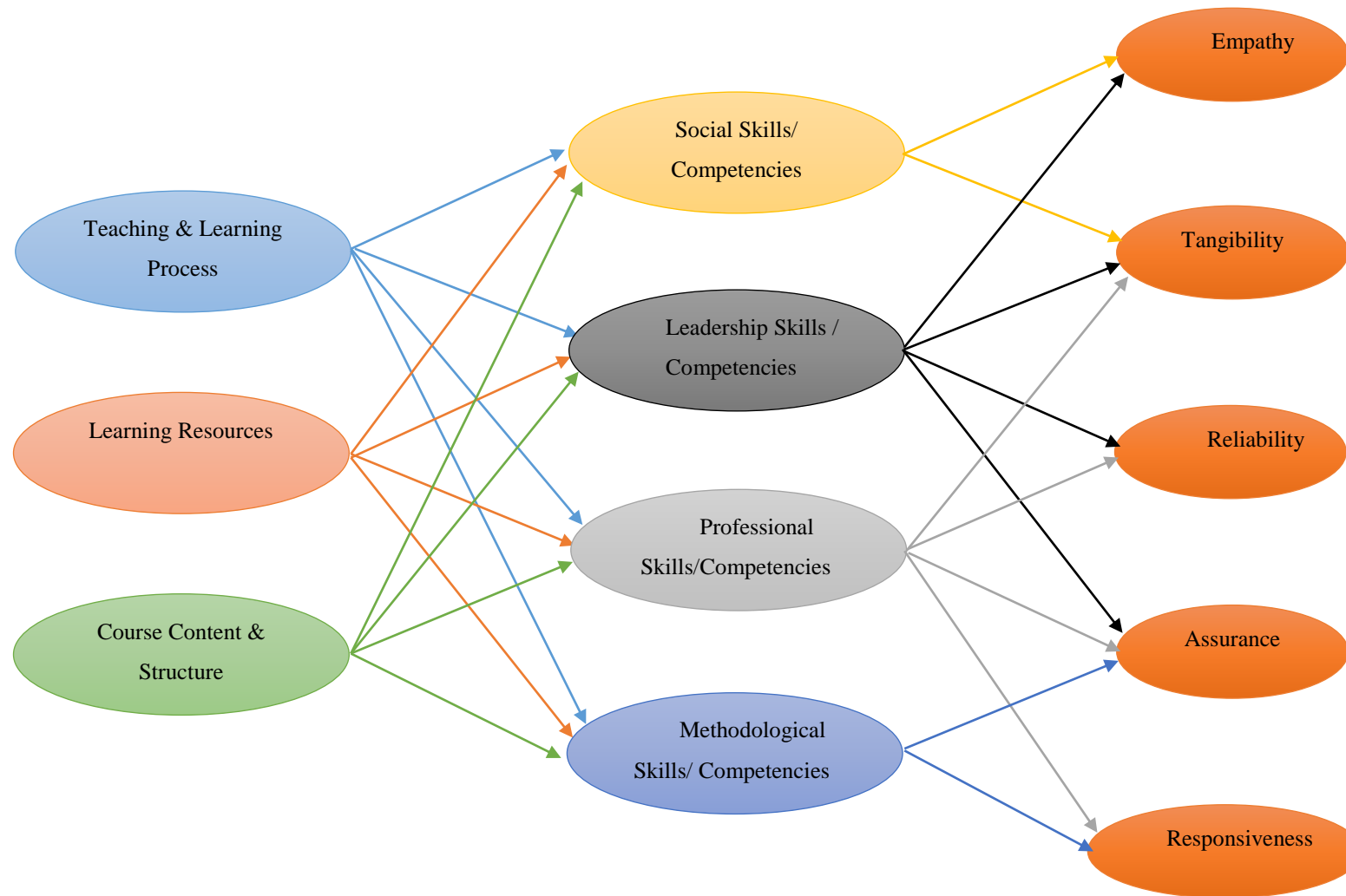


Figure 5: Tourism Education Quality-Destination Service Quality Model

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

The first objective of this study was to determine the perceived relevance of tertiary tourism education attributes among tourism graduate employees and tourism managers in Kenya. Tourism workforce that included graduate employees from tertiary tourism colleges and the management (employers) of various tourism organizations were required to rate on a five-point Likert scale relevance of seventeen tertiary tourism education attributes. The results indicate that all the tourism education attributes were perceived to be relevant by both tertiary tourism graduate employees and tourism managers and supervisors. However, the relevance perception was found to be high among the tertiary tourism graduate employees with a total mean of 4.08 than among tourism employers who had a total mean of 3.42.

The second objective of this study was to identify tourism skills and competencies perceived relevant for providing quality tourism services in Kenya. Tertiary tourism graduate employees were first required to identify the skills and competencies they possessed as a result of going through tertiary tourism education in Kenya. On the other hand tourism employers (managers and supervisors) were required to indicate the skills and competencies they expected their potential employees to possess upon graduating from tertiary tourism education. The results indicated that all the thirty two tourism competencies and skills attributes were perceived by tertiary tourism graduate employees and tourism managers and supervisors as relevant to provision of quality tourism services, with relevance perception being high among the tertiary tourism graduate employees with a total mean of 3.92 than among tourism managers and supervisors having a total mean of 3.57. Factor analysis on the 32 skills and competencies attributes resulted in a four-factor solution explaining for 76.67% of the total variance revealed. The findings indicated that the ‘teaching and learning process’, ‘learning resources’ and ‘course content and structure (tertiary tourism education attributes) had an influences on the desired tourism service skills and competencies, variance were accounted for as follows from the highest to the least; social (23.77%), methodological (18.42%), professional (17.57) and leadership (16.91).

The third objective of this study was to determine the influence of tertiary tourism education attributes on desired tourism service skills and competencies in Kenya using PLS-SEM in SmartPLS 3.2.8. The results indicate that the ‘teaching and learning process’, ‘learning resources’ and ‘course content and structure accounted for 32%, 63%, 15% and 23% of the variance in ‘social skills/competencies’, ‘professional skills/competencies’, ‘methodological skills/competencies’ and ‘leadership skills/competencies’ respectively.

The fourth objective was to determine the influence of skills and competencies on perceived destination service quality using PLS-SEM in SmartPLS 3.2.8. The result indicated that the four sets of tourism skills and competencies (professional, social leadership and methodological) influenced the five service quality dimensions. They recorded variance as follows; Reliability 13%, Empathy 11%, Assurance 10%, Tangibles 7% and 6% for responsiveness.

The fifth objective was to develop a tourism education – destination service quality model for the tourism industry in Kenya using PLS-SEM in SmartPLS 3.2.8. The model predictive relevance results through blindfolding indicates that all the exogenous constructs in the model adequately predict their corresponding endogenous constructs given that the least Q^2 value was 0.04. From the findings, it shows that tertiary tourism education (teaching and learning process, learning resources, and course content and structure) will influence the acquired skills and competencies (social, professional, methodological and leadership) from tertiary tourism institutions by the graduates. The acquired skills and competencies will be exhibited by the graduate employee at the work place during service quality delivery which will be measured by the five dimensions (Reliability, Assurance, Responsiveness, Empathy and Tangibility) of SERVQUAL Model.

5.2 Conclusion

First, both tourism graduate employees and managers perceived tourism education attributes to be relevant, though found to be higher among tertiary tourism employees than among tourism managers. This indicates that graduate employees are better informed when it comes to tertiary tourism education relevance to work performance since they

have graduated from tertiary tourism institutions with either Diploma or Certificate in travel and tourism programmes.

Second, tourism industry requires more than one skill and competencies to meet and exceed customers' needs. Both tourism graduate employees and managers perceived skills and competencies as relevant to provision of quality tourism services, though found to be higher among tertiary tourism employees than among tourism managers. The findings clearly show that, since graduate employees have gone through tertiary tourism education, they know the right skills and competencies for providing quality tourism services in Kenya.

Third, social, methodological, professional and leadership skills and competencies were influenced by tertiary tourism education. Social skills and competencies is the strongest competency indicator more than the other three factors since it recorded the highest variance. However, it is important to note that the other factors are equally important, since tourism employers are looking for more than one skill from employees rather than on a college Diploma or Certificate.

Fourth, the service quality dimensions were influenced by the four skills and competencies (social, methodological, professional and leadership). Reliability accounted for the highest variance. This indicated that, in service delivery, reliability of employees is the greatest dimension considered by the tourism managers/supervisors. Reliability outcome was in line with the previous studies by Zeithmal et al (1990); Juwaheer & Ross (2003); O'Neill et al (2000). Responsiveness was considered to be the least dimension among the tourism managers/supervisors in this study which contradicts the studies of the above mentioned authors who was placed as the second most important dimension during service delivery.

Fifth, a relationship between tertiary tourism education and destination service quality exist. Destination service quality to be achieved in Kenya, Tertiary tourism education and tourism practitioners should have a closer collaboration in ensuring that tourism education is tailored to meet the needs of the tourism industry in terms of skills and competencies. This because competitiveness of a tourism destination depends on sufficient and highly educated employees at all levels.

5.3 Recommendations for Institutions offering Tourism Education and Tourism Practitioners

Based on the research findings, the following recommendations are made in line with the research objectives and practical implications of the findings.

First, tertiary tourism education should ensure that all the seventeen tertiary tourism education attributes are in place since both graduate employees and tourism managers and supervisors perceived them to be relevant for effective and efficient learning to take place.

Second, the tourism industry is in constant need of employees with the right skills and competencies to offer quality service in the industry. Therefore, tourism institutions should focus on graduating employees with more than one skill and competency.

Third, a graduate with either Diploma or Certificate in travel and tourism course is believed to have acquired the right service skills and competencies to work in any travel and tourism organization. The four important service skills and competencies in tourism industry include: Professional, Methodological, Social and Leadership attributes.

Fourth, service skills and competencies acquired as a result of graduating from tertiary tourism education are perceived to influence service quality of a tourism destination. This can be achieved, when all tourism graduates with either Diploma or Certificate have a service quality culture that embraces the five SERVQUAL dimensions (reliability, responsiveness, assurance, empathy and tangibles). Thus, Kenya as a tourism destination should ensure that any tourism encounter between the tourists and employees should yield a repeat purchase or loyalty.

Fifth, Tourism education should be harmonized with tourism industry needs. That is, to establish a stronger link between theory and practice. Since tertiary tourism institutions train for the tourism industry, their graduates should acquire skills and competencies that are fit for the tourism industry. This can be achieved by tourism educators together with tourism practitioners coming up with standardized curricula for all the tourism programmes that addresses and meet both their needs. The relationship should yield immediate and long-term goals for tourism industry which will then make Kenya a competitive tourism destination.

5.4 Suggestions for Further Research

This study considered modelling of tertiary tourism education for informing tourism destination service quality in Kenya. The study focused on Certificate and Diploma level graduate employees in evaluating their perceptions in regards to relevance of tourism education in Kenya. This is because they interact mostly with the tourists (they are hands on staff). The same study can be carried out on degree graduates, since a number of them do interact closely with the tourists and it is also logical to expect them to offer better quality services because of their higher level of education.

Measuring service quality is complex due to the multi-dimensional and subjective nature of services. The study focused on SERVQUAL Model, other service quality models can be applied to the study like CERM-CSQ, HOLSAT, HISTOQUAL, RECQUAL, SERVPERF, SERVICESCAPE, TEAMQUAL and QUESC.

The study being descriptive in nature and adopting cross-sectional research design in evaluating the perception of tertiary tourism workforce and tourism managers/supervisors regarding relevance of tertiary tourism education in Kenya. The same study can use comparative study on graduate employees with Degree, Diploma and Certificate qualification in tourism education using longitudinal research design and to evaluate its generalization.

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APPENDICES

Appendix A: SGS Letter of Approval



MASENO UNIVERSITY **SCHOOL OF GRADUATE STUDIES**

Office of the Dean

Our Ref: PG/PHD/00064/12

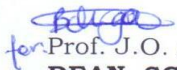
Private Bag, MASENO, KENYA
Tel:(057)351 22/351008/351011
FAX: 254-057-351153/351221
Email: sgs@maseno.ac.ke

Date: 11th December, 2017

TO WHOM IT MAY CONCERN

**RE: PROPOSAL APPROVAL FOR JANET C. KIMETO —
PG/PHD/00064/2012**

The above named is registered in the Doctor of Philosophy programme in the School of Physical and Biological Sciences, Maseno University. This is to confirm that her research proposal titled "Influence of Tertiary Tourism Education on Cumulative Destination Service Quality in Kenya" has been approved for conduct of research subject to obtaining all other permissions/clearances that may be required beforehand.


for Prof. J.O. Agure

DEAN, SCHOOL OF GRADUATE STUDIES



Appendix B: MUERC Letter of Approval



MASENO UNIVERSITY ETHICS REVIEW COMMITTEE

Tel: +254 057 351 622 Ext. 3050
Fax: +254 057 351 221

Private Bag – 40105, Maseno, Kenya
Email: muerc-secretariate@maseno.ac.ke

FROM: Secretary - MUERC

DATE: 28th May, 2018

TO: Janet C. Kimeto
PG/PHD/064/2012
Department of Ecotourism, Hotel and Institution Management
School of Biological and Physical Sciences
Maseno University
P.O. Box Private Bag, Maseno

REF: MSU/DRPI/MUERC/00501/18

RE: Proposal Reference Number MSU/DRPI/MUERC/00501/18 Influence of Tertiary Tourism Education on Cumulative Destination Service Quality in Kenya

This is to inform you that the Maseno University Ethics Review Committee (MUERC) determined that the ethics issues raised at the initial review were adequately addressed in the revised proposal. Consequently, the study is granted approval for implementation effective this 28th day of May, 2018 for a period of one (1) year.

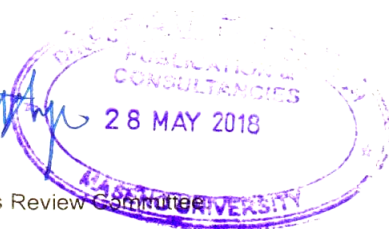
Please note that authorization to conduct this study will automatically expire on 27th May, 2019. If you plan to continue with the study beyond this date, please submit an application for continuation approval to the MUERC Secretariat by 15th April, 2019.

Approval for continuation of the study will be subject to successful submission of an annual progress report that is to reach the MUERC Secretariat by 15th April, 2019.

Please note that any unanticipated problems resulting from the conduct of this study must be reported to MUERC. You are required to submit any proposed changes to this study to MUERC for review and approval prior to initiation. Please advise MUERC when the study is completed or discontinued.

Thank you.


Dr. Bonuke Anyona,
Secretary,
Maseno University Ethics Review Committee



Cc: Chairman,
Maseno University Ethics Review Committee.

MASENO UNIVERSITY IS ISO 9001:2008 CERTIFIED



Appendix C: Introduction Letter

Date: 07th July, 2018.

Dear Sir/Madam,

RE: INTENTION TO CONDUCT RESEARCH IN YOUR ORGANIZATION

My name is Janet C. Kimeto, a post graduate student at Maseno University in the department of Eco-tourism, Hotel and institution Management. Over the next five months, I will be conducting a research on **Modelling Tertiary Tourism Education for informing Tourism Destination Service Quality in Kenya** as part of my PhD study. The study focuses on employee graduates who have attained Diploma and Certificate in Tourism related courses and working in the key travel and tourism trade and their contribution to cumulative destination service quality. The objective of the study is to develop a tertiary tourism education quality – destination service quality model tourism industry in Kenya.

Your organization was selected to be among the many important travel and tourism trade that will take part in this study. I hope to conduct a structured questionnaire with the manager/supervisor from your hotel. The questionnaire will take about 10 minutes. The information provided will be treated with the highest-level confidentiality, and the data collected will only be used in preparation of my doctorate dissertation, again without identification of individuals.

Should you require further information, please feel free to contact the principal investigator Maseno University, Private Bag, Maseno; email: janetkimeto@gmail.com or janetkimeto@kabianga.ac.ke; mobile number: 0713 452 068 or 0787 302 500. My research team and I look forward to meeting you in the near future. Thank you in advance.

Yours faithfully,

JANET C. KIMETO

Appendix D: Sample Informed Consent Form for Research Participants

INFORMED CONSENT FORM FOR RESEARCH RESPONDENTS

This informed consent form is for respondents who we are inviting to participate in a research titled *“Modelling Tertiary Tourism Education for Informing Tourism Destination Service Quality in Kenya”*.

Name of Principle Investigator: *Janet C. Kimeto*
Name of Organization: *Maseno University*
Name of Project and Version: *PhD Research*

This Informed Consent Form has two parts:

- I. Information Sheet (to share information about the study with you)
- II. Certificate of Consent (for signatures if you choose to participate)

You will be given a copy of the full Informed Consent Form

Part I: INFORMATION SHEET

Introduction

I am a PhD student in the Department of Eco-tourism, Hotel and Institution Management, Maseno University. As part of my PhD degree in Tourism Management, I am carrying out a study that is concerned with employee graduates who have attained Diploma and Certificate in Tourism related courses and working in the key travel and tourism trade and their contribution to destination service quality. I am going to give you information upon which you will decide to be or not to be part of this research.

Purpose of the Research

The purpose of the study is to Model Tertiary Tourism Education for Informing Tourism Destination Service Quality in Kenya. The study is to be conducted in the tourism attractions in Kenya, key Tourism trade in Nairobi and Mombasa

Type of Research Intervention

This research will involve your participation in one phase, questionnaires will be distributed to Managers/Supervisors of key travel and tourism trade and employee graduates from tertiary institutions working in the key tourism.

Participant Selection

You are being invited to take part in this research because we feel that your experience as a key travel and tourism trade manager/supervisor and tertiary tourism graduate employee working in key tourism and travel trade can contribute much and provide insight to the study.

Voluntary Participation

Your participation in this research is entirely voluntary and the choice that you make will have no bearing on your job or organization or on any work-related evaluations or reports.

Procedures

We are inviting you to take part in this research project. If you accept, you will be asked to....:

For Questionnaire surveys... fill out a survey which will be provided by and collected by research assistants after three months. You may also mail the completed questionnaire back to the principal investigator using the contacts provided under the “who to contact” section. Any question or clarification regarding the research are welcomed and can be directed to the principal investigator at any time through the contacts provided. If you do not wish to answer any of the questions included in the survey, you may skip them and move on to the next question. The information recorded will be treated with highest level of confidentiality and your name or that of your institution will not be mentioned anywhere. The data will be stored in the principal researcher’s computer and the content will be password protected. The information is solely for writing my PhD thesis and no one else except me and my research assistant will have access to your survey.

The questions in this research are basically general and they revolve around the tourism organization; tertiary tourism education and expectations and perceptions of service quality at the destination.

Duration

The research takes place over a period of three months during which we will visit you twice. The questionnaire survey will be conducted (Managers /supervisor of key travel and tourism trade and employee graduates working in key tourism and travel trade) after the three months questionnaires will be collected back for analysis.

Benefits and Compensations

There will be no direct benefit to you, but your participation is likely to help us develop insights that will be useful in tertiary tourism education and destination service quality in Kenya. You will also not be provided any incentive to take part in the research.

Risks

We don't envisage any negative consequences for you in taking part in this study. However, it is possible that you may share some personal or confidential information by chance, or that you may feel uncomfortable talking about some of the topics. We do not wish for this to happen. You therefore do not have to answer any question if you feel the question(s) are too personal or if talking about them makes you uncomfortable.

Sharing the Results

Nothing that you tell us today will be shared with anybody outside the research team, and nothing will be attributed to you by name. The knowledge that we get from this research will be shared through my PhD dissertation, publications in journals and conferences. Each participant may also request a summary of the results six months after their participation. Who to Contact Questions regarding this research are welcomed now or later. If you wish to ask questions later, you may contact any of the following: Janet C. Kimeto, Maseno University, Private Bag, Maseno, Mobile number: 00723 452 068; 0787 302 500, Email: janetkimeto@gmail.com or janetkimeto@kabianga.ac.ke Proposal for this study has been reviewed and approved by Maseno University SGS board, whose goal is to ensure that research to be conducted are up to the expected standards. If you wish to

find out more about the SGS, contact the Director, School of Graduate Studies, Maseno University, Private Bag, Maseno, Kenya, Tel: +254-057-351620, 351622 Ext. 3049/351468. It has also been reviewed by the Maseno University Ethics Review Committee (MUERC) which is a committee whose task it is to review and make informed decisions on all research protocols and/or applications that involve human participation and protect human subjects from undue risk and deprivation of personal rights and dignity. MUERC can also be contacted through the following: Maseno University Ethics Review Committee, (MUERC) Directorate of Research, Publications and Consultancies, Private Bag, Maseno, Kenya; Tel: + 254 57 351 622 Ext. 305.

Part II: CERTIFICATE OF CONSENT

Research Title: *Modelling Tertiary Tourism Education for Informing Tourism Destination Service Quality in Kenya.*

Name and Contacts of the Researcher: *Janet C. Kimeto, Maseno University, Private Bag, Maseno. Mobile number: 0723 452 068; 0787 302 500, Email: janetkimeto@gmail.com or janetkimeto@kabianga.ac.ke.*

I _____ [name of the participant] have been invited to participate in research whose title is "*Modelling Tertiary Tourism Education for Informing Tourism Destination Service Quality in Kenya*".

**Please Initial
Ellipses**

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions. []
2. The purpose and nature of the study has been explained to me in writing []
3. I agree to take part in the above study. []
4. I understand that my participation in this study is voluntary and that I am free to withdraw at any time, without giving reason. []
5. I agree to the interview being audio recorded []
6. I agree to the interview being video recorded []
7. I understand that anonymity will be ensured in the write-up by disguising my identity. []
8. I understand that disguised extracts from my interview and or questionnaire survey may be quoted in the thesis and any subsequent publications []
9. I agree to the use of anonymized quotes in publications []

Name of Participant

Day/Month/Year

Signature

Name of Researcher

Day/Month/Year

Signature

Appendix E: Questionnaire for Tourism Graduate Employees

PART A: GENERAL PROFILE OF THE RESPONDENTS

For all questions please tick "✓" against the correct response or fill in the blank space as appropriate.

1. What is your gender? ☐ Male ☐ Female

2. Which of these best describes your age bracket in years?

<input type="checkbox"/> Less than 18	<input type="checkbox"/> 18 to 25	<input type="checkbox"/> 26 to 30
<input type="checkbox"/> 31 to 35	<input type="checkbox"/> 36 to 40	<input type="checkbox"/> Above 41

3. What is your area of Study?

<input type="checkbox"/> Travel Operation	<input type="checkbox"/> Travel and Tour Management/Operation
<input type="checkbox"/> Tour Operation	<input type="checkbox"/> Driver Guide
<input type="checkbox"/> Tourism Management	<input type="checkbox"/> Others (Please Specify) _____

4. What qualification did you last attain from College?

<input type="checkbox"/> Certificate	<input type="checkbox"/> Diploma	<input type="checkbox"/> Others (Please Specify) _____
--------------------------------------	----------------------------------	--

5. How long (in years) is it since your last graduation?

<input type="checkbox"/> Less than 3 Years	<input type="checkbox"/> 4 to 6 Years	<input type="checkbox"/> 7 to 10 Years	<input type="checkbox"/> 11 to 15 Years
<input type="checkbox"/> Above 16 Years			

6. What is your current job position?

<input type="checkbox"/> Travel Agent	<input type="checkbox"/> Tour Escort	<input type="checkbox"/> Receptionist
<input type="checkbox"/> Tour Operator	<input type="checkbox"/> Tour Guide	<input type="checkbox"/> Customer Relations/Service Officer
<input type="checkbox"/> Tour Manager	<input type="checkbox"/> Marketing Officer	<input type="checkbox"/> Driver
<input type="checkbox"/> Excursion Agent	<input type="checkbox"/> Tour Reservationist	<input type="checkbox"/> Others (Please specify) _____

7. How long have you been in this position?

<input type="checkbox"/> Less than 1 year	<input type="checkbox"/> 1 to 5 years	<input type="checkbox"/> 6 to 10 years
<input type="checkbox"/> 11 to 15 years	<input type="checkbox"/> 16 to 20 years	<input type="checkbox"/> Above 20 years

PART B: GRADUATE ASSESSMENT OF THE PROGRAMME BASED ON WORK PLACE EXPERIENCE

8. From your understanding of the job(s) for which the course/program you studied was designed, how would you describe the relevance of the following program orientation to development of the competencies and skills you need to successfully work in the tourism industry.	1= Very Irrelevant 2= Irrelevant 3= Neutral 4= Relevant 5 = Very Relevant				
	1	2	3	4	5
PO01: Support/administrative staff					
PO02: Subjects taught					
PO03: Assessment and feedback					
PO04: Industrial attachment /internships					
PO05: Online learning resources					
PO06: Quality of the teacher/lecturer/facilitator					
PO07: Physical infrastructure and facilities					
PO08: External lecturers from the industry					
PO09: Learning context					
PO10: Program duration/academic calendar					
PO11: Learning and instructional materials					
PO12: Teaching methodology					
PO13: Expected learner behaviour guidelines					
PO14: Academic field trips and tours					
PO15: Psychosocial environment (conducive learning environment)					
PO16: Individual assignments					
PO17: Consultations with lecturers in office					

PART C: TOURISM SKILLS AND COMPETENCIES

9. What skills and competencies do you possess as a result of going through tertiary tourism education in Kenya?

10. How important are the following tertiary tourism education skills, knowledge and competencies in delivery of quality tourism service in Kenya?	1= Not at all important 2= Not Important 3= Neutral 4 = Important 5 = Very Important				
DS01: Ability to persuade, encourage and motivate others	1	2	3	4	5
DS02: Flexibility and adaptability in handling issues	1	2	3	4	5
DS03: Social networking skills	1	2	3	4	5
DS04: Knowledge of tourism industry	1	2	3	4	5
DS05: Maintaining professional and ethical standards in the work environment	1	2	3	4	5
DS06: Proactive communication skills	1	2	3	4	5
DS07: Time management skills	1	2	3	4	5
DS08: Demonstrating poise and a professional appearance	1	2	3	4	5
DS09: Persuasion skills	1	2	3	4	5
DS10: Decision making skills	1	2	3	4	5
DS11: Responding creatively to needs and gaps	1	2	3	4	5
DS12: Developing positive customer relations	1	2	3	4	5
DS13: Organization skills	1	2	3	4	5
DS14: Artistic skills	1	2	3	4	5
DS15: IT and digitalization skills	1	2	3	4	5
DS16: Interpersonal skills	1	2	3	4	5
DS17: Planning and coordination skills	1	2	3	4	5
DS18: Team work or group work	1	2	3	4	5
DS19: Marketing skills	1	2	3	4	5
DS20: Multi-tasking skills	1	2	3	4	5
DS21: Active listening	1	2	3	4	5
DS22: Analytical skills	1	2	3	4	5
DS23: Demonstrating personal mastery	1	2	3	4	5
DS24: Intercultural and adaptability skills	1	2	3	4	5
DS25: Initiative and proactiveness	1	2	3	4	5
DS26: Critical thinking and innovative spirit	1	2	3	4	5
DS27: Ability to handle Equipment	1	2	3	4	5
DS28: Negotiation skills	1	2	3	4	5
DS29: Self-respect and respect to others	1	2	3	4	5
DS30: Managing the guest problems with understanding and sensitivity	1	2	3	4	5
DS31: Networking skills	1	2	3	4	5
DS32: Assessing clients' needs	1	2	3	4	5

11. How would you rate your ability to apply these skills and competencies in the delivery of quality tourism services? (1=poor and 5=Excellent)	1 = Very Poor, 2 = Poor, 3 = Average, 4 = Good, 5 = Excellent				
ASC01: Ability to persuade, encourage and motivate others	1	2	3	4	5
ASC02: Flexibility and adaptability in handling issues	1	2	3	4	5
ASC03: Social networking skills	1	2	3	4	5
ASC04: Knowledge of tourism industry	1	2	3	4	5
ASC05: Maintaining professional and ethical standards in the work environment	1	2	3	4	5
ASC06: Proactive communication skills	1	2	3	4	5
ASC07: Time management skills	1	2	3	4	5
ASC08: Demonstrating poise and a professional appearance	1	2	3	4	5
ASC09: Persuasion skills	1	2	3	4	5
ASC10: Decision making skills	1	2	3	4	5
ASC11: Responding creatively to needs and gaps	1	2	3	4	5
ASC12: Developing positive customer relations	1	2	3	4	5
ASC13: Organization skills	1	2	3	4	5
ASC14: Artistic skills	1	2	3	4	5
ASC15: IT and digitalization skills	1	2	3	4	5
ASC16: Interpersonal skills	1	2	3	4	5
ASC17: Planning and coordination skills	1	2	3	4	5
ASC18: Team work or group work	1	2	3	4	5
ASC19: Marketing skills	1	2	3	4	5
ASC20: Multi-tasking skills	1	2	3	4	5
ASC21: Active listening	1	2	3	4	5
ASC22: Analytical skills	1	2	3	4	5
ASC23: Demonstrating personal mastery	1	2	3	4	5
ASC24: Intercultural and adaptability skills	1	2	3	4	5
ASC25: Initiative and proactiveness	1	2	3	4	5
ASC26: Critical thinking and innovative spirit	1	2	3	4	5
ASC27: Ability to handle Equipment	1	2	3	4	5
ASC28: Negotiation skills	1	2	3	4	5
ASC29: Self-respect and respect to others	1	2	3	4	5
ASC30: Managing the guest problems with understanding and sensitivity	1	2	3	4	5
ASC31: Networking skills	1	2	3	4	5
ASC32: Assessing clients' needs	1	2	3	4	5

END

Thank you for taking your time to respond to the survey questions

Appendix F: Tourism Trade Organizations Managers' Opinion Survey

PART A: PROFILE OF THE INSTITUTION AND MANAGEMENT

1. What is your gender? ☐ Male ☐ Female

2. Which of these bests describe your age bracket in years?

☐ Below 25 Years
☐ 26 to 34 Years
☐ 35 to 44 Years

☐ 45 to 54 Years
☐ Above 55 Years

3. Which of these bests describes the type of Tourism Company or institution you manage?

☐ Tour Company
☐ National Park and Reserve

☐ Travel Agency
☐ Museum

☐ Others (specify) _____

4. Which of these bests describes the age of the Tourism Company or institution?

☐ 0 – 10 Years
☐ 11 - 20 Years
☐ 21 - 30 Years

☐ 31 - 40 Years
☐ 41 - 50 Years
☐ Over 51 Years

PART B: ASSESSMENT OF TOURISM PROGRAMME ATTRIBUTES

5. How would you describe the relevance of the following program orientation/ attributes to development of the competencies and skills you expect tourism graduate to possess for successfully work in the tourism industry?		1 = Very Irrelevant 2 = Irrelevant 3 = Neutral 4 = Relevant 5 = Very Relevant				
PO01	Support/administrative staff	1	2	3	4	5
PO02	Subjects taught	1	2	3	4	5
PO03	Assessment and feedback	1	2	3	4	5
PO04	Industrial attachment /internships	1	2	3	4	5
PO05	Online learning resources	1	2	3	4	5
PO06	Quality of the teacher/lecturer/facilitator	1	2	3	4	5
PO07	Physical infrastructure and facilities	1	2	3	4	5
PO08	External lecturers from the industry	1	2	3	4	5
PO09	Learning context	1	2	3	4	5
PO10	Program duration/academic calendar	1	2	3	4	5
PO11	Learning and instructional materials	1	2	3	4	5

PO12	Teaching methodology	1	2	3	4	5
PO13	Expected learner behaviour guidelines	1	2	3	4	5
PO14	Academic field trips and tours	1	2	3	4	5
PO15	Psychosocial environment (conducive environment)	1	2	3	4	5
PO16	Individual assignments	1	2	3	4	5
PO17	Consultations with lecturers in office	1	2	3	4	5

PART C: ASSESSMENT OF TOURISM SKILLS AND COMPETENCIES

6. What skills and competencies do you expect tertiary tourism graduates coming to seek for employment in your institution to possess?

7. How important are the following tertiary tourism education skills, knowledge and competencies in delivery of quality tourism service in delivering quality tourism services by your graduate employees as per your expectations?	1 = Not at all important, 2 = Not Important, 3 = Neutral, 4 = Important, 5 = Very Important				
DS01: Ability to persuade, encourage and motivate others	1	2	3	4	5
DS02: Flexibility and adaptability in handling issues	1	2	3	4	5
DS03: Social networking skills	1	2	3	4	5
DS04: Knowledge of tourism industry	1	2	3	4	5
DS05: Maintaining professional and ethical standards in the work environment	1	2	3	4	5
DS06: Proactive communication skills	1	2	3	4	5
DS07: Time management skills	1	2	3	4	5
DS08: Demonstrating poise and a professional appearance	1	2	3	4	5
DS09: Persuasion skills	1	2	3	4	5
DS10: Decision making skills	1	2	3	4	5
DS11: Responding creatively to needs and gaps	1	2	3	4	5
DS12: Developing positive customer relations	1	2	3	4	5
DS13: Organization skills	1	2	3	4	5
DS14: Artistic skills	1	2	3	4	5
DS15: IT and digitalization skills	1	2	3	4	5
DS16: Interpersonal skills	1	2	3	4	5

DS17: Planning and coordination skills	1	2	3	4	5
DS18: Team work or group work	1	2	3	4	5
DS19: Marketing skills	1	2	3	4	5
DS20: Multi-tasking skills	1	2	3	4	5
DS21: Active listening	1	2	3	4	5
DS22: Analytical skills	1	2	3	4	5
DS23: Demonstrating personal mastery	1	2	3	4	5
DS24: Intercultural and adaptability skills	1	2	3	4	5
DS25: Initiative and proactiveness	1	2	3	4	5
DS26: Critical thinking and innovative spirit	1	2	3	4	5
DS27: Ability to handle Equipment	1	2	3	4	5
DS28: Negotiation skills	1	2	3	4	5
DS29: Self-respect and respect to others	1	2	3	4	5
DS30: Managing the guest problems with understanding and sensitivity	1	2	3	4	5
DS31: Networking skills	1	2	3	4	5
DS32: Assessing clients' needs	1	2	3	4	5

PART D: TOURISM MANAGER'S EXPECTATIONS ON SKILLS AND COMPETENCIES FOR DELIVERING DESTINATION SERVICE QUALITY

How would you rate the ability of your tourism graduate employees to apply tourism skills and competencies in the delivery of quality tourism services?	1= Not at all important				
	2= Not important				
	3 = Neutral				
	4= Important				
	5 = Very important				
Reliability					
ESQR1: Dependable	1	2	3	4	5
ESQR2: Consistent	1	2	3	4	5
ESQR3: Timely service delivery	1	2	3	4	5
ESQR4: Honesty	1	2	3	4	5
ESQR5: Service efficiency	1	2	3	4	5
ESQR6: Industry	1	2	3	4	5
ESQR7: Team harmony	1	2	3	4	5
ESQR8: Maintaining error-free records	1	2	3	4	5
ESQR9: Performing services right the first time	1	2	3	4	5
Assurance					
ESQA1: Product knowledge	1	2	3	4	5

ESQA2: Well groomed	1	2	3	4	5
ESQA3: Personality and self-concept	1	2	3	4	5
ESQA4: Knowledge of the customer	1	2	3	4	5
ESQA5: Multilingual capability	1	2	3	4	5
ESQA6: Communication and verbal capacity	1	2	3	4	5
ESQA7: Reinforcement of tourists' confidence	1	2	3	4	5
ESQA8: Consistently courteous	1	2	3	4	5
<i>Responsiveness</i>					
ESQRe1: Creativity	1	2	3	4	5
ESQRe2: Flexibility and versatile	1	2	3	4	5
ESQRe3: Provision of necessary information to customer	1	2	3	4	5
ESQRe4: Solves problems and provides feedback	1	2	3	4	5
ESQRe5: Good decision and Judgmental ability	1	2	3	4	5
ESQRe6: Willing to help customers	1	2	3	4	5
<i>Empathy</i>					
ESQE1: Personalize service	1	2	3	4	5
ESQE2: Treats travellers with respects	1	2	3	4	5
ESQE3: Pleasant	1	2	3	4	5
ESQE4: Solves customers problem	1	2	3	4	5
ESQE5: Passionate	1	2	3	4	5
ESQE6: Attend to customers at convenient business hours	1	2	3	4	5
EQSE7: Cultivates friendly relationship	1	2	3	4	5
<i>Tangibles</i>					
ESQT1: Clean and hygienic environment	1	2	3	4	5
EQST2: Good quality of physical facilities	1	2	3	4	5
ESQT3: Appropriate design of facilities	1	2	3	4	5
ESQT4: Attractive	1	2	3	4	5
ESQT5: Modern equipment in place	1	2	3	4	5
ESQT6: Neat employees with a professional appearance	1	2	3	4	5

PART E: TOURISM MANAGER'S PERCEPTUAL EXPERIENCE ON SKILLS AND COMPETENCIES FOR DELIVERING DESTINATION SERVICE QUALITY

Indicate your level of agreement with staff provision of tourism services in line with the following parameters and your service quality experience in the Kenyan attractions you visited.	1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree				
<i>Service Quality Reliability Dimension</i>					
SQR1: Staff were highly dependable with the services they provided	1	2	3	4	5
SQR2: Staff were consistent in their services	1	2	3	4	5
SQR3: Timely in-service delivery	1	2	3	4	5
SQR4: Staff exhibited high level of honesty during service provision	1	2	3	4	5
SQR5: The services were highly efficient in terms of delivery	1	2	3	4	5
SQR6: Employees are industrious	1	2	3	4	5
SQR7: The staff works as a team in ensuring service delivery	1	2	3	4	5
SQR8: Maintaining error-free records	1	2	3	4	5
SQR9: Performing services right the first time	1	2	3	4	5
<i>Service Quality Assurance Dimension</i>					
SQA1: Staff were knowledgeable about tourism products they offered	1	2	3	4	5
SQA2: Staff were well groomed	1	2	3	4	5
SQA3: Personality and self-concept	1	2	3	4	5
SQA4: Staff demonstrated knowledge of the customer	1	2	3	4	5
SQA5: Staff demonstrated ability to speak in more than one language of various clients (Multilingual capability)	1	2	3	4	5
SQA6: Staff demonstrated good communication and verbal capacity	1	2	3	4	5
SQA7: Reinforcement of tourists' confidence	1	2	3	4	5
SQA8: Staff were consistently courteous in their service delivery	1	2	3	4	5
<i>Service Quality Responsiveness Dimension</i>					
SQRe1: Staff were creative with their service offering	1	2	3	4	5
SQRe2: Staff demonstrated flexibility and versatility in service provision	1	2	3	4	5
SQRe3: Staff provided necessary information to customer	1	2	3	4	5

SQRe4: Staff demonstrated ability to solve problems and provides feedback to customers	1	2	3	4	5
SQRe5: Staff demonstrated good decision and judgmental ability	1	2	3	4	5
SQRe6: Staff were willing to help customers	1	2	3	4	5
<i>Service Quality Empathy Dimension</i>					
SQE1: Staff provided personalize services	1	2	3	4	5
SQE2: Staff treats travellers with respects	1	2	3	4	5
SQE3: Employees were pleasant	1	2	3	4	5
SQE4: Solves customers problem	1	2	3	4	5
SQE5: Employees were passionate about service provision to customers	1	2	3	4	5
SQE6: Employees attend to customers at convenient business hours	1	2	3	4	5
SQE7: Employees cultivates friendly relationship with customers	1	2	3	4	5
<i>Service Quality Tangibles Dimension</i>					
SQT1: Services are provided in a clean and hygienic environment	1	2	3	4	5
SQT2: Employee ensures that physical facilities are in good quality	1	2	3	4	5
SQT3: The facilities are appropriately designed	1	2	3	4	5
SQT4: The facilities are well maintained and attractive	1	2	3	4	5
SQT5: There are modern equipment in place	1	2	3	4	5
SQT6: Neat employees with a professional appearance	1	2	3	4	5

END

Thank you for taking your time to respond to the survey questions

Appendix G: Additional Results

Table 1: Normality Distribution Statistics for Combined Data Set

Variables	Min	Max	Mean	SD	Skew	Kurt
PO01	1.00	5.00	3.90	0.98	-0.75	0.19
PO02	1.00	5.00	3.54	1.03	-0.11	-0.60
PO03	1.00	5.00	4.01	1.06	-0.77	-0.51
PO04	1.00	5.00	3.34	1.11	-0.17	-0.84
PO05	1.00	5.00	3.84	1.03	-0.81	0.16
PO06	1.00	5.00	3.86	1.16	-0.68	-0.59
PO07	1.00	5.00	3.63	1.05	-0.31	-0.69
PO08	1.00	5.00	3.81	1.03	-0.72	-0.03
PO09	1.00	5.00	3.97	1.05	-0.74	-0.31
PO10	1.00	5.00	3.56	1.12	-0.26	-0.74
PO11	1.00	5.00	3.78	1.04	-0.68	-0.12
PO12	1.00	5.00	3.93	1.14	-0.84	-0.28
PO13	1.00	5.00	3.54	1.11	-0.27	-0.74
PO14	1.00	5.00	3.63	1.09	-0.35	-0.60
PO15	1.00	5.00	3.79	1.02	-0.66	-0.24
PO16	1.00	5.00	4.08	0.91	-0.85	0.32
PO17	1.00	5.00	3.98	0.96	-0.76	-0.04
DS03: Social networking skills	1.00	5.00	3.72	1.01	-0.33	-0.58
DS06: Proactive communication skills	1.00	5.00	3.72	1.04	-0.49	-0.40
DS09: Persuasion skills	1.00	5.00	3.79	0.99	-0.43	-0.40
DS12: Developing positive customer relations	1.00	5.00	3.77	1.00	-0.44	-0.36
DS16: Interpersonal skills	1.00	5.00	3.81	1.02	-0.56	-0.30
DS18: Team work or group work	1.00	5.00	3.76	1.01	-0.41	-0.44
DS21: Active listening	1.00	5.00	3.75	1.02	-0.53	-0.27
DS24: Intercultural and adaptability skills	1.00	5.00	3.79	1.01	-0.48	-0.31
DS28: Negotiation skills	1.00	5.00	3.56	1.09	-0.24	-0.90
DS31: Networking skills	1.00	5.00	3.56	1.10	-0.21	-0.98
DS04: Knowledge of tourism industry	1.00	5.00	3.67	1.12	-0.39	-0.86
DS05: Maintaining professional and ethical standards in the work environment	1.00	5.00	3.70	1.09	-0.42	-0.77
DS08: Demonstrating poise and a professional appearance	1.00	5.00	3.66	1.14	-0.40	-0.94
DS11: Responding creatively to needs and gaps	1.00	5.00	3.69	1.12	-0.41	-0.84
DS14: Artistic skills	1.00	5.00	3.70	1.10	-0.46	-0.83
DS23: Demonstrating personal mastery	1.00	5.00	3.70	1.06	-0.51	-0.54

DS30: Managing the guest problems with understanding and sensitivity	1.00	5.00	3.69	1.09	-0.45	-0.75
DS15: IT and digitalization skills	1.00	5.00	4.03	0.91	-0.70	-0.05
DS19: Marketing skills	1.00	5.00	3.93	0.95	-0.59	-0.23
DS20: Multi-tasking skills	1.00	5.00	3.99	0.93	-0.75	0.14
DS22: Analytical skills	1.00	5.00	3.98	0.95	-0.71	-0.04
DS25: Initiative and proactiveness	1.00	5.00	3.99	0.92	-0.81	0.33
DS26: Critical thinking and innovative spirit	1.00	5.00	3.95	0.95	-0.56	-0.42
DS27: Ability to handle Equipment	1.00	5.00	3.96	0.90	-0.64	0.01
DS29: Self-respect and respect to others	1.00	5.00	3.95	0.96	-0.59	-0.35
DS1: Ability to persuade, encourage and motivate others	1.00	5.00	3.55	1.03	-0.18	-0.63
DS02: Flexibility and adaptability in handling issues	1.00	5.00	3.61	1.01	-0.10	-0.91
DS07: Time management skills	1.00	5.00	3.54	1.09	-0.28	-0.69
DS10: Decision making skills	1.00	5.00	3.58	1.02	-0.06	-0.85
DS13: Organization skills	1.00	5.00	3.60	0.99	-0.09	-0.80
DS17: Planning and coordination skills	1.00	5.00	3.53	1.00	-0.11	-0.57
DS32: Assessing clients' needs	1.00	5.00	3.55	1.04	-0.16	-0.83
SQR1	1.00	5.00	3.87	1.07	-0.57	-0.63
SQR2	1.00	5.00	3.88	1.04	-0.52	-0.60
SQR3	1.00	5.00	3.81	1.06	-0.46	-0.73
SQR4	1.00	5.00	3.93	0.98	-0.52	-0.70
SQR5	1.00	5.00	3.86	1.02	-0.53	-0.53
SQR6	1.00	5.00	3.87	1.01	-0.54	-0.55
SQR7	1.00	5.00	3.89	0.96	-0.42	-0.74
SQR8	1.00	5.00	3.90	1.01	-0.58	-0.50
SQR9	1.00	5.00	3.84	1.03	-0.45	-0.72
SQA1	1.00	5.00	3.89	1.04	-0.64	-0.40
SQA2	1.00	5.00	3.82	1.05	-0.47	-0.67
SQA3	1.00	5.00	3.91	1.03	-0.59	-0.54
SQA4	1.00	5.00	3.89	1.01	-0.60	-0.36
SQA5	1.00	5.00	3.89	1.02	-0.64	-0.32
SQA6	1.00	5.00	3.85	1.01	-0.54	-0.39
SQA7	1.00	5.00	3.86	0.98	-0.64	-0.12
SQA8	1.00	5.00	3.89	0.98	-0.49	-0.52
SQRe1	1.00	5.00	4.01	1.00	-0.70	-0.34
SQRe2	2.00	5.00	4.09	0.91	-0.59	-0.67

SQRe3	1.00	5.00	3.95	0.98	-0.51	-0.74
SQRe4	2.00	5.00	4.05	0.89	-0.51	-0.70
SQRe5	2.00	5.00	4.02	0.89	-0.50	-0.67
SQE1	1.00	5.00	3.90	1.01	-0.54	-0.67
SQE2	1.00	5.00	3.92	1.00	-0.53	-0.69
SQE3	1.00	5.00	3.88	1.03	-0.59	-0.46
SQE4	1.00	5.00	3.94	0.97	-0.61	-0.39
SQE5	1.00	5.00	3.96	0.94	-0.54	-0.56
SQE6	1.00	5.00	3.83	1.02	-0.45	-0.76
SQE7	1.00	5.00	3.86	0.99	-0.47	-0.62
SQT1	1.00	5.00	3.90	1.05	-0.48	-0.90
SQT2	1.00	5.00	3.89	1.03	-0.46	-0.81
SQT3	1.00	5.00	3.98	1.00	-0.68	-0.28
SQT4	1.00	5.00	3.98	0.97	-0.53	-0.65
SQT5	1.00	5.00	3.98	0.95	-0.50	-0.71
SQT6	1.00	5.00	3.84	0.99	-0.40	-0.70
SQREX1	1.00	5.00	2.70	1.64	0.33	-1.60
SQREX2	1.00	5.00	2.44	1.37	0.43	-1.24
SQREX3	1.00	5.00	2.62	1.55	0.36	-1.49
SQREX4	1.00	5.00	2.62	1.56	0.37	-1.48
SQREX5	1.00	5.00	2.68	1.62	0.35	-1.55
SQREX6	1.00	5.00	2.67	1.61	0.37	-1.53
SQREX7	1.00	5.00	2.55	1.49	0.40	-1.38
SQREX8	1.00	5.00	2.56	1.48	0.35	-1.45
SQREX9	1.00	5.00	2.60	1.56	0.45	-1.38
SQAEX1	1.00	5.00	2.55	1.48	0.40	-1.38
SQAEX2	1.00	5.00	2.66	1.60	0.36	-1.52
SQAEX3	1.00	5.00	2.58	1.50	0.35	-1.46
SQAEX4	1.00	5.00	2.62	1.56	0.36	-1.49
SQAEX5	1.00	5.00	2.51	1.43	0.35	-1.43
SQAEX6	1.00	5.00	2.60	1.53	0.37	-1.47
SQAEX7	1.00	5.00	2.57	1.51	0.43	-1.36
SQAEX8	1.00	5.00	2.67	1.61	0.36	-1.54
SQReEX1	1.00	5.00	2.51	1.43	0.36	-1.40
SQReEX2	1.00	5.00	2.60	1.53	0.36	-1.47
SQReEX3	1.00	5.00	2.60	1.54	0.39	-1.44
SQReEX4	1.00	5.00	2.63	1.55	0.32	-1.53
SQReEX5	1.00	5.00	2.70	1.64	0.36	-1.56

SQReEX6	1.00	5.00	2.65	1.59	0.35	-1.53
SQEX1	1.00	5.00	2.64	1.58	0.38	-1.48
SQEX2	1.00	5.00	2.66	1.59	0.35	-1.53
SQEX3	1.00	5.00	2.68	1.61	0.35	-1.55
SQEX4	1.00	5.00	2.62	1.55	0.35	-1.50
SQEX5	1.00	4.00	3.35	5.39	6.73	48.50
SQEX6	1.00	5.00	2.61	1.54	0.38	-1.45
SQEX7	1.00	5.00	2.67	1.61	0.36	-1.54
SQTEX1	1.00	5.00	2.65	1.59	0.35	-1.55
SQTEX2	1.00	5.00	2.60	1.56	0.44	-1.40
SQTEX3	1.00	5.00	2.57	1.51	0.42	-1.38
SQTEX4	1.00	5.00	2.70	1.63	0.33	-1.59
SQTEX5	1.00	5.00	2.71	1.64	0.32	-1.60
SQTEX6	1.00	5.00	2.67	1.62	0.39	-1.51
SQTEX7	1.00	5.00	2.59	1.53	0.42	-1.40

Note: Min – Minimum; Max – Maximum; SD – Standard Deviation; Skew – Skewness; Kurt - Kurtosis

Table 2: Descriptive Statistics

Variables	Min	Max	Mean	SD	Skew	Kurt
DS03: Social networking skills	1.00	5.00	3.72	1.01	-.33	-.58
DS06: Proactive communication skills	1.00	5.00	3.72	1.04	-.49	-.40
DS09: Persuasion skills	1.00	5.00	3.79	.99	-.43	-.40
DS12: Developing positive customer relations	1.00	5.00	3.77	1.00	-.44	-.36
DS16: Interpersonal skills	1.00	5.00	3.81	1.02	-.56	-.30
DS18: Team work or group work	1.00	5.00	3.76	1.01	-.41	-.44
DS21: Active listening	1.00	5.00	3.75	1.02	-.53	-.27
DS24: Intercultural and adaptability skills	1.00	5.00	3.79	1.01	-.48	-.31
DS28: Negotiation skills	1.00	5.00	3.56	1.09	-.24	-.90
DS31: Networking skills	1.00	5.00	3.56	1.10	-.21	-.98
DS04: Knowledge of tourism industry	1.00	5.00	3.67	1.12	-.39	-.86
DS05: Maintaining professional and ethical standards in the work environment	1.00	5.00	3.70	1.09	-.42	-.77
DS08: Demonstrating poise and a professional appearance	1.00	5.00	3.66	1.14	-.40	-.94
DS11: Responding creatively to needs and gaps	1.00	5.00	3.69	1.12	-.41	-.84
DS14: Artistic skills	1.00	5.00	3.70	1.10	-.46	-.83
DS23: Demonstrating personal mastery	1.00	5.00	3.70	1.06	-.51	-.54
DS30: Managing the guest problems with understanding and sensitivity	1.00	5.00	3.69	1.09	-.45	-.75
DS15: IT and digitalization skills	1.00	5.00	4.03	.91	-.70	-.05
DS19: Marketing skills	1.00	5.00	3.93	.95	-.59	-.23
DS20: Multi-tasking skills	1.00	5.00	3.99	.93	-.75	.14
DS22: Analytical skills	1.00	5.00	3.98	.95	-.71	-.04
DS25: Initiative and proactiveness	1.00	5.00	3.99	.92	-.81	.33
DS26: Critical thinking and innovative spirit	1.00	5.00	3.95	.95	-.56	-.42
DS27: Ability to handle Equipment	1.00	5.00	3.96	.90	-.64	.01
DS29: Self-respect and respect to others	1.00	5.00	3.95	.96	-.59	-.35
DS01: Ability to persuade, encourage and motivate others	1.00	5.00	3.55	1.03	-.18	-.63
DS02: Flexibility and adaptability in handling issues	1.00	5.00	3.61	1.01	-.10	-.91
DS07: Time management skills	1.00	5.00	3.54	1.09	-.28	-.69
DS10: Decision making skills	1.00	5.00	3.58	1.02	-.06	-.85
DS13: Organization skills	1.00	5.00	3.60	.99	-.09	-.80
DS17: Planning and coordination skills	1.00	5.00	3.53	1.00	-.11	-.57
DS32: Assessing clients' needs	1.00	5.00	3.55	1.04	-.16	-.83

Note: Min – Minimum; Max – Maximum; SD – Standard deviation; Skew – Skewness; Kurt - Kurtosis

Table 3: Initial Reliability Statistics

Study Constructs	Pre-Test		Main Survey	
	α	Items	α	Items
Course attributes measures (Employees)	0.74	17	0.75	17
Skills/competencies measures (Employees)	0.82	32	0.88	32
Course attributes measures (Employers)	0.87	17	0.99	17
Skills/competencies measures (Employers)	0.85	32	0.96	32
Destination service quality measures (Importance)	0.89	35	0.92	35
Destination service quality measures (Experience)	0.92	35	0.99	35

Note: α - Cronbach's alpha

Table 4: Reliability and Convergent Validity Results

Constructs and their respective variables	Load	α	ho_A	Pc	AVE	.dj R ²
<i>Leadership Skills/Competencies Factor (R² = 0.23)</i>		0.96	0.96	0.97	0.80	0.22
DS01: Ability to persuade, encourage and motivate others	0.91					
DS02: Flexibility and adaptability in handling issues	0.89					
DS07: Time management skills	0.88					
DS10: Decision making skills	0.92					
DS13: Organization skills	0.90					
DS17: Planning and coordination skills	0.90					
DS32: Assessing clients' needs	0.88					
<i>Professional Skills/Competencies Factor (R² = 0.63)</i>		0.97	0.97	0.97	0.83	0.63
DS04: Knowledge of tourism industry	0.92					
DS05: Maintaining professional and ethical standards in the work environment	0.91					
DS08: Demonstrating poise and a professional appearance	0.92					
DS11: Responding creatively to needs and gaps	0.92					
DS14: Artistic skills	0.92					
DS23: Demonstrating personal mastery	0.90					
DS30: Managing the guest problems with understanding and sensitivity	0.90					
<i>Social Skills/Competencies Factor (R² = 0.32)</i>		0.97	0.97	0.97	0.78	0.31
DS03: Social networking skills	0.90					
DS06: Proactive communication skills	0.89					
DS09: Persuasion skills	0.88					
DS12: Developing positive customer relations	0.90					
DS16: Interpersonal skills	0.90					
DS18: Team work or group work	0.90					
DS21: Active listening	0.88					
DS24: Intercultural and adaptability skills	0.88					
DS28: Negotiation skills	0.88					
DS31: Networking skills	0.84					
<i>Methodological Skills/Competencies Factor (R² = 0.15)</i>		0.96	0.96	0.96	0.77	0.14
DS15: IT and digitalization skills	0.86					
DS19: Marketing skills	0.86					
DS20: Multi-tasking skills	0.88					
DS22: Analytical skills	0.91					
DS25: Initiative and proactiveness	0.87					
DS26: Critical thinking and innovative spirit	0.87					
DS27: Ability to handle Equipment	0.87					
DS29: Self-respect and respect to others	0.87					

<i>Learning Resources Factor</i>		0.95	0.95	0.96	0.81	N/A
PO01	0.89					
PO05	0.90					
PO07	0.86					
PO08	0.91					
PO11	0.92					
PO15	0.92					
<i>Curriculum Content & Structure Factor</i>		0.92	0.93	0.94	0.76	N/A
PO02	0.91					
PO04	0.83					
PO10	0.86					
PO13	0.89					
PO14	0.87					
<i>Teaching & Learning Process Factor</i>		0.95	0.95	0.96	0.81	N/A
PO03	0.88					
PO06	0.92					
PO09	0.93					
PO12	0.93					
PO16	0.88					
PO17	0.87					
<i>Assurance Factor ($R^2 = 0.10$)</i>		0.96	0.96	0.97	0.79	0.10
SQA1	0.89					
SQA2	0.90					
SQA3	0.87					
SQA4	0.91					
SQA5	0.90					
SQA6	0.88					
SQA7	0.87					
SQA8	0.88					
<i>Empathy Factor ($R^2 = 0.11$)</i>		0.96	0.96	0.97	0.80	0.11
SQE1	0.91					
SQE2	0.90					
SQE3	0.90					
SQE4	0.89					
SQE5	0.88					
SQE6	0.89					
SQE7	0.90					

Reliability Factor ($R^2 = 0.13$)		0.97	0.97	0.97	0.79	0.12
SQR1	0.91					
SQR2	0.90					
SQR3	0.88					
SQR4	0.91					
SQR5	0.86					
SQR6	0.84					
SQR7	0.88					
SQR8	0.91					
SQR9	0.88					
Responsiveness Factor ($R^2 = 0.06$)		0.94	0.94	0.96	0.81	0.05
SQRe1	0.91					
SQRe2	0.91					
SQRe3	0.89					
SQRe4	0.90					
SQRe5	0.89					
Tangibility Factor ($R^2 = 0.07$)		0.93	0.94	0.94	0.73	0.06
SQT1	0.86					
SQT2	0.87					
SQT3	0.87					
SQT4	0.84					
SQT5	0.82					
SQT6	0.86					

Note: α - Cronbach's alpha, P_c - Composite Reliability, AVE - Average Variance Extracted, ρ_A - coefficient Dijkstra-Henseler; Adj R^2 – Adjusted R Square

Table 5: Heterotrait-Monotrait Ratio (HTMT_{.85}) Results

	ASS	CCS	EMP	LSC	LRS	MSC	PSC	REL	RES	SSC	TAN	TLP
ASS												
CCS	0.21											
EMP	0.30	0.14										
LSC	0.23	0.45	0.31									
LRS	0.07	0.60	0.08	0.40								
MSC	0.19	0.27	0.11	0.15	0.35							
PSC	0.26	0.55	0.20	0.30	0.66	0.24						
REL	0.22	0.17	0.43	0.28	0.05	0.14	0.30					
RES	0.03	0.04	0.06	0.14	0.11	0.16	0.19	0.08				
SSC	0.17	0.50	0.23	0.34	0.53	0.08	0.38	0.16	0.14			
TAN	0.07	0.15	0.08	0.15	0.05	0.05	0.20	0.21	0.12	0.24		
TLP	0.12	0.42	0.17	0.37	0.71	0.36	0.78	0.13	0.15	0.43	0.11	

Note: ASS – Assurance; CCS – Course content & structure; EMP – Empathy; LSC - Leadership Skills/Competencies; LRS - Learning Resources; MSC - Methodological Skills/Competencies; PSC - Professional Skills/Competencies; REL – Reliability; REP – Responsiveness; SSC - Social Skills/Competencies; TAN – Tangibility; TLP - Teaching & Learning Process