Innovations

Human Resource Development Practices and Challenges in Tourism and Hospitality Industry of Ethiopia: Education and Training Perspective

Ayana Fiseha Zeleke (First Author) [1*], **Belachew Kassahun Ayele[2], Molla Mengesha Sisay[3]**

[1, 2, 3] Lecturer, Department of Tourism and Hotel Management, College of Business & Economics, Bahir Dar University, Ethiopia

Correspondence to: **Ayana Fiseha Zeleke,** E-mail**: ayanafiseha@gmail.com**

Abstract

This research examines the trend, current situation and challenges of human resource development practices in educational institutions and tourism and hospitality organizations in Ethiopia from education and training perspective.The main aim of the study is to draw out the implications for understanding of human resource development experience, and to highlight the performance problems.Qualitative research approach was employed. Secondary data and Interview were used to collect the information from representatives of Ministry of Culture and Tourism Bureau, Ministry of Culture and Education, TVET Agency, hotels, teaching staff, and students. Narrative and performance data analysis method was employed. The finding indicates that Ethiopian government has recognized the role of human resource development for economic development, and established human resource development strategies, policies and educational institutes that deliver training at different levels. Regardless of such effort, current supply of human resources does not satisfy the market demand of the country both in quantity. The major reasons of treats includelow level of economic development, Students back ground and the gap in quality of education, lack of clear control and coordination to run the training in the country, traditional employment practice, lack of teaching facilities and supplies, poor arrangement of internship and educational trip, and lack of pre-service and on the job training initiatives. It is suggested that government should reset policies, guidelines and strategic plan of human resource development, prioritize, implement and monitor activities, improve the existing institutional setups, and create encouraging environment for better investment in tourism and hospitality educational institutions. Stakeholders who are working in tourism and hospitality industry should work in cooperation to realize development of human resources in tourism and hospitality industry.

Key Words: 1. Human Resource Development 2.Practices and Challenges 3.Tourism and Hospitality Industry 4. Education and Training

1. **Introduction**

International tourism and hospitality industry has become one of the largest and fastest-growing economic sectors in the world. It is a key driver of the global economy contributing $2.3 trillion. This accounts to 10.2% of the world's GDP (World Travel and Tourism Council, 2017).Tourism and hospitality industry is significant source of employment due to labor intensive nature of the industry. It creates employment opportunity requiring varying degrees of skills and allows for quick entry into the workforce for youth, women and migrant workers. In the year 2017, tourism created 109 million jobs which meant 1 in 10 jobs globally (World Travel and Tourism Council, 2017).Every job in the core tourism sector creates about 1.5 additional or indirect jobs in the tourism-related economy (WEF, 2017) due to its laborious nature of the industry, large number of directly and indirectly participating players as well as development and influence from the political, economic, social, technical and ecological environment(Aksu, A.A., 2005).

Moreover, tourism and hospitality industry needs delivery of high quality service to customersdue to its dynamic nature and the changing trend of customers' experience, (avidson, M.C.G., McPhail, R., & Barry, S. 2011).Therefore, Human resource (HR) is very important factor for tourism and hospitality services to be competent at dynamic environment (Hayes, D K., &Ninemeier, J. D. 2009, Hertzman, J., Moreo, A., Wiener, P., 2015). Hence, the quality of human resource can be realized through education, training and development (avidson, M.C.G., McPhail, R., & Barry, S. 2011; Agut, Grau&Peiro, 2003; Hai-yan& Baum, 2006).Firstly, education and training helps to produce new competent professionals to market in the field of tourism and hospitality studies. Secondly, education and training enhances the development of the knowledge, skills and ethics of employees that are providing the services in tourism and hospitality businesses to improve quality of service, efficiency and cost reduction. Thirdly, human resource development practice helps to build capacity of those working in government offices, and research and training institutions in order to develop the sector through plan and research in better way. Fourthly, training is important to create awareness of host communities about the significance of tourism and hospitality industry to them; and it also helps to create awareness about negative impacts of tourism on local socio-cultural, economy and environmental sustainability and ways to minimize such impacts.(Davidson, M., McPhail, R., Barry, S., 2011).The urgent necessity of HRD Strategy appears from this mentioned significance of tourism and hospitality, and heavily changing demands on the customers(Baum, T., 2010). On the other hand, lack of qualified personnel impacts the service experience and affects future customer demand(Hayes, D K., &Ninemeier, J. D. 2009).There is increase in research concerning education, training and human resource development practices in tourism and hospitality industry at many countries mainly in most competitive destinations of the world (UNECA, 2013); such as USA (Ingram & Baum, 1997; Kalargyrou& Woods, 2011), Spain (Agut, Grau&Peiro, 2003), Australia (Davies, Taylor &Savery, 2001; Jago&Deery, 2004; Davidson, Timo& Wang, 2010),Indian (Chand, M., &Katou, A.A., 2007).Ireland (Baum, T., 2010).;Nolan, Conway, Farrell & Monks, 2010), New Zealand (Poulston, 2008), Germany (Langer, 2003) UK (Su, Y.-H., Feng,L.-H.,2008. 2007).Turkey(Aksu, A.A. 2005); Chaina(Hai-yan, K., & Baum, T. (2006).HongKong and Mainland China (Chan, B., Chan, E., Qu, H., 2002),and Malaysian (Richardson, S., Butler, R. 2012).South African(Browning, V. 2006).

However, scant research work exists concerning to HRD practices of tourism and hospitality industry in most of developing countries even if there are some exceptions (Browning V. 2006);Fortanier& van Wijk, 2010) specially, in the sub-Saharan African. Besides,the HRD activities in developing countries yet, focus on individual learning as opposed to organizational learning (Esichaikul& Baum, 1998; Garavan, Heraty&Barnicle, 1999).HRD is perceived as a reactive activity and isolated from core

organizational strategy; that means, the classroom is considered as the learning arena, while, training at workplace is neglected (Garavan, Costine&Heraty, 1995) which is traditional oriented rather than a competency approach or SHRD perspective (Garavan, T.N., 1991).

However, there is no any research that indicate ''Human Resource Development Practices and Challenges of tourism and hospitality industry in Ethiopia from Education and Training Perspective'' to provide brief understanding for academicians, policy makers and practitioners in the field. Hence, this study aims to examinethe trend, current situation and challenges of human resource development practices in educational institutions and tourism and hospitality companies of Ethiopia from education and training perspective

With specific objectives:

- To assess the trend ofhuman resource development practices at educational institutions.
- To assess current situation of tourism and hospitality human resource development practices at educational institutions, and tourism and hospitality companies
- To identify the challenges of human resource development faced by the industry.

1. **Review of Related Literature**

The idea of Human Resource Development (HRD) was firstly introduced by Leonard Nadler. He defined HRD as, "Those learning experiences which are organized for a specific time and designed to bring about the possibility of behavioral change" (Garavan, T.N., Morley, M., Gunnigle, P., & McGuire, D., 2002). On the other hand, Luoma M. (2000)defines HRD as "a process of developing human knowledge, skill and ethics, organization development, personal training and development for the purpose of improving performance and allow or direct them towork properly as much as possible."The definition is broad; the general HRD practices comprise education, training and development, performance appraisal, potential appraisal, counseling and monitoring, building morale and team work, career planning and development, employee welfare and quality of work life etc. The general consensus,however, encompasses three components namely learning, performance and change (Tseng & McLean, 2008). In recent time, the concept of HRD is developed in to Strategic Human Resource Development (SHRD). Garavan (1991) defines SHRD as:

> *''The training, development, and of management through strategic management or professional education interventions, so as to achieve the objectives of the organization while simultaneously to ensure full utilization of individual employees knowledge and skills.''*

> However, relatively fewer studies exist on HRD and/or SHRD in the tourism and hospitality setting (e.g. Baum, T., Kralj, A., Robinson, R., Solnet, D., 2016.; Cho, Woods, Jang &Erdem, 2006;Chand &Katou, 2007).

The tourism and hospitality industry is characterized by expansion and diversification in small and medium enterprises (SME) such as accommodation; hotel and catering industry, public and private institutions relevant to tourism, transportation companies, operators and mediators in tourism and hospitality businesses, tourist guides, animators, events/ incentives, agencies, congress and conference tourism, wellness, medical spa, active vacation offers (rafting, trekking, skiing, sports offers, etc.), rural tourism/village tourism, etc. (Su, Y.-H., Feng,L.-H.,2008).This makes the sector to be characterized by diversity, complexity, linkage and fragmentation in terms of employment relations. (Casado-Díaz, J.M.,

Simón, H., 2016).Direct occupations like hotels and restaurants employees are not the only jobs linked to the sector's activities; there are also many jobs that have indirect relationships with the sector like Taxi drivers, other means of transport, tourist guides, gift shops(Lashley, C. 2013, Ozkan, M., Solmaz, B., 2015). These relationships influence many types of workplace contracts that include full-time, part-time, temporary, casual and seasonal employment and have significant implications for Human Resource Development (HRD) within the sector(Poulston, J., 2008 Roehl, W.S., &Swerdlow, S., 1999).

In addition to the direct and indirect impact, tourism has multiplier effect to other sectors such as construction, manufacturing, IT and other services. This happens due to its nature of value chain process (World Economic Forum, 2017, Ramos, V., Rey-Maquieira, J., &Tugores, M., 2004). Besides, formal economy, tourismis oftencharacterized by supporting a wide variety of informal economicsectors and offering black market jobs (Cennamo, L., Gardner, D. (2008, Chang, N., Walker, K., Caine-Bish, N., 200). It plays a vital role in creating employmentopportunity for long-term unemployed people, low-skilled workers, minorities, migrants, youth, and women who prefer part-time work due to family responsibilities (WEF, 2017), In addition to creating job opportunities for high-skilled and experienced workers, travel and tourism industry offers employment opportunities for persons entering the labor market for the first time or without many options in other sectors; as well as for women and children in developing countries who are involved in activities of food shops, sales of jewelries and artisan crafts at street/ high traffic areas (Cennamo, L., Gardner, D., 2008, Cogin, J. 2012, Fortanier, F., & van Wijk, J., 2010, World Economic Forum, 2017). These all makes the industry very challenging to get skilled and experienced workers from labor market (Paxon, M., 2009). To solve such problem, the industry is required to set human resource develop strategies that includes education and long and short term training with pre-determined goals; Because, education and training have long-term positive effect on organizational performance (Raybould, M., Wilkins, H., 2006, Chand &Katou, 2007; Tseng & McLean, 2008Robinson, R., Kralj, S., Solnet, D., Goh, E., Callan, V., 2014). It contributes to the provision of superior service quality, customer satisfaction and business productivity in the tourism and hospitality industry (Aksu, 2005).

Therefore, as service business, tourism and hospitability organizationsmainly developing destination, must take the necessary steps to build a group of trained and efficient workers for their various jobs (Chi, N., Wang, I., 2017, Gan, J., 2001). Special attention, therefore, will have to be given to the needs of manpower and personnel to be educated and trained for the various tourism and hospitality professions to deliver quality service and the organizations to be profitable (Gan, J., 2001, Richardson, S., 2009).

2. Research Methodology and Materials

This research examines the trend, current situation and challenges of human resource development practices in educational institutions and tourism and hospitality organizations ofEthiopia from education and training perspective.Qualitative research approach was employed with secondary data source and in depth expert interviewmethod of data collection from multi-direction of sources.Purposive sampling technique was used for face-to-face and telephone expert interview tocollect the information. It comprises 47 key interview informants from 6 different target groups. The rationale for selection of these target groups is knowledge; experience and responsibility of samples to get deep factual information through using list of questions as interview guide (see Table 3.1). The information was collected through taking detail notes from interviewees.

Table 3.1: sample experts of the of the interview and Rational for selection

S. No	Area of data collection	Quantity	Rational for selection
1	Representatives of Ministry of Culture and Tourism Bureau	4	Their knowledge, experience and responsibility for overall development of Tourism and Hospitality industry
2	Representatives of Ministry of Education	4	Their knowledge, experience and responsibility for overall human resource development
3	Representatives TVET Agency	4	
4	Representatives hotels	10	Their knowledge, experience and responsibility for overall development of their employees
5	Teaching staff from TVET Colleges and Universities	10	Their knowledge, experience and responsibility to deliver quality education
6	Students from TVET Colleges and Universities	15	Their responsibility to take quality education
	Total	47	

Published and unpublished Secondary data source such as Books, journal articles, reports, proclamations, Policy documents, strategies, guidelines, bulletin, and magazines relevant to the topic under study are also used to collect important information for analysis.

Narrative and performance data analysis method was employed. Narrative analysis technique uses to evaluatequalitative data from the speaker or literature that provided the information, asking what their statement says about them as well as what it says about the issue one is studying. The aim of narrative analysis is to draw out the implications for understanding of human experience (Ian Dey, 2005),whereas,performance Analysis is the process of evaluating the performance of a particular scenario in comparison of the objective which was to be achieved by using profile document collected from different parts of the program files to highlighting performance problems(Flick, 2014).

3. Finding and Discussion

4.1 **Human Resource Development Practices at Vocational and Technical Colleges and Universities**

Ethiopian government established Ethiopian tourism Enterprise in 1964 by support of UNDPon endeavor to use tourism potential found in the country. This opened the way for foundation of educational institute called Catering and Tourism Training Institute (CTTI) for Ethiopian government in collaboration with government of Israel in 1969. The institute launched one year training program in front office, housekeeping and food and beverage service programs with few students and founded the base for human resource development of Tourism and Hospitality industry (Ministry of Education, 2008).The enrollment of students during the beginning was 24 and the number gradually increased. Over time, the institute launched different certificate and diploma level programs for both tourism and hotel programs;it's yearly enrolment capacity increased from time to time and reached to 2493 in 2017/2018 (CTTI, 2018).Hence, the institute is earliest and distinct institute in the country to teach tourism and hospitality industry until 2003 and has been supplying highest portion of human resource for tourism and hospitality industry of the country. In 2003, however, Ethiopian government recognized the shortage of competent human resource at market as the major cause for low economic development of thecountry and established TVET based human resource development strategy.As a result, educational institutes that teach tourism and hospitality fields are expanded across the country. (Ministry of Education, 2008).Currently, there are a number of vocational based professional streams of tourism and hospitality training organized and managed by dedicated institutional systems (Table 1).

Table 1:Standard Programsof Tourism and Hospitality studies Delivered at TVET Collegesand Universitiesin Ethiopia

Type of Educational Institute	Department /Title	Educational Level
TVET Colleges	Hotel sector	
	Hotel operation	Level 1 and 2
	Hotel kitchen operation	
	Food and beverage control	Level 3/ short term
	Food and beverage service	
	Pastry bakery and confectionary	
	Housekeeping &laundry operation	
	Foreign dish cooking	Level 4/ short term
	Front office service	Level/ short term
	Food and beverage production supervision	Level 4
	Housekeeping &laundry Supervision	
	Front office supervision	
	Hotel management	Level 5 and Vocational Degree
	Costumer service	short term
	Barista	
	Hotel reservation	
	Front office service	
	Tourism sector	
	Tourism service	Level 1, 2 and 3
	Tour guide	Level 3/ short term
	Tour operation supervision	Level 4/ short term
	Tourism marketing	Level 4
	Tourism management	Level 5 and Vocational Degree
University	Tourism and Hospitality Management Studies	
	Tourism Management	BA (1st Degree)
	Hotel Management	
	Hospitality Management	
	Tourism and Hotel Management	
	Tourism Development	
	Hospitality Management	MA (Mastrs Program
	Tourism and Heritage Management	
	Tourism Development	

Source:Technical and Vocational Agency, 2011, Ministry of Education, 2008 and Universities' website, 2020

Most of programs are taught in short term and up to level 3. Few students attend level 4. However, level 5 as well as some of programs such as food and beverage control, barista, housekeeping level 3 are lacking interest from students hence, not taught at majority of institutes(Ministry of Education, 2008).

Concerning to HRD in degree programs, tourism and hotel management undergraduate programs were launched in 2003at governmental universities namely tourism management program atUniversity of Gondar and hotel management at HawassaUniversity. Presently, many governmental universities at Undergraduate and master's program have launched with different approaches(Table1).

However, there is problem in delivery of quality education due to different reasons. Inhomogeneous curriculum design at different universities across the country is critical problem. Some of universities have started on department of tourism and hotel management which is holistic approach and are producing man power for tourism and hotel industry that could not be competent either with graduated tourism management or hotel management. This approach lacks 31 Cr.Hrsin hotel management major courses and 16 Cr.Hrsin tourism management major courses compared to harmonized curricula of hotel

management and tourism management specializations respectively(Curriculem review, 2020).Expertise in tourism is broadest in nature and needs to have broadest knowledge of attractionsfeature, economic, environmental and socio-cultural impact of tourism, and management of tourism and accommodation operations, tourism destination development, Planning and marketing, tourism Project management(Charles R. Goeldner, J. R. Brent Ritchie, 2009).On the other hand, the specialty in hotel field requires detail knowledge and skill of hotel from operation to top management level for better carrier development.It needs Knowledge of different foreign languages, hotel accounting and controlling, marketing, customer psychology, communication skill, customer service and care, working environment culture as well as behavioral training and personality development to work at multi-cultural environment.Besides, theoretical attainment,Study in hotel fieldalso requires, compelling practical skills of all departmentsin high standard hotels to acquire operational and management skill(V. PrakeshKainthola, 2009). Working in hotelsalso need skill ofProperty management system namely, computerized reservation system, processing check in and check out system, guest account management system, night audit, yield managementsystem, revenue management system, room status, registration, marketing and sales, personnel and inventory and purchase management to list some of them(James A. Bardi, 2003).

Hence, the required knowledge, skill and attitude of tourism and hospitality industry can be developed in specialized stream.To address such issues, it requires designing and harmonization of more streamlined approach than general approach as it affects to a large extent to bring over all sustainable development. Even, the curriculum of stream lined should be re-shaped with focus on occupation based practical teaching. This will enable students with tailored knowledge and skills.

4.2. Human Resource Development Practicesin Tourism and Hospitality Organizations

Pre-service and in- service training is an essential ingredient for competitiveness and sustainability of tourism industry,However, most organizations do not have plans for the development of their staff. Once they recruited, they neither train them to acquire other modern skills nor improve upon their talents and educational qualifications they came in with. (Brown, E., Bosselman, R., Thomas, N., 2016). Hence, the understanding of human resources development contribution that focuses on raising productivity through improved quality, efficiency, cost reduction and enabling customers concentration on their core business activities; and prioritize to maximize talents, skills and ability of employees which will automatic reflects on the company's profitis vital for management (Fortanier, F., & van Wijk, J., 2010; Garavan, T.N., Costine, P., &Heraty, N., 1995). In-service training initiatives help to update and adjustskills and attitudes, to promote teamwork, to develop uniform vision and organizational culture and lower cost(Brown, E., Bosselman, R., Thomas, N., 2016).Regardless of such advantages, pre-service and on the job training in tourism and hospitality businesses of Ethiopia is not widely implemented.

Table 2: Field of Studies and Training of Tourism and Hospitality Organization Employees

sector	Departments	current number of employees	% From the total	number of employees graduated the in respective fields		employees formally trained pre-service training		employees trained on Job		untrained employees	
				count	% from the total	count	% from total	count	% from total	count	% from the total
Tourism	1. managerial and human resource	180	21.8	59	7.2	168	20.4	12	1.5	0	0.0
	2. Supervisory	172	20.9	25	3.0	104	12.6	25	3.0	43	5.2
	3. Operatives	404	49.0	78	9.5	133	16.1	104	12.6	167	20.3
	4. Others	68	8.3	6	0.7	37	4.5	1	0.1	30	3.6
	Total	**824**	**100.0**	**168**	**20.4**	**442**	**53.6**	**142**	**17.2**	**240**	**29.1**
Hospitality	1. 1. Top management	171	1.3	165	1.2	107	0.8	64	0.5	0	0.0
	2. Human resource	500	3.7	57	0.4	194	1.4	85	0.6	221	1.6
	3. Accounting and finance	1272	9.3	102	0.7	597	4.4	231	1.7	444	3.3
	4. sales and marketing	158	1.2	29	0.2	60	0.4	55	0.4	43	0.3
	5. room division	3125	22.9	1363	10.0	1503	11.0	815	6.0	807	5.9
	6. food and beverage service devision	4116	30.2	2566	18.8	2406	17.7	717	5.3	993	7.3
	7. spa and recreation	234	1.7	54	0.4	115	0.8	14	0.1	105	0.8
	8. engineering and maintenance	276	2.0	56	0.4	147	1.1	46	0.3	83	0.6
	9. Security	1118	8.2	82	0.6	265	1.9	261	1.9	592	4.3
	Others	2659	19.5	110	0.8	267	2.0	305	2.2	2087	15.3
	Total	**13629**	**100.0**	**4584**	**33.6**	**5661**	**41.5**	**2593**	**19.0**	**5375**	**39.4**
	Grand Total	**14453**	**100**	**4752**	**32.9**	**6103**	**42.2**	**2735**	**18.9**	**5615**	**38.9**

Source: CTTI, 2018

As shown in above table, The Study carry out by CTTI, 2018 about HRD in selected sample tour and hospitality organizations of Ethiopia shows that most of employees in tourism and hospitality industry are graduates of non-tourism and hospitality field of study due to lack of trained human resource in the field. Only 20.4% of employees are found to be graduates of tourism field of study, and the remaining 50.5% of the employees are graduates of non-tourism field of study and 29.1% of the total employees in the industry are untrained employees either in tourism or non-tourism fields of study. Regardless of this, only 53.61% of the total employees had taken pre-service training and 17.2% on job training. Concerning to hotel employees, only 33.6% of employees are found to be gradates of hotel related fields where the majorities are in food and beverage service, food preparation and room division department. Furthermore 41.5% and 19.0% of employees are found to be formally trained pre-service and trained on job respectively. On the other hand, 39.4% of the total numbers of employees in the selected hotels have not attended the training. These can lead to incompetency of the whole service (Table 2).

According to interview respondents of hotels representatives,these pre-service and on the job training is mainly implemented in high class hotels. However, most of small and medium organizations are rarely giving the weight to pre-service and on the job training due to the following reasons: (a) most of small and medium enterprises are run by families, (b) high cost for training, (c) high turnover of employees after training cost due to challenges in work environment−low payment, women for child care and shortage of affordable housing to mention some, (d) lack of sufficient time to train in service areas, (e) lack of governmental regulation and strict control to enforce on job training. In dead, quality of human

resource in tourism and hospitality industry does not much the contemporary demand of industry both in quality and quantity.

4.2 **Challenges of Human Resource Development Practices**

HRDof tourism and hospitality industry is very important for service quality and competence in dynamic environment at globallevel (Chand, M., &Katou, A.A., 2007). However, the quality of education in Ethiopia doesn't sill meet the contemporary demand of the industryeven though there is an increasing number of hospitality and tourism educational institutions as well as number of students in Ethiopia, (Table 1,3 and 4).Themajor challenges include low level of economic development and budget allocation, Students back ground and the gap in quality of education, lack of clear control and coordination of tourism training in the country and traditional employment practices and lack of skilled professionals at market as shown below in detail.

5.2.1 **Low Level of Economic Development and Budget Allocation**

Ethiopian tourism policy considers giving emphasis to human resource development as it can ensure community benefits through extensive employment opportunities (Ethiopian tourism policy, 2009).However, this is not fully realized due to low level of economic development and budget allocation. According to interviewee from Ministry of culture and tourism bureau (2018), one of major factors affecting to achieve the objectives of human resource development isthe level of economic development and resource availability. He said, "Ethiopian economy is primarily agriculture oriented. The country is trying to transfer it in to agricultural based industry and prioritizes budget to rural economy and agro-industry development. Due to this reason, financial resource is major barrier for implementation other developmental activities including training and development." As result of this, many tourism and hospitality educational institutions are poorly facilitated, and lacking required educational supplies and qualified instructors.This factor affectsoverall growth and competitiveness of tourism and hospitality industry regardless of potential richness in natural and manmade tourism resources of the country. Different fund raising mechanisms and collaboration with funding organizations for tourism development such as WTO, UNESCO, WEF, ILO, World Bank and IMF may solve the problem.

5.2.2 **Lack of Skilled Professionals at Market and Traditional Employment Practice**

The overall global competitiveness of Ethiopia in human resources development is very low.It ranks 125th out of 136 countries; explicitly, it ranks120[th] in Primary education enrollment,130th in Secondary education enrollment, 97th in Extent of staff training, 130th in degree of customer orientation, 84th in Hiring and firing practices, 117th in ease of finding skilled employees, 102nd in ease of hiring foreign labor, 77th in Pay and productivity, 40th in participation female labor force(WEF, 2017). This implies that,it is very challenging for business organizations to get adequately educated workforce to be competent at international dynamic environment.

Moreover, tourism and hospitality establishments in Ethiopia have raised problems of getting qualified workers at market. The major problems arelack of quality training courses, lack of accessibility to training, training content not aligned with business need, lack of opportunity to gain experience experts(table 3).

Table 3: Reasons for the lack of skill tourism and hospitality employees at market

Reasons	Sector	To a great degree		To a moderate degree		To a minimal degree		Not at all	
		Count	%	Count	%	Count	%	Count	%
Lack of quality training courses	Tourism	18	25.0	12	16.7	16	22.2	26	36.1
	Hotel	54	42.5	33	26.0	24	18.9	16	12.6
Lack of accessibility to training	Tourism	22	30.1	11	15.1	14	19.2	26	35.6
	Hotel	43	33.9	31	24.4	29	22.8	24	18.9
Training content not aligned with business need	Tourism	13	18.3	16	22.5	13	18.3	29	40.8
	Hotel	25	19.7	46	36.2	25	19.7	31	24.4
Lack of opportunity to gain experience experts	Tourism	13	18.6	14	20.0	19	27.1	24	34.3
	Hotel	48	38.1	42	33.3	18	14.3	18	14.3
Other factors	Tourism	1	4.3	2	8.7	4	17.4	16	69.6
	Hotel	20	42.6	11	23.4	5	10.6	11	23.4

Source: CTTI, 2018

Regardless of These problems, tourism and hospitality establishments do not need to spend training cost for their employees arguing that there is high turnover after they get the training. They prefer to employ experienced professionals than incurring cost for training. They also practice unethical poaching of staffs from other establishments with better incentives which impacts also negatively the quality of service and success of competent organizations(UNECA, 2013). This leads employment and turnover to be a vicious cycle while the quality of training is wanting on one hand and employers appear to be discouraging on the other hand.

Regardless of these challenges, organizations can solve these problems through delivering short and long term trainings. It is very important to tourism and hospitality organizations to invest in human capital for all positions of employment areas to bridge the gap both in quantity and quality. In dead, collaborative mechanism that coordinates all stakeholders should be developed namely, educational institutions in coordination with Ministry of Culture and Tourism and other stakeholders, such as ministry of education, TVET agency, Ministry of labor and social affairs as well as tourism businesses and funding organizations.

5.2.3   Students' Background and the Gap in Qualityof Education

Student background can affect the interest of students to join tourism and hospitality field of study as well as quality of education. This problem can be solved through teaching tourism and hospital courses at general educational schools in different ways; some of very important topics can be included in related courses namely, history, geography economics and business education; or independent vocational course can be taught at higher secondary education especially at well-known regions in tourism. This can create awareness and inspire students to join tourism industry (Gan, J., 2001; Barron, P., Leask, A., Fyall, A., 2014). However, coverage of tourism with general school curriculum is not yet realized.As result, it has been negatively affecting to get motivated students to join tourism and hospitality fields of studies at TVET colleges and Universities.According to teaching staff interviewees, most of students select tourism and hospitality fields of studies as last option.This deters to get outstanding students to join tourism and hospitality field ofstudies.

Table 4: Analysis of Educational Quality of Tourism and Hospitality Studies

Teaching and assessment methods Stated in Curriculum	Expected Performance	Actual Performance
Lecture	- Using of Interactive Lecture	– High dominance of non- Interactive lecture
Group discussions	- Creating Group discussion opportunity to students.	– Poor practice of Group discussions
Practical works	– Establishingstandardizedpractical rooms furnished with modern equipment'sand supply of required supplies for practical work	– Practical rooms are not fully facilitated and existing facilities are even outdated. – Practical supplies are inadequate – Less exposure of instructors and students to practical skills
Internship	– There should be strong link between the educational institutes and the industry – The Internship period should be sufficient enough for students to get practical skill	– Poor relationships between educational institutes and the industry – Short period of internship
Educational trip	– Organizing educational trips and using expected period of time is required to create students' exposure towards current industry trends.	– Organization of educational trip for Short period than expected period
individual and group assignments, test, quiz, mid exam, practical examination, project work and Final exam are prescribed assessment and evaluation methods	– Using all assessment methods properly	– Some off assessment methods lack quality.

Source: Curriculum review and Group Discussionof Students 2018-2019

Interactive way of teaching createsopportunity to students' independent and group learning by motivating and helping to creating their own way of learningwith more practical skills about the tourism and hospitality industry (Avidson, M.C.G., McPhail, R., & Barry, S., 2011). The more interactive and practical teaching means, the more the students will become engaged and familiar with the technical and operational skills. (Ramos, V., Rey-Maquieira, J., &Tugores, M., 2004).Moreover, interactive instruction gives high space to teachersto help students to involve in the learning process with the support and facilitation of teams in arranging the learning environment, providing chance for student involvement, andgive opportunity to provide feedback to students while they conduct the learning(Garavan, T.N., Morley, M., Gunnigle, P., & McGuire, D., 2002).However, there is a gap in proper use of different teaching methods due to high dominance by non-interactive lecture. Practical rooms are not fully facilitated and existing facilities are even outdated, inadequate supply of materials for practical work, less exposure of instructors and students to practical skills, poor relationship between educational institutes and the industry,poor organization of internship and educational trip. Concerning to assessment and evaluation,variety ofcontinuous assessment method such as individual and group assignments, tests, quiz, mid exam, Practical examination, demonstrations, and presentations class participation, final exam and internship report are prescribed in curriculum and used. However, some off assessment methods lack quality in actual performance (table 4). Thus, student-centered method of teaching should be widely practiced. Instructor should also facilitate students learning through group discussion and assignments. This will help the instructor to guide and assess how each of students participates in every activity. Both theoretical and Practical courseshould be continuously assessed based on the curriculum and the nature of individual courses.

According to Browning, V. (2006),improving these gaps will help students to create exposure with contemporary industry trends and to developmulti-dimensional skills during study period. Tourism and hospitality students who had participated in practical learning environment can highly develop professional network of contacts, oral presentation skills, ability to make decisions, self-confidence, and time management skills than in the classroom. Many of educational institutions that are providing tourism and hospitality programs have recognized this and arranged infrastructures and facilities to achieve objectives stated in the curriculum. Tony S. M. Tse (2012) states that Universities like Cornell University, University of Houston, University of Delaware, and Chinese University of Hong Kong have established teaching hotel owned and managed by university to integrate coursesstated in curriculum withpractice at real work environment. This pedagogical requirement and approachprovides learning opportunities for student   to gain career related job experiences of tourism and hotel operations.It also helpsto conduct academic research and community service. Hence, it bridges the gap between academic and industry

Table 5: Gap Analysis between Teaching and Industrial Needs of Tourism and Hotel

Skills Needed at work place of the Industry	The gap	How to bridge the gap
Operational skill and understanding of the industry	– Poor operational skills	– There should be exposure for in class practical training and on the job training.
Computer skill	– Using of different computer soft wares is not adequate	– Long and short term computer training can bridge the skill gap
Customer service and Communication skill	– There is less exposure to Customer service and relationships building – There is Multi-lingual barriers and poor communication skills	– There should be effort to develop customer service and relationship building. – There should be emphasis to strength multi-language and communication skills
Professional ethics	– Not adequate	– Needs on the job training
Managerial potential	– Lacking personal and problem solving skills	– Needs on the job training
Financial management	– Low	– Needs on the job training
Safety and security skills	– Very less knowledge of safety and security functions	– Needs on the job training
Ability to make decisions	– Poor	– Needs on the job training
Self-confidence	– Poor	– Needs on the job training
Time management skills	– Poor	– Needs on the job training

Source: interview of Hotel representatives, 2018-2019

Tourism and hospitality profession needs to acquire knowledge and practical skill of the industry. This can be developed through combination of continuous learning in-class room as well as short and long term trainings. These would familiarize and bring them with real work environment to join the industry and fit the challenges of work environment with multi-dimensional and right kind of profession(Fortanier, F., & van Wijk, J., 2010; Garavan, T.N., Costine, P., & Heraty, N., 1995).Regardless of this fact, deliver of Practice-oriented education in tourism and hospitality studies in Ethiopia lacks quality due to different factors. Lack of teaching facilities and insufficient supply of required resources for practical classes, poor relationships between educational institutes and the industry, short period of internship program, organization of educational trip for short period than expected period are major problems Besides, graduates lack operational and Customer service skill, language and professional communication skills, Professional ethics computer based skills due to low industry practice being teaching learning process is theory-oriented (table 3, 4 and 5). According to interview respondents of teaching staff, most of teaching institutes do not have property management system software such as computerized reservation and gastronomy software programs to deliver practical

class. Moreover, there is no star rated commercial model teaching hotel to minimize complexity of teaching through creating the real work environment. Hence, fresh graduates of tourism and hospitality studies show the skill gap when they join real work environment. As result, they are expected to take additional practical training by employer organizations before starting the job in order to bridge the gap. These can be achieved through effectively developed HRD strategic plan to interconnect theory with practice, and create an opportunity to implement different teaching methodologies and learning styles. Over all, it helps to produce multi-skilled, competent and motivated professional that the cotemporary market need.

5.2.4 Lack of Clear Control and Coordination of Tourism and Hospitality Training in the Country

Ministry of Culture and Tourism of Federal Democratic Government of Ethiopia has no authority to control and enforce the relevance and quality of tourism and hospitality training programs. The TVET institutions are under the control of the Technical and Vocational Educational Training Agency, while the Universities remain under the Ministry of Education (MOCT, 2018).Besides, collaboration of educational institution sand other stakeholders of tourism and hospitality industry are very weak. Hence, most of tourism and hospitality organizations do not give emphasis for practical training to students during apprenticeship program in spite the fact that it gives great chance to students to observe many things they cannot get in class. The secan impede the overall quality of industry.

5. Conclusion and Recommendations
5.1 Conclusion

The objective of this study is to assess human resource development practices and challenges in tourism and hospitality industry of Ethiopia from education and training perspective. The finding of the study shows that, Ethiopian government recognized the role of human resource development for economic development since 1964, and established human resource development strategies at different times. Hence, the country established educational institutes that deliver training at Technical and Vocational as well as University level. As a result, educational institutes that teach tourism and hospitality fields are expanded across the country. Regardless of such effort, the study shows human resources development do not still satisfy the market demand of the country both in quantity and quality implying that Ethiopia's Travel & Tourism Competitiveness in over all human resources and labor market in the world ranks 125th out of 136 countries in overall competitiveness regardless of ambitious objectives of Ethiopian tourism policy to ensure community benefits through extensive employment opportunities for communities at tourist destinations.

The major challenges to deliver quality education in clued low level of economic development and budget allocation, Students back ground and the gap in quality of education, lack of skilled professionals at market, lack of clear control and coordination to run the training in the country and traditional employment practice, lack of teaching facilities and insufficient supply of required resources for practical classes, short period of internship program and organization of educational trip for short period than expected period.

Furthermore, the study indicates that pre-service and on the job training initiatives in tourism and hospitality businesses of Ethiopia are not widely implemented although it is very important to update and adjust skills and attitudes of employees, to promote teamwork, to develop uniform vision and organizational culture and lower cost. It is mainly implemented in large organizations. Most of small and medium organizations are rarely giving the weight to pre-service and on the job training. In dead, present

quality of human resource in tourism and hospitality businesses do not much the contemporary demand of industry both in quality and quantity.

5.2 Recommendations

The results of this study has important implication for improvement of human resource development practices to much present demand of qualified human resource. Hence, the following recommendations are forwarded:

Governmental, non-governmental as well as private organizations should contribute their part. Government should rese tpolicies, guide line sand strategic plan of human resource development, prioritize, implement and monitor activities, take corrective action for discrepancies in order to improve productivity and competency of human resource in the tourism and hospitality industry. Government should also play its leadership role to improve the existing institutional setups and creating new institutional capacity. It should strive to create encouraging environment for better investment in tourism and hospitality educational institutions that emphasize on practical learning in order to produce innovative and productive manpower. Hence, more resources should be allocated.

Tourism and hospitality educational institutions should create interactive and practical way of teaching. This creates motivation to students to develop their own way of learning in groups as well as independently. It also gives high space to teachers to help student's involvement in the learning process sand to give the opportunity to provide feedback to students while they conduct the learning.

Tourism and hospitality courses should be also taught at general educational schools in different ways to create awareness and inspire student's interest to join tourism and hospitality field of study as well as quality of education. This can be applied by including some of very important topics in related courses namely, history, geography economics and business education or teaching independent vocational course at higher secondary education especially at well-known regions in tourism.

Tourism and hospitality establishments should invest in human capital in order to bridge the skill gap and align with their business needs. In dead, they should develop pre-service and on the job training Strategies. This measure has spillovers effect on economic development in the long run.

Stakeholders who are working in tourism and hospitality industry such as Governmental, nongovernmental as well as private organizations should work in cooperation to realize the supply of qualified human resources for tourism and hospitality industry. In this concern, there should be government rules and legal regulations that motivate integrated involvement of stakeholders to implement development Strategy.

Research Limitations and Future direction

This study was conducted at country level to get general understanding of human resource development practices and challenges in tourism and hospitality industry of Ethiopia from education and training perspective. This makes the study very vast in the scope and difficult to get sufficient data that represents the study area to generalize the finding. Moreover, the study used pure qualitative method of data collection and analysis specifically, secondary data source sand inter views. This might affect the representativeness to certain extent. Besides, current study used narrative and performance data analysis technique. This technique is us edto draw out the implications for understanding of human experience

and to highlight the performance problems. That means, it has limitation to generalize the finding. Future researches are therefore, suggested to limit the scope to specific study and use other methodologies (either quantitative and/or qualitative or mixed research approach)as well as analysis method in order to get better generalization.

Rerferences

1. *Agut, S., Grau, R., &Peiro, J.M. (2003). Competency needs among managers from Spanish hotels and restaurants and their training demands. Journal of Hospitality Management, 22(3), 281-295.*
2. *Aksu, A.A. (2005). Defining training needs of five-star hotel personnel: an application in the Antalya region of Turkey. Managerial Auditing Journal, 20, 945-953*
3. *avidson, M.C.G., McPhail, R., & Barry, S. (2011). Hospitality HRM: past, present and the future. International Journal of Contemporary Hospitality Management, 23(4), 498-516*
4. *Barron, P., Leask, A., Fyall, A., (2014). Engaging the multi-generational workforce in tourism and hospitality. Tourism Review, 69 (4), 245–263*
5. *Baum, T., 2010. Demographica changes and the labour market in the international tourism industry. Yeoman, I., Hsu, C., Smith, K., Watson, S. (Eds.), Tourism and Demography. Goodfellow, London*
6. *Baum, T., Kralj, A., Robinson, R., Solnet, D., 2016. Tourism workforce research: a review: taxonomy and agenda. Ann. Tourism Research,60, 1–22*
7. *Brown, E., Bosselman, R., Thomas, N., 2016. Are hospitality graduates making too many compromises? What they give up may lead to turnover. J. Hum. Resour. Hosp. Tourism 15 (2), 133–146*
8. *Browning, V. (2006). The relationship between HRM practices and service behaviour in South African service organizations. International Journal of Human Resource Management, 17(7), 1321-1338*
9. *Casado-Díaz, J.M., Simón, H., 2016. Wage differences in the hospitality sector. Tourism Manage. 52, 96–109*
10. *Catering and Tourism Training Institute (2018).Ethiopian Tourism and Hospitality industry labor force survey: The case of star rated hotels and selected tour campanies.Un Published Research*
11. *Catering and Training Institute (CTTI) (2018). Peace for Sustainable Tourism Development, 6ᵗʰ Tourism and Hospitality conference Week Bulletin, May 2018*
12. *Cennamo, L., Gardner, D. (2008). Generational differences in work values, outcomes, and person-organization values fit. J. Managerial Psychology, 23 (8), 891–906*
13. *Chan, B., Chan, E., Qu, H., 2002. A comparative analysis of changing job selection attitudes and expectations of hospitality students in Hong Kong and Mainland China. Journal of Hospitality & Tourism Education,14 (1), 14–24*
14. *Chand, M., &Katou, A.A. (2007). The impact of HRM practices on organizational performance in the Indian hotel industry. Employee Relations, 29(6), 576-594*
15. *Chang, N., Walker, K., Caine-Bish, N. (200). Student perceptions of career choices: the impact of Academic major. J. Family Consum. Sci. Educ., 27 (2), 18–29*
16. *Charles R. Goeldner, J. R. Brent Ritchie (2009). Tourism: Principles, Practices, Philosophies; 11ᵗʰ Edition, John Wiley & Sons, INC., Hoboken, New Jersey, Canada*
17. *Nai-Wen Chi & I-An Wang (2016): The relationship between newcomers' emotional labor and service performance: the moderating roles of service training and mentoring functions, The International Journal of Human Resource Management, 29(19),1-29 10.1080/09585192.2016.1259645*

18. Cho, S., Woods, R.H., Jang, S.C., &Erdem, M. (2006). Measuring the impact of human resource management practices on hospitality firms' performance. Journal of Hospitality Management, 25, 262-277

19. Cogin, J. (2012). Are generational differences in work values fact or fiction? Multi-country evidence and implications. Int. J. Hum. Resour. Manage, 23 (11), 2268–2294

20. Davidson, M., McPhail, R., Barry, S., 2011. Hospitality HRM: past, present and the future. Int. J. Contemp. Hosp. Manage. 23 (4), 498–516

21. Dwyer, L., & Kim, C. (2003). Destination competitiveness: determinants & indicators. Current Issues in Tourism, 6(5), 369-414

22. Fortanier, F., & van Wijk, J. (2010). Sustainable tourism industry development in sub Saharan Africa: consequences of foreign hotels for local employment. International Business Review, 19(2), 191-205

23. Gan, J. (2001). Minimum wage and the hospitality industry in Malaysia: an analysis of employee perceptions. J. Hum. Resour. Hosp. Tourism, 15 (1), 29–44

24. Garavan, T.N. (1991). Strategic human resource development. Journal of European Industrial Training, 15(1), 17-30

25. Garavan, T.N., Costine, P., &Heraty, N. (1995). The emergence of strategic HRD. Journal of European Industrial Training, 19(10), 470

26. Garavan, T.N., Morley, M., Gunnigle, P., & McGuire, D. (2002). Human resource development and workplace learning: emerging theoretical perspectives and organizational practices. Journal of European Industrial Training, 26(2/3/4), 60-71

27. Goh, E. (2009). Public education and parents: eliciting salient beliefs using the theory of planned behavior as a qualitative research framework. Int. Rev. Public Nonprofit Mark, 6 (2), 99–108

28. Hai-yan, K., & Baum, T. (2006). Skills and work in the hospitality sector: The case of hotel front office employees in China. International Journal of Contemporary Hospitality Management, 18(6), 509-518

29. Hayes, D K., &Ninemeier, J. D. (2009). Human Resource Management in the Hospitality Industry. New Jersey, NJ: Wiley & Sons

30. Hertzman, J., Moreo, A., Wiener, P., 2015. Career planning strategies and skills of hospitality management students. J. Hum. Resour. Hosp. Tourism, 14 (4), 423–443.

31. In Day (2005). Qualitative Data Analysis: A User Friendly Guide for Social Scientists.1st Edition Routledge, 11th New fetter Lane, London

32. James A. Bardi (2003). Hotel Front Office Management, 3rd Edition; John Wiley & Sons, Inc. Hoboken, New Jersey

33. Kalargyrou, V., & Woods, R.H. (2011). Wanted: Training competencies for the 21st century. International Journal of Contemporary Hospitality Management, 23(3), 361-376.

34. Lashley, C. (2013). Student employment in hospitality and tourism: insights from a recent study. Res. Hosp. Manage, 3 (1), 1–8

35. Leopold, J., & Harris, L. (2009). The Strategic Managing of Human Resources, Harlow, Essex: Prentice Hall Education Ltd.

36. Luoma, M. (2000). Developing people for business success: capability driven HRD in practice. Management Decision, 38(3), 145-153.

37. MOCT (Ministry of Culture and Tourism) (2018), Skilled and Competent Man Power Development for Sustainable Tourism and Hospitality Development: 7th Annual National Research Conference

38. Ozkan, M., Solmaz, B. (2015). The changing face of the employees: generation Z and their perceptions of work (a study applied to university students). Proc. Econ. Finance, 26, 476–483

39. Parry, E., Urwin, P. (2011). Generational differences in work values: a review of theory and evidence. Int. J. Manage. Revview, 13 (1), 79–96

40. Paxon, M. (2009). Boomer boom for hospitality: opportunities and challenges. J. Hosp. Mark. Manage, 18 (1), 89–98

41. Poulston, J. (2008). Hospitality workplace problems and poor training: a close relationship. International Journal of Contemporary Hospitality Management, 20(1), 412-427

42. Ramos, V., Rey-Maquieira, J., &Tugores, M. (2004). The role of training in changing an economy specializing in tourism. International Journal of Manpower, 25(1), 55-72.

43. Raybould, M., Wilkins, H. (2006). Generic skills for hospitality management: a comparative study of management expectations and student perceptions. J. Hosp. Tourism Manage, 13 (2), 177–188

44. Richardson, S., (2009). Undergraduates' perceptions of tourism and hospitality as a career choice. Int. J. Hosp. Manage, 28 (3), 382–388

45. Richardson, S., Butler, R. (2012). Attitudes of Malaysian Tourism and Hospitality Students towards a career in the industry. Asia Pacific J. Tourism Res, 17 (3), 262–276

46. Robinson, R., Kralj, S., Solnet, D., Goh, E., Callan, V. (2014). Thinking job embeddedness not turnover: towards a better understanding of frontline hotel worker retention. Int. J. Hosp. Manage. 36, 101–109

47. Roehl, W.S., &Swerdlow, S. (1999). Training and its impact on organisational commitment among lodging employees. Journal of Hospitality & Tourism Research, 23(2), 176-194.

48. Su, Y.-H., Feng,L.-H.,(2008). Assessing graduate attributes for employability in the context of lifelong learning: the holistic approach. US-China Educ. Rev, 5 (11), 1–9

49. Tseng, C.C., & McLean, G.N. (2008). Strategic HRD practices as key factors in organizational learning. Journal of European Industrial Training, 32(6), 418-432

50. Tony S. M. Tse (2012) The Experience of Creating a Teaching Hotel: A Case Study of Hotel Icon in Hong Kong, Journal of Hospitality & Tourism Education, 24(1), 17-25

51. United Nations Economic Commission for Africa (UNECFA), (2013). Economic Report on Africa 2013: Making The Most of Africa's Commodities: Industrializing for Growth, Jobs and Economic Transformation

52. United Nations Environment Programmed and World Tourism Organization (2005), making tourism more sustainable: A Guide for Policy Maker

53. V. PrakeshKainthola (2009). Principles of Hotel Management, 1st Edition; Global Media 1819, Bhagirath Palace, ChandniChowk, Delhi-110 006