

UNIVERSITY OF CAPE COAST



COMPETENCIES OF STAFF IN HOSPITALITY SERVICE UNITS IN
UNIVERSITY OF CAPE COAST AND UNIVERSITY OF GHANA

LYDIA BEMPONG

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UNIVERSITY OF CAPE COAST AND UNIVERSITY OF GHANA

BY

LYDIA BEMPONG

Thesis submitted to the Institute for Educational Planning and Administration,
University of Cape Coast, in partial fulfillment of the award of Master of
Philosophy degree in Administration in Higher Education

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature Date

Name: Lydia Bempong

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature Date

Name: Dr. Edward Akomaning

ABSTRACT

The purpose of this study was to examine the profile of staff and identify the competencies perceived to be relevant for hospitality operations, in order to ascertain human resource factors that need improvement for successful service operations. The study employed a descriptive cross-sectional survey by recruiting staff working in various hospitality units owned and operated by the University of Cape Coast (UCC) and the University of Ghana (UG) to explore the required competencies and identify the potential gaps between the two universities. The convenience sampling was used to draw a total of 157 hospitality employees (response rate of 69.0%, made up 63 from UCC and 94 from UG) for the study. A survey questionnaire was designed and used to collect data for the research. The quantitative data were analysed using frequencies, percentages, means of means, standard deviations, Kruskal-Wallis H test and Mann-Whitney U test. The findings revealed that by proportion, the majority (43.3%) were aged 26-30 years and were mostly female (71.3%). Overall, the findings indicate that the employees considered knowledge in hospitality operations as most important, followed by conceptual and human resource knowledge. In terms of skills, respondents considered “soft skills” (human resource, conceptual, social and organisational skills) as more important than “hard skills” (administrative and technical skills). For attitude, there was strong inclination towards positive attitude to work, with only three significant differences between the two universities ($p < .05$). It is recommended that the background of employees being engaged to run hospitality service units in public universities should be critically looked at before posting or recruiting, as well as engaging these unit staff in future training and development.

KEY WORDS

Attitude

Competency

Hospitality Service Units

Knowledge

Skills

Public universities

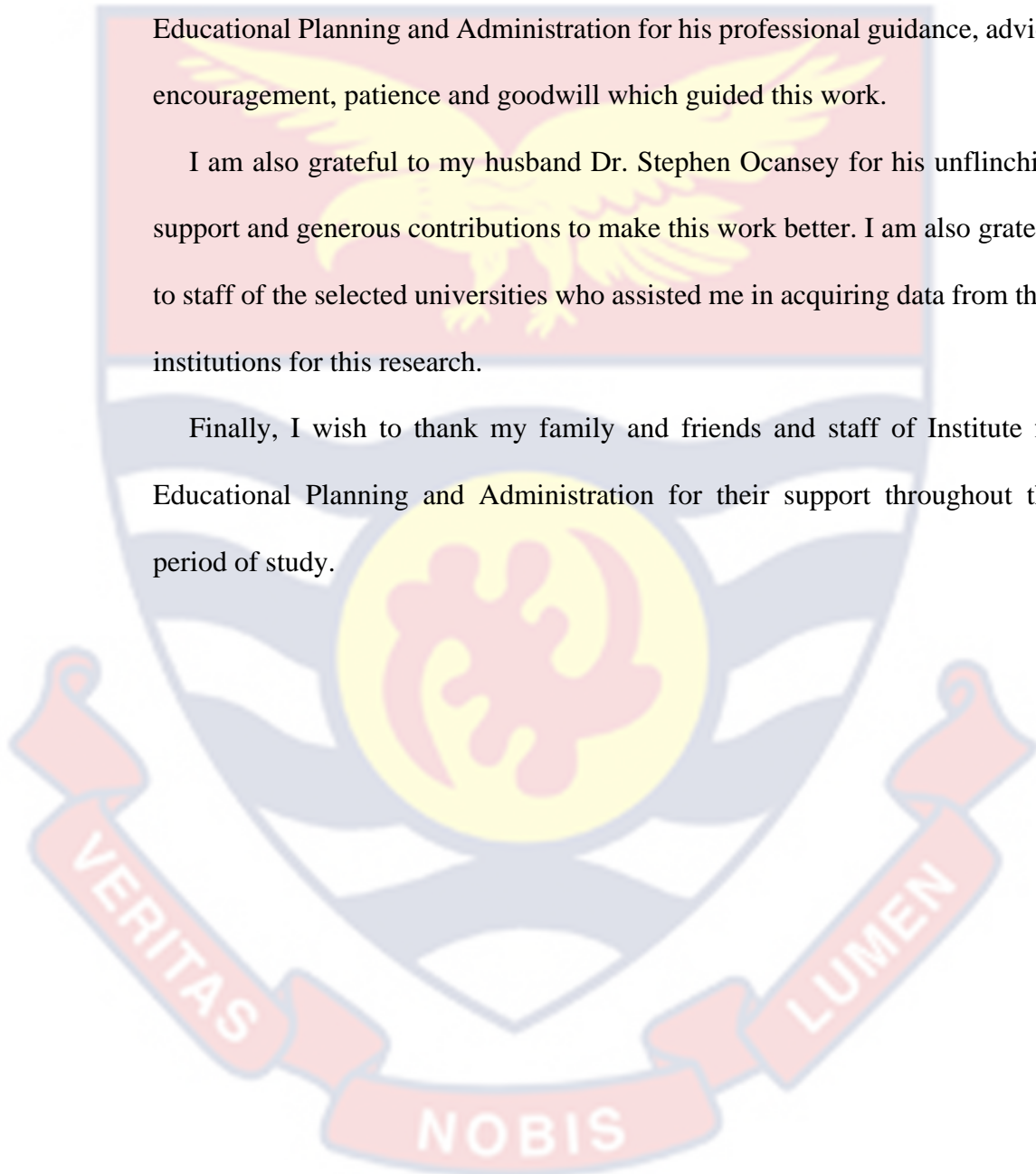


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DEDICATION

To my husband Stephen Ocansey, my children Joan-Brianna and Stephen-Aquila and all staff of public universities hospitality service units.



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CHAPTER ONE

INTRODUCTION

This study explores the human resource factors affecting the running of hospitality service units operated by public universities, specifically, the University of Cape Coast and the University of Ghana. While there is some information available in literature concerning the human resource dynamics in hospitality settings in Ghana, there is dearth of information about those managed by public universities. For this reason, it was important to conduct this study to assess the staff in hospitality service units in public universities whose core mandate is education. Accordingly, this chapter covers the background to the study, defines the statement of the problem, purpose of the study and its research questions. This chapter also indicates the significance of the study, delimitations, defines some important terms used in the text and finally how the study is organised according to the chapters.

Background to the Study

The hospitality industry, which includes accommodation (lodging), food and beverages, transportation, tourism, and recreation has been one of the global flourishing enterprises, accounting for more than one-third of the total global service trade as compared to other sectors of the world economy (Baum & Weinz, 2010). According to the International Labor Organization (2010) and Mustafa (2010), the hospitality industry is growing rapidly and contributing about 10% to the world's Gross Domestic Product (GDP). Though the hospitality industry makes this outstanding contribution to the world's economy, it is faced with some

operational issues that can inhibit progress. The rising cost of operation, cost of construction and renovations works, unqualified staff, human resource turnover and changing needs of customers are some of the operational difficulties (Bharwani & Butt, 2012; Hiamey, 2012). When such issues and challenges are not considered and controlled, it could lead to the collapse or malfunctioning in the industry.

By extension, the hospitality industry contributes significantly to Ghana's GDP, and thereby helping its economy to grow. The importance of the industry to Ghana's economy is reinforced by the creation of a ministry to superintend over activities under this venture. The start of hospitality in Ghana dates back to the time when the country was governed as colonial province (Akyeampong, as cited in Dei & Mensah, 2013). At the time of independence, more hospitality firms had been added, with the Ambassador Hotel being the first government owned hotel and managed by the former Ghana Hotels Limited (Dei & Mensah).

After independence, the government ensured there were accommodation facilities in all the regional capitals. Hotels such as the Ambassador Hotel, Continental Hotel, Meridian Hotel became very popular. The involvement of the government and state agencies in the setting up a chain of hotels was to enhance government revenues (Appiah-Kubi, 2001). Unfortunately, and as the case is with other state enterprises, these government hospitality firms were either run down or had been privatised (Appiah-Kubi). According to the World Investment News (2002), the now flourishing Golden Tulip Hotel was established in the old location of the Continental Hotel, which was formerly state owned. A critical look at the events that occasioned the divestiture or collapse of state hospitality ventures

among other things indicates mismanagement, lack of incentives for generating profit, as well human factors such as skills, knowledge and attitude of the work force (Uddin & Tsamenyi, 2005).

Most recently, public universities in Ghana have been involved in providing limited hospitality services to their clients due to the continual inflow of students and guests to their campuses (Katu, 2016). One of the major problems now facing the Ghanaian public universities is the problem of under-funding (Edu-Buandoh, 2010; Katu). This is hardly shocking considering the fact that, government expenditure has increased recently far above its revenue.

Over the decades, public universities in Ghana are largely known to depend on funding inflows from the Central Government for their growth, development and survival (Edu-Buandoh, 2010; Katu, 2016; Twene, 2014). According to Ghana Tertiary Education Commission (GTEC) (2021), there are 15 public universities; and these are principally financed by public means through a national government or sub-national agency, as opposed to private universities. However, due to recent global economic downturn, the country's economic pressures, competition from other public institutions, and the increasing expenditure of public universities, government-funding inflows have dwindled (Katu; Okebukola, 2015)

In response to the dwindling funding inflow from government, most public universities in Ghana have resulted to innovative ways in generating funds internally. Internally Generated Funds (IGFs) are revenues which are realized through the commercial or operations of the institution itself (Katu, 2016). One of such innovative way is through the expansion of commercial operation of

hospitality services such as hostels, restaurants and catering, bus hiring and guesthouses or chalets (lodging). According to the Minister of State for Tertiary Education in Ghana, the dependence of public universities on state funding was not sustainable at a time when, globally, most governments had limited resources to address the health care, food security, climate change and educational needs of society (Yankah, 2018). This has persuaded public universities to pursue ways of earning additional income internally and to use the same for their operations.

As a matter of global networks, most public universities receive large inflow of both local and international guests (Marginson & Sawir, 2006); and therefore, have the potential to generate substantial amount of IGFs from the creation of innovative ventures such as hospitality services, to complement their sub-vented funding and affect the national economy by increasing its GDP. Consequently, the general contribution of the hospitality industry to IGF in higher education sector cannot be underestimated. Indeed, as part of a broader micro-economic reform of the public sector in Ghana, the higher education sector has been targeted by the government to play a crucial role in improving the economic status of the nation.

Considering the above narrative, it is clear that the growth of the hospitality industry is contributing substantially to the overall economic growth of the country (Boahen, Quansah & Sarpong, 2013). Despite the relative success of hospitality industry, there are challenges that are not easy to comprehend (Asimah, 2018; Frempong & Okyere-Kwakye, 2013; Hiamey, 2012).

As a service-based industry, there is a high reliance on the human resource. The most important ingredient for the successful operation of a hospitality set-up is the

employee who provides the service and the service experiences, which are mostly intangible and highly dependent on face-to-face transactions between employees and customers (Dikmen & Bozdağla, 2017). The quality of employee determines the quality of the service provided to the customer and therefore the success of the industry. It is incumbent on the individual employees to possess the requisite mixture of knowledge, skill set, attitude, motivations and professionalism that will enable them to work efficiently and create competitive advantage over others offering similar jobs.

Having good knowledge over one's field of job indicates that, one is aware of the right information to be communicated, understand the job, or have the skill obtained from experience or training, and is able to perform a given task effectively. On the other hand, skills set refers to the abilities needed to complete a task successfully (Andrews, 2013), while attitude towards work or workplace is the emotional interaction one has with the environment such as colleagues, customers, utilities of the workplace among others. According to Kirin, Janovac, Semak and Jakic (2014), the knowledge and skills levels as well as the attitude of employees are factors that promote the growth of an organisation and give it a competitive edge over others. Some identified key skills in the hospitality industry to include skills in information communication and technology (ICT), and customer care while knowledge in financial management, marketing, human resource, guest service standards, self-management, problem solving, attention to details, teamwork, personal grooming, food and beverage are considered crucial in satisfying customer needs to achieve a positive customer experience (Bharwani &

Jauhari, 2013; Doyle, 2018; Kamanzi, 2016; Kandampully, Zhang & Jaakkola, 2018; Kay & Moncarz as cited in Sisson & Adams, 2013; Sadik, 2017; Sousa, Santo, Sacavem, Dos & Sampaio, 2019).

The recent (COVID-19) pandemic has brought to fore one clear example of how important it is to have knowledge and skills in health and safety as it relates to the field of hospitality, especially when it comes to relating to the customers who patronise such services. Generally, because of the high infectious nature of the virus that causes the COVID-19 disease and some other infectious diseases, many customers are afraid of contracting the disease and therefore stay away from travelling or patronising hospitality services. In such circumstances, having adequate knowledge and skills in infection control to adhere to universal safety precautions as well as having an attitude to communicate same will encourage customer retention.

Furthermore, knowledge in areas such as food hygiene and safety, recipe and trends, ethical standards, guest service standards, hospitality services and products along with others have been identified as essential qualities needed by staff in the hospitality industry (Johanson, Ghiselli, Shea & Roberts, 2010; Tesone & Ricci as cited in Alexakis & Jiang, 2019). Chan and Coleman (2004) also reported in their research that, good attitude was one of the important qualities employers needed from their employees in the hospitality sector. Such include cooperation, uprightness, feeling of having full control of the hospitality facility, joy of hosting guests and others. These attributes are key contributors to possessing positive attitude toward work in the hospitality industry.

For that reason, hospitality industry true measure of any success lies in the organisation's ability to consistently please its customers and to gain a competitive edge by acknowledging and managing customers of different cultural backgrounds (Asimah, 2018; Kandampully & Suhartanto, 2000). For that matter, employers must recognise and appreciate human resource development as the key to securing their future. Also, other factors such as location, suppliers, ability to market, customer relation management, economic status and the business model as a whole can lead to the smooth operation of such ventures (Alvarez-Ferrer, Campa-Planas, & Gonzales-Bustos, 2018; Langvinienė, & Daunoravičiūtė, 2015).

Universities' organisational structure is set up primarily to run academic and research programmes (Amponsah, & Onuoha, 2013), and not hospitality services. Consequently, the traditional staff recruitment into universities and their continual development is geared towards achieving academic goals. The introduction of serviced-based commercialised hospitality industry is relatively new to their operations, and therefore could face challenges associated with skill required, requisite knowledge of staff, customer care and satisfactory management, all of which may affect the sustainability of operations of hospitality service units they own.

In addition, the transfer or posting policies within the universities, which enables staff, especially administrators to work in different offices/units at one point in time, means that, there are chances that, staff may be transferred or posted to a hospitality unit without having the requisite background to function properly. It is important that, staff who are posted to hospitality units possess adequate

managerial skills, customer skills, knowledge and have positive attitude towards work which will help them function effectively and efficiently. The appropriate workforce could increase the patronage of these hospitality service units and thus fulfill their mandate in the public universities.

Statement of the Problem

Many studies have reported on the management, operational challenges and human resource factors that mainstream traditional hospitality businesses face including shortage of skilled labour, high turnover of staff and even total collapse (Asimah, 2018; Boahen *et al.*, 2013; Frempong & Okyere-Kwakye, 2013). Other studies also recounted the entry requirements and job expectations of the hospitality industry (Johanson *et al.*, 2010; Tesone & Ricci, 2005; 2012). Areas such as job requirement, challenges, skills and training needs and competencies of staff in the hospitality industry have also been reported on by some researchers (Baum, 2002; Kay & Moncarz, 2004; Baum & Weinz, 2010; Sisson & Adams, 2013; Varra, Scioni, Grassini & Giusti, 2021). Review of the previous studies indicate that they have all predominately focused on human resource factors that affect mainstream hospitality service operators whose primary mandate is to provide hospitality services, while no study has been conducted to investigate similar factors that may affect counterculture operators or institutions such as those operated by higher educational institutions.

Notwithstanding the fact that universities are the bedrock of human resources training for all sectors of the economy, their core mandate may preclude them from recruiting and maintaining the needed workforce specific for the hospitality

industry. As a result, questions regarding quality of services offered by hospitality units operated by public universities have emerged. In spite of their core mandate, universities recent involvement in the hospitality industry makes it imperative that there is availability of high-quality and special skilled staff within the context of human resource administration in higher education. This is particularly true if we consider that the human capital plays an important and critical role in the outcomes of ancillary commercial services.

However, till date, little attention has been paid to human resource factors that may affect hospitality service units operated by public universities in Ghana, specifically University of Cape Coast and University of Ghana, in spite of the fact that the functionality of the hospitality service units is largely dependent on their workforce. It is against this backdrop that the study seeks to explore the knowledge, skills and attitude of workforce operating the hospitality service units in two public universities in Ghana.

Purpose of the Study

The purpose of this study was to explore what constitutes the requisite knowledge, skills and attitude of the workforce of hospitality service units in University of Cape Coast (UCC) and University of Ghana (UG) that affect their operations.

Research Questions

Grounded on the purpose of the study, these following research questions were framed to direct the study:

1. What is the profile of the workforce working in the hospitality service units in UCC and UG?
2. What hospitality knowledge is identified to be necessary by the workforce in hospitality service units in UCC and UG?
3. What are the skills set identified to be relevant by the workforce in hospitality service units in UCC and UG?
4. What are the attitudes of the workforce towards customer care in hospitality service units in UCC and UG?

Significance of the Study

The significance of the study is to contribute to already existing knowledge on human resource challenges of the hospitality industry. The study sought to determine the workforce factors that influence customer satisfaction and operations in the hospitality industry run under public universities. The findings would not only be relevant for the congenial operation of the services, but also identify human capital gaps. The findings and recommendations from this study would be disseminated to the directors and administrators (managers) of hospitality service units and the directorate of human resource of public universities through briefs. This, hopefully, would inform human resource practice on hospitality management and influence decisions on managing hospitality service units, which would also enhance the overall image of the universities concerned and help avoid the collapse or malfunctioning of hospitality service units in their respective universities thus promoting longevity.

Further, apart from providing data on the human resource competencies of hospitality service units in public universities, the findings would enhance customer experiences thus increase patronage that would lead to increase in the generation of IGFs. The findings of the study can also be a prelude to further studies in the area of hospitality service administration in tertiary educational institutions.

Delimitations of the Study

This study was delineated to the University of Cape Coast (UCC) and University of Ghana (UG). It focused on the hospitality service units of the two public universities which provide accommodation services such as guesthouses or chalets and food and beverages services such as restaurants, canteens, and clubhouses. The study involved junior and senior administrative staff, senior members (managers, account officers, receptionist/s or front-line officers, supervisors and waitresses) working in the hospitality service units at the time of the study. The study concentrated on factors such as the knowledge levels, skills set, and attitudes of the workforce that are essential for effective and efficient running operations of hospitality service units.

Limitations of the Study

A total of 226 staff were enumerated to have met the inclusion criteria to be included in this study, however, only 157 staff (response rate 69.5%) were reached for the study. Though this indicates a relatively high response rate, the results of this survey should be interpreted with caution as the proportion that was not reached is quite significant. Surveys of this nature, like other surveys are susceptible to self-selection bias because respondents who participated in the study are more likely to

be confident in their abilities and therefore more likely to be positively bias in their response on the level of importance of the selected competencies. These factors may influence the accuracy of generalizing from the findings of this study.

Definition of Terms

Hospitality industry: A broad category of fields within the service industry that includes accommodation, food and drink service, recreation (event planning, theme parks) and travel and tourism.

Service: System that provides people with something that they need.

Unit: A group of workers who come together to provide a particular service and also forms part of a larger organisation (the University)

Public University: University that is predominately funded by public means through a national or sub national government, as opposed to private universities.

Industry: An activity that many people are involved in especially one that has become commercialized or standardized.

Knowledge: The acquired basics of information essential to execute a task effectively.

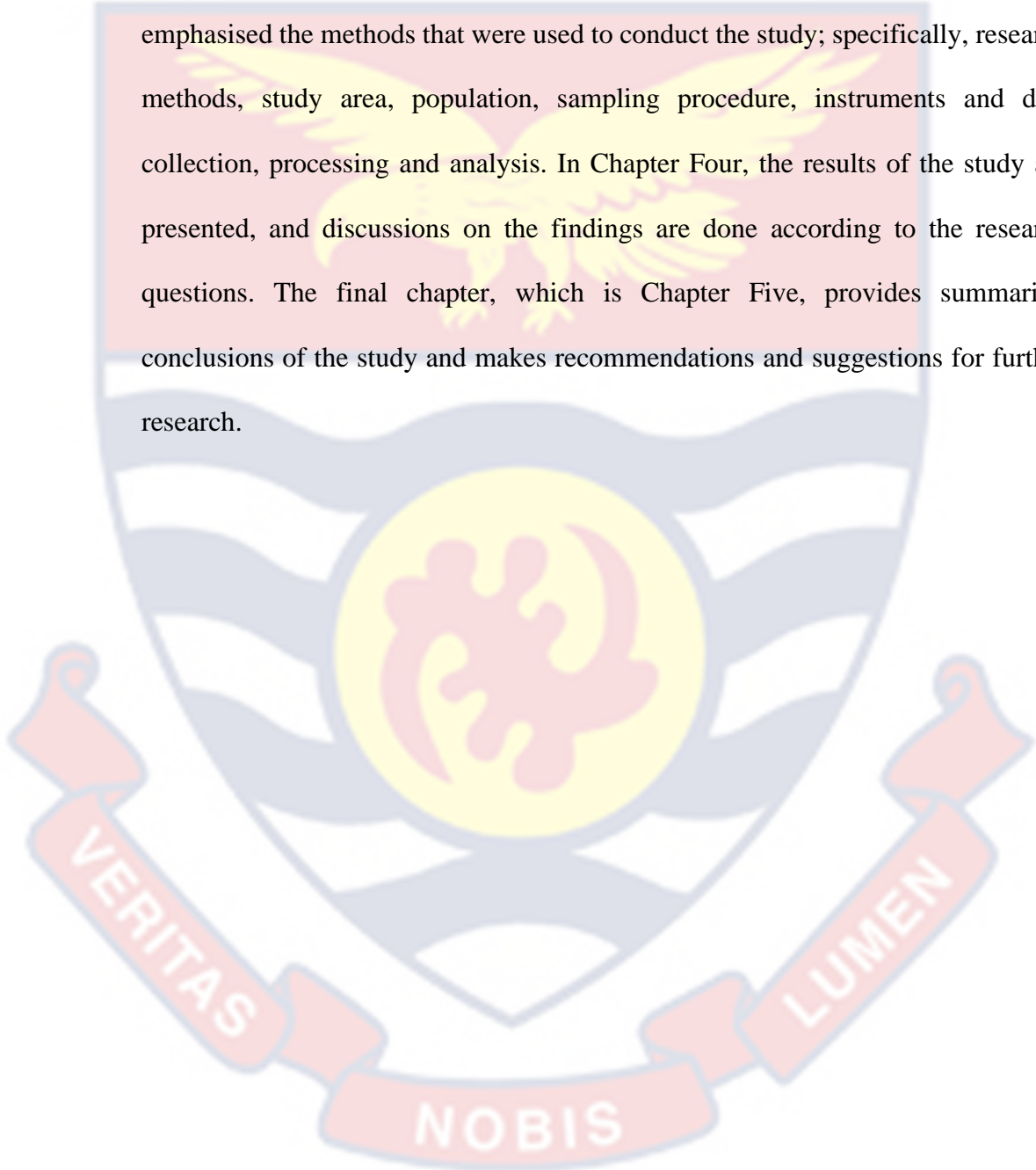
Skills: The motor as well as relevant abilities required to complete tasks within a period to yield a determined outcome.

Attitude: The emotional approach exhibited in our daily interaction with the workplace or our environment.

Competency: The knowledge, set of skills, and attitudes that enable an individual to adequately complete a task or activity within a specific environment or context.

Organisation of the Study

The study has been structured into five chapters. The remaining four chapters include; Chapter Two, which reviewed related literature to the study. Chapter Three emphasised the methods that were used to conduct the study; specifically, research methods, study area, population, sampling procedure, instruments and data collection, processing and analysis. In Chapter Four, the results of the study are presented, and discussions on the findings are done according to the research questions. The final chapter, which is Chapter Five, provides summaries, conclusions of the study and makes recommendations and suggestions for further research.



CHAPTER TWO

LITERATURE REVIEW

In order to obtain a better perspective of the study, relevant literature has been discussed in this chapter to provide a directional focus of the study. As discussed in the earlier chapter, this study was to investigate the background characteristics of hospitality workers in two public universities in Ghana and identify the desired competencies needed to help the hospitality establishments in these universities to improve on their operations. This chapter has been divided into six sections: the first section looks at the general overview of the hospitality industry; the second section discusses hospitality industry in Ghana, followed by the involvement of Ghanaian public universities in hospitality services. It further continues with the empirical review on competency models in the hospitality industry, the conceptual framework and finally discusses the theories on knowledge, skills and attitude which supports this study.

Hospitality Industry

According to Tuhin and Majumder (2011), hospitality is the sensuality with which strangers or guests are welcomed and their basic requirements for lodging and food are met. Other authors define hospitality as the relationship between a host and a guest or an entertainment given to visitors, or strangers and guests, with kindness (Mullins & Dossor, 2013; Popova, 2012). On the other hand, hospitality industry comprises the firms or organisations involved in the provision of services such as food and /or accommodation to people who are away from their home (Mullins & Dossor, 2013).

Considering the definitions from these authors, it is obvious that the hospitality industry is a service-based industry. In confirmation, Wei and Ho (2019) state that, the task of the hospitality industry being a service industry is to satisfy guest and create shareholder wealth by servicing. Lovelock and Patterson (2015) define services as an economic activity that see to the provision of customer needs and welfare through the creation of standards at a particular place and time so as to bring change in the recipient of that service. Basically, service industries depend most often on the human capacity, that is to say, they are labour-intensive. Research has shown that there are more female workers in the hospitality industry than males (Baum & Odgers, 2001; Bird, Lynch, & Ingram, 2002). Also, Baum and Odgers (2001) study noted that higher levels of education were not required to undertake work in the hospitality industry, especially for type of work that involve front office.

Worldwide trend indicates that hospitality industry is one of the fastest growing industries in the world, apart from tourism, accounting for more than a third of the total global services trade (International Labor Organization, 2010). Indeed, the two service industries together accounted for 9.8% of global GDP in 2014, and employed over 270 million people worldwide (International Labor Organization, 2010).

Despite the recent advances in technology, the hospitality industry is experiencing increasingly sophisticated customers whose expectations have to be met, even in the face of intense competition from competitors. Against this backdrop, hospitality employees have to cope with the rapid change and the

challenges of functioning effectively in skills driven, information-based, knowledge-intensive, and service-driven industry. Such challenges have brought to the fore role demands and requirements of employees in the various sectors of the hospitality industry in order to deliver service quality (Mullins & Dossor, 2013). In a study conducted by Wei and Ho (2019), it was evident that suppliers' (human resource) competencies (knowledge and skills) and reputation (which include attitude) were very important signals considered when it comes to service quality. They concluded that deficiency in such values could adversely affect their operations.

Also, it has been established that the hospitality industry plays a very important role in international tourism. Therefore, development and innovation in the industry are some of the crucial ways to sustain the industry. Regardless of the fact that hospitality industry can be developed in many ways, one of the most efficient and effective ways is the progress of the human resource or employees of the hospitality establishment. Indeed, it is been said that for the hospitality industry, the true measure of success lies in an organisation's ability to consistently satisfy its customers and to gain a competitive edge by admitting the existence of different customers as well as their cultural backgrounds (Kandampully & Duddy, 2001) .

The cardinal objective of hospitality industry, therefore, is to equip the staff with the relevant competencies to work effectively and be competitive in the global market. People employed in the hospitality industry must, therefore, possess competencies that correspond with and are specific to their job requirement to be efficient in their positions (Kandampully & Duddy, 2001). These standards include

the ability to communicate in the most effectual manner and show a high degree of professionalism. The employees working within the hospitality industry should also have specific personality traits, such as friendliness, honesty and dependability.

Hospitality Industry in Ghana

The operation of hospitality industry in Ghana dates back to the colonial period where Ghana's colonial masters established accommodation facilities to host their guests (Akyeampong as cited in Dei and Mensah (2013). Following Ghana's independence in the 1950s, the government recognised the importance of such facilities and how they could best contribute to the country's economy, for this reason government established the Ghana Hotels Limited to manage those facilities (Dei & Mensah, 2013). Furthermore, history shows that government invested in the hospitality and tourism sector and established a ministry in 1993; that is, the Ministry of Tourism, Culture and Creative Arts. This ministry has brought together some influence from the Ghana Tourist Board (GTB), Ghana Hoteliers Association (GHA), Hotel Catering and Tourism Institute (HCTI) and Ghana Tourist Development Company (GTDC) to help the industry realise its potential (Amankwah-Amoah & Debrah, 2016; National Development Planning Commission (NDPC), 2005).

Some of the government owned hospitality firms included Golden Tulip in Kumasi, City Hotel in Kumasi and Continental Hotel (now Golden Tulip) in Accra among others. However, in the 1980s, the government's sole choice for transforming the industry was to privatise these facilities due to poor management and subsequent losses (Akyeampong, 2009). As alluded by Wei and Ho (2019) and

Blake, Sinclair and Soria (2006) poor human resource factors and reputation as well as other factors such as bankruptcy, poor equipment and infrastructure among others led to outsourcing and total collapse.

Currently the Government of Ghana has dedicated its attention to providing a pleasing environment for the hospitality and tourism industry to flourish, instead of directly operating such firms (Amankwah, Debrah, Honeynuga & Adzoyi, 2018). Ghana can now boast of four-star hotels such as African Regent Hotel, Cocoa Bean Hotel, Fiesta Royal, etc. and other multinational chains which include Movenpick and Kempinsky. Today, the food/restaurant industry in Ghana is also thriving particularly due to influx of tourists, corporate jobs, and the demographic changes over the years which are making it inevitable to depend on restaurant for their services (Amofah, Gyamfi, & Tutu, 2016).

Involvement of Ghanaian Public Universities in Hospitality Services

Ghanaian public universities have been mostly reliant on government funding over the years (Edu-Buandoh, 2010; Twene, 2014). However, according to a report by the National Forum on Funding Tertiary Education (Twene, 2014), government expenditure on higher education finances climbed from 17 percent to 36 percent between 1981 and 1992, reaching 41 percent in 1994. As a result, in the twentieth century saw the introduction of the policy of sharing cost which has become the norm (Atuahene & Owusu-Ansah, 2013). This policy came about as a result of the dwindling inflow of funds from government since it had some other economic pressures, and competitions from other public institutions (Katu, 2016; Okebukola, 2015). Based on this, the academic user fee from the shared cost became one of the

means of obtaining funds internally by public universities (Katu; Twene, 2014). The government also gave approval for public universities to introduce IGFs to support their activities, as reported by Ghanaweb (2005). Some of the sources of this IGF include residential fees, and academic user facility fees (Atuahene & Owusu-Ansah, 2013). Others include some business ventures such as hospitality facilities (restaurants, guest houses, etc.), lecturers' accommodations (flats and bungalows), production of packaged drinking water and many other ventures. There is a clear indication why public universities are involved in this hospitality industry venture. From an anecdotal study, the hospitality industry contributes about 8% to the funds generated internally by the University of Cape Coast; one of the study areas. Aside the contribution to IGF, it has also cut down the cost of providing hospitality services to visiting lecturers and other guests of these universities. Instead of spending huge amounts of money on other privately owned firms, those monies are spent internally. Also, it provides training grounds for students on internships and practical bases. Some of these hospitality service units in some public universities, specifically University of Cape Coast and University of Ghana include Institute of Education Chalet and Restaurant, University of Ghana Guest Centre, Institute of African Studies Yiri Lodge, University of Cape Coast Senior Club house, restaurants in some of the halls of residences managed by the university among others.

Competency Expectation in the Hospitality Industry

According to some researchers, knowledge, skills and attitude can be conjoined in a single term "competency" (Anthony, 2015; Chung-Herrera, Enz & Lankau,

2003.; Commey, Desere & Hattingh, 2018; Le Deist & Winterton, 2005; Lowry & Flohr, 2005; Parry, 1998; Quinn, Faerman, Thompson & McGrath, 2003). White (1959) introduced the term competency and McClelland (1973) popularised its popular use in the literature by advocating testing for competencies through a model that contained analyses of operant and respondent behaviour. Boyatzis (1982, 2008) defines competency in a generic form as any underlying characteristic an individual possesses and uses which leads to successful performance in a job-related context. Hoge, Tondora, and Marrelli (2005) offer a definition of the competency and its four components; “competency is a measured human capability required for successful performance. It consists of information, a particular skill or aptitude, a personal feature, or a group of these work-related building components”.

On the other hand, Seal, Naumann, Scott and Royce-Davis (2011) are of the view that competency is a capability or ability helps one to perform a task successfully on the job. Ford, Sturman, and Heaton (2011) support this statement as they indicated in their research that in order to give outstanding service, organisations require employees with the necessary knowledge, skills, abilities, and attitudes which should affect a major part of their job. Competencies are a set of interrelated knowledge, skills, and attitudes that are associated with job performance, can be tested against well-established standards, and may be reinforced through training and development. They are fundamental component of a person's professional function and responsibility (Parry, 1996). Various authors have expressed differing opinions on the subject of competency, and it appears that

there is little agreement on the universality of the concept, making it a topic for further discussion.

It has become obvious from previous studies that service-related jobs require specific competency (Knowledge, Skills and Attitudes-KSAs) that need to be discussed in context, but most literature has focused on only the skill component of competency. Sneed and Heiman (1995) in a survey of 74 recruiters identified 'leadership' as the most important characteristic needed for the service work. They also identified other attributes such as, communication skill (interpersonal verbal, writing, and listening skills), decision making/critical thinking and financial skills as very important to students. In a similar study to identify the important skills that hotel and restaurant employees in the USA, especially, managers were expected to possess leadership qualities in order to be successful in their role (Breiter & Dements, 1996). In line with the findings of the Sneed and Heiman study, "leadership" was deemed to be the most crucial skill, with "communication" ranking second followed by 'employee relations'.

While leadership and communication were ranked to be the first two important skills in the earlier studies, Geissler and Martin (1998) in a review of literature identified ten skills considered relevant for effective service management. They found the top priority skills to be problem solving skills, creative decision making, ability to set goals, leadership and communication skills. Others included the capacity for change, stress and time management, staff development and evaluation the capacity for listening, teamwork and good interpersonal relationship. From the foregoing, leadership and communication are two of the most essential

competencies in the hospitality industry. It goes on to emphasise that both hospitality educators and employers must have a duty to shift to the development and understanding of leadership concept in the organisation since many hospitality industries underperform or collapse due to leadership failures. In a similar manner, the ability to communicate is seen as core to the delivery of hospitality service (Geissler & Martin, 1998; Umbreit, 1992).

Ford and LeBruto (1995), Geissler and Martin (1998), Gustafson and Partlow (1998) were unanimous in the types of competencies that are relevant to the hospitality sector. These competencies can be clustered into six broad areas; leadership, human resources, service marketing, financial analysis, total quality management, and written and oral communication skills. In another view, Katz (2009) reduced the areas into three distinct areas; technical skills, human resource skills, and conceptual skills (Breiter & Dements, 1996). The study emphasised the importance of conceptual skills in order to meet the encounter of a changing guest base and business environment. Hersey and Blanchard as cited in Woods and Kings (1995) identified conceptual skills as a person's capacity to perceive beyond the technical components of his job. It entails understanding the interconnection of various parts and functional units inside the workplace, as well as recognizing the big picture of how the company fits into the industry, the community, and the rest of the world.

Meanwhile, some authors have decried the poor attention given to conceptual skills (Breiter & Dements, 1996) whiles Baum (2002) posits much emphasis on human resources competencies (coaching, training, negotiating, disciplining, and

handling difficult people). Umbreit (1992) agreed with Baum's that, human relations related competencies as the most important within the top ranked competencies. These cover matters such as dealing with visitors, working with employees, acting professionally, and communicating. Knowledge of tools, techniques, methods, procedures, or processes related to one sort of activity is referred to as technical skill. In the realm of hospitality work, specific roles require the knowledge and application of unique set of technical skills to their particular jobs which is acquired by formal training (Breiter & Dements, 1996; Woods & King, 1995). In support of this, Katz (2009) states in his study that for one to achieve more leadership role, conceptual and human skills take more precedence over technical skills. In his studies, he proposed a model for differentiating effective performance on the basis of skills and also grouped three categories, i.e., technical skills, human skills and conceptual skills.

Due to the complex nature of competency, competency frameworks/models were researched by many scholars (Brophy & Kiely, 2002; Chung, 2000; Chung-Herrera *et al*, 2003; Kay & Moncarz, 2004; Nilsson, 2018; Tesone & Ricci, 2005). According to Boyatzis (1982), a competency model is a template used by management to aid in the selection and recruiting of employees and this has become an important tool in Human Resource Management and thus the development of instruments to measure them (Le Deist & Winterton, 2005).

In connection to the precursors of competency framework/model, Suh, West and Shin (2012) as well as Kay and Russette (2000) generated a six dimensions of core competencies after their factor analysis as hospitality skills, interpersonal

skills, supervisory skills, food and beverage management skills, leadership, and communication skills. In addition, Nilsson (2018) developed a model in support of the knowledge, skills and attitude required of staff in the hospitality industry. It includes being customer focused, communication, financial awareness, teamworking, planning and organising, problem solving among others. Sisson and Adams (2013) also grouped competencies into three categories; soft, hard and mixed competencies.

While various models of competency have been researched and developed by various authors, some of which have been discussed here, most of them have concentrated on the mainstream hospitality industry and which failed to account for emerging hospitality markets. The models also predominantly considered soft and hard skills and paid little attention to emerging themes on knowledge and attitude competencies. Still, others also concentrated on the leadership or top rank roles rather than involving lower ranks roles, and across all services (accommodation, food and beverage, etc) of the hospitality industry in one study. Despite this identified weakness, the competency models remain the best framework for a study that seeks to assess relevant knowledge, skills and attitude of staff in the hospitality industry and to explain the relationship between the components. While reviewed work supports the components and interactive relationships, more research is needed to confirm any proposed domains, and to clarify which domains may be more important or identified to be important by staff working the sector.

Conceptual Framework

According to Wong (2020), scholars classify competency based on specific dimensions or components according to their theoretical orientations and purpose of their study. For instance, Cheetham and Chivers (1996) included cognitive, functional, personal, ethical/value, and meta-competencies in their competency model based on the study of 77 competences that were clustered. Boyatzis (2008) on the other hand developed a framework through critical incident research and identified the following as components: cognitive competencies, emotional competencies, and social competencies; Le Deist and Winterton (2005) and Bharwani and Talib (2017) also developed a competency framework to include; meta-competencies, social competencies, functional competencies and personal competencies. For the purpose of this study, a competency framework based on the review of previous models was developed by categorising the competencies into three simple but broad sections, knowledge competencies, skills competencies and attitude competencies (KSAs).

Based on this proposal, the framework for this study consisted of four sections, section one includes the makeup of the individual components of competency. The individual components include knowledge, skills set and attitudes towards guests and work. Knowledge here represents the cognitive aspect of competency which is related to the conceptual knowledge of an individual and play a crucial role in strategically responding to complexities and challenges of the operating environment (Bharwani & Talib, 2017). On the other hand, skills is defined to represent functional competencies which relate to the job-specific technical skills

of an individual. Finally, attitude toward work and guests represents the social competencies. It is related to the interpersonal qualities to handle the unique challenges of leading teams and effectively engage with increasingly discerning hospitality guests to enhance customer service experiences. Attitudes and behaviours of individuals and their abilities to effectively interact with others are also important aspects of competencies (Section Two).

Figure 1 illustrates the conceptual framework developed for this study. The unique individual but interrelated components come together to form competency (Section Three) which when considered important and carefully implemented by individuals who work in the hospitality service units of public universities should yield effective operations (Section Four). Competency in the context of this research is the knowledge, set of skills, and attitudes that enable an individual to adequately complete a task or activity within a specific environment or context.

Because knowledge and skills are largely surface traits and hence easy to observe and quantify, this study concentrated on the KSAs. They can be developed and have a trainability dimension. Individual attitudes and the behaviors that result from them can sometimes be changed or molded, and they are more amenable to learning. Thus, KSAs aspects of competencies are useful in operating service job. Correspondingly, KSAs of competency is interrelated and for that matter should not be treated and considered individually. For instances a hospitality service unit staff may have knowledge of guest standard, and the right attitude when it comes to the needs of others (guests) but if the staff lacks communication skills one will be unable to build the rapport with guests.

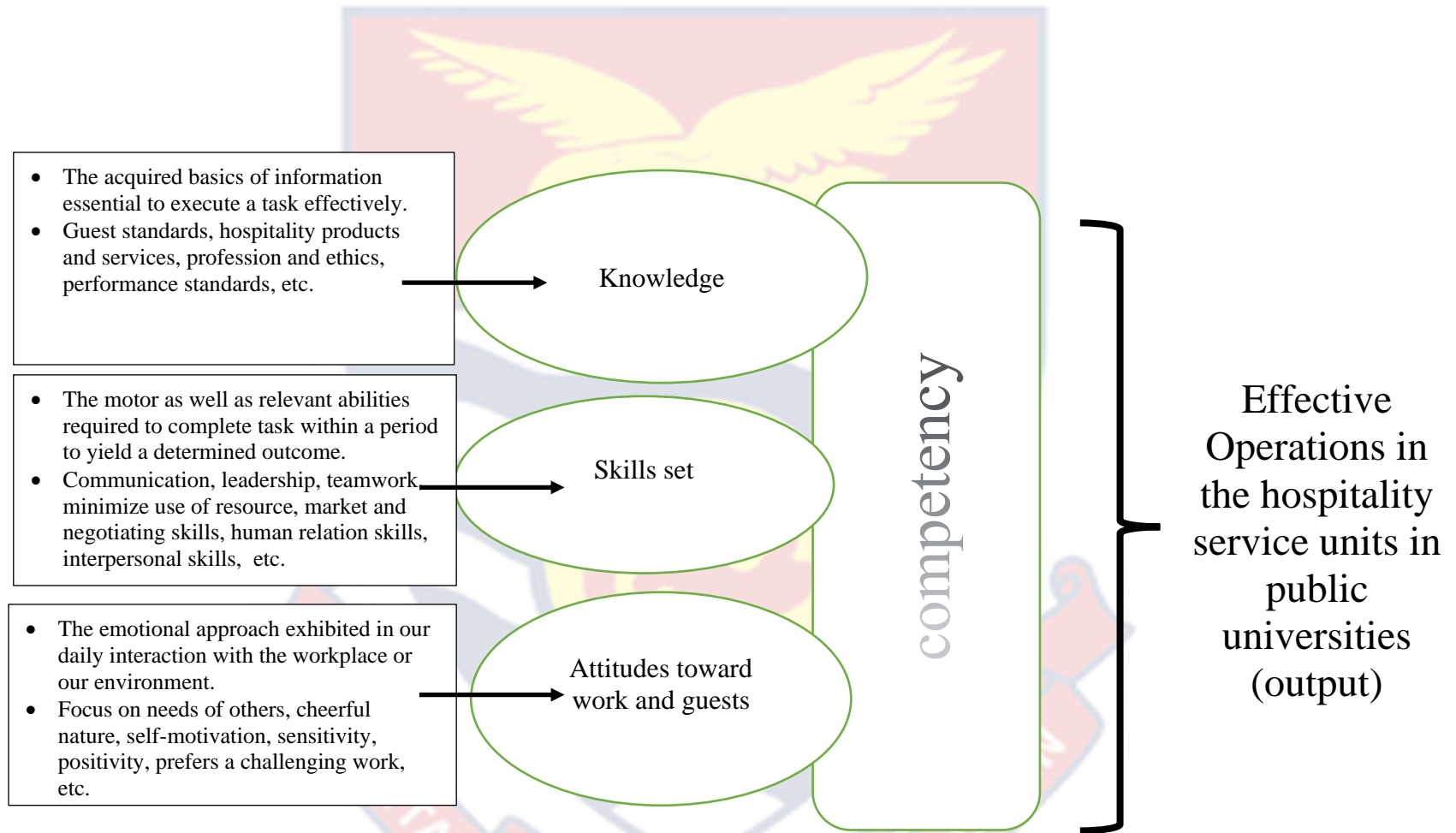


Figure 1: Conceptual framework on competency required by staff of hospitality service units of public universities (Authors construct)

Theoretical Models of KSAs and their Application in the Hospitality Industry

The theoretical perspective, or the technique of perceiving an interesting occurrence, is one important component supporting social science research. According to Schutt (2019), theory is viewed as a logically connected collection of claims on empirical reality. Below are some discussions of some theories on knowledge, skills and attitudes.

Knowledge in the Hospitality Industry

Knowledge in a specialised area is one of the tactically important resources for most industries (Zack, 1999b), including the hospitality industry. It creates the basis for innovative activities and flexible adaptation to the environmental changes and also serves as a primary driver for development and successful competition (Gupta & Govindarajan, 2000; Jiménez-Jimenez, Valle, & Hernandez-Esparalldo, 2008). The phenomena of knowledge as a valuable asset have emerged from many concepts such as Organisational Learning, Knowledge Transfer, Knowledge Management, and Knowledge-based System etc. over the past decades (Wang, 2007). Suffice to say there is no solely existing definition of knowledge. According to Davenport and Prusak (1998), knowledge is a dynamic mix of framed experience, values, relevant information, and expert opinions that serves as a framework for examining and assimilating new experiences and information.

According to some theorists, to evaluate knowledge accurately is to recognise the component that makes up that knowledge. Some other theorists propound that the content of knowledge is dependent on the individual person and their ability to

process perceived information and how they are able to contextualise it based on their experiences (Greiner, Böhmman & Krcmar, 2007). Lemos (2020) in his theory of knowledge identified “three senses of knows” to include propositional knowledge, acquaintance knowledge, and the how knowledge. He explains that propositional knowledge is linked to knowing what is supposed to be, that is, the actual truth or fact. An example is the sun rises at the east and sets at the west; where one finds himself or herself, the sun rises at the east and sets at the west and that is the mere truth.

On the other hand, as introduced by Russell (1912), an earlier advocator of the concept knowledge, acquaintance knowledge occurs when the subject or a person has an immediate awareness of some propositional truth. He continues to explain acquaintance knowledge as a familiarity one has with an object, place or thing which is typically obtained through perceptual experience. This results when there is a direct casual interaction between a person and something the person perceives, and is obtained through exclusive experience. This means with acquaintance knowledge, one has to really experience the thing, person, or activity as opposed propositional knowledge which is a knowledge which seems to be the mere truth about that object, person or activity.

The third sense of “know” identified by Lemos (2020) is “knowledge of how”. This is a type of knowledge that does not necessarily confer on the person the ability to do something. For instance, in the hospitality industry, personnel in the house keeping unit may have knowledge in the chemicals used in cleaning the washroom

but when it comes to the ability to clean with those chemicals, he or she may lack that ability.

Furthermore, tacit and explicit knowledge are some other theories of knowledge as identified by Polanyi (1966), Nonaka and Takeuchi (1995) and Nonaka and Konno (1998). According to them, tacit knowledge is an embedded kind of knowledge which guides one's behaviour and mostly obtained through experience. It also comprises intangible factors such as a person perspective, belief and values (Nonaka & Takeuchi, 1995). Researchers agree that this type of knowledge is acquired without necessarily intending to learn or having the realization that one has learnt, that is individual obtained it through direct experience, reflections, and internalization of stories been told and interactive discussions (Hoe, 2006; Nonaka & Takeuchi, 1995; Tua, 2000). Tacit knowledge which is contextualised is mostly difficult to code, store, formalize, communicate and even disseminate (Nonaka & Takeuchi, 1995).

Explicit knowledge, according to researchers, is the polar opposite of tacit knowledge. This type of knowledge can be coded, saved in various media, formally communicated in the form of instructions or procedures, and conveyed numerically or in terms (Anderson, 1986; Nonaka & Takeuchi, 1995; Zack, 1999a). The above-mentioned kinds of knowledge have further been deduced into other forms including declarative knowledge, (know what knowledge), procedural knowledge (know-how knowledge), casual knowledge (know-why knowledge), somatic knowledge, conceptual knowledge and many others (Bakken & Dobbs, 2016; Olomolaiye & Egbu, 2005; Hoe, 2006; Samenfink, 1992).

From the above discussions, it is clear that individuals may possess a form of knowledge but as to whether the individual possess the knowledge required to perform task in their field could be a gap. It seen in the earlier discussions that there is some knowledge that happens naturally, that is, it is built or embedded or it is the obvious thing that exists. Likewise, in the area of hospitality, some employees may have some amount of propositional or tacit knowledge because that activity is the norm or already exist. For instance, a receptionist knows that as a receptionist, one's work involves receiving guests and must exhibit good ethics in receiving them, but then the know-how knowledge or procedural knowledge could be missing because one has not acquainted or perhaps experienced that activity and thus it could be concluded the person lacks knowledge in guest service procedures.

Accordingly, knowledge in guest service standards, organisational and leadership standard, performance standard, financial management, marketing, information technology, professional and ethical standards, terminologies used in the industry, among others have been identified by hospitality managers and employees as essential for working in the hospitality industry (Abdullayeva, 2014; Ford *et al.*, 2011; Kay & Moncarz, 2004; Santo, Sacavã, Dos Reis, & Sampaio, 2019; Tesone & Ricci, 2005; Tesone & Ricci, 2012)

Skills Required in the Hospitality Industry

According to Baum (2002), in order to gain a successful competition among hospitality firms, employees must possess some skills to execute their tasks. Different skill levels have been seen to have varying economic effects to a large

extent on staff and employers as well as national and worldwide settings (Green, 2011). It is, therefore, an important to debate what skills actually are.

On the authority of Riley, Ladkin and Szivas (2002), because skill perceptions are largely subjective and relative, skill is constantly a source of contention. Bradley, Erickson, Stephenson, and Williams (2000) maintained that in defining skills the following categories should be taken into consideration; formal qualification held by the individual, amount of training required for a job and the ability of an individual to perform complex job task. On the contrary, Green (2011) proposed a scientific definition which orients toward human and socio-economic development and suggests will be relevant in the 21st century. Green said skill is a “personal quality with three key features that is productive, using skill is productive of value; expandable, skills are enhanced by training and development; and social, skills are socially determined” (Green, 2011, p.5).

Despite the difficulty in defining what skills actually is, Payne (2000) considered skills to cover everything from reading, writing reliability, collaborations, reasoning, problem resolution and determination to confidence, judgment, leadership, team working, customer experience, self-management and continual development. Noe, Hollenbeck, Gerhart and Wright (2015) propounded skills as the level of performance of an individual on a specific task. They also define skill as the capability to perform a job well either administering some technical features (technical skills) and behavioural features (generic skills). According to some research domains, there are different classifications given to

skills. Some of these classifications include generic skills, technical skills, soft skills, hard skills, specialised skills, basic skills, cognitive skills. Still, others identified skills to include conceptual skills, operations skills, human resources skills and personal skills. (Baum, 2002; Ford *et al.*, 2011; Raybould & Wilkins, 2005; Weber, Crawford, Lee & Dennison, 2013).

Considering all the above, the question is how do individuals acquire skills. On the account of Fischer (1980), skill acquisition occurs throughout life, from childhood through adulthood, through cognitive growth. He identified that the way an organism (human) reacts to its surroundings is one component that contributes to cognitive growth. Researchers have stressed that human development encompasses not just developmental mechanisms and a developmental sequence, but also the role of contextual and interpersonal factors on learning (Fischer, 1980; Fischer & Bidell, 2006), which also contributes to skills acquisition and development. From the Fischer theory of skills, he identified three tiers that contribute to skill development and perhaps skills acquisition to include “sensorimotor skills, representation skills and abstract skill” (Fischer, 1980, p. 179). Each level of skill growth, according to his research, gradually increases in complexity, with a skill at one level being constructed directly from the previous one and this happens over time. Also, skills develop in contexts, according to Fischer's research. The exterior world that is the place or setting in which the skill is performed; the internal world which represent a spectrum of emotional and biological states; and the interpersonal world which is the other people and the amounts of support, challenge, or stress they provide are all contexts.

In applying the above theory by Fischer, individuals in the work environment have some amount of skill which they have acquired over time, from infancy to adulthood and through interacting with their environment. The environment to my understanding may include the training grounds, class room environment, home, and the work place etc. Through all these, individuals acquire some amount and levels of skills that could be interpersonal that is a generic skill or external that is technical skills.

It is, therefore, prudent to discuss what these types of skills are. There are two main types of skills; generic skills and technical skills (Raybould & Wilkins, 2005; Baum, 2002). Some researchers specifically define the term generic skills (Raybould & Wilkins) as employability skills (Bhaerman and Spill, 1988), soft skills or life skills (Martin & McCabe, 2007; Robles, 2012). Furthermore, Curtis and McKenzie (2001) quoted generic employability skills from Achnielsen Research Services (2000) and referred them in their report (Department of Education Science and Training [DEST], 2006). In some other jurisdiction it is termed as core skills (Green, 2011), transferable skills (Bridges, 1992) and process independent qualification. According to Frantz and Misal (2016), generic skill is one that is useful for work and life in general and is not specialised to a particular career or sector. From this definition, it is clear that generic skills a more general kind of skills one has to possess in order to fit in any occupation. Alternatively, employability skills are also described as the abilities needed not just to get work, but also to advance within a company in order to reach one's full capacity and contribute productively to the company's strategic goals (Australian Council of

Educational Research review, 2002). Also, Knight and Yorke (2003) are of the view that generic or employability skills are a collection of accomplishments, insights, and personality traits. Looking at the above definitions, it is clear that generic or employability or core skills are personal attributes, not necessarily learnt in the classroom or through training. Robles (2012) and Donkoh, Quainoo, Cudjoe and Kaba (2012) adds that interpersonal traits, often known as people skills and personal characteristics are examples of soft skills.

Australian Council for Educational Research (2002), adds that because it gives a deeper sense of an individual's long-term aptitude to develop a career and flourish in a changing labour market, employability or generic skills is more appealing as a descriptor than employment related. As a result, the word "employability skills" has a greater chance of referring to the skills and abilities required for success in a variety of contexts, including paid employment. Based on the above, Ersoy (2010) advised that this type of talent should be developed and improved in order to understand and use technical abilities acquired through education and training. Interpersonal skills, assistance skills, leadership skills, connection skills, information gathering skills, information analysis skills, initiative skills, behavioural skills, and quantitative skills have been identified as some examples of generic skills (Baum, 2002). According to Raybould and Wilkins (2005), there are nine generic skills in which employees must possess in order to be successful in the hospitality industry. These include interpersonal, adaptability, and learning abilities, as well as verbal and writing communication, problem solving, conceptual and analytical skills, information management, teamwork,

leadership and self-management. Also, emphasis on 'emotional demands' as an additional dimension of hospitality skills, as was propounded Seymour (2000) whose work was based on a seminal work developed by Hochschild (1983). According to Hochschild (1983), service professionals are expected to regulate their emotions in the best interests of their clients when dealing with them as part of their remuneration.

Furthermore, other authors identified technical skills as hard skills (Baum, 2002; Kamanzi, 2016; Laker & Powell, 2011; Sisson & Adams, 2013; Raybould & Wilkins, 2005). Laker and Powell define technical skills as those skills that entail working with equipment, information and software. Weber, Finley Crawford and Rivera (2009) add that technical skills are required for specific tasks. Additionally, according to some other researchers, technical skills are those that students conceptually develop while enrolled in graduate programs without using their practical or inherent abilities (Raybould & Wilkins, 2005; Martin & McCabe, 2007). Also, Robles (2012) is of the view that hard skills are the technical expertise and knowledge needed for a job. He adds that this type of skill is only useful for a short period of time and inside a specific profile.

Work Attitude Requirement in the Hospitality Industry

In recent days, the attitude of employees of many organisations have become a concern and obtained some attention. This has called for numerous studies of which some influential theorist agree that attitude is a long-term summary appraisal of anything along a dimension ranging from positive to negative, represented in ideas, feeling, or behavioural predispositions or intents to act (Ajzen,

2001; Fishbein & Ajzen, 1975; Olson & Zanna, 1993; Robbins & Judge, 2013). Ross (1992) is of the view that, attitude is the work ethics that guides employees in their professional actions with some moral principles. It is also known as a hypothetical construct that is considered to exist in the mind, is retained in the memory and usually precedes behaviour (Kusluvan, 2003).

Based on theoretical discussions, some theorists view attitude as predispositions (Sarnoff, 1960; Thurstone, 1928). According to them, attitude is a set of dispositions that causes one to react favourably or negatively toward an object, and these dispositions are influenced by feelings, fears, desires, convictions, or other tendencies that cause one to react in a particular way as a result of a variety of experiences (Sarnoff, 1960; Thurstone).

In the opinion of Breckler (1984), attitude is a response to an antecedent stimulus or attitude object, which may or may not be visible. Based on this, the Fishbein and Ajzen theory of attitude and as generally accepted by some school of thought, have deduce three components in the theory of attitude to comprise cognition, affect and behaviour which are responses to that antecedent stimulus (Ajzen, 2001; Fishbein and Ajzen, 1975; Breckler, 1984; Kusluvan, 2003; Simbine & Tukamushaba, 2020). The ideas, thoughts, beliefs, views, knowledge, and information held by one towards an item, event, issue, or person make up the cognition component of attitude (Fishbein & Ajzen, 1975; Breckler, 1984; Kusluvan, 2003). Personnel in the hotel sector for example, have knowledge or information that customers are always right and come first in the industry; this

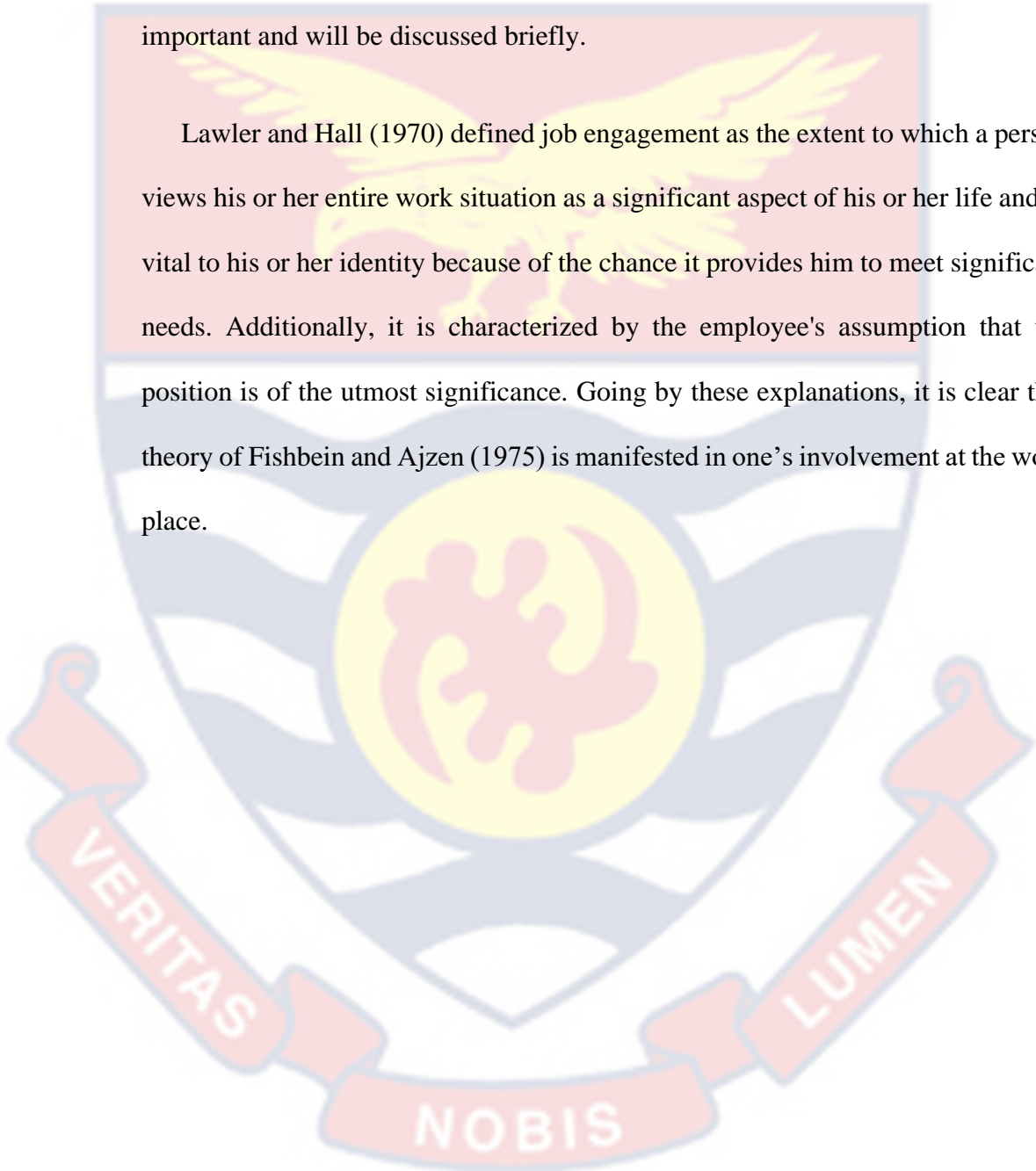
information, in turn, influences these personnel's dealings in the industry. The affective component of attitude, on the other hand, is exhibited by one's emotional reaction or feeling towards that cognition (concept, information, or thinking) of the attitude object. For example, in the example above, one's cognition will influence how they feel about customers or guests.

Finally, the predispositions, intentions, plans, inclinations, and commitments to act or act in a certain way toward an object attitude are included in the behavioural aspect of attitude. Simply stated, behaviour refers to whatever a person does that can be observed (Simbine & Tukamushaba, 2020). Object attitude in this context includes the objects, events, person or issues. As stated in the definition of the behavioural part of attitude, a person who understands that customers or visitors are always right and has a positive attitude toward them and exhibit a welcoming behaviour when attending to their necessities and vice versa. In summary this theory of Fishbein and Ajzen (1975) can be said to be the ideas or knowledge one hold about an object or situation, which intend to influence the persons feelings and emotions which then causes the person to act in a certain manner or way. Based on this theory, Robbins and Judge (2013) posit that people's attitude is mostly influenced by their perception rather than the actual reality.

As seen in the components of attitude an individual's attitudes are shaped or formed and various persons in the same industry or organisation can perceive or react differently when confronted with the same event at the same moment. Job satisfaction, job involvement and organisational commitment are the three attitudes

that have been studied in most workplaces (Gopinath, 2020; Lawler & Hall, 1970). Other attitudes identified in the workplace include organisational support and employee engagement. For the purpose of this study, job involvement is the most important and will be discussed briefly.

Lawler and Hall (1970) defined job engagement as the extent to which a person views his or her entire work situation as a significant aspect of his or her life and as vital to his or her identity because of the chance it provides him to meet significant needs. Additionally, it is characterized by the employee's assumption that the position is of the utmost significance. Going by these explanations, it is clear that theory of Fishbein and Ajzen (1975) is manifested in one's involvement at the work place.



CHAPTER THREE

RESEARCH METHODS

This chapter describes in detail the methods employed to conduct the study, as well as the procedures by which data was collected and analysed. The chapter further explains in sequential manner the research design, study area, population, sampling procedure, data collection instrument, data collection procedure, data processing and analysis, and the ethical issues involved in the research.

Research Design

The purpose of this study was to explore what constitutes the requisite knowledge, skills and attitude of the workforce of hospitality service units in University of Cape Coast (UCC) and University of Ghana (UG) that affect their operations. The study employed the quantitative research method approach. It made use of the descriptive cross-sectional survey design by the use of a questionnaire to solicit responses concerning the research questions of this study. The study, being a quantitative enquiry assumes the post-positivism philosophical view (Creswell, 2009). Research philosophy deals with the nature, source, and development of knowledge (Creswell, 2009; Žukauskas, Vveinhardt, & Andriukaitienė, 2018). It is a viewpoint on how data on a social phenomenon should be gathered, analysed, and used.

According to Creswell (2009), post-positivism researchers are reductionists who believe in using quantitative research methodologies to study or understand a phenomenon. This distinguishing trait allows the facts of the problem under investigation to be reduced to a minor or distinct collection of ideas that may be statistically assessed. On the basis of this description Aliaga and Gunderson (2006),

define a quantitative research method as a phenomenon that involves gathering statistical data and analysing it using arithmetically based methodologies.

The descriptive cross-sectional survey technique was used in this study to analyse the required current human capital competencies in hospitality service units in UCC and UG. Descriptive research methods provide a deeper understanding of current issues, problems, practices, and behaviours (Fox, Bayat & Ferreira, 2007). The descriptive technique was, therefore, effective in getting the background information from the study population at a particular point in time, necessary for speculating into their current knowledge, skills and attitude, as this study was concerned with how individuals may differ in their viewpoint and behaviour based on their background and experiences.

According to Creswell (2012) and Salkind (2010), in using a cross-sectional survey design, the researcher collects and analyses data at one point in time based on the variables of interest. In order to infer trends, cross-sectional survey designs are employed to look at groups of people at different phases at once.

Indeed, Silva (1999) affirms that cross-sectional study is effective in assessing knowledge, attitudes, and practices of the group being examined. One benefit of a cross-sectional survey method is that it concentrates on the crucial details about people and their beliefs, qualities, opinions, and motives and offers insight of a phenomenon. (Goundar, 2012).

Additionally, Williams (2007) reported that, in a cross-sectional research, two or more groups may be compared within the same parameter, making this technique helpful in exploring the required competences of employees in hospitality service

units in complex contexts such as Ghana's public universities, that is, UCC and UG. Again, as the design is frequently based on a questionnaire survey, none participant is lost to follow-up because they are only cross-examined once in this situation.

On the other hand, a cross-sectional study may be susceptible to non-response bias, resulting in a sample that is not representative of the population, if persons who consent to participate in the study differ from those who do not. Despite this weakness, the design was chosen because it had the overarching advantage of addressing the research questions of the study by providing the information needed in a short amount of time, requiring a short time for administering the survey and collecting the information. The choice of the descriptive cross-sectional design was therefore appropriate to help examine current competencies of staff in hospitality service units, such as their knowledge in the field of hospitality industry, their skills and attitudes work and guests. It was also helpful in collecting data at one point in time and make comparison between the two public universities.

Study Area

The study was conducted in the University of Cape Coast (UCC) and the University of Ghana (UG). The two universities are among the 15 public universities in Ghana (GTEC, 2021). The two universities were chosen because they are known to be among early public universities to operate hospitality service units as means of generating additional funds and they being counterculture institutions to venture into hospitality service operations, thus staffing challenges needs to be investigated. These universities run both research and academic programmes, and are at the fulcrum of training human resource for the job market

in Ghana. Apart from that, they also engage in other support services such as health services, hospitality services, security services, etc.

The UCC is five kilometres west of Cape Coast and was established in 1962 to initially train highly qualified and skilled manpower in education but gained autonomy in 1971 (University of Cape Coast, 2017). Now, with over 210 programmes of study, the university is involved in the training of doctors and health care professionals, as well as education planners, administrators, legal professionals, agriculturalists, hospitality managers, professional caterers, etc. The UCC is organised into a collegiate system and currently has five colleges, and each college has different schools/faculties and departments with total staff strength of about 5, 317 and 80,000 regular and distant students (undergraduate 70,000; post-graduate 10,000) (University of Cape Coast, 2017).

The UG is the oldest and largest of the public universities in Ghana, having been established in 1948. The University is located on the West view of the Accra Legon hills and about 13 kilometres north-east of the centre of Accra, the capital of Ghana. Like the UCC, it also operates collegiate system with various schools and departments and has student population over 38,000 made up of students enrolled on regular programmes, sandwich programmes, and distance education as well as students from affiliate institutions and staff strength of about 5880 (University of Ghana, 2021).

Hospitality service units in UCC include the Institute of Education Chalet and Restaurant, School of Business Guest House, University Club House, Department of Vocational and Technical Education (VOTEC) Catering Services, University

Catering Services and Sasakawa Guest House. The UG mostly operate a guest centre (University of Ghana Guest Centre and the Institute of African Studies Yiri Lodge) and a number of hospitality outlets in the students' halls of residence, which include A. A Kwapong Hall, Akuafu Hall, Commonwealth Hall, Volta Hall, Mensah Sabah Hall, Legon Hall, Jubilee Hall, Graduate Hall, etc. These aforementioned hospitality service units run hospitality services and are manned by university employed staff who see to the day-to-day running of the units. For instance, VOTEC catering services in UCC is one of the oldest hospitality units in the UCC, which services include providing food and other catering services as well as serves as a training ground for student who study at the Department of Vocational and Technical Education. The Sasakawa Guest House, Institute of Education Chalet and Restaurant and School of Business Guest House also run food, catering and conferencing services as well as accommodation services. The University Club House and University Catering Services perform catering and hiring services that include hiring of their premises for programmes such as social gatherings. University of Ghana Guest Centre and the Institute of African Studies Yiri Lodge provide accommodation and food services to guests of the university during visits and conferences. Whiles the other hospitality units in the halls of residence provide only food services.

Population

The study population was made up of senior members, senior staff (non-technical), and junior staff (non-technical) from UCC and UG. The target population were staff in the categories specified who work in the hospitality service

units at the time of the study. As the study sought to elicit human resource factors that affect the daily operations of the hospitality facilities, only staffs who were working at earmarked hospitality service units in the two public universities were included in the study. They included frontline officers such as receptionists, administrators, managers, accounts officers, supervisors and housekeepers and senior members who were directly in-charge of such units.

For UCC (see Appendix C), data available at the Directorate of Human Resources (DHR) indicate that out of the total staff population of 5,317, there were 166 senior members who were administrators, 1,082 senior staff non-technical and 1,800 junior non-technical staff. Out of these figures, 98 persons were enumerated as the target group (staff who work in the hospitality service units). They included 88 junior staff non-technical, eight senior staff non- technical, and two senior members. In the case UG (See Appendix C), data available at the Human Resource Directorate show that, out of the total staff population of 5,880, there were 239 senior member administrators, 633 senior staff non-technical and 1,600 junior non-technical staff.

Out of which 436 persons were listed as hospitality staff working at the UG; comprising 346 junior staff non-technical, 85 senior staff non- technical and five senior members. Out of the 436 persons working in hospitality units in UG, 128 were enumerated to have met the inclusion criteria for the study. In total, the target population enumerated for the two universities was 226.

The following inclusion and exclusion criteria were used based on the selection framework:

Inclusion

- Senior or junior staff (non-technical) or senior member (administrative or professional) who worked in any of the identified hospitality units in the two universities at the time of the study.

Exclusion

- All technical staff who worked in the hospitality service units, as their duties were not directly related to the services or hospitality product being offered.
- Senior members (academic) who had some indirect responsibility in managing any of the identified hospitality units.
- Staff working in students' accommodation managed by the universities (halls and hostels).

Sampling Procedure

A sample according to Neuman (2014) is a small group chosen by a researcher from a big pool and applied to the entire population. In reality, it is difficult and sometimes almost impossible to study the entire population in one study for a given phenomenon, due to expenses, accessibility and time (Cohen, Manion, & Morrison, 2007). They add that, the selection of a sample should be representative of the study population, so that the findings of such research would be acceptable to all. The sample, therefore, refers to the number of individuals that were chosen, from which data was gathered and analysed. When the desired attributes of the target population were applied (inclusion and exclusion criteria) the total population of 226 individuals (made of 98 from UCC and 128 from UG) which were determined using records available from the Human Resources Directorates of the two universities.

As recommended by Cohen *et al.* (2007), for a population of about 200, a sample size should range between 132 and 168 at a confidence level of 95%. Coming from this backdrop, the study used a sample size of 157 respondents. By proportioning of this sample size, UCC is 63 out of 157 respondents while UG covers 94 out of a total of 157 of the sample size.

In selecting the sample for the study, the convenience sampling technique was used. The study enumerated workers who were presently working at hospitality units in UCC and UG using data from the Human Resources Directorate. To select the study participants, the non-probability convenient sampling technique (Cohen, *et al.*, 2007) was adopted. The choice of this sampling technique was based on the defined criteria for selection, accessibility to the workers, geographical remoteness of U.G., availability of the workers (shift system), cost and the willingness to participate in the study (Cohen, *et al.*, 2007). Therefore, the main reason for choosing the non-probabilistic convenience surveying system was to ensure that precise answers to all questions in the questionnaire used were obtained, as well as being able to receive in a short period of time as many responses as possible.

The obvious disadvantage of this accidental (convenience) sampling was the likely introduction of bias due to the self-selection of respondents and the non-equal opportunity for all qualified workers in the target population (Fink, 2003). However, the impact of the sampling limitation on the results were minimised due to the homogenous nature of the sample and the relatively large sample size used, considering the total number of staff who worked in the hospitality establishments in the two universities. In conducting this sampling procedure, the various

hospitality units were visited at different times and respondents who were on duty and willing to participate in the study were engaged until the number of the total sample size was attained.

Data Collection Instrument

Data for the study were gathered using a self-created English-language questionnaire that served as the research tool. A questionnaire is a type of data gathering tool used to gather standardized data from lots of people (Ackroyd & Hughes, 1981). The benefits of employing a questionnaire in research, according to Ackroyd and Hughes, are that it enables significant amounts of data to be obtained from a big number of people in a short amount of time, in a relatively cost-effective manner, especially if the sample is geographically scattered.

Additionally, they claim that a researcher or a software program can typically quantify the responses of the surveys swiftly and simply. The results of the questionnaires can also be analyzed more objectively and scientifically than those of other research instruments, and after the data has been quantified, it can be contrasted with those of other studies and then used to gauge change (Ackroyd & Hughes, 1981). The disadvantages of using questionnaire include, misinterpretation of the questions differently by each respondent and thereafter providing responses based on subjective explanation of the questions, and an increase level of researcher imposition (Ackroyd & Hughes).

The questionnaire (see Appendix A) was developed through a thorough review of literature and previous survey instruments which measured the competencies (that is, activities and a cluster of related knowledge, skills and attitudes that are

correlated with performance) of workers in the hospitality industry. These questions were extracted from existing competency frameworks created by Brophy and Kiely (2002) and Chung-Herrera *et al.* (2003). The questionnaire, which consisted of both closed and open ended questions were designed based on the research questions. It was made up of four sections “A”, “B”, “C”, and “D”. The first part of the survey, sections A, was used to collect information on respondents’ background characteristics such as gender, age, educational attainment, category of work, as well as the current position of the workers, and past work experience. The primary purpose of this section was to collect basic information from each respondent and ascertain the relationship between their background profile and their competencies. They were multiple choice responses which required respondents to select the appropriate option or provide the necessary answer. The section B contained 12-items on a 5-point Likert- scale that sought to measure the strength of importance of some knowledge in hospitality unit operations as identified in the literature review (Tesone & Ricci, 2005; Johanson *et al.*, 2010) to be essential in hospitality industry.

Section C, of the questionnaire looked at the skill set perceived to be relevant by persons who work in the hospitality facilities. In order to obtain more specific skills from the participants, section C required respondents to subjectively rank professional skills perceived to be important, in 17-items on a 5-point Likert scale among list of essential skills in the hospitality industry. The fourth and final part of the questionnaire, section D, contained 17-items, 5-point Likert- type scale statements created to measure the strength of agreement when it comes to staff

attitude to work. It included questions which probed the approach staff used to satisfactorily dispose customer's grievances, that is, efficiency and effectiveness of customer complaint resolution (Tesone & Ricci, 2005; Johanson *et al.*, 2010).

The Likert-type scales consisting of constructs on KSAs categories were answered using a five-point scale, where 1 = not important and 5 = extremely important whereas constructs on 'attitude' category were also answered using a five-point scale, where 1= strongly disagree and 5= strongly agree. Thus, a total of three (3) variables consisting of fifty- six (56) items were employed to explore the background of respondents and address the main variables of the study, that is, knowledge, skills and attitude perceived to be relevant for operating successful hospitality industry in public universities. A reliability test was run to determine the extent to which a construct of performance of employees was being measured.

There were a number of questions that have been asked in previous research that examined the competencies and knowledge level of workers in hospitality industry. For instance, the competency model of Chung-Herrera *et al.* (2003) had total of 99 lodging competency questions, but the number and particular questions used in the final questionnaire in this were chosen in order to make the questionnaire more precise and accustomed for the research topic.

Pre-testing of Data Collection Instrument

With the help of a Field Assistant, the questionnaire developed was pre-tested on ten staff of hospitality service units of Takoradi Technical University between 31st March and 1st April, 2021. Pre-testing is key in research because it is a method of examining the items on the research instrument as planned by the researcher.

The pre-test was conducted to ascertain whether the research instrument and method to collect data were genuine, relevant, reliable and consistent (Bhattacharjee, 2012). The pre-testing was crucial since it allowed the researcher to fine-tune the questionnaire for clarity of some questions and to guarantee reliability of questions. Creswell (2009) also suggests that pre-test is useful and that it should be conducted in similar area with similar situations and conditions as the study area. Validity and reliability are two concepts that when adequately ensured in a study decreases the chance of introducing biases in the study and increases the acceptability of the findings (In, 2017; Bell, 2005).

The Likert –scale type questions (Section B-D) were statistically validated using the Cronbach’s Alpha reliability test. The Statistical Package for the Social Sciences (SPSS) was employed to determine the reliability quotient of the questionnaire. All the variables were tested at $p < .05$ which helped in the determination of the Cronbach’s Alpha. Generally, a reliability coefficient of .70 are considered acceptable or reliable in most social science research according to Zinbarg, Revelle, Yovel and Li (2005), and implies that the gathered data is trustworthy since it has a reasonably high internal consistency and may be extrapolated to reflect the opinions of all respondents in the target group. Any value greater than or equal to .80 is “good”, and a value greater than or equal to .90 is “excellent”. The test results from the pre-testing showed Cronbach’s Alpha result ranging from .983-.987 (see Appendix D). Therefore, there was much confidence to conclude that the structured items of the instrument were sufficiently reliable.

Data Collection Procedures

To achieve the aim of the study, data was collected from senior members, senior and junior non-technical staff of hospitality service units from UG and UCC. In achieving this, the researcher obtained an introductory letter (see Appendix C) from the Institute for Educational Planning and Administration, University of Cape Coast, the mother unit of the Researcher to the Human Resource Directorates of the two study institutions requesting for information on their hospitality units, in terms of the location, services provided, number of staff, qualification and categories of staff from those units. The letter further requested for permission and participation of category staff that qualified to participate in the study. Once approval was obtained from management of the two universities, the researcher in the company of two trained field assistants visited the different hospitality units or sections on different dates during working hours to administer the questionnaire. Data collection took one month, from Friday, 5th November, 2021 to December, 7th 2021 during which the Researcher and Assistants visited the campuses several times.

Before the questionnaires were administered, the participants were first briefed on the objectives of the study and the need to respond sincerely to the items.

Subsequently, participants who consented to take part responded to the questionnaire. The copies of the completed questionnaire were then collected by the Researcher or Assistant after the participants had spent about 15 minutes to answer the questionnaire. Participants were encouraged to answer the questions honestly since the study was for academic purposes only and responses would not be used against them.

On the other hand, provision was made for respondents who did not understand the English language. This included hiring local field assistants who were fluent in some of the common local dialects, such as Fante, and Ga, so they can aid in translating to the respondent's preferred language. Two field assistants were employed attended a one-day training session during which the study's goal was explained to them. They were also taught how to correctly administer the questionnaire, essential ethical problems in research and data gathering, as well as the importance of having good manners while dealing with respondents. They were also taught about research ethics, such as not pressuring respondents to participate in the study, being patient and kind, creating rapport with respondents, and describing the study's purpose to participants in simple terms, among other things. They were also educated about the importance of maintaining participants' anonymity and making sure to secure data collected.

Data Processing and Analysis

The research questions and its analytical methods/tools utilized to analyze the data obtained are listed in the matrix labeled Table 1.

Table 1: Data Analysis Matrix

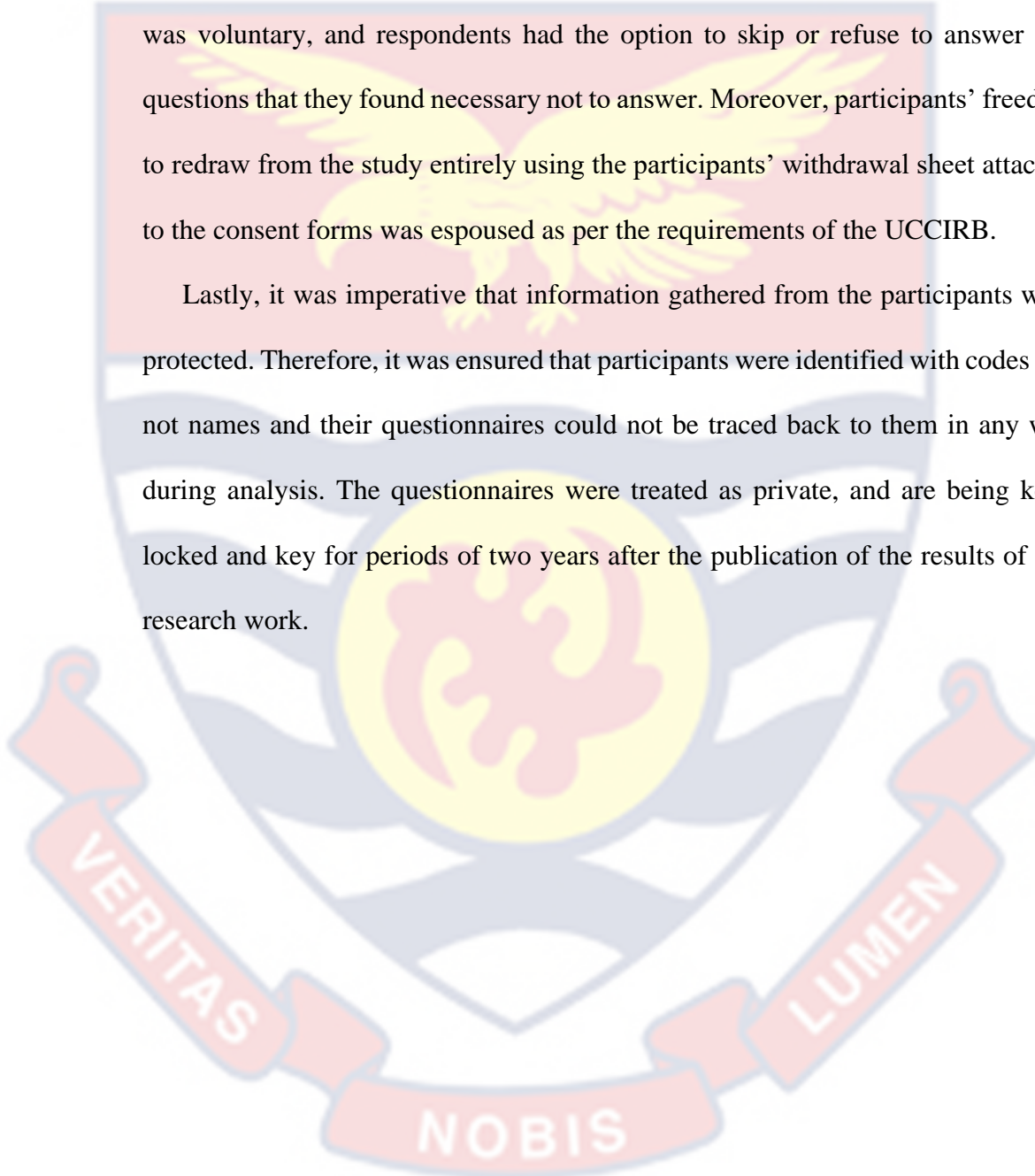
Research Question	Type of Data	Analytical Method or Tool
1 What is the profile of workforce working in the hospitality service units in UCC and UG?	Quantitative	Frequencies and percentages
2 What hospitality knowledge is identified to be necessary by the workforce in hospitality service units in UCC and UG?	Quantitative	Mean of means and mean of standard deviations Kruskal-Wallis H test Mann-Whitney U test
3 What are the skills set identified to be relevant by the workforce in hospitality units in UCC and UG?	Quantitative	Mean of means and mean of standard deviations Kruskal-Wallis H test Mann-Whitney U test
4 What is the attitude of the workforce towards and customer care in hospitality units in UCC and UG?	Quantitative	Mean of means and mean of standard deviations Kruskal-Wallis H test Mann-Whitney U test

Ethical Considerations

Ethical considerations are vital in every research project that involves human or animals, so elements such as how participants were handled and how the collected data are put to use must be satisfactory addressed (Bell, 2005). Ethical considerations are a set of moral obligations which guide the conduct of a research study to avoid harming those involved in the study. To ensure adherence to the highest form of ethical standards, social science authorities have established formal universal codes of ethics to direct their field of research activity (Rossman & Rallis, 2016). These universal codes serve as standard operating guidelines for the ethical practice in research, ensuring that the participants are protected from harm and are not deceived. Ethical codes are based on theories of individual rights and justice and theories of moral principles such as utilitarianism. The following principles were followed; though study had no potential risks, it adhered to the Helsinki Declaration on Research involving human subjects. First, ethical approval of the study was sought from the Institute for Educational Planning and Administration and the Institutional Review Board of the University of Cape Coast in compliance with the regulations of the university ethics for conducting research involving human subjects. Second, participants were provided with written informed consent form, and a participant's information sheet which explained the objectives and relevance of the study, methodology involved, and thereafter respondents were given opportunity to ask questions before signing the consent forms or gave oral consent. This was done to ensure that participants understood the research process for them to opt to participate in the study.

Also, to guarantee that the privacy of each participant was respected, respondents were further assured that all information gathered from them would be held in confidential, and used for the purpose of the research only. Participation was voluntary, and respondents had the option to skip or refuse to answer any questions that they found necessary not to answer. Moreover, participants' freedom to redraw from the study entirely using the participants' withdrawal sheet attached to the consent forms was espoused as per the requirements of the UCCIRB.

Lastly, it was imperative that information gathered from the participants were protected. Therefore, it was ensured that participants were identified with codes and not names and their questionnaires could not be traced back to them in any way during analysis. The questionnaires were treated as private, and are being kept, locked and key for periods of two years after the publication of the results of this research work.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The study was conducted to explore what constitutes the requisite knowledge, skills and attitude of the workforce of hospitality service units in University of Cape Coast (UCC) and University of Ghana (UG) that affect their operations. It involved eliciting responses from senior members, senior and junior staff non-technical working staff in various sections of hospitality outlets owned and operated by the two universities. This chapter presents the results and discussions regarding the research questions posed.

Tables 2 and 3 carry some essential introductory information about the respondents' gender and age distribution respectively.

Table 2: Respondents by Gender

Gender	Universities		
	UCC = 63	UG = 94	Total= 157
	N (%)	N (%)	N (%)
Male	20(31.7)	25(26.6)	45(28.7)
Female	43(68.3)	69 (73.4)	112(71.3)

Source: Field survey (2021) (UCC, University of Cape Coast; UG, University of Ghana)

The majority of the respondents were females, representing 112 (71.3%) and 45 (28.7%) of them were males as shown in Table 2. There were more female respondents from the two universities, comprising 68.3% from UCC and 73.4% from UG. This finding (female domination) is in consonance with the findings of

Baum and Odgers (2001) and Bird *et al.* (2002). Bird *et al.* indicated that female employees in the hospitality industry are better qualified and have better opportunities for functional flexibility than their male counterpart.

Table 3 shows the age range of respondents with the modal age range falling within 26 and 30 years (43.3%). About 93% (14.0+43.3+22.9+12.7) of the respondents were within the age bracket of 21 and 40 years old. The results connote majority of the respondents were youthful. The remaining part of Chapter four dealt with how the research questions formulated were addressed.

Table 3: Age Distribution of Respondents

Age Range	Universities		
	UCC = 63 N (%)	UG = 94 N (%)	Total = 157 N (%)
21-25	7(11.1)	15(16.0)	22(14.0)
26-30	21(33.3)	47(50.0)	68 (43.3)
31-35	14(22.2)	22(23.4)	36(22.9)
36-40	13(20.6)	7(7.4)	20(12.7)
41-45	4(6.3)	1(1.1)	5(3.2)
>50	4(6.3)	2(2.1)	6(3.8)

Source: Field survey (2021)

Research Question 1: What is the profile of workforce working in the hospitality service units in UCC and UG?

Research question one examines the profile of workers working in the hospitality service units in UCC and UG. This was achieved by the collection of background and work-related information from respondents. The background of the respondents would also determine how they subjectively considered KSAs to be important in their daily operations in the hospitality service units. Tables 4 to 7 sought to address research question one.

Educational Qualification and Section of Work

A total of 31 (19.7%) respondents worked at the front office/reception area. Out of this figure, 29.0% (9 of 31 respondents) either had bachelors or diploma and 25.8% (8 of 31 respondents) had BECE (see Table 4). With respect to the food and beverage/restaurant sections there were 75 (47.8%), out of which the highest proportion of them, that is 33.3% (25 of 75 respondents) had bachelor's degree while the others had secondary (26.7% (20 of 75 respondents)), diploma (25.3% (19 out of 75 respondents) and basic level of education. A total of 45 respondents worked in the accommodation section, of which a third (15 out of 45 respondents) had master's degree. Pearson Chi-Square Test performed showed that there was a significant association between level of education and section one worked, $X^2 = 43.676, p = .0005$.

Table 4: Educational Qualification of Respondents from UCC and UG verses Section of Work in the Hospitality Service Unit

Educational level	Section of work in the hospitality service unit				X ²	p- value
	Front office/ Reception	Restaurant / Food and Beverage	Accommodation/ Guest House	Others		
	N (%)	N (%)	N (%)	N (%)	N (%)	
BECE	8(5.1)	9(5.7)	4(2.5)	0(0.0)	21(13.4)	
WASSCE	4(2.5)	20(12.7)	11(7.0)	0(0.0)	35 (22.3)	
Diploma	9(5.7)	19(12.1)	5(3.2)	0(0.0)	33(21.0)	
Bachelor's Degree	9(5.7)	25(15.9)	10(6.4)	3(1.9)	47(29.9)	
Master's Degree	1(0.6)	2(1.3)	15(9.6)	3(1.9)	21(13.4)	
Total	31(19.7)	75(47.8)	45(28.7)	6(3.8)	157(100.0)	

Source: Field survey (2021) BECE, Basic Education Certificate Examination; WASSCE, West African Secondary School Certificate Examination)

Furthermore, in Table 4 (also see Table 32 in Appendix E) there is a rational level of educational accomplishment among respondents comparative to the perceived demands of the job, and it is in confirmation with the findings of the Baum and Odgers' (2001) study which noted that higher levels of education were not required to undertake work in the hospitality industry. Thus, about 57% of the respondents had qualifications ranging from BECE to Diploma (see Table 4). As shown in Table 32 (see Appendix E), by proportion there were more respondents with higher level of education (Bachelors and Masters) from UG (Bachelors = 37; Masters = 17) compared to their counterparts from UCC (Bachelors = 10; Masters = 4).

Work Experience in the Hospitality Industry

As part of eliciting more information on the profile of staff working in the hospitality service unit, statements regarding working experience in the hospitality field were asked as shown in Table 5. About 61.1% of the respondents had worked in the hospitality service units for at least six years, which implies a relatively high rate of labour retention. Thus, by proportion and consistent among the two universities, the majority had worked between 6 and 10 years (45.5%) in the hospitality service units. Chi-Square Test performed indicated that there was a statistically significant difference in the number of the years of working experience among the respondents, $X^2 = 17.577, p = .001$.

Table 5: Number of Years worked in the Hospitality Service Units in the Universities

Years	Universities			X ²	p-value
	UCC	UG = 94	Total=		
	63		157	17.577	.001
	N (%)	N (%)	N (%)		
1-5	20(31.7)	40(42.5)	60(38.2)		
6-10	24(38.1)	47(50.0)	71(45.2)		
11-15	13(20.6)	6(6.4)	19(12.1)		
16-20	2(3.2)	0(0.0)	2(1.3)		
>20	4(6.3)	0(0.0)	4(2.5)		

Source: Field survey (2021)

The less experience in hospitality work among the staff surveyed reflects, potentially, a number of reasons. First, it could be as a result of the transfer policy that exists within public universities. But, as majority of the staff had background in the area, they may be less likely to be subjected to transfers or if they were transferred, it may be across to similar units within the university. Secondly, it could reflect workers turnover (due to low wages) or instability (i.e., high mobility due to the wide-range of jobs/vacancies with the industry) known to exist in the hospitality industry (Baum & Odgers, 2001; Riley et al., 2002), and lastly, perhaps the more probable reason is that, the hospitality venture is new in the universities, so most staff may not have worked for a long period, as revealed by the youthful age of the respondents (See Table 3).

Current Position/Designation

As presented in Table 6, more than half of the respondents [82 (52.3%)] worked as either receptionists (16.6%) or waitresses (35.7%). There were relatively few respondents with higher level positions such as Supervisors (8.3%) and Managers (9.6%) who potentially are senior members and/ or senior staff non-technical, judging by their qualifications and designations. Interestingly, there were more respondents in administrative positions from UG than UCC, possibly because UG had a larger part of its hospitality staff working in accommodation/lodging fields than restaurants which required more administrative duties, compared to respondents from UCC who operated hospitality service units which mostly require more front office employees.

Areas of Specialisation and Training Acquisition in Hospitality

Analysis of respondents' area of specialisation (Table 7) indicates that more than two-thirds of the respondents 116 (73.9%) had obtained their qualifications in home economics and catering (44.6%) and tourism management (29.3%). The rest of the respondents had qualifications in human resource management, business and general arts among others. Among 43 (27.4%) respondents who had acquired further training after being employed in the hospitality outfits, the majority 46.5% had it by way of off-the-job training or schooling and 23.3% by way of on-the-job training. Interestingly, only 30 (19.1%) respondents confirmed that the training they acquired whiles being employed were related to hospitality services or management, with the majority (66.7%) of the training coming by way of schooling and whiles others indicated internships/attachment (10.0%) and workshops at 10.0%. It is expected hospitality employers should develop hands-on learning and

in-service training experiences to ensure that staff are equipped with skills and knowledge required to deliver good customer services.

There were no statistically significance differences between the training acquired after employment and also among those who had had further training in hospitality after during employment (both $p \geq .001$).

Table 6: Current Position versus Highest Academic Qualification

Current Position	Highest Academic Qualification					Total N (%)
	BECE N (%)	WASSCE N (%)	Diploma N (%)	Bachelor's Degree N (%)	Master's Degree N (%)	
Manager	3(1.9)	1(0.6)	0(0.0)	1(0.6)	8(5.1)	13(8.3)
Supervisor	5(3.2)	2(1.3)	2(1.3)	3(1.9)	3(1.9)	15(9.6)
Waitress	4(2.5)	11(7.0)	16(10.2)	25(15.9)	0(0.0)	56(35.7)
Receptionist	2(1.3)	7(4.5)	8(5.1)	8(5.1)	1(0.6)	26(16.6)
Housekeeper	2(1.3)	7(4.5)	5(3.2)	1(0.6)	0(0.0)	15(9.6)
Account Officer	0(0.0)	0(0.0)	1(0.6)	4(2.5)	3(1.9)	8(5.1)
Administrator/ Secretary	1(0.6)	4(2.5)	1(0.6)	5(3.2)	6(3.8)	17(10.8)
Cook	4(2.5)	2(1.3)	0(0.0)	0(0.0)	0(0.0)	6(3.8)
Others	0(0.0)	1(0.6)	0(0.0)	0(0.0)	0(0.0)	1(0.6)
Total	21(13.4)	35(22.3)	33(21.0)	47(29.9)	21(13.4)	157(100.0)

Source: Field survey (2021)

Table 7: The Area of Specialisation and Training Acquisitions of Respondents from both Universities

Area of Specialisation (certification)		University		Total N (%)	X ²	p-value
		UCC N (%)	UG N (%)			
Area of Specialisation (certification)	Human resource management	1(0.6)	2(1.3)	3(1.9)	27.365	.0001
	Business	6(3.8)	9(5.7)	15(9.6)		
	General arts	1(0.6)	9(5.7)	10(6.4)		
	Science	1(0.6)	9(5.7)	10(6.4)		
	Home economics and catering	43(27.4)	27(17.2)	70(44.6)		
	Hospitality and tourism management	10(6.4)	36(22.9)	46(29.3)		
	Others	1(0.6)	2(1.3)	3(1.9)		
Training acquired after employment	Internship/Attachment	0(0.0)	4(9.3)	4(9.3)	10.043	.740
	On-the-job training	7(16.3)	3(7.0)	10(23.3)		
	Work experience	2(4.7)	0(0.0)	2(4.7)		
	Off-the-job training and schooling	12(27.9)	8(18.6)	20(46.5)		
	National service	2(4.7)	0(0.0)	2(4.7)		
	Workshop	4(9.3)	1(2.3)	5(11.6)		
Training acquired in hospitality service/management	Internship/Attachment	1(3.3)	4(13.3)	5(16.7)	4.888	.180
	On-the-job training	1(3.3)	1(3.3)	2(6.7)		
	Off-the-job training and schooling	11(36.7)	9(30.0)	20(66.7)		
	Workshop	3 (10.0)	0(0.0)	3(10.0)		

Source: Field survey (2021)

Research Question Two: What hospitality knowledge is identified to be necessary by the workforce in hospitality service units in UCC and UG?

Research question two of the study was to explore hospitality knowledge perceived to be relevant by the workforce in hospitality service units in UCC and UG. This section corresponds with the knowledge identified to be necessary by the workforce in hospitality service units in the two universities which relates to research question two of the study. The mean score, level of importance and rankings as shown in Table 8.

The overall results demonstrate that, respondents considered all the knowledge items as very important, as all the 12 listed knowledge statements were ranked 4-point (very important). The top six ranked concerned, knowledge of food hygiene and food safety, understanding of performance standards, knowledge of job /career expectations, knowledge of professional and ethical standards, knowledge of professional image/standards and knowledge of guest services standards. The top six were a mixture of knowledge concerning hospitality operations (1st), conceptual knowledge (2nd, 3rd, and 5 - 6th) and human resource knowledge (4th). Overall, the findings indicate that the staff surveyed considered knowledge of hospitality operations as most important, followed by conceptual and human resource knowledge. The finding concerning the top three types of knowledge is consistent with reports of Sneed and Heiman (1995) and Breiter and Dements (1996), but they found conceptual knowledge as most important.

Table 8: Distribution of Respondents' Perceptions of Important Hospitality Knowledge and Level of Importance

	Mean Score	SD	Level of Importance (%) (N=157)					Rank
			1	2	3	4	5	
Knowledge of food hygiene and food safety	4.37	0.64	0.6	-	5.1	50.3	43.9	1
Understanding of performance standards	4.30	0.67	-	0.6	10.2	47.8	41.4	2
Knowledge of job /career expectations	4.29	0.78	0.6	1.3	12.1	40.1	45.9	3
Knowledge of professional and ethical standards	4.27	0.76	0.6	0.6	12.7	42.7	43.3	4
Knowledge of professional image/standards	4.21	0.76	-	0.6	18.5	40.1	40.8	5
Knowledge of guest services standards	4.18	0.76	0.6	1.3	13.4	49.0	35.7	6
Knowledge of legislations of the sector	4.15	0.81	0.6	3.2	12.7	47.8	35.7	7
Knowledge of products and services	4.14	0.80	0.6	1.9	16.6	44.6	36.3	8
Knowledge of realities at work	4.11	0.71	-	0.6	17.8	51.0	30.6	9
Knowledge of terminology used at work	4.10	0.74	-	1.9	16.6	51.0	30.6	10
Knowledge of food trends	4.09	0.83	1.3	1.9	17.2	45.9	33.8	11.5
Knowledge of leadership and organisational structure	4.09	0.90	2.5	3.8	9.6	50.3	33.8	11.5

Source: Field Survey (2021). Note: Judgment of importance was made on a 5-point scale; 1= not important; 2 = not very important; 3= somewhat important; 4= very important; 5 = extremely important. SD= Standard deviation. Mean: mean response on the five-point scale

Table 9 depicts the perceptions of UCC respondents on the knowledge relevant to the operations of the hospitality service unit. The mean knowledge ranged from 4.02 to 4.56 with standard deviations within the magnitude of 0.78 and 1.14 implying that the respondents did not differ significantly as regards their perceptions on the 12-knowledge items. Moreover, the data connote that knowledge in hospitality operations (i.e., work/guests) was more important, followed by human resource information, and the last was conceptual knowledge. This finding is consistent with a study by Breiter and Dements (1996). In their study, hotel and restaurant managers scored knowledge in human relations higher than the other forms of knowledge.

Similarly, Table 10 shows the perceptions of UG respondents on knowledge regarded as important to the activities of the hospitality service units. The mean knowledge was between 4.03 and 4.56 with standard deviations ranging from 0.50 and 0.69 implying that respondents did not vary significantly in their responses to the importance of knowledge to the activities of hospitality service units in the University of Ghana.

The ranking of the items on knowledge by respondents from UG (Table 10) was similar with that from their counterparts from UCC. The top six ranked items were; understanding of performance standards, knowledge of job /career expectations, knowledge of professional and ethical standards, knowledge of food hygiene, food safety, knowledge of professional image/standards and knowledge of legislations of the sector.

Table 9: UCC Respondents' Perceptions of Important Hospitality Knowledge and Level of Importance

Statement	Mean	SD	Level of Importance (%) (N=63)					Rank
			1	2	3	4	5	
Knowledge of food hygiene and food safety	4.56	0.78	1.6	-	7.9	22.2	68.3	1
Knowledge of guest services standards	4.39	0.87	1.6	3.2	6.3	31.7	57.1	2
Knowledge of job /career expectations	4.30	0.91	1.6	3.2	11.1	31.7	52.4	3.5
Understanding of performance standards	4.30	0.75	-	1.6	12.7	39.7	46.0	3.5
Knowledge of professional and ethical standards	4.27	0.90	1.6	1.6	15.9	30.2	50.8	5.5
Knowledge of products and services	4.27	0.99	1.6	4.8	14.3	23.8	55.6	5.5
Knowledge of professional image/standards	4.22	0.85	-	1.6	22.2	28.6	47.6	7.5
Knowledge of realities at work	4.22	0.83	-	1.6	20.6	31.7	46.0	7.5
Knowledge of terminology used at work	4.13	0.91	-	4.8	20.6	31.7	42.9	9
Knowledge of food trends	4.10	1.04	3.2	3.2	20.6	27.0	46.0	10
Knowledge of legislations of the sector	4.08	1.02	1.6	7.9	14.3	33.3	42.9	11
Knowledge of leadership and organisational structure	4.02	1.14	4.8	7.9	11.1	33.3	42.9	12

Source: Field survey (2021). Note: Judgment of importance was made on a 5-point scale; 1= not important; 2 = not very important; 3= somewhat important; 4= very important; 5 = extremely important. SD= Standard deviation. Mean: mean response on the five-point scale

Table 10: UG Respondents' Perceptions of Important Hospitality Knowledge and Level of Importance

Statement	Mean	SD	Level of Importance (%) (N=94)					Rank
			1	2	3	4	5	
Understanding of performance standards	4.30	0.62	-	-	8.5	53.2	38.3	1
Knowledge of job /career expectations	4.29	0.68	-	-	12.8	45.7	41.5	2
Knowledge of professional and ethical standards	4.28	0.65	-	-	10.6	51.1	38.3	3
Knowledge of food hygiene and food safety	4.24	0.50	-	-	3.2	69.1	27.7	4
Knowledge of professional image/standards	4.20	0.69	-	-	16.0	47.9	36.2	5
Knowledge of legislations of the sector	4.19	0.63	-	-	11.7	57.4	30.9	6
Knowledge of leadership and organisational structure	4.14	0.69	-	-	8.5	61.7	29.8	7
Knowledge of food trends	4.09	0.67	-	1.1	14.9	58.5	25.5	8.5
Knowledge of terminology used at work	4.09	0.59	-	-	13.8	63.8	22.3	8.5
Knowledge of products and services	4.05	0.65	-	-	18.1	58.5	23.4	10
Knowledge of realities at work	4.04	0.60	-	-	16.0	63.8	20.2	11
Knowledge of guest services standards	4.03	0.63	-	-	18.1	60.6	21.3	12

Source: Field survey (2021). Note: Judgment of importance was made on a 5-point scale; 1= not important; 2 = not very important; 3= somewhat important; 4= very important; 5 = extremely important. SD= Standard deviation. Mean: mean response on the five-point scale.

The results from the respondents from UG demonstrated that they considered conceptual knowledge (i.e., standards) as more important compared to human resource and hospitality operational knowledge. However, the leadership aspect of conceptual knowledge was ranked seventh. The differences in the perceptions of staff from UCC and UG could be due to the difference in educational level; relatively, there were more respondents with higher education (Bachelors and Masters) from UG compared to the counterparts from UCC. Conceptual knowledge is mostly acquired through reading, learning and experience through thoughtful reflective mental activity whiles much knowledge about hospitality and people-oriented knowledge (human relation) are acquired through hand-on experiences because it requires an interface with guests (Samenfink, 1992, Le Deist & Winterton, 2005).

Analyses of the responses by respondents according to the mean score from the two universities show that the staff surveyed substantially regarded similar items were relevant to the hospitality industry (see Tables 9 & 10). Indeed, four out of six (i.e., 66.7%) of top six ranked knowledge were common. They were; knowledge of food hygiene and food safety (1st and 8th by UCC and UG, respectively), understanding of performance standards (3.5th and 1st by UCC and UG, respectively), knowledge of job /career expectations (3.5th and 2nd by UCC and UG, respectively), knowledge of professional and ethical standards (5.5th and 3rd by UCC and UG, respectively). Quite interestingly however, understanding performance standards which ranked first by respondents from UG was ranked (3.5th) by their colleagues from UCC, reiterating the point that those from UG

considered conceptual knowledge (e.g., issues of standards) as more important than hospitality operational and human resource/person knowledge (see Tables 9 & 10).

To further examine whether or not the differences exist between the perceptions of relevant knowledge by the two universities, the two groups were compared to each other and against their rating of the knowledge items they perceived as important by hospitality industry. Mann-Whitney U Test was employed to satisfy this research question, which also stresses on research question two of the study. The results showed that most of the perceptions of important knowledge between UCC and UG hospitality staff were similar (Table 11). The statistical results showed that there were only three statistically significant differences between the perceptions of the two universities ($p < .05$). There was wide difference in the perception of “knowledge of guest service standards” as indicated by the difference of 26.69 in the mean ranks (UCC, 94.98; UG, 68.29; $p = .0005$), knowledge of food hygiene and food safety with a difference of 27.21 in their mean rank (UCC, 95.29; UG, 68.08; $p = .0005$) and knowledge of products and services (mean ranks; UCC, 89.92 and UG, 71.68, $p = .008$).

Table 11: Respondents' Perceptions of Important Knowledge between UCC and UG Hospitality Service Units

Knowledge	UCC	UG	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Knowledge of guest services standards	94.98	68.29	1954.00	-3.948	0.000*
Knowledge of realities at work	86.73	73.82	2474.00	-1.910	0.056
Knowledge of products and services	89.92	71.68	2273.00	-2.658	0.008*
Knowledge of terminology used at work	82.78	76.47	2723.00	-0.933	0.351
Knowledge of leadership and organisational structure	80.90	77.72	2841.00	-0.472	0.637
Knowledge of food hygiene and food safety	95.29	68.08	1934.50	-4.142	0.000*
Knowledge of legislations of the sector	79.52	78.65	2928.00	-0.129	0.898
Knowledge of food trends	82.88	76.40	2716.50	-0.944	0.345
Knowledge of professional and ethical standards	81.65	77.22	2794.00	-0.653	0.514
Knowledge of professional image/standards	81.05	77.63	2832.00	-0.498	0.619
Understanding of performance standards	80.59	77.94	2861.00	-0.396	0.692
Knowledge of job /career expectations	82.33	76.77	2751.50	-0.820	0.412

Source: Field survey (2021). Note* - Indicated statistically significant difference. Significant difference level $p < .05$.

Background of Respondents versus Perceptions of Important Knowledge

Meanwhile, a further analysis of the data indicates that the background of respondents did not affect their perceptions of important knowledge required by hospitality staff (Tables 12, 13, 14, 15). Table 12 shows the mean scores for each knowledge item against the educational levels (qualification) of respondents. Kruskal-Wallis H test (sometimes also called the “one-way ANOVA on ranks”) conducted to determine if relationship existed between respondents background variables (educational attainment, training acquired in hospitality service/management affected, training acquired after employment, and area of specialisation) and their rating of importance of relevant knowledge yielded no statistically significant differences, except their area of specialisation (see Table 13) which had an effect on the knowledge item “knowledge of professional image/standards” ($p = .024$), with mean ranks for Human Resource Management (104.33), Business (58.20), General Arts (76.45), Science (71.85), Home Economics and Catering (72.19) Hospitality and Tourism Management (94.95).

Table 12: How Qualification Background Affected Ranking of Important Hospitality Knowledge (Mean Ranks)

Statement	Highest Academic Qualification					Kruskal-Wallis H	Df	Asymp. Sig.
	BECE	WASSCE	Diploma	Bachelor's Degree	Master's Degree			
Knowledge of guest services standards	89.33	75.50	84.88	73.61	77.33	3.037	4	.552
Knowledge of realities at work	80.55	74.47	78.94	79.88	83.12	0.674	4	.955
Knowledge of products and services	82.02	76.33	84.15	77.34	76.05	0.918	4	.922
Knowledge of terminology used at work	79.88	75.99	81.42	79.97	77.17	0.373	4	.985
Knowledge of leadership and organisational structure	86.52	79.56	73.76	80.33	75.81	1.400	4	.844
Knowledge of food hygiene and food safety	83.62	92.16	78.55	69.84	73.67	6.790	4	.147
Knowledge of legislations of the sector	90.33	64.36	87.00	76.17	85.83	7.840	4	.098
Knowledge of food trends	82.67	70.74	88.42	78.37	75.69	3.290	4	.511
Knowledge of professional and ethical standards	84.00	67.50	70.41	84.40	94.57	8.103	4	.088
Knowledge of professional image/standards	77.43	72.44	74.55	86.83	80.98	2.906	4	.574
Understanding of performance standards	80.67	71.56	80.56	85.90	71.83	3.188	4	.527
Knowledge of job /career expectations	69.95	83.27	74.06	83.88	77.76	2.494	4	.646

Source: Field survey (2021)

Table 13: How Area of Specialisation Affected Ranking of Important Hospitality Knowledge (Mean Ranks)

	Area of specialisation (certification)							Kruskal-Wallis H	Df	Asymp. Sig.
	Human resource management	Business	General arts	Science	Home economics and catering	Hospitality and tourism management	Other			
Knowledge of guest services standards	85.17	84.23	71.40	68.25	83.02	75.42	68.83	2.487	6	.870
Knowledge of realities at work	72.83	75.77	76.90	72.50	78.33	81.18	112.17	2.489	6	.870
Knowledge of products and services	65.50	69.63	68.60	60.55	82.71	84.10	70.67	4.910	6	.555
Knowledge of terminology used at work	34.17	75.97	77.00	66.40	77.09	85.45	133.50	10.940	6	.090
Knowledge of leadership and organizational structure	87.50	84.33	72.90	91.90	76.27	78.76	88.50	2.024	6	.918
Knowledge of food hygiene and food safety	49.00	75.70	63.80	81.65	80.78	79.18	123.00	6.925	6	.328
Knowledge of legislations of the sector	64.00	76.33	72.35	55.05	75.56	91.89	91.83	9.133	6	.166
Knowledge of food trends	52.00	71.10	88.55	52.15	75.78	92.40	72.83	11.445	6	.076
Knowledge of professional and ethical standards	101.00	77.20	71.90	78.65	73.79	88.67	64.00	5.122	6	.528
Knowledge of professional image/standards	104.33	58.20	76.45	71.85	72.19	94.95	104.33	14.521	6	.024
Understanding of performance standards	101.67	64.57	78.45	71.45	73.03	91.60	101.67	9.792	6	.134
Knowledge of job /career expectations	76.50	58.60	81.00	57.85	77.30	91.26	99.00	11.032	6	.087

Source: Field survey (2021)

Table 14: How Training Acquired after Employment Affected Ranking of Important Hospitality Knowledge (Mean Ranks)

	Training acquired after employment					Workshop	Kruskal-Wallis H	df	Asymp. Sig.
	Internship/ Attachment	On the job training	Work experience	Off the job training and schooling	National service				
Knowledge of guest services standards	23.75	18.65	23.75	21.15	33.00	25.60	3.445	5	.632
Knowledge of realities at work	30.00	20.95	19.50	20.40	16.50	27.30	3.962	5	.555
Knowledge of products and services	26.75	19.70	34.50	19.95	21.50	26.20	4.465	5	.485
Knowledge of terminology used at work	25.50	18.55	34.50	21.30	25.50	22.50	3.846	5	.572
Knowledge of leadership and organizational structure	30.00	18.15	34.50	20.13	34.50	20.80	8.229	5	.144
Knowledge of food hygiene and food safety	23.38	21.65	28.50	21.33	28.50	19.10	2.255	5	.813
Knowledge of legislations of the sector	28.00	19.70	34.50	17.63	34.50	29.30	10.452	5	.063
Knowledge of food trends	23.50	21.05	35.50	19.95	35.50	20.10	5.986	5	.308
Knowledge of professional and ethical standards	28.50	19.50	33.00	20.20	24.00	23.80	4.248	5	.514
Knowledge of professional image/standards	26.63	23.50	19.25	22.63	25.00	12.70	4.340	5	.502
Understanding of performance standards	28.25	23.05	33.00	19.08	23.50	21.60	4.523	5	.477
Knowledge of job /career expectations	31.50	20.85	17.00	22.00	31.50	14.90	6.863	5	.231

Source: Field survey (2021)

Table 15: How Training Acquired in Hospitality Service/Management Affected Ranking of Important Hospitality Knowledge (Mean Ranks)

	Training acquired in hospitality service/management				Kruskal-Wallis H	df	Asymp. Sig.
	Internship/attachment	On the job training	Off the job training and schooling	Workshop			
Knowledge of guest services standards	19.00	14.25	15.35	11.50	1.703	3	.636
Knowledge of realities at work	18.30	17.00	14.75	14.83	0.871	3	.833
Knowledge of products and services	19.10	13.25	15.58	10.50	2.208	3	.530
Knowledge of terminology used at work	19.00	13.75	16.20	6.17	5.120	3	.163
Knowledge of leadership and organizational structure	21.60	12.75	14.78	12.00	3.689	3	.297
Knowledge of food hygiene and food safety	17.10	12.75	14.70	20.00	2.050	3	.562
Knowledge of legislations of the sector	20.70	13.50	14.20	16.83	2.658	3	.447
Knowledge of food trends	17.20	8.75	16.38	11.33	2.543	3	.468
Knowledge of professional and ethical standards	19.90	11.75	15.03	13.83	2.190	3	.534
Knowledge of professional image/standards	19.30	10.00	14.58	19.00	2.944	3	.400
Understanding of performance standards	20.40	12.00	15.15	12.00	2.872	3	.412
Knowledge of job /career expectations	20.50	6.50	15.10	15.83	5.469	3	.140

Source: Field survey (2021)

Research Question Three: What are the skills set identified to be relevant by the workforce in hospitality service units in UCC and UG?

Research question three of the study was to identify skills which are perceived to be important to the operations of the hospitality service units in UCC and UG. Inspection of the data (Table 16) revealed that respondents were unwilling to consider any skills as “unimportant” with means ranging from 4.02 and 4.37 with standard deviations within the magnitude of 0.68 and 0.95. All the 17-skill items included in the survey were rated as “very important”. However, the top six most important skills according respondents from both universities were; harmonious guest relation skill, ability to work in a team, public relation skill, ability to work in a multi-task environment, employee relation skill, leadership skill and effective communication skill (which were tied for 6th and 7th positions, but “leadership skills” was rated by 42.0% as very important and 42.7% as “extremely important”, compared to “effective communication skill” which was rated by 47.1% and 41.4% on the same scales, respectively.

On the other hand, the “ability to use technology/ ICT to communicate ideas” was the least rated required skills by the hospitality staff surveyed, even the mean score still indicated that it was regarded as very important (4-point on the 5-point importance scale). The results were not surprising as studies on job requirements in several service-related fields such as human resource, general management, and marketing have revealed that each occupation category required specific skills (Weber, Crawford, Lee & Dennison, 2013).

Similarly, the hospitality industry seeks to engage mostly employees with “soft skills” or generic skills (human resource, interpersonal, conceptual and analytical skills, social and organisational skills) for service-oriented roles (Martin & McCabe, 2007; Robles, 2012; Riley, 2014), and some employees with “hard skills” (administrative and technical skills) mostly for back-room operations (Baum, 2002; Raybould & Wilkins, 2005; Sisson & Adams, 2013; Riley, 2014). For example, soft skill is when a front office staff assists a guest to decide on a suitable room or a waitress assists a guest select a meal from a menu. The term hard skills refer to the technical competency to execute an assigned job and are mostly obtained through schooling or apprenticeship (Ersoy, 2010; Riley, 2014).

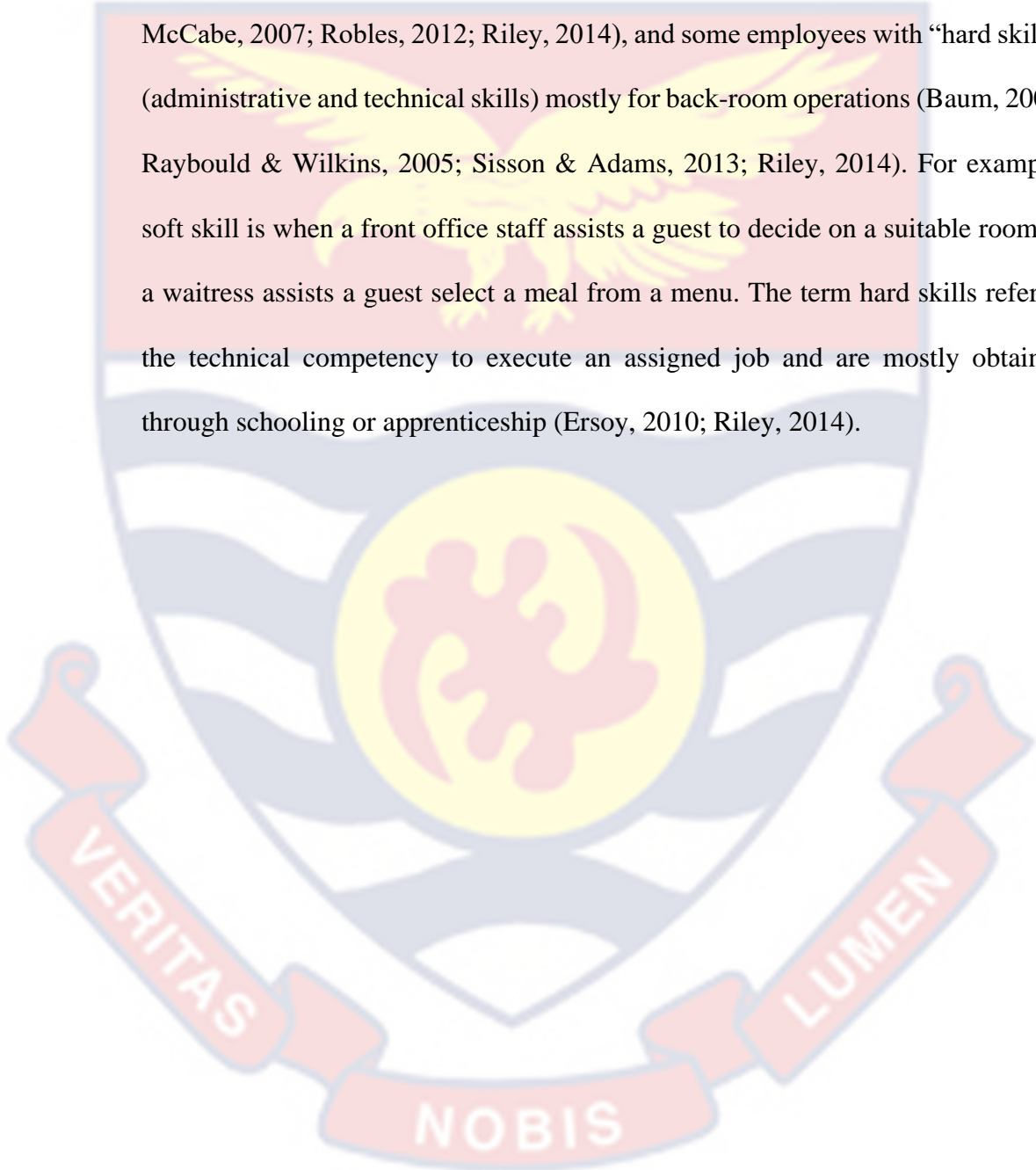


Table 16: Distribution of Respondents' Perceptions of Important Hospitality Skills and Level of Importance

Statement	Mean	SD	Level of importance (%) (N=157)					Rank
			1	2	3	4	5	
Harmonious guest relation skill	4.37	0.71	-	0.6	11.5	38.2	49.7	1
Ability to work in a team	4.34	0.68	-	-	12.1	42.0	45.9	2
Public relation skill	4.32	0.72	-	0.6	12.7	40.1	46.5	3
Ability to work in a multi-task environment	4.31	0.69	-	0.6	10.8	45.9	42.7	4
Employee relation skill	4.30	0.78	-	3.2	10.2	40.1	46.5	5
Leadership skill	4.27	0.73	-	0.6	14.6	42.0	42.7	6.5
Effective communication skill	4.27	0.73	-	2.5	8.9	47.1	41.4	6.5
Effective listening ability	4.26	0.74	0.6	-	14.0	43.3	42.0	8
Ability to show pleasant and courteous behaviour under stress	4.25	0.84	0.6	2.5	14.0	36.9	45.9	9.5
Ability to anticipate guest needs and wants	4.25	0.81	1.3	0.6	13.4	41.4	43.3	9.5
Ability to resolve conflicts	4.24	0.81	0.6	1.9	14.0	40.1	43.3	11.5
Ability to follow up orders and reservations	4.24	0.74	-	-	17.8	40.1	42.0	11.5
Negotiating skill	4.22	0.79	-	1.9	16.6	39.5	42.0	13
Ability to sell/ Marketing skills	4.21	0.77	-	0.6	19.1	38.9	41.4	14
Ability to understand hospitality laws and regulations	4.20	0.73	-	0.6	16.6	44.6	38.2	15
Ability to minimize use of resources while providing services	4.17	0.79	-	2.5	16.6	42.7	38.2	16
Ability to use technology/ ICT to communicate ideas	4.02	0.95	2.5	2.5	21.0	38.2	35.7	17

Source: Field survey (2021). Note: Judgment of importance was made on a 5-point scale; 1= not important; 2 = not very important; 3= somewhat important; 4= very important; 5 = extremely important. SD= Standard deviation. Mean: mean response on the five-point scale

By categorising (see Table 16), it is found that overall, respondents perceived that human resource or people skills was more important, followed by hospitality operational skills, conceptual skills and personal skills which were relatively considered as less important. Indeed, the first nine rated skills were all human or people skills (1st -9.5th position), hospitality operational skills (11th-14th and 16th ranked positions), conceptual skill (15th ranked position) and personal skills (17th ranked position). These findings are in consonance with a previous report by Lu (1999) in a study in Taiwan among hospitality educators and human resource managers who found that the study participants rated people skills over conceptual and personal skills. The finding also confirms that the employees understood that the service industry primarily aims to satisfy guests (Wei & Ho, 2019). Also, the results emphasised the 'emotional demands' on the employees as an additional dimension of hospitality skills, as was propounded by Seymour (2000) whose work was based on a seminal work developed by Hochschild (1983). Hochschild argued that service employees are required to manage their emotions in favour of their customers when dealing with them because they are expected to do so as part of their remuneration.

The findings clearly demonstrated the necessity for personnel to build positive interpersonal interactions in order to function in this business. In fact, the findings supported those of investigations by Baum (1991), Breiter and Dements (1996) and Sneed and Heiman (1995). In their studies, the issues relating to human resources achieved priority ranking over issues relating to technical or research in nature. Some studies point to the de-skilling of work in the service sector, whereby

traditional operational skills such as administrative tasks have largely disappeared or simplified, and in its place, priority is now given to a range of generic “person skills”, largely communication, interpersonal and ICT (Baum & Odgers, 2001).

Samenfink (1992) in a report strongly recommended that hospitality practitioners should have mixture of technical and generic skills so that they can be successful in this competitive industry.

Gap between Perceptions Relevant Skills by the Two Universities

As seen from the results (Table 17), respondents from UCC ranked all the 17 skills as “very important” (4-points), except the “ability to use technology/ ICT to communicate ideas” which was ranked below 4-point (somewhat important). Also, the top six ranked skills by respondents from UCC were; ability to work in a team, harmonious guest relation skill, leadership skill, ability to follow up orders and reservations, effective communication skill, ability to work in a multi-task environment and effective listening ability. Although the 5th and 6th ranked skills were a tie, more people (i.e., 58.7%) saw “effective communication skill” as “extremely important” compared to 50.8% who saw “ability to work in a multi-task environment” as “extremely important”. For the respondents from UCC, the least rated skill is the “ability to use technology/ ICT to communicate ideas” (mean=3.84; standard deviation = 1.22).

Table 17: UCC Respondents' Perceptions of Important Hospitality Skills and Level of Importance

Statement	Level of importance (%) (N=63)							Rank
	Mean	SD	1	2	3	4	5	
Ability to work in a team	4.60	0.64	-	-	7.9	23.8	68.3	1
Harmonious guest relation skill	4.43	0.76	-	1.6	11.1	30.2	57.1	2
Leadership skill	4.39	0.81	-	1.6	15.9	23.8	58.7	3
Ability to follow up orders and reservations	4.38	0.79	-	-	19.0	23.8	57.1	4
Effective communication skill	4.35	0.92	-	6.3	11.1	23.8	58.7	5.5
Ability to work in a multi-task environment	4.35	0.77	-	1.6	12.7	34.9	50.8	5.5
Effective listening ability	4.33	0.84	1.6	0.0	14.3	31.7	52.4	7
Ability to sell/ Marketing skills	4.30	0.84	-	1.6	19.0	27.0	52.4	8
Negotiating skill	4.27	0.97	-	4.8	22.2	14.3	58.7	9.5
Public relation skill	4.27	0.77	-	1.6	14.3	39.7	44.4	9.5
Ability to understand hospitality laws and regulations	4.25	0.84	-	1.6	20.6	28.6	49.2	11
Employee relation skill	4.24	0.95	-	7.9	11.1	30.2	50.8	12
Ability to anticipate guest needs and wants	4.21	1.02	3.2	1.6	19.0	23.8	52.4	13
Ability to resolve conflicts	4.18	0.99	1.6	4.8	17.5	27.0	49.2	14
Ability to show pleasant and courteous behaviour under stress	4.14	0.99	1.6	6.3	14.3	31.7	46.0	15.5
Ability to minimize use of resources while providing services	4.14	0.96	-	6.3	20.6	25.4	47.6	15.5
Ability to use technology/ ICT to communicate ideas	3.84	1.22	6.3	6.3	25.4	20.6	41.3	17

Source: Field survey (2021). Note: Judgment of importance was made on a 5-point scale; 1= not important; 2 = not very important; 3= somewhat important; 4= very important; 5 = extremely important. SD= Standard deviation. Mean: mean response on the five-point scale.

In contrast, respondents from UG (Table 18) ranked all the 17 listed skills as very important (4-point). Similarly, the top six rated skills were; public relation skill, employee relation skill, harmonious guest relation skill, ability to show pleasant and courteous behaviour under stress, ability to resolve conflicts, ability to anticipate guest needs and wants and ability to work in a multi-task environment. Although the last three skills of the top six were tied for the 6th position, slightly more respondents (39.4%) rated “ability to resolve conflicts” as “extremely important” compared to “ability to anticipate guest needs and wants” and “ability to work in a multi-task environment” which were all rated by 37.2% on 5-point (extremely important) on the rating scale. The high consideration of “people skills” by both universities emphasise the consciousness of hospitality service unit staff to satisfy their guest (Donkoh *et al.*, 2012).

Similar to the perception of least important skill by respondents from UCC, the “ability to use technology/ ICT to communicate ideas” was also the least rated by the staff surveyed at UG. Quite instructively, “harmonious guest relation skill” (2nd and 3rd for UCC and UG, respectively and “ability to work in a multi-task environment” (6th position for both) were the only two skills that commonly ranked among the top six skills by the staff surveyed in both universities, while some other set of skills were ranked by only one group. This indicates that the respondents were aware of the wide variety of tasks within the hospitality industry which required multi-tasking, also were conscious that the success of the job depended on their working relationship with guest which was positive. The less consideration for technical skills like ICT and marketing skills reflect the fact that hospitality

units in the universities may rely on other technical or specialists' staff such as computer scientist, accountants or marketing specialists who major in ICT or the business area, as a result ICT or marketing skills were not considered as important as other skills. On the other hand, the disregard given to skills in ICT as being important may be a loss, as the service may miss out on the growing usage of Internet and how it influences customer care experiences.



Table 18: UG Respondents' Perceptions of Important Hospitality Skills and Level of Importance

Statement	Level of importance (%) (N=94)							
	Mean	SD	1	2	3	4	5	Rank
Public relation skill	4.36	0.69	-	-	11.7	40.4	47.9	1
Employee relation skill	4.34	0.65	-	-	9.6	46.8	43.6	2
Harmonious guest relation skill	4.33	0.68	-	-	11.7	43.6	44.7	3
Ability to show pleasant and courteous behaviour under stress	4.32	0.71	-	-	13.8	40.4	45.7	4
Ability to resolve conflicts	4.28	0.66	-	-	11.7	48.9	39.4	6
Ability to anticipate guest needs and wants	4.28	0.63	-	-	9.6	53.2	37.2	6
Ability to work in a multi-task environment	4.28	0.63	-	-	9.6	53.2	37.2	6
Effective communication skill	4.22	0.57	-	-	7.4	62.8	29.8	8
Effective listening ability	4.21	0.67	-	-	13.8	51.1	35.1	9
Ability to minimize use of resources while providing services	4.18	0.66	-	-	13.8	54.3	31.9	11
Negotiating skill	4.18	0.64	-	-	12.8	56.4	30.9	11
Leadership skill	4.18	0.65	-	-	13.8	54.3	31.9	11
Ability to understand hospitality laws and regulations	4.17	0.65	-	-	13.8	55.3	30.9	13
Ability to work in a team	4.16	0.66	-	-	14.9	54.3	30.9	14
Ability to sell/ Marketing skills	4.15	0.72	-	-	19.1	46.8	34.0	15.5
Ability to follow up orders and reservations	4.15	0.69	-	-	17.0	51.1	31.9	15.5
Ability to use technology/ ICT to communicate ideas	4.14	0.69	-	-	18.1	50.0	31.9	17

Source: Filed survey (2021). Note: Judgment of importance was made on a 5-point scale; 1= not important; 2 = not very important; 3= somewhat important; 4= very important; 5 = extremely important. SD= Standard deviation. Mean: mean response on the five-point scale

To further examine whether or not the differences exist between the perceptions of relevant skills by respondents from UCC and UG, the two groups were compared to each other by the skills they perceived as important in the hospitality industry. Mann-Whitney U test was employed to satisfy this research question, which also underlines research question three of the study. The results showed that most of the perceptions of relevant skills between UCC and UG hospitality staff were quite similar (Table 19). The statistical results showed that there were only four significant differences between the two universities ($p < .05$). These four skills were; ability to work in a team (ranked 1st and 14th by UCC and UG, respectively), leadership skill (ranked 3rd and 11th by UCC and UG, respectively), effective communication skill (ranked 5.5th and 8th by UCC and UG, respectively) and ability to follow up orders and reservations (4th and 15th by UCC and UG, respectively).

In fact, these four skills had been ranked differently between two groups as indicated by the mean scores and their mean ranking (Table 19). Interestingly, all the four skills that differed between the two universities all recorded higher mean ranks by respondents from UCC compared to their counterparts from UG. “Ability to work in a team ($p = 0.0005$)” had a mean ranking of 96.22 for UCC and 67.46 for UG, leadership skill ($p = 0.019$) had a mean ranking of 88.60 for UCC as against 72.57 for UG, then “effective communication skill ($p = 0.024$)” achieved a mean ranking of 88.06 for UCC and 72.93 for UG and “ability to follow up orders and reservations ($p = 0.025$)” had a mean ranking of 88.19 and 72.84 for UCC and UG, respectively.

Some claim that the skills that individuals bring to the workplace for carrying out standardized duties are context- and culture-specific. (Mariani, Borghi, & Okumus, 2020). Here we find that even though there were many similarities in the perceptions of important skills by staff from the two universities there were significant differences in at least four skills which possibly reflect the local/organisation context of the universities or possibly the type of hospitality service unit being operated by the universities.

Table 19: Respondents' Perceptions of Important Skills between UCC and UG Hospitality Service Unit

Statement	UCC	UG	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Ability to work in a team	96.22	67.46	1876.000	-4.271	.0005*
Leadership skill	88.60	72.57	2356.500	-2.355	.019*
Negotiating skill	85.52	74.63	2550.000	-1.588	.112
Effective listening ability	85.27	74.80	2566.000	-1.542	.123
Effective communication skill	88.06	72.93	2390.000	-2.253	.024*
Harmonious guest relation skill	83.83	75.77	2657.000	-1.202	.229
Employee relation skill	79.18	78.88	2949.500	-0.045	.964
Public relation skill	76.47	80.70	2801.500	-0.626	.531
Ability to resolve conflicts	79.29	78.81	2943.000	-0.070	.944
Ability to show pleasant and courteous behaviour under stress	76.46	80.70	2801.000	-0.621	.534
Ability to work in a multi-task environment	83.30	76.12	2690.000	-1.069	.285
Ability to anticipate guest needs and wants	81.02	77.64	2833.500	-0.497	.619
Ability to use technology/ ICT to communicate ideas	75.12	81.60	2716.500	-0.928	.353
Ability to understand hospitality laws and regulations	83.60	75.91	2671.000	-1.126	.260
Ability to sell/ Marketing skills	85.37	74.73	2560.000	-1.545	.122
Ability to follow up orders and reservations	88.19	72.84	2382.000	-2.242	.025*
Ability to minimize use of resources while providing services	80.74	77.84	2851.500	-0.422	.673

Source: Field Survey (2021). Note* - Indicated statistically significant difference. Significant difference level $p < .05$

Background of Respondents Versus Perceptions of Relevant Skills

In order to examine whether or not respondents background or profile (highest educational qualification, training acquired in hospitality service/management affected, training acquired after employment, and area of specialisation) affected the respondents' perceptions of relevant skills required by hospitality staff, the researcher compared the respondents' background data to each skill while they perceived the important skills required by hospitality staff. The Kruskal-Wallis H test was conducted to determine if a relationship existed between these variables. The results indicating the mean ranks are presented in Tables 20, 21, 22 and 23.

In addition, Table 22 (also shows the mean scores for each skill against the educational levels of respondents. For their educational background, the results indicated for all the important skills, there was no difference on how they perceived all the skills, except "ability to show pleasant and courteous behaviour under stress" which reached the statistically significant different variation level ($p < .05$) (mean ranks; masters, 91.74; bachelors, 90.76; diploma, 71.26; secondary school, 63.20; basic level, 78.45; $p = .019$). The only other background of respondents that affected perception of the skills set was area of specialisation (certification).

The skills that were ranked differently and though reached the statistically significant different variation level ($p < .05$) were; ability to use technology/ ICT to communicate ideas (mean ranks; hospitality and tourism management, 93.68; home economics and catering, 74.92; science, 52.90; general arts, 95.85; business, 63.73; human resource management, 75.33; $p = .032$) and "ability to understand hospitality laws and regulations" (mean ranks; hospitality and tourism management, 94.70;

home economics and catering, 78.66; science, 37.15; general arts, 83.70; business, 50.83; human resource management, 84.17; $p = .0005$). This finding can be explained that ability to use technology and understanding laws and regulations which are personal skill and conceptual skill respectively can only be obtained through schooling or certification, and therefore, it was not surprising their perception was affected by the area of specialisation by the respondents.



Table 20: How Training Acquired in Hospitality affected Ranking of Important Hospitality Skills (Mean Ranks)

	Training acquired in hospitality service/management				Kruskal-Wallis H	df	Asymp. Sig.
	Internship/attachment	On the job training	Off the job training and schooling	Workshop			
Ability to work in a team	16.20	19.00	14.45	19.00	2.030	3	0.566
Leadership skill	16.10	21.50	14.53	17.00	1.696	3	0.638
Negotiating skill	16.60	7.00	15.58	18.83	2.838	3	0.417
Effective listening ability	20.00	13.50	14.75	14.33	2.465	3	0.482
Effective communication skill	16.70	15.25	14.90	17.67	0.481	3	0.923
Harmonious guest relation skill	18.30	11.00	15.10	16.50	1.524	3	0.677
Employee relation skill	22.00	11.50	13.98	17.50	4.982	3	0.173
Public relation skill	18.60	5.25	15.35	18.17	4.454	3	0.216
Ability to resolve conflicts	19.50	11.50	14.55	17.83	2.364	3	0.500
Ability to show pleasant and courteous behaviour under stress	16.50	11.25	15.40	17.33	0.862	3	0.835
Ability to work in a multi-task environment	17.20	6.25	15.40	19.50	3.517	3	0.319
Ability to anticipate guest needs and wants	16.70	11.25	15.60	15.67	0.729	3	0.866
Ability to use technology/ ICT to communicate ideas	17.40	6.50	15.30	19.67	3.478	3	0.324
Ability to understand hospitality laws and regulations	20.00	16.25	14.23	16.00	2.141	3	0.544
Ability to sell/ Marketing skills	14.80	11.00	15.95	16.67	0.899	3	0.826
Ability to follow up orders and reservations	17.50	6.50	15.48	18.33	3.253	3	0.354
Ability to minimize use of resources while providing services	17.90	11.25	15.05	17.33	1.325	3	0.723

Source: Field survey (2021)

Table 21: How Training Acquired after being Employed Affected Ranking of Important Hospitality Skills (Mean Ranks)

Statement (Skills)	Training acquired after employment						Kruskal-Wallis H	Df	Asymp. Sig.
	Internship/ attachment	On the job training	Work experience	Off the job training and schooling	National service	Workshop			
Ability to work in a team	23.63	23.95	28.50	19.08	28.50	23.30	3.871	5	.568
Leadership skill	22.75	23.65	32.00	18.38	22.75	28.30	5.409	5	.368
Negotiating skill	21.38	22.95	24.00	19.93	33.00	23.70	2.731	5	.741
Effective listening ability	31.50	23.20	22.25	18.93	31.50	20.40	6.029	5	.303
Effective communication skill	20.75	26.90	20.75	20.33	20.75	20.90	2.654	5	.753
Harmonious guest relation skill	26.63	24.55	31.50	17.93	21.75	25.80	5.952	5	.311
Employee relation skill	31.50	24.80	31.50	18.20	22.25	20.10	7.367	5	.195
Public relation skill	25.38	25.65	9.00	20.40	14.00	26.80	6.255	5	.282
Ability to resolve conflicts	26.50	26.20	31.00	17.65	13.00	27.40	8.927	5	.112
Ability to show pleasant and courteous behaviour under stress	24.00	25.00	24.00	19.93	24.00	21.10	1.601	5	.901
Ability to work in a multi-task environment	21.75	23.05	33.50	18.15	24.50	29.90	6.726	5	.242
Ability to anticipate guest needs and wants	24.25	25.90	19.75	19.88	32.00	17.80	4.295	5	.508
Ability to use technology/ ICT to communicate ideas	24.63	23.10	27.75	20.90	21.50	20.00	1.068	5	.957
Ability to understand hospitality laws and regulations	29.00	24.50	19.75	19.45	25.00	21.30	3.110	5	.683
Ability to sell/ Marketing skills	20.75	22.45	23.00	21.60	23.00	22.90	0.153	5	1.000
Ability to follow up orders and reservations	23.00	22.80	23.00	19.30	31.50	26.20	3.364	5	.644
Ability to minimize use of resources whiles providing services	25.13	22.55	18.25	19.78	32.00	24.80	3.170	5	.674

Source: Field survey (2021)

Table 22 : How Educational Qualification Affected Ranking of Important Hospitality Skills (Mean Ranks)

	Highest academic qualification					Kruskal-Wallis H	df	Asymp. Sig.
	BECE	WASSCE	Diploma	Bachelor's Degree	Master's Degree			
Ability to work in a team	82.57	81.16	87.08	75.87	66.14	3.808	4	0.433
Leadership skill	80.69	72.31	91.74	75.87	75.43	4.415	4	0.353
Negotiating skill	87.74	64.86	87.41	78.03	82.79	6.349	4	0.175
Effective listening ability	93.64	67.29	88.59	75.99	75.55	7.481	4	0.113
Effective communication skill	93.90	72.00	80.71	77.44	76.57	3.944	4	0.414
Harmonious guest relation skill	95.07	67.91	81.23	79.31	77.21	5.876	4	0.209
Employee relation skill	79.00	69.19	74.48	81.83	96.12	6.105	4	0.191
Public relation skill	85.21	66.53	76.02	84.19	86.64	5.252	4	0.262
Ability to resolve conflicts	85.31	63.74	76.67	86.93	84.05	7.188	4	0.126
Ability to show pleasant and courteous behaviour under stress	78.45	63.20	71.26	90.76	91.74	11.732	4	0.019
Ability to work in a multi-task environment	91.17	71.71	68.82	86.09	79.12	6.305	4	0.178
Ability to anticipate guest needs and wants	91.43	73.46	70.97	85.38	74.14	5.068	4	0.280
Ability to use technology/ ICT to communicate ideas	79.26	73.01	66.21	90.00	84.19	7.018	4	0.135
Ability to understand hospitality laws and regulations	74.36	78.41	78.35	82.36	78.12	0.583	4	0.965
Ability to sell/ Marketing skills	78.14	73.89	78.35	83.51	79.31	1.062	4	0.900
Ability to follow up orders and reservations	75.55	72.47	84.95	84.38	71.93	3.011	4	0.556
Ability to minimize use of resources while providing services	86.19	65.81	79.02	85.18	79.93	5.043	4	0.283

Source: Field survey (2021)

Table 23: How Area of Specialisation Affected Ranking of Important Hospitality Skills (Mean Ranks)

Statement (Skills)	Area of Specialisation (certification)							Kruskal-Wallis H	df	Asymp. Sig.
	HR Management	Business	General Arts	Science	Home Economics and Catering	Hospitality and Tourism Management	Other			
Ability to work in a team	98.50	73.37	57.80	53.55	81.76	85.73	75.50	8.910	6	.179
Leadership skill	101.83	70.77	70.80	66.35	77.24	89.29	50.00	7.138	6	.308
Negotiating skill	103.17	71.70	73.30	55.70	78.11	88.24	67.17	7.151	6	.307
Effective listening ability	102.17	75.30	70.90	55.10	76.74	91.48	42.50	11.323	6	.079
Effective communication skill	101.83	72.80	69.40	74.50	76.24	87.78	64.00	4.712	6	.581
Harmonious guest relation skill	95.50	71.90	66.30	65.40	82.24	84.65	23.50	9.720	6	.137
Employee relation skill	98.00	86.37	82.80	58.60	73.28	87.97	74.50	7.075	6	.314
Public relation skill	98.33	65.60	82.85	65.10	78.76	85.77	61.83	5.165	6	.523
Ability to resolve conflicts	79.83	77.00	82.25	51.80	74.07	93.17	65.67	10.819	6	.094
Ability to show pleasant and courteous behaviour under stress	78.17	84.17	91.50	70.50	67.68	92.37	99.83	12.051	6	.061
Ability to work in a multi-task environment	77.67	70.43	84.80	84.80	76.81	83.75	62.83	2.310	6	.889
Ability to anticipate guest needs and wants	79.17	69.27	90.25	68.35	72.31	90.76	101.33	8.478	6	.205
Ability to use technology/ ICT to communicate ideas	75.33	63.73	95.85	52.90	74.92	93.68	59.83	13.799	6	.032
Ability to understand hospitality laws and regulations	84.17	50.83	83.70	37.15	78.66	94.70	105.83	24.565	6	.0005
Ability to sell/ Marketing skills	82.83	69.57	84.15	51.75	79.28	86.95	67.67	6.902	6	.330
Ability to follow up orders and reservations	81.50	72.40	83.15	43.70	79.46	87.88	66.33	9.856	6	.131
Ability to minimize use of resources while providing services	85.17	75.87	84.75	58.10	72.96	91.71	85.17	8.451	6	.207

Source: Field survey (2021)

Research Question Four: What are the attitudes of the workforce towards customer care in hospitality service units in UCC and UG?

Research question four of the study was to determine the attitudes of the workforce towards customer care in hospitality units in UCC and UG. In achieving this, the survey collected responses to a series of statements about attitudes or behaviours to work and customer care from the staff surveyed, where all the respondents were asked to indicate the extent of their agreement or disagreement with each statement. The results presented in Table 24 indicate a strong inclination towards positive attitudes like hard work, love for their work and satisfying customers, problem solving and team work. Indeed, all the respondents were reluctant to disagree with any attitudes. Respondents ‘agreed’ (on 4-point rating) with all the attitudes, except one (i.e., take personal pride in satisfying other’s needs) which respondents were neutral about it (ranked on 3-point).

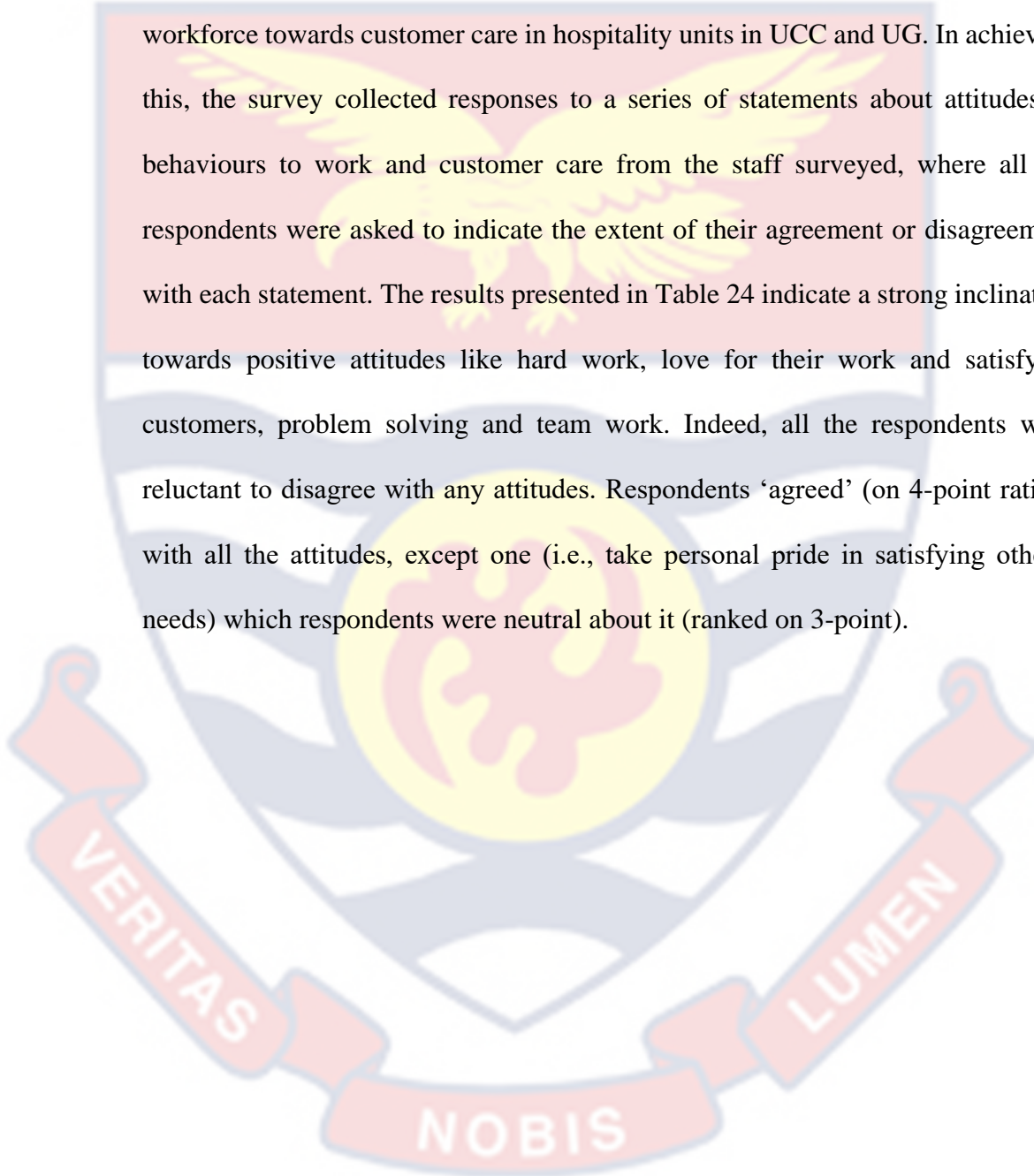


Table 24: Respondents' Mean and Level of Agreement with what Constitutes Important Attitudes to Work at Hospitality Service Units

Statement	Mean	SD	Level of Agreement (%)					Rank
			1	2	3	4	5	
Believe hard work is rewarded through promotion	4.37	0.78	1.3	-	10.8	36.3	51.6	1
Respect and take care of unit properties	4.34	0.68	-	0.6	9.6	44.6	45.2	2
Punctual at work	4.28	0.74	0.6	-	13.4	42.7	43.3	3.5
Have self-motivation	4.28	0.73	0.6	0.6	10.8	45.9	42.0	3.5
Prefer each day to be different over each day being the same	4.24	0.78	-	1.9	15.3	40.1	42.7	5
Understanding and sensitive towards guest needs	4.22	0.76	0.6	1.3	12.1	47.1	38.9	6
Tendency to move towards possibilities as opposed to negative outcomes	4.19	0.77	0.0	1.3	17.8	41.4	39.5	7.5
Prefer satisfying others before yourself	4.19	0.71	-	1.9	11.5	52.2	34.4	7.5
Prefer solving problem over following procedures	4.18	.84	1.3	1.3	16.6	40.1	40.8	9.5
Prefer working as part of a team over doing individualized work	4.18	0.86	1.9	0.6	15.9	40.8	40.8	9.5
Prefer challenging work over regimented work	4.18	0.83	1.3	-	19.1	38.9	40.8	11
Have overall professional attitudes (dressing, grooming, behaviour)	4.17	0.88	1.3	3.2	14.0	40.8	40.8	12
Cheerful nature	4.11	0.87	1.9	0.6	19.1	41.4	36.9	13.5
Prefer working with people over working with administrative tasks	4.11	0.86	1.3	1.3	20.4	39.5	37.6	13.5
Honest in understanding operations	4.09	0.75	0.6	0.6	18.5	49.7	30.6	15
Take pride in what you do	4.04	0.88	1.9	5.1	9.6	54.1	29.3	16
Take personal pride in satisfying others needs	3.94	0.81	1.3	3.8	17.2	55.4	22.3	17

Source: Filed survey. Note. Judgment on agreement was made on a 5-point scale; 1 = Strongly Disagree; 2 =Disagree; 3 =Neutral; 4 =Agree; 5 =Strongly Agree. SD= Standard deviation. Mean: mean response on the five-point scale.

As shown in Table 24, the 10 topmost ranked attitudes were; believe hard work is rewarded through promotion, respect and take care of unit properties, punctual at work, have self-motivation, prefer each day to be different over each day being the same, understanding and sensitive towards guest needs, tendency to move towards possibilities as opposed to negative outcomes, prefer satisfying others before yourself, prefer solving problem over following procedures, prefer working as part of a team over doing individualized work; all were rated as 'agree' (4-point on the 5-point scale).

Gap in Attitudes between UCC and UG

Further analysis was carried out whether or not the differences exist between the perceptions of the extent of agreement or disagreement on attitudes by staff of the two universities. The responses of staff surveyed from UCC are presented in Table 25, indicating a somewhat mixed picture of perceptions of attitudes to work by the hospitality staff. By inspection, they were in agreement with the top nine attitudes which were all "agreed" on (rated on 4-point agreement) by the respondents'; these are believe hard work is rewarded through promotion, punctual at work, respect and take care of unit properties, have self-motivation, prefer each day to be different over each day being the same, understanding and sensitive towards guest needs, prefer working as part of a team over doing individualized work, honest in understanding operations and prefer satisfying others before yourself. The rankings were similar to the overall ranking.

Table 25: Respondents' Mean and Level of Agreement from UCC on what Constitutes Important Attitudes to Work at Hospitality Service Units

Statement	Mean	SD	Level of Agreement % (N=63)					Rank
			1	2	3	4	5	
Believe hard work is rewarded through promotion	4.57	0.71	-	-	12.7	17.5	69.8	1
Punctual at work	4.44	0.86	1.6	-	14.3	20.6	63.5	2
Respect and take care of unit properties	4.43	0.76	-	1.6	11.1	30.2	57.1	3
Have self-motivation	4.38	0.89	1.6	1.6	12.7	25.4	58.7	4
Prefer each day to be different over each day being the same	4.27	0.88	-	4.8	14.3	30.2	50.8	5
Understanding and sensitive towards guest needs	4.25	0.89	1.6	3.2	11.1	36.5	47.6	6
Prefer working as part of a team over doing individualized work	4.13	1.04	4.8	1.6	14.3	34.9	44.4	7.5
Honest in understanding operations	4.13	0.92	1.6	1.6	22.2	31.7	42.9	7.5
Prefer satisfying others before yourself	4.11	0.90	-	4.8	20.6	33.3	41.3	9
Cheerful nature	4.09	1.06	4.8	1.6	17.5	31.7	44.4	11
Prefer solving problem over following procedures	4.09	1.04	3.2	3.2	20.6	27.0	46.0	11
Tendency to move towards possibilities as opposed to negative outcomes	4.09	0.86	-	3.2	22.2	36.5	38.1	11
Prefer challenging work over regimented work	4.02	0.98	3.2	-	27.0	31.7	38.1	13
Have overall professional attitudes (dressing, grooming, behaviour)	3.98	1.11	3.2	7.9	19.0	27.0	42.9	14.5
Prefer working with people over working with administrative tasks	3.98	0.98	3.2	1.6	23.8	36.5	34.9	14.5
Take pride in what you do	3.95	1.11	4.8	7.9	11.1	39.7	36.5	16
Take personal pride in satisfying others needs	3.84	1.00	1.6	6.3	30.2	30.2	31.7	17

Source: Field survey (2021)

The importance of the 7th (prefer working as part of a team over doing individualized work) and 8th (honest in understanding operations) ranked attitudes were equally agreed on, but in terms of the level of agreement, the former achieved more consensus (44.4%) for 5-point rating (strongly agree) compared to the latter which achieved a consensus of 42.9% for the same rating.

By contrast, the respondents chiefly were neutral concerning the last five ranked attitudes, which were all rated on 3-point (neutral): The attitudes are “prefer challenging work over regimented work”, have overall professional attitudes (dressing, grooming, behaviour), prefer working with people over working with administrative tasks, take pride in what you do, and take personal pride in satisfying other’s needs.

Unlike UCC, respondents from UG were clear in their minds about their perceptions of the attitudes as they ranked all the attitudes on 4-point (agree). As presented in the results section (Table 26), they were in agreement with statements concerning and relating to; challenging work over regimented work, respect and take care of unit properties, have overall professional attitudes (dressing, grooming, behaviour), prefer satisfying others before yourself, tendency to move towards possibilities as opposed to negative outcomes, believe hard work is rewarded through promotion, prefer solving problem over following procedures, prefer working as part of a team over doing individualized work, prefer each day to be different over each day being the same, and have self-motivation. The last five ranked attitudes were; punctual at work, cheerful nature, take pride in what you do,

honest in understanding operations, and take personal pride in satisfying other's needs.

Predominantly, the staff from both universities had a lot in common regarding the required attitudes to work and guests. They mutually agreed on at least six out of the top ten ranked attitudes, which were; believe hard work is rewarded through promotion (ranked as 1st and 6.5th by UCC and UG, respectively), respect and take care of unit properties (3rd and 2nd by UCC and UG, respectively), have self-motivation (4th and 9.5th by UCC and UG, respectively), prefer each day to be different over each day being the same (5th and 9.5th by UCC and UG, respectively), prefer working as part of a team over doing individualized work (7.5th and 8th), and prefer satisfying others before yourself (9th and 4.5th).

Determination of the gap on perceptions on attitudes required in the hospitality industry was done by comparing the two groups. Mann-Whitney U Test was employed to satisfy this research question, which also underlines research question four of the study. The results showed that most of the perceptions of relevant attitudes between UCC and UG staff were the substantially similar as shown in Table 27. The statistical results showed that there were only three significant differences between the two universities ($p < .05$). The attitudes were; punctual at work (mean ranks, 91.70 and 70.49 for UCC and UG, respectively; $p = 0.002$), have self-motivation (mean ranks, 88.66 and 72.53, respectively for UCC and UG; $p = 0.017$) and believe hard work is rewarded through promotion (mean ranks; 91.49 and 70.63 for UCC and UG, respectively).

Table 26: Respondents' Mean and Level of Agreement from UG on what Constitutes Important Attitudes to Work at Hospitality Service Units

Statement	Level of agreement (%) (N=94)					Rank		
	Mean	SD	1	2	3		4	5
Prefer challenging work over regimented work	4.28	0.69	-	-	13.8	43.6	42.6	2
Respect and take care of unit properties	4.28	0.61	-	-	8.5	54.3	37.2	2
Have overall professional attitudes (dressing, grooming, behaviour)	4.28	0.65	-	-	10.6	50.0	39.4	2
Prefer satisfying others before yourself	4.25	0.54	-	-	5.3	64.9	29.8	4.5
Tendency to move towards possibilities as opposed to negative outcomes	4.25	0.70	-	-	14.9	44.7	40.4	4.5
Believe hard work is rewarded through promotion	4.23	0.79	2.1	-	9.6	48.9	39.4	6.5
Prefer solving problem over following procedures	4.23	0.68	-	-	13.8	48.9	37.2	6.5
Prefer working as part of a team over doing individualized work	4.22	0.72	-	-	17.0	44.7	38.3	8
Prefer each day to be different over each day being the same	4.20	0.70	-	-	16.0	46.8	37.2	9.5
Have self-motivation	4.20	0.59	-	-	9.6	59.6	30.9	9.5
Understanding and sensitive towards guest needs	4.19	0.65	-	-	12.8	54.3	33.0	11
Prefer working with people over working with administrative tasks	4.18	0.77	-	1.1	18.1	41.5	39.4	12
Punctual at work	4.17	0.64	-	-	12.8	57.4	29.8	13
Cheerful nature	4.12	0.72	-	-	20.2	47.9	31.9	14
Take pride in what you do	4.09	0.68	-	3.2	8.5	63.8	24.5	15
Honest in understanding operations	4.06	0.62	-	-	16.0	61.7	22.3	16
Take personal pride in satisfying others needs	4.00	0.66	1.1	2.1	8.5	72.3	16.0	17

Source: Field survey (2021)

Table 27: Respondents' Perceptions of Attitudes to Work and Customer Care between UCC and UG Hospitality Service Units

Statement	UCC (N=63) (Mean rank)	UG (N=94) (Mean rank)	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Take personal pride in satisfying others needs	75.28	81.49	2726.500	-0.931	0.352
Prefer satisfying others before yourself	77.37	80.10	2858.000	-0.409	0.683
Cheerful nature	81.94	77.03	2775.500	-0.712	0.477
Take pride in what you do	79.29	78.81	2943.000	-0.071	0.943
Honest in understanding operations	83.42	76.04	2682.500	-1.087	0.277
Punctual at work	91.70	70.49	2161.000	-3.128	0.002*
Have self-motivation	88.66	72.53	2352.500	-2.395	0.017*
Understanding and sensitive towards guest needs	83.74	75.82	2662.500	-1.170	0.242
Respect and take care of unit properties	86.26	74.13	2503.500	-1.811	0.070
Have overall professional attitudes (dressing, grooming, behaviour)	74.35	82.12	2668.000	-1.130	0.258
Tendency to move towards possibilities as opposed to negative outcomes	74.90	81.74	2703.000	-0.995	0.320
Prefer working with people over working with administrative tasks	74.33	82.13	2666.500	-1.126	0.260
Prefer solving problem over following procedures	78.27	79.49	2915.0W0	-0.177	0.859
Prefer working as part of a team over doing individualized work	79.84	78.44	2908.000	-0.205	0.838
Prefer each day to be different over each day being the same	83.09	76.26	2703.500	-0.998	0.318
Prefer challenging work over regimented work	72.58	83.30	2556.500	-1.556	0.120
Believe hard work is rewarded through promotion	91.49	70.63	2174.000	-3.125	0.002*

Source: Field survey (2021). Note* - Indicated statistically significant difference. Significant difference level * $p < .05$

Background of Respondents versus Attitudes

The results demonstrated that only the area of educational specialisation had some impact on the perception of the important attitudes for hospitality staff. Mean scores according to the education background is presented in Table 29 in the. Kruskal-Wallis H test conducted to determine if a relationship existed between these respondents' background and their rating of the level of agreement with each attitude item is presented in Tables 28, 29, 30 and 31. The results indicating the mean ranks show that there were only statistically significant differences in only five of the items under area of specialisation and one item under those who acquired training after employment. For area of specialisation, the five items were; "Take personal pride in satisfying other's needs" with mean ranks for Human Resource Management (99.33), Business (50.20), General Arts (79.00), Science (73.70), Home Economics and Catering (77.16) Hospitality and Tourism Management (92.25); $p = 0.031$); "Take pride in what you do" with mean ranks for Human Resource Management (90.83), Business (47.73), General Arts (77.10), Science (90.20), Home Economics and Catering (73.96) Hospitality and Tourism Management (91.87); $p = 0.008$); "Have overall professional attitudes (dressing, grooming, behaviour)" with mean ranks 82.83, 68.57, 93.50, 76.40, 68.06 and 94.58 for ($p= 0.028$) for Human Resource Management, Business, General Arts, Science, Home Economics and Catering and Hospitality and Tourism Management, respectively. The other items were "Tendency to move towards possibilities as opposed to negative outcomes" with mean ranks 84.17, 66.40, 94.75, 61.75, 69.70, 95.53 for Human Resource Management, Business, General Arts, Science, Home Economics and Catering and Hospitality and Tourism

Management, respectively ($p= 0.013$) and “Prefer working with people over working with administrative tasks” with mean ranks 71.50, 45.07, 112.00, 71.05, 73.97 and 93.25 ($p= .001$) for Human Resource Management, Business, General Arts, Science, Home Economics and Catering and Hospitality and Tourism Management, respectively. The ranks show that those with background in Hospitality and Tourism Management usually ranked the attitudes higher than those with other specialty.

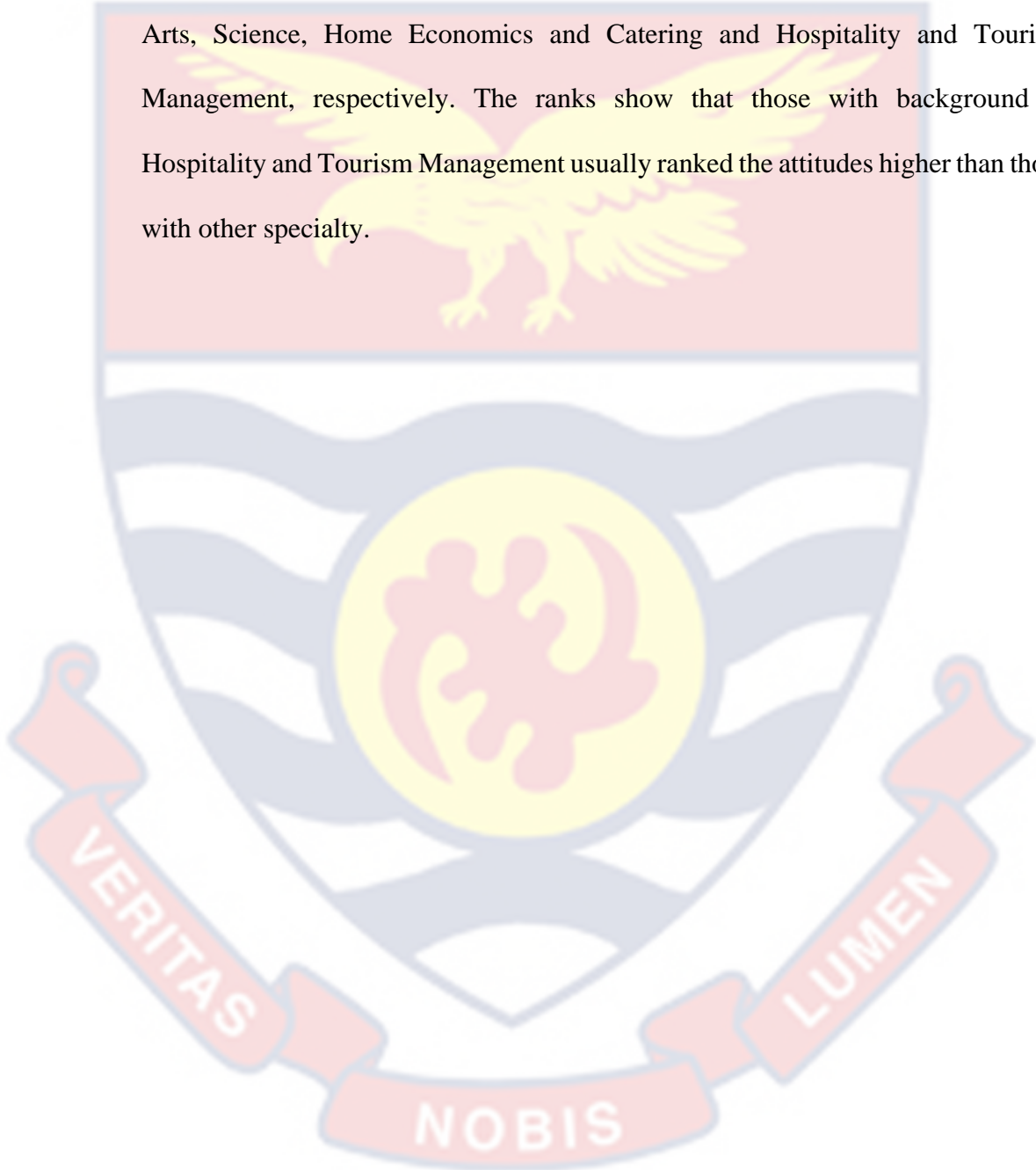


Table 28: How Area of Specialisation Affected Ranking of Important Attitudes in Hospitality Services (Mean Ranks)

Statement	Area of specialisation (certification)							Kruskal-Wallis H	df	Asymp. Sig.
	Human Resource Management	Business	General arts	Science	Home economics and catering	Hospitality and tourism management	Other			
Take personal pride in satisfying others needs	99.33	50.20	79.00	73.70	77.16	92.25	60.00	13.887	6	.031
Prefer satisfying others before yourself	85.17	66.10	76.10	66.10	76.23	89.66	91.17	6.271	6	.393
Cheerful nature	71.67	71.67	80.70	77.35	75.58	87.54	71.67	2.976	6	.812
Take pride in what you do	90.83	47.73	77.10	90.20	73.96	91.87	112.67	17.310	6	.008
Honest in understanding operations	91.50	80.17	77.75	73.35	72.14	87.55	112.50	6.229	6	.398
Punctual at work	78.50	68.33	71.85	78.60	81.09	79.54	101.00	2.302	6	.890
Have self-motivation	78.50	80.13	69.30	74.20	78.00	81.87	101.50	1.845	6	.933
Understanding and sensitive towards guest needs	82.00	58.50	79.75	77.20	78.66	84.58	104.50	5.654	6	.463
Respect and take care of unit properties	75.00	61.80	72.65	68.40	78.55	87.97	98.50	6.426	6	.377
Have overall professional attitude (dressing, grooming, behaviour)	82.83	68.57	93.50	76.40	68.06	94.58	104.17	14.196	6	.028
Tendency to move towards possibilities as opposed to negative outcomes	84.17	66.40	94.75	61.75	69.70	95.53	105.33	16.068	6	.013
Prefer working with people over working with administrative tasks	71.50	45.07	112.00	71.05	73.97	93.25	71.50	22.126	6	.001
Prefer solving problem over following procedures	68.33	66.00	82.95	63.25	78.34	88.20	68.33	5.478	6	.484
Prefer working as part of a team over doing individualized work	68.00	62.43	89.05	73.75	75.82	89.63	68.00	6.765	6	.343
Prefer each day to be different over each day being the same	66.17	59.50	80.65	76.30	77.77	89.13	66.17	6.580	6	.361
Prefer challenging work over regimented work	68.67	67.53	89.70	85.15	74.06	85.60	104.67	5.305	6	.505
Believe hard work is rewarded through promotion	71.00	56.53	71.90	52.95	85.70	82.88	94.00	11.632	6	.071

Source: Field survey (2021)

Table 29: How Academic Qualification Affected Ranking of Important Attitudes in Hospitality Services (Mean Ranks)

Statement	Highest Academic Qualification					Kruskal-Wallis H	df	Asymp. Sig.
	BECE	WASSCE	Diploma	Bachelor's Degree	Master's Degree			
Take personal pride in satisfying others needs	86.90	63.86	80.08	83.22	85.19	6.551	4	.162
Prefer satisfying others before yourself	77.02	66.21	90.38	85.13	70.69	7.886	4	.096
Cheerful nature	83.48	65.99	82.91	88.12	69.67	6.987	4	.137
Take pride in what you do	88.38	68.66	83.56	81.39	74.33	4.157	4	.385
Honest in understanding operations	81.76	62.89	84.73	82.64	85.95	6.872	4	.143
Punctual at work	82.98	82.27	84.73	76.17	66.90	3.021	4	.554
Have self-motivation	97.26	74.04	84.17	73.54	73.10	6.354	4	.174
Understanding and sensitive towards guest needs	91.43	82.04	85.95	68.37	74.36	6.330	4	.176
Respect and take care of unit properties	91.79	75.00	86.53	75.48	68.93	5.072	4	.280
Have overall professional attitude (dressing, grooming, behaviour)	74.83	72.64	81.62	82.51	81.79	1.543	4	.819
Tendency to move towards possibilities as opposed to negative outcomes	76.12	65.61	86.23	82.15	85.79	5.390	4	.250
Prefer working with people over working with administrative tasks	77.88	81.70	74.64	77.46	85.93	1.116	4	.892
Prefer solving problem over following procedures	87.69	67.03	84.12	78.71	82.86	4.363	4	.359
Prefer working as part of a team over doing individualized work	72.76	78.91	79.35	80.01	82.57	0.639	4	.959
Prefer each day to be different over each day being the same	86.83	72.43	78.00	77.59	86.86	2.392	4	.664
Prefer challenging work over regimented work	81.98	77.60	71.80	80.88	85.45	1.677	4	.795
Believe hard work is rewarded through promotion	83.90	91.87	76.97	73.12	69.00	6.045	4	.196

Source: Field survey (2021)

Table 30: How Training Acquired after Employment Affected Ranking of Important Attitudes in Hospitality Services (Mean Ranks)

	Training acquired after employment						Kruskal -Wallis H	Df	Asymp. Sig.
	Internship/ attachment	On-the-job training	Work experience	Off-the-job training and schooling	National service	Workshop			
Take personal pride in satisfying others needs	30.75	17.50	5.75	23.15	10.50	30.50	11.777	5	.038
Prefer satisfying others before yourself	18.00	25.45	10.75	21.20	16.50	28.20	5.185	5	.394
Cheerful nature	28.50	22.70	19.75	19.25	24.50	26.30	3.306	5	.653
Take pride in what you do	28.13	24.10	19.00	20.43	26.75	18.50	2.641	5	.755
Honest in understanding operations	28.25	18.20	23.50	21.50	23.50	25.40	2.876	5	.719
Punctual at work	23.63	21.40	21.25	20.13	30.00	26.50	2.699	5	.746
Have self-motivation	25.13	20.50	20.25	20.48	30.00	26.10	2.832	5	.726
Understanding and sensitive towards guest needs	31.50	24.05	7.50	19.00	22.50	27.90	9.303	5	.098
Respect and take care of unit properties	26.75	23.75	12.50	18.75	22.00	31.50	7.726	5	.172
Have overall professional attitude (dressing, grooming, behaviour)	34.00	21.30	34.00	19.28	17.00	21.90	7.792	5	.168
Tendency to move towards possibilities as opposed to negative outcomes	23.38	23.30	26.50	21.03	17.50	22.20	0.934	5	.968
Prefer working with people over working with administrative tasks	25.38	28.95	11.50	20.15	21.00	17.40	6.583	5	.254
Prefer solving problem over following procedures	24.00	23.75	10.00	21.53	26.75	21.70	2.759	5	.737
Prefer working as part of a team over doing individualized work	24.00	24.60	35.00	21.00	19.00	15.20	4.940	5	.423
Prefer each day to be different over each day being the same	24.75	23.15	17.50	20.48	19.00	26.60	1.922	5	.860
Prefer challenging work over regimented work	22.88	20.65	25.75	24.03	20.00	15.20	2.700	5	.746
Believe hard work is rewarded through promotion	22.75	25.55	17.00	19.63	20.75	26.30	3.320	5	.651

Source: Field survey (2021)

Table 31: How Training Acquired in Hospitality Service/ Management Affected Ranking of Important Attitudes in Hospitality Services (Mean Ranks)

	Training acquired in hospitality service/management				Kruskal-Wallis H	df	Asymp. Sig.
	internship/ attachment	on the job training	off the job training and schooling	workshop			
Take personal pride in satisfying others needs	17.70	7.00	15.10	20.17	3.380	3	.337
Prefer satisfying others before yourself	14.10	17.00	15.15	19.17	0.884	3	.829
Cheerful nature	19.60	11.50	14.50	18.00	2.492	3	.477
Take pride in what you do	17.40	7.50	16.20	13.00	2.641	3	.450
Honest in understanding operations	19.20	4.50	15.40	17.33	5.378	3	.146
Punctual at work	16.00	10.75	16.13	13.67	1.381	3	.710
Have self-motivation	16.60	19.50	15.68	9.83	2.935	3	0.402
Understanding and sensitive towards guest needs	21.00	14.25	14.35	14.83	3.231	3	.357
Respect and take care of unit properties	19.30	11.50	14.65	17.50	2.157	3	.540
Have overall professional attitude (dressing, grooming, behaviour)	22.50	6.25	14.28	18.17	7.436	3	.059
Tendency to move towards possibilities as opposed to negative outcomes	14.90	12.50	15.93	15.67	0.355	3	.949
Prefer working with people over working with administrative tasks	16.60	19.50	14.95	14.67	0.670	3	.880
Prefer solving problem over following procedures	18.60	8.25	15.03	18.33	2.621	3	.454
Prefer working as part of a team over doing individualized work	14.30	7.75	16.43	16.50	2.296	3	.513
Prefer each day to be different over each day being the same	15.70	13.25	15.13	19.17	0.827	3	.843
Prefer challenging work over regimented work	14.40	7.00	16.05	19.33	3.063	3	.382
Believe hard work is rewarded through promotion	15.80	19.50	15.28	13.83	0.897	3	.826

Source: Field survey (2021)

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a summary of the major research findings, conclusions, recommendations for hospitality operating sections in public universities, and some final suggestions for further investigations in the area. With the growing involvement of public universities in the operation of hospitality services in Ghana, outside their core mandate, a consideration of competencies required by staff working in these units has emerged as growing concern which has to be investigated. As a result, the purpose of this study was to explore the important knowledge, skills required by hospitality employees and attitudes of staff towards guests and work as perceived by staff working in hospitality service units in two public universities in Ghana, specifically, University of Cape Coast (UCC) and the University of Ghana (UG).

Furthermore, the study also examined the profile of staff working in the hospitality service units in these universities and identified the gap between perceptions of respondents surveyed in UCC and those from UG in order to suggest areas of improvement.

Summary

The purpose of this study was to explore what the workforce of the hospitality service units at University of Cape Coast (UCC) and University of Ghana (UG) identify as constituting the necessary knowledge, skills, and attitude that influence their operations. It was found that hospitality service units in UCC were mostly accommodation, food and restaurants, while the UG mostly operated accommodation services with additional food services. The study employed a descriptive cross-sectional survey design by the use of a

structured questionnaire to collect responses concerning the research questions of this study.

Respondents were made up of senior members, senior and junior non-technical staff who were working within hospitality units at the time of the research. They included frontline officers such as receptionists, administrators, managers, accounts officers, waitress, supervisors and housekeepers and senior members who were directly in-charge of such units. In all, a total of 157 staff working in hospitality sections were conveniently sampled from a total of 226 qualified enumerated staff from both universities (63 and 94 from UCC and UG, respectively). The study had four thronged main research questions.

Research question one was to examine the profile and category of workers working in the hospitality service units in UCC and UG. From this work, it may be inferred that, the work undertaken by hospitality staff in UCC and UG are common, mostly in food/restaurant and beverages and accommodation likewise, the staff who were undertaking this work substantially similar in their background in terms of their gender, age, educational level, training and hospitality experience. Consistent among the two universities, the finding revealed a clear gender imbalance in the composition of the staff working at hospitality service units as more than two-third (71.3%) of respondents were female and 28.7% were male. Nearly half of the respondents were within the age bracket of 26-30 years, indicating a youthful working group. The job scope reported was generally wide with the majority working in the 'front office' as waitresses (35.0%) and receptionist (16.6%) who formed more than half of the respondents. Others were in housekeeping, cooks, supervisors, managers, administrators and account clerks.

The findings point to reasonable level of educational attainment among respondents mostly in the area of home economics (44.6%), and hospitality and tourism management (29.3%). There were fairly a balanced number of respondents who had secondary level to bachelors' level education (21.0% - 30.0%), with fewer numbers with basic and Masters level education (13.4%, respectively), but there were more respondents with higher level of education (Bachelors and Masters) from UG compared to their counterparts from UCC.

Research question two of the study was to assess hospitality knowledge perceived to be relevant by the workforce in hospitality service units in UCC and UG. Overall, the top six ranked important knowledge perceived by the respondents were a mixture picture of knowledge concerning hospitality operations, conceptual knowledge and human resources knowledge. They were; knowledge of food hygiene and food safety, understanding of performance standards, knowledge of job /career expectations, knowledge of professional and ethical standards, knowledge of professional image/standards and knowledge of leadership and organisational structure. Respondents from UCC saw knowledge relating to hospitality operations as more prominent, followed by human resource information, and then conceptual knowledge. The top six ranked knowledge for UCC were; knowledge of food hygiene and food safety, knowledge of guest services standards, knowledge of job /career expectations, understanding of performance standards, knowledge of professional and ethical standards, knowledge of products and services. The findings from the respondents from UG on the other hand showed that they considered conceptual knowledge as more important compared to human resource and hospitality operational knowledge. The top six ranked items were; understanding of

performance standards, knowledge of job /career expectations, knowledge of job /career expectations, knowledge of professional and ethical standards, knowledge of food hygiene and food safety, knowledge of professional image/standards and knowledge of legislations of the sector. Statistical analyses of the findings revealed that most of the perceptions of important knowledge between hospitality staff in UCC and UG were similar, with the only three significant differences between their perceptions. The differences were in “knowledge of guest services standards” as indicated by the difference of 26.69 in the mean ranks (UCC, 94.98; UG, 68.29; $p = .0005$), knowledge of food hygiene and food safety with a difference of 27.21 in their mean rank (UCC, 95.29; UG, 68.08; $p = .0005$) and knowledge of products and services (mean ranks; UCC, 89.92 and UG, 71.68, $p = .008$).

Research question three of the study was to identify hospitality skills perceived to be important to the hospitality service units’ staff in UCC and UG. The overall finding demonstrated that, generally respondents considered “soft skills” (human resource, conceptual, social and organisational skills) as more important than “hard skills” (administrative and technical skills) for mostly for back-room operations. Thus, respondents perceived that human resource or people skills as more important, followed by hospitality operational skills, conceptual skills and personal skills were less important. The top six most important skills overall were; harmonious guest relation skill, ability to work in a team, public relation skill, ability to work in a multi-task environment, employee relation skill, leadership skill and effective communication skill. The top six ranked skills by respondents from UCC were; ability to work in a team, harmonious guest relation skill, leadership skill, ability to follow up orders and

reservations, effective communication skill, ability to work in a multi-task environment and effective listening ability. On the other hand, the top six important skill according to respondents from UG were; public relation skill, employee relation skill, harmonious guest relation skill, ability to show pleasant and courteous behaviour under stress, ability to resolve conflicts, ability to anticipate guest needs and wants and ability to work in a multi-task environment. Statistical analyses of the results showed that most of the perceptions of relevant skills between UCC and UG hospitality staff were quite similar four significant differences between the two universities. These four skills were; ability to work in a team (ranked 1st and 14th by UCC and UG, respectively), leadership skill (ranked 3rd and 11th by UCC and UG, respectively), effective communication skill (ranked 5.5th and 8th by UCC and UG, respectively) and ability to follow up orders and reservations (4th and 15th by UCC and UG, respectively).

The fourth research question the study was to determine the attitudes of the workforce towards and customer care in hospitality service units in UCC and UG. The findings indicated a strong inclination towards positive attitudes to work (averagely were in agreement with all attitudes). Overall, the top six ranked important attitudes were; believe hard work is rewarded through promotion, respect and take care of unit properties, punctual at work, have self-motivation, prefer each day to be different over each day being the same, and understanding and sensitive towards guest needs. For respondents from UCC, a somewhat mixed picture as they ‘‘agreed’’ with the top nine attitudes and ‘somewhat agreed’’ with the last five attitudes. The top six attitudes were; believe hard work is rewarded through promotion, punctual at work, respect and

take care of unit properties, have self-motivation, prefer each day to be different over each day being the same. For respondents from UG, they were clear in about their agreement of the attitudes as they ranked all the attitudes on 4-point (agree). The top six ranked attitudes were; challenging work over regimented work, respect and take care of unit properties, have overall professional attitude (dressing, grooming, behaviour), prefer satisfying others before yourself and tendency to move towards possibilities as opposed to negative outcomes. The findings revealed that respondents from both universities were substantially similar in their agreement concerning their attitudes to work, as statistical analyses showed that there were only three significant differences between the two universities. These were attitudes concerning; punctual at work (mean ranks, 91.70 and 70.49 for UCC and UG, respectively; $p= 0.002$), have self-motivation (mean ranks, 88.66 and 72.53, respectively for UCC and UG; $p = 0.017$) and believe hard work is rewarded through promotion (mean ranks; 91.49 and 70.63 for UCC and UG, respectively).

Conclusions

Based on the findings of this study, the following conclusions were made;

Hospitality service staff from the two public universities in Ghana had the requisite educational background and are involved in similar hospitality services. The staff were youthful, mostly female, and were predominantly involved in front office roles in food and accommodation services.

When put together, the results in this study indicated that hospitality staff from the two universities considered knowledge about hospitality operations (e.g. food hygiene and food safety) as more relevant for the success of hospitality operations by the universities, followed by conceptual knowledge (e.g.

understanding of performance standards; professional and ethical standards) and human resources knowledge (e.g. knowledge of job /career expectations) as important. The results further delineate the fact that staff from UCC considered knowledge relating to hospitality operations as more prominent, followed by human resource information, and then conceptual knowledge, while staff from UG considered conceptual knowledge as more important compared to human resource and hospitality operational knowledge.

Also, according to the findings of this investigation, people skills were essential for the effective operation and success of the hospitality service units operated by the public universities. Hospitality service staff confirmed that “soft skills” (human resource, conceptual, social and organizational skills) as more important than “hard skills” (administrative and technical skills) for the success of their operations. That is, the staff considered people skills as more important, followed by hospitality operational skills and conceptual skills were less important.

The results also indicated a strong disposition of the hospitality staff towards positive attitude to work and customer care. They confirmed their agreement that hard work, respecting and protecting work properties, being punctual at work, having self-motivation, taking daily challenges, and understanding and sensitive towards guest needs are important for the success of the hospitality industry. Finally, it is evident that staff’s background (human resource), competencies (knowledge and skills) and attitudes were essential ingredients for service quality and value placed on the services being provided by public universities in Ghana.

Recommendations

This study was based on perceptions of hospitality service staff from two public universities in Ghana. Analysis of the data collected through a sample survey and literature reviewed formed the basis for the following recommendations;

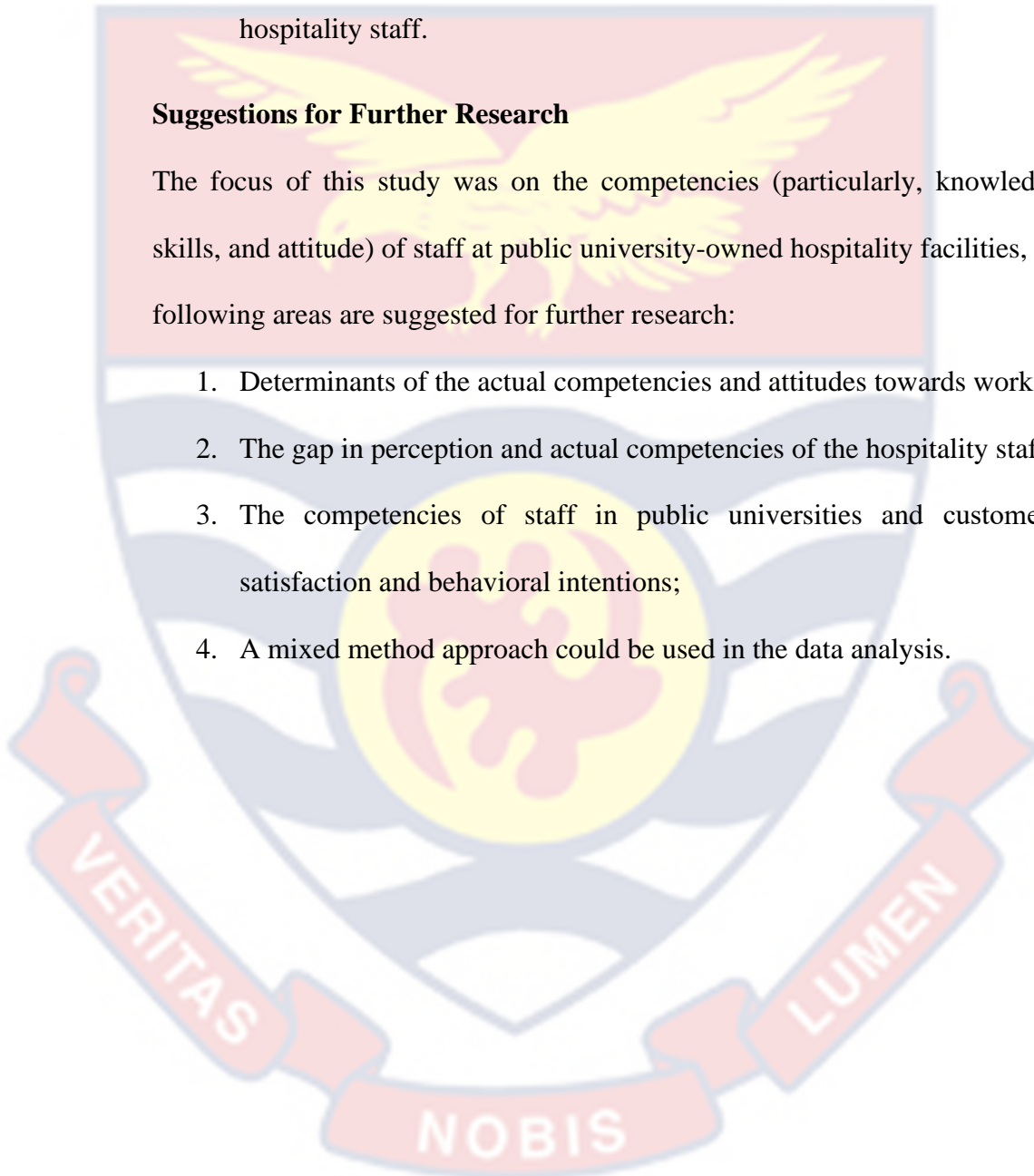
1. Public universities, specifically University of Cape Coast and University of Ghana must be conscious of human resource factors that affect the successful operations of hospitality service units. They must deliberately recruit, train and retain staff with requisite education background and experience in hospitality services in order to sustain the industry and achieve the purpose of setting up the enterprise.
2. The study found that post-employment training was low among the staff. Therefore, internship and further education requirements must be promoted to bridge and enhance competencies, especially in “hard skills” such as administrative, technical and ICT skills
3. In this particular study, the design did allow the study of specific hospitality positions or area, which may have affected how respondents answered some specific skills or competencies. As a result, a similar study can be conducted with a focus on a functional area such as accommodation services or food services or personnel such as front office officers or managers.
4. This study also focused on the perceptions of the staff surveyed regarding what they considered important and the level of importance of particularly competencies, but did not measure the actual competencies of the staff surveyed. As a result, a similar study can be conducted to

determine the actual competencies and attitude work; also, from the perspective of customers as such information is very crucial in influencing their satisfaction and behavioral intentions. Such a study can also examine the gap in perception and actual competencies of the hospitality staff.

Suggestions for Further Research

The focus of this study was on the competencies (particularly, knowledge, skills, and attitude) of staff at public university-owned hospitality facilities, the following areas are suggested for further research:

1. Determinants of the actual competencies and attitudes towards work;
2. The gap in perception and actual competencies of the hospitality staff;
3. The competencies of staff in public universities and customers' satisfaction and behavioral intentions;
4. A mixed method approach could be used in the data analysis.



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APPENDICES

APPENDIX A

QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION
 QUESTIONNAIRE FOR STAFF IN HOSPITALITY SERVICE UNITS IN
 PUBLIC UNIVERSITIES

Respected sir/madam,

This survey is a part of my research work to explore the knowledge, skills and attitudes perceived to be relevant for operating successful hospitality industry in public universities in Ghana. The data collected through this questionnaire will be used strictly for academic purpose only and responses will be treated with the outmost confidentiality. Kindly provide the information requested below if you consent to participate in this academic exercise.

Instruction: Tick (✓) the appropriate option where responses are given or provide your answer in the spaces provided.

Section A: Background of the respondents

University: UCC [] UG []

Gender: Male [] Female []

Age: 21- 25[] 26-30[] 31-35[] 36-40 []

41-45[] 46-50[] 51-55[] 56-60 []

How long have you served in the hospitality service unit of the university?

1-5years [] 6-10years [] 11- 15years []

16- 20 years [] 21- 25 years [] 25-30 years []

31-35 years [] 36-40 years []

Highest academic qualification: BECE [] WASSE [] Diploma []

Bachelor's Degree [] Master's Degree [] PhD []

Others (please specify) _____

Please specify your area of specialisation (certification)

Which section of the hospitality unit do you work?

Front office/Reception [] Restaurant/Food and Beverage []

Accommodation/Guest House []

Others (please specify) _____

What is your current position/designation?

Manager [] Supervisor [] Waitress [] Receptionist [] Housekeeper

[] Account officer [] Administrator/secretary []

Others (please specify) _____

SECTION B: The Knowledge Level of Workers in Hospitality Service Units

Underneath is a number of statements concerning what constitute essential knowledge required for effective operation of the hospitality units. Responses to these statements will elicit information on your knowledge levels in hospitality operations.

In a five-point scale, please rate the level of importance of each of the knowledge attributes, with the range of *extremely important (5)*, *very important (4)*, *somewhat important (3)*, *not very important (2)*, and *not important (1)*.

Answer by ticking (✓) the appropriately the options given

No	Statement	1	2	3	4	5
1.	Knowledge of guest services standards					
2.	Knowledge of the realities involved in this type of work					
3.	Knowledge of hospitality products and services					
4.	Knowledge of basic terminology used in the industry					
5.	Knowledge of the leadership and organisational structure					
6.	Knowledge in food hygiene and food safety					
7.	Knowledge in legislations of the hospitality sector					
8.	Knowledge in food trends					
9.	Knowledge in the professional and ethical standards in the work					
10.	Knowledge of professional image/standards (grooming, attire, and demeanor)					
11.	Understanding of performance standards					
12.	Knowledge of job/career expectations					

SECTION C: Skills Set of The Workforce in the Hospitality Service Units

Below are a number of statements/descriptions concerning what constitutes desired skills set required for effective operation of the hospitality unit where you work. Respond to these statements to help understand the top priority skills requirements for workers in the hospitality industry.

In a five-point scale, please rate the level of importance of each of the skills attributes, with the range of *extremely important* (5), *very important* (4), *somewhat important* (3), *not very important* (2), and *not important* (1).

Answer by ticking (✓) appropriately the options given

No	Statement	1	2	3	4	5
13.	Ability to work in a team					
14.	Leadership skill					
15.	Negotiating skill					
16.	Effective listening ability					
17.	Effective communication skill					
18.	Harmonious guest relations skill					
19.	Employee relations skill					
20.	Public relations skill					
21.	Ability to resolve conflicts					
22.	Ability to show pleasant and courteous behaviour even under stress					

23.	Ability to work in multi-task environment					
24.	Ability to anticipate guest needs and wants					
25.	Ability to use technology (ICT)to create ideas for the unit					
26.	Ability to understand hospitality laws and regulations					
27.	Ability to sell (Marketing skills)					
28.	Ability to follow up orders and reservations					
29.	Ability to minimize use of resources while providing services					

SECTION D: Attitudes of Hospitality Unit Workers

This section measures the attitudes of hospitality staff towards work/customer care in hospitality service units. Kindly rate yourself on the following factors on a five-point scale, where the value **1** represents *Strongly Disagree*, **2** - *Disagree*, **3** -*Neutral*, **4** *Agree* and **5** -*Strongly Agree*

Please tick (✓) the appropriate box

No	Statement	1	2	3	4	5
----	-----------	---	---	---	---	---

30.	Takes personal pride in satisfying the needs of others					
31.	Prefers helping others before satisfying the needs of yourself					
32.	Cheerful nature					
33.	Take pride in what you do					
34.	Honest in undertaking operations					
35.	Punctual at work					
36.	Have a self-motivation					
37.	Understanding and sensitivity towards the needs of guests					
38.	Respect and take care of unit properties					
39.	Have an overall professional attitude (dressing, grooming, behaviour)					
40.	Tendency to move toward possibilities, as opposed to avoiding negative outcomes					
41.	Prefers working with people over working with administrative tasks					
42.	Prefers solving problems over following procedures					
43.	Prefers working as part of a team over doing individualized work					

44.	Prefers each day to be different over each day being the same					
45.	Prefers challenging work over regimented work					
46.	Believes hard work is rewarded through promotion					

Have you acquired any training to enable you work better after been employed?

YES [] NO []

If yes, by what means (specify)

Have you acquired any training in hospitality service/management?

YES [] NO []

If yes, by what means (specify)

Thank you for taking your time to complete this questionnaire

APPENDIX B

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309
E-MAIL: irb@ucc.edu.gh
OUR REF: UCC/IRB/A/2016/1141
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0009096

4TH NOVEMBER 2021

Ms. Lydia Bempong
Institute for Educational Planning and Administration
University of Cape Coast

Dear Ms. Bempong,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2021/64)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research titled **A Comparative Assessment of Hospitality Industry in Ghanaian Public Universities**. This approval is valid from 4th November 2021 to 3rd November, 2022. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Samuel Asiedu Owusu'.

Samuel Asiedu Owusu, PhD
UCCIRB Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST

APPENDIX C

INTRODUCTORY LETTERS

C/o Institute of Education
University of Cape Coast

21st July, 2020

The Director
Human Resource and Organizational Development Directorate
University of Ghana
Legon

Dear Sir,

**REQUEST FOR INFORMATION ON HOSPITALITY SERVICES MANAGED
BY UNIVERSITY OF GHANA, LEGON**

I, Lydia Bempong, a student of the Institute for Educational Planning and Administration (IEPA) of University of Cape Coast would like to request for some important information from your honorable office to enable me complete an aspect of my thesis on the topic "**assessing the skills, knowledge and management of hospitality service units in public universities; a comparative study**".

The information I would like to obtain include:

1. The total number of staff of the university: senior members administrative staff, senior technical and non -technical staff, and junior technical and non -technical staff.
2. A list of all hospitality service units run and managed by the university (U.G) including food services (catering services and restaurants), accommodation (guest houses, lodges and chalets) and tourism (transport services).
3. Number of staff in the mentioned hospitality units according to ranks
4. Qualification per rank

Attached is an introductory letter from I.E.P.A., U.C.C.

I count on your usual cooperation.

Thank you.

Yours faithfully,
Signed
Lydia Bempong
(027 6222 855, lydia.bempong@ucc.edu.gh)



UNIVERSITY OF CAPE COAST
INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

Tel. No.: 03320-91478
Tel. No. : 03321-30571
Fax No. : 03321-30588
E-mail : iepa@ucc.edu.gh

University Post Office
Cape Coast
Ghana

21st July, 2020

Our Ref.: ED/AHP/15/165

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.....
.....

LETTER OF INTRODUCTION

The bearer of this letter **Ms. Lydia Bempong** is an M.Phil student of the Institute for Educational Planning and Administration (IEPA) of the University of Cape Coast. She requires some information from you/your outfit for the purpose of writing her thesis titled, "**Assessing the Skill, Knowledge and Management of Hospitality Service Units in Public Universities; a Comparative Study**" as a requirement for M.Phil Degree Programme.

Kindly give the necessary assistance that **Ms. Bempong** requires to enable her gather the information she needs.

While anticipating your co-operation, we thank you for any help that you may be able to give her.

Thank you.

Yours faithfully,


Alberta A. K. Owusu (Mrs.)
ASSISTANT REGISTRAR
For: **DIRECTOR**



UNIVERSITY OF GHANA
**HUMAN RESOURCE AND ORGANISATIONAL
DEVELOPMENT DIRECTORATE**

Ref. No.: LR.27.....

September 29, 2020

Ms. Lydia Bempong
C/o Institute of Education
University of Cape Coast
Cape Coast

Dear Madam

**RE: REQUEST FOR INFORMATION ON HOSPITALITY SERVICES
MANAGED BY UNIVERSITY OF GHANA, LEGON**

This comes to acknowledge receipt of your letter and that of the Institute for Educational Planning and Administration (IEPA) dated July 21, 2020 requesting some information from my outfit for the purpose of completing some aspects of your thesis.

Kindly find attached copies of the information requested.

Best wishes in your thesis writing.

Yours faithfully,


(D. O. Baidoo)
Director, HRODD

cc: Director, Institute for Educational
Planning and Administration, (IEPA), Cape Coast

• P. O. Box LG 25, Legon, Accra, Ghana. • Telephone: +233 (0) 302 500 307
• Fax: +233 (0) 302 512 409 • Email: hrodd@ug.edu.gh • Website: www.ug.edu.gh

HOSPITALITY SERVICE UNITS

UNIT	JS: NON-TECHNICAL	JS: TECHNICAL	SM ADMIN/PROF	SS: NON-TECHNICAL	SS: TECHNICAL	Grand Total
A. A. KWAPONG HALL	13			6		19
AKUAFO HALL	62	2	1	11	4	80
COMMONWEALTH HALL	19	3		8	4	34
E.FRANCES SEY HALL	10	2		4		16
GRADUATE HOSTEL	13	1		1		15
GUEST CENTRE	41	2	1	1	9	54
HILLA LIMANN HALL	13	1		5		19
JEAN NELSON AKA HALL	11	2		5		18
JUBILEE HALL / ISH	44	3		9		56
LEGON HALL	48	3		14	3	68
MENSAH SARBAH HALL	37	2		13	5	57
UGEL HOSTELS	17		3	2	1	23
VOLTA HALL	18	2		6	4	30
Grand Total	346	23	5	85	30	489

NB:

Refer to the Unified Scheme of Service for qualification for Junior and Senior staff in the Public Universities in Ghana

STAFF BY CATEGORY

STAFF CATEGORY	NUMBER
SENIOR MEMBER ADMIN/PROF	239
SENIOR MEMBER ACADEMIC	1195
SENIOR STAFF NON-TECHNICAL	633
SENIOR STAFF TECHNICAL	1270
JUNIOR STAFF NON-TECHNICAL	2204
JUNIOR STAFF TECHNICAL	339
GRAND TOTAL	5880



UNIVERSITY OF CAPE COAST
STAFF DATA FOR HOSPITALITY UNITS

Count of JOB TITLE	DEPARTMENT OF VOCATIONAL AND TECHNICAL EDU.	HOSPITAL CATERING UNIT	INSTITUTE OF EDUCATION RESTURANT & CHALET	SASAKAWA GUEST CENTRE	SASAKAWA GUEST CENTRE	SCH. OF BUSINESS GUEST HOUSE	SENIOR COMMON ROOM	Grand Total
ADMINISTRATIVE ASSISTANT								1
ASSISTANT OVERSEER II								2
ASSISTANT OVERSEER				1				1
ASSISTANT OVERSEER I		3					1	4
ASSISTANT OVERSEER II				2				2
ASSISTANT OVERSEER II (RECEPTIONIST)				1				1
ASSISTANT OVERSEER III				4				4
CHIEF ADMINISTRATIVE ASSISTANT				1				1
CHIEF COOK		4			5			10
CHIEF STEWARD	1	1						2
CLEANER				1				1
CLERK GRADE I				2				2
CONSERVANCY LABOURER						2		2
COOK	2	3		1				7
DOMESTIC ASSISTANT	1	1		1		1		4
DOMESTIC ASSISTANT				2				2
DOMESTIC BURSAR		3						3
GARDENER				1				1
HEAD CONSERVANCY LABOURER				1				1
HEAD OF HOUSE KEEPING				1				1
HEAD OF RESTAURANT				1				1
HOUSE KEEPER				1	2			3
JUNIOR HALL ASSISTANT III				1				1
JUNIOR HALL ASSISTANT II				2				2
LAUNDRYMAN				1				1
OVERSEER GRADE II				1				1
PRINCIPAL ACCOUNTING ASSISTANT				1				1
ROOM ATTENDANT				2				2
SANITARY HEADMAN				1			1	2
SANITARY LABOURER				2				2
SENIOR ACCT ASSIST				1				1
SENIOR ADMIN ASSIST				1				1
SENIOR ADMIN ASSIST (ASSIST MGR)							1	1
SENIOR ADMIN ASSIST (MGR)							1	1
SENIOR ADMINISTRATIVE ASSISTANT								1
SENIOR CLEANER / MESSENGER							1	2
SENIOR COOK	2	1		1				4
SENIOR DOMESTIC ASSISTANT	1	4			1	1		7
SENIOR DOMESTIC BURSAR		1						1
SENIOR TELEPHONE EXCHANGE SUPE								1
STEWARD		4						4
WAITRESS				3				4
Grand Total	7	26	16	33	2	4	8	96

NOBIS

APPENDIX D

COMPUTED RELIABILITY CO-EFFICIENT OF THE QUESTIONNAIRE

ITEMS (RELIABILITY STATISTICS) (SPSS RESULTS)

Attitude

Reliability Statistics

Cronbach's Alpha	N of Items
.987	17

Knowledge

Reliability Statistics

Cronbach's Alpha	N of Items
.983	12

skills

Reliability Statistics

Cronbach's Alpha	N of Items
.983	17

APPENDIX E

TABLE

Table 32: Educational Levels of Respondents

Educational level	University		
	UCC	UG	Total
	N (%)	N (%)	N (%)
BECE	13(8.3)	8(5.1)	21(13.4)
WASSCE	20(12.7)	15(9.6)	35(22.3)
Diploma	16(10.2)	17(10.8)	33(21.0)
Bachelor's	10(6.4)	37(23.6)	47(29.9)
Degree			
Master's Degree	4(2.5)	17(10.8)	21 (13.4)
Total	63(40.1)	94(59.9)	157(100.0)

Source: Field survey (2021)

