

**UNIVERSITY OF EDUCATION, WINNEBA**  
**COLLEGE OF TECHNOLOGY EDUCATION, KUMASI**

**CHALLENGES FACING EFFECTIVE TEACHING AND LEARNING IN THE  
HOSPITALITY AND CATERING MANAGEMENT DEPARTMENT OF  
BOLGATANGA TECHNICAL INSTITUTE (A CASE STUDY OF SECOND  
YEAR STUDENTS)**

**GIFTY AKANPAADZI**

**JULY, 2019**

**UNIVERSITY OF EDUCATION, WINNEBA  
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DEPARTMENT OF HOSPITALITY AND TOURISM EDUCATION**

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**GIFTY AKANPAADZI  
(7161180026)**

**A Dissertation in the DEPARTMENT OF HOSPITALITY AND TOURISM  
EDUCATION, Faculty of VOCATIONAL EDUCATION submitted to the  
School of Graduate Studies, University of Education, Winneba, in partial  
fulfillment of the requirements for the award of the Master of Technology  
(Catering and Hospitality) degree**

**JULY, 2019**

## DECLARATION

### STUDENT'S DECLARATION

I, **GIFTY AKANPAADZI**, declare that, this Dissertation with the exception of quotations and references contained in published works which have all been identified and acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:.....

DATE:.....

### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of the Dissertation were supervised in accordance with the guidelines on supervision of Dissertation laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: **MR. MICHAEL K. TSORGALI**

SIGNATURE:.....

DATE:.....

## ACKNOWLEDGEMENT

I just want to put on record my profound thanks to the Almighty God for his divine grace upon my life to make the impossible possible today.

Also, my thanks and gratitude goes to my project supervisor Mr. M.K. Tsorgali for guiding and offering the necessary corrections and suggestions that made this study a reality. I again acknowledge lecturers of the University of Education, Winneba-Kumasi Campus (UEW-K) especially those who handled my courses within or outside the Hospitality and Tourism Department for their inspiration, knowledge and guidance which enabled me to put ideas together for a successful work.

I further thank all staff of the Bolgatanga Technical Institute (BOTECH) for their assistance in one way or the other especially those who allowed me monitor their teaching during lessons and not forgetting the second year students of the HCM department and staff for their support and contribution during the data collection.

My profound gratitude also goes to Mr. Simon Amokase and Louis Amanya Atiim for their contributions to the success of this project work.

Finally, I say thank you to everyone who in diverse ways helped in the completion and success of this work.

May God almighty richly bless you all

## **DEDICATION**

I dedicate this dissertation to Prophet T. B. Joshua and his three bookworms (Yenka, Mary-Jean and Hngshin Williams) who inspired me through Emmanuel TV to continue my education. Not also forgetting the Akanpaadzi's family for their prayers and support.



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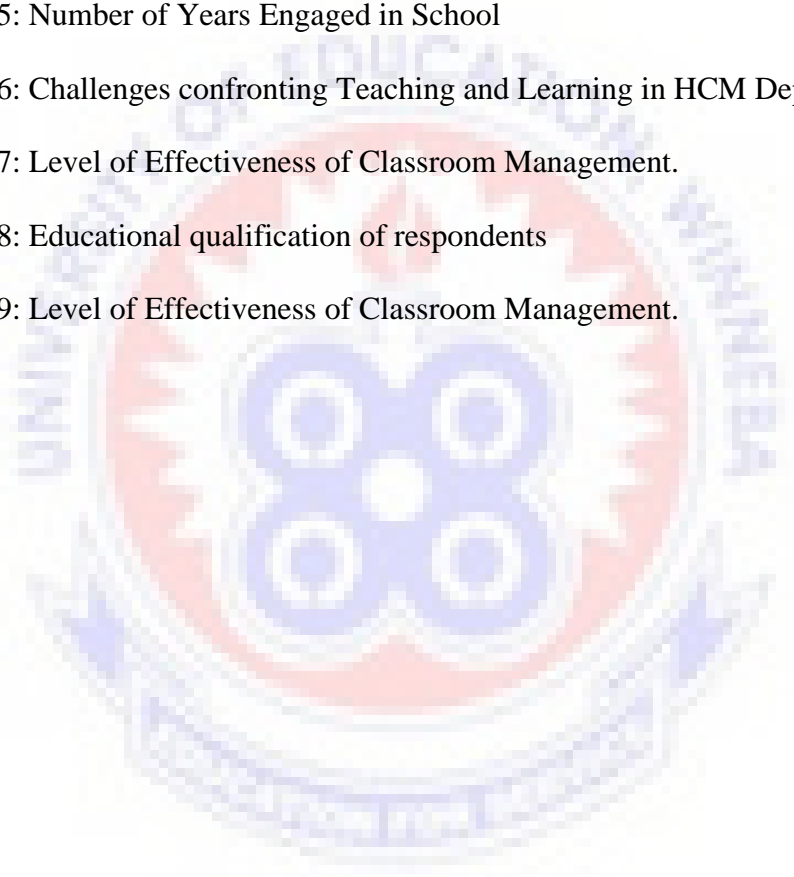
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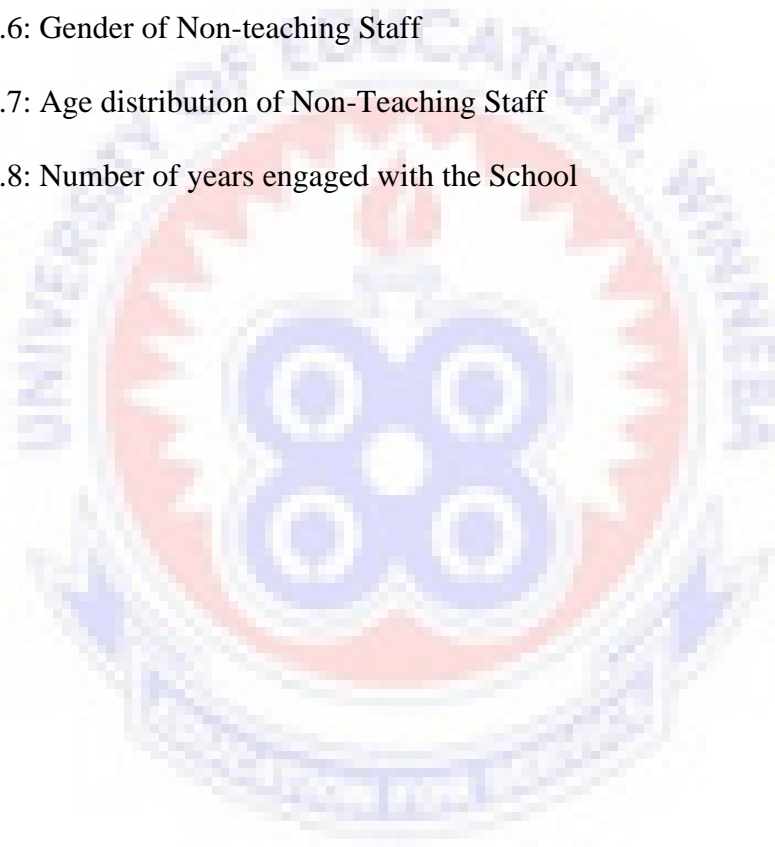
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## ABSTRACT

This study was conducted to identify and examine the challenges affecting effective teaching and learning in the Hospitality and Catering Management (HCM) department of the Bolgatanga Technical Institute (BOTECH). The research design adopted for the study was the descriptive survey design. The population of the study involved second year students, teachers and non-teaching staff of the entire Hospitality and Catering Management department. The sample technique chosen for the study was the purposive random sampling. The sample size was made up of 40 second year students, 15 departmental teachers and 5 administrative staff adding up to the total of 60 participants. The main instruments used for the data collection were questionnaire, interview and observation. Items used to analyze data were tables and figures. The study revealed that, inadequate TLMS, inadequate facilities and lack of properly equipped practical facilities, poor supervision, political interference were some of the many challenges affecting effective teaching and learning in the HCM department of the Bolgatanga Technical Institute. However, some few recommendations were made by the researcher to the HCM department, the school as well as the government to ensure effective teaching in the school especially the HCM department which includes but not limited to only TLMs available to teachers for use during lessons. Teachers should also do their very best to make available TLMs in the school for teaching their lessons to enhance students understanding of lessons that will eventually improve effective teaching and learning. Again, the school administration should be devoid of all political interference.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Effective teaching in technical schools is a pre-requisite for training quality and competent manpower needs of any country. Teaching is an art and the quality of teaching depends on the knowledge, love, dedication and devotion of the teacher towards his/her work. All educational institution emphasizes and put priority in quality teaching and learning.

According to Okolie (2014), effective teaching may include high level of creativity in, synthesizing and presenting knowledge in new and effective ways. It should instill in the students the ability to be analytical, intellectually curious, culturally aware, employable and capable of leadership.

The quality of any teaching programme cannot rise above the quality of teachers and students in the institution. In computer terminology we call it garbage inn garbage out. The student – teacher interaction is an intense human relationship that encompasses a broad range of personalities and behaviours (Okolie, 2014). There is no standard teaching style which works well for all teachers and students. Perhaps the most effective teaching style for any teacher may be the one that reflects a combination of sound teaching techniques which include knowledge of the subject, enthusiasm for teaching and the sensitivity of the teacher to individual characteristics and differences of the students in the classroom.

Technical and vocational education enables an individual to acquire practical knowledge and requisite skill training needed in the job market and for immediate self-employment. As captured by Amedome et al, (2013), in their work on challenges facing Technical and Vocational Education (TVET) in Ghana, three different forms of TVET programmes have evolved in Ghana. These consist of the formal system, the non-formal system and the informal system. The formal system includes primarily time-bound, institution-based, graded, and certified training. It is offered by institutions such as the National Vocational Training Institution (NVTI), the Ghana Education Service (GES) technical institutions, youth training institutions and variety of private vocational training schools, non-formal TVET typically has structured learning objectives, learning times and learning support but will normally not lead to certification. Workshops, short courses and seminars are typical examples of non-formal learning. The informal system includes a wide range of flexible programmes and processes by which individuals acquire skills and knowledge from designated training centers outside the home and, in some cases, at home. Traditional apprenticeships make up the majority of the informal sectors.

Abban and Quarshie (1996), pointed out that the paradigm shifts towards practical skills training with TVET in Africa increasingly being reshaped to make it more attractive, efficient and effective. One of the most important features of TVET, as recognized by African governments, is its orientation towards the world of work with the curriculum emphasizing the acquisition of employable skills. The expectation is the TVET promotes skills acquisition through competency-based training (CBT). For this vision to materialize, it requires proficiency testing for employment in order to promote sustainable livelihoods for the citizenry. TVET has been recognized as a constituting

vital segment of Ghana educational system and human resource development initiative for producing the requisite skilled manpower needed for Ghana's overall development (Baah-Wiredu, 2008).

According to Amedome et al, (2013), the biggest challenge facing technical education in Ghana is the progression of students from one level to another visa-vis their counterparts from the senior high schools. That after three years in the technical institute, one has to pursue advanced craft course or technicians part 1&2 or 3 in the polytechnic before offering the Higher National Diploma (HND) in the same polytechnic whilst their colleagues from the senior high or secondary schools proceed to offer the HND. For a technical student acquiring degree in Ghana the least talk about the better.

Teaching and learning in the catering and hospitality management department of the Bolgatanga Technical Institute is faced with a number of challenges. Those that immediately come to fore are lack of facilities and materials for training students, inadequate qualified teachers or facilitators, difficulty in carrier progression for the students and negative public perception about students pursuing vocational/technical related courses. The school authority/department has in the past undertaken some measures to remedy the situation but the problems still linger on. Some of the intervention measures adopted by the department include; organizing extra classes, implementing CBT activities as require by the national TVET programme among others.

Technical and Vocational Education and Training is a fundamental element in the development equation because it allows individuals and societies to unlock their potentials, expand their horizons and adapt to the changes in the dynamic world (Nsiah-Gyabaah, 2009). It is in this regard that Competency Based Training (CBT) has been introduced and emphasized in recent TVET education policy to bring about the desired effect in technical schools.

### **1.2 Statement of the Problem**

Hospitality and Catering Management (HCM) plays a critical role in national development of every country; one of the most important features of HCM is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills.

Kemewor and Kassah (2015), posited that, an important characteristic of HCM is that it can be delivered at different levels of sophistication. This means that HCM under TVET institutions can respond to the different training needs of learners from different socio-economic and academic backgrounds, and prepare them for gainful employment and sustainable livelihoods. The youth, the poor and the vulnerable of society can therefore benefit from HCM to improve their livelihoods. The advanced countries that Ghana borrows resources from are in that state today because their stakeholders have respect for Hospital and Catering Management Education and other people in the field of TVET.

In spite of the contribution that Technical and Vocational Education and Training especially Hospitality and Catering Management Studies can make in developing the formal and informal economy, the HCM department faces numerous challenges thus

affecting the teaching and learning process for both teachers and students in that field. These challenges, though nationwide trickles down to the Bolgatanga Technical Institute (BOTECH) which is one of the institution under TVET responsible for the training of TVET programmes in the Upper East Region of Ghana.

One key challenge identified in BOTECH that hinders effective teaching and learning processes in the Hospitality and Catering Management Department is inadequate infrastructure for teaching and learning. Education systems in Ghana today are undergoing major shifts in their delivery systems to be able to accommodate shifting demands of students. This however requires infrastructural facilities for effective delivery of teaching and learning in the educational system and in the case of the Bolgatanga Technical Institute, infrastructure such as TVET workshop and libraries, classroom blocks, support structure for students Industrial Work Experience Scheme (SIWES); for effective teaching and learning is very limited especially with relation to the Hospitality and Catering Management department. Other challenges militating effective teaching and learning in BOTECH could also be unattractive conditions of service for teachers, staff shortages across board as well as unstable academic calendar.

However, Udoka (2010), opined that the major challenge is funding. Similarly, Yusuf and Soyemi (2012) opined that inadequate funding is one of the problems of implementing TVET curriculum in TVET institutions and the case obviously is not different in the Bolgatanga Technical Institute. Funding may include sponsorship from external agencies or institutions as most institutions may not have any interest in Hospitality and Catering Management as seen with other fields such as the sciences and art. Lack of funds affects other essentials needed in the implementation of technical



education especially HCM like the provision of teaching aids, furnishing of offices, laboratories, workshops and even basic infrastructures like classroom, seats and tables, so that a common sight to find students of HCM for instance sharing a table where each ideally should have one because of the technical nature of their course.

Similarly, Lilly and Efajemue (2011) reported that there are many challenges worthy of nothing. These challenges might not be different in the case of other TVET institutions across Ghana, thus there is need to examine the challenges facing effective teaching and learning in the Hospitality and Catering Management Department of the Bolgatanga technical Institute.

### **1.3 Purpose of the Study**

The purpose of the study is to enhance effective teaching and learning in the Hospitality and Catering Management (HCM) department at the Bolgatanga Technical Institute.

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

The objectives of the study are to;

1. Examine the activities involved in teaching and learning in the hospitality and catering management department of the school.
2. Identify the factors affecting teaching and learning in the hospitality and catering management department of the school.
3. Devise strategies to ensure effective teaching and learning in the hospitality and catering department of Bolgatanga Technical Institute.

### **1.5 Research Questions**

The research seeks to find answers to the following questions;

1. What activities are involved in teaching and learning in the hospitality and catering management department at the Bolgatanga Technical Institution?
2. What factors affect teaching and learning in the hospitality and catering management department at the Bolgatanga Technical Institute?
3. What devised strategies can be used to ensure effective teaching and learning in the hospitality and catering management department at the Bolgatanga Technical Institute?

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

1. The outcome of the study shall be beneficial to the Ghana Education Service and the Technical and Vocational Education division to discover the factors that work against effective teaching and learning at the Hospitality and Catering Management (HCM) department so as to make the necessary plans to curb the situation.
2. Again, the study would guide the Bolgatanga Technical Institute, Ghana Education Service and all other stakeholders in technical and vocational education on the need to complement government's efforts on the provision of needed teaching and learning resources for both teachers and students training to enhance effective teaching and learning.
3. Furthermore, the research would be a great asset to the civil society in building knowledge programmes. It will benefit from the pool of management knowledge and research to analyse the problems and identify practical solutions to performance improvement among the teacher unions. This would aid the unions in problem-solving and organizational development that can be

achieved through empowerment of teachers, lobbying and support in decision-making processes.

4. More so, the findings of the study would also create alertness among the stakeholders of education and enable them to understand the challenges confronted by the second year students of Hospitality and Catering Management (HCM) department and the shortcomings of the inadequacies in the prevailing policies in respect to the challenges of effective teaching and learning so that they can provide necessary assistance. It is the hope of the study that, it creates awareness on the essence of enhancing effective teaching and learning at Hospitality and Catering Management (HCM) department.
5. Notwithstanding, the research findings would also contribute to the existing knowledge on the challenges hindering effective teaching and learning at the technical and vocation institutes.
6. Finally, the findings of the research would provide basis for conducting further research and contributing to the body of knowledge on how to improve quality teaching and learning in technical schools in the country.

### **1.7 Scope of the Study**

This study focused on the identifying the challenges hindering effective teaching and learning in the Hospitality and Catering Management Department of the Bolgatanga Technical Institute (BOTECH) so as to enhance effective teaching and learning in the institution by addressing the identified challenges. In achieve of its purpose, the study sought to examine activities involved in teaching and learning in the HCM department of the school as well as devise strategies to ensure effective teaching and learning in the

HCM department. Finally, the study would consider second year students who are studying under the HCM department of the institution for effective results.

### **1.8 Organisation of the Study**

The study comprised five chapters. Chapter one examines the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, relevance of the study and organisation of the study.

Chapter two dealt with related literature on the topic. Both published and unpublished source documents were used to support the study.

Chapter three consisted of the methodology for the study comprising the research design, population, sample and sampling technique, research instrument, data collection procedure and data analysis.

Chapter four consists of the results and discussions.

Chapter five presents summary of findings, conclusions and recommendation.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews various methods of teaching and opinions expressed by experts and authors relating to the problem of the study. The review of the relevant and related literatures concentrates mainly on the following sub-headings: the head teachers' role of supervision; review on some regular teaching and learning methodologies which included the lecture method, question and answer method, activity based method and the discussion method. Other reviews also included: the professional qualification of teachers; the teaching and learning environment; the impact of climate change on teaching and learning; motivation to learn; instructional materials; time management and educational field trips.

#### **2.2 Head Teachers Role of Supervision**

A school as an organization has some defined goals and objectives to be achieved. The school principal has to use administrative skills that will enable him achieve the desired goals of the school. One of these goals is to have academic excellence in all the subjects taught in the school. Eshiwani (1983), states that good administration practices of head teachers are always reflected in the good performance of the school. He points out that schools that have efficient administration tend to perform well compared to school that have inefficient head teachers. This shows that school administration has an impact in teaching and learning of a given subject. Raju (1973), notes that the administrative role of a principal entails controlling, directing and coordinating all activities concerning education in any institution. This means that all activities or tasks undertaken in a school are performed on behalf of the principal.

Griffin (1996), argued that school administrators have direct influence on achievement of learners because they have a key role in the coordinating, directing and facilitating of the learning process. He says that most schools fail because of poor administration and supervision. Kombo (1998), in her study notes that differing organization and administrative structures of many public secondary schools have some influence on school performance. She added that performance of school mostly depends on the organization and administrative structures of that school but not students. Helinger and Heck (1995), indicated that to a large extent the head teacher plays a pivotal role in the school.

Through his/her managerial skills the head teacher/ principal sets the pace and direction towards the achievement of the institution's goals. Heneveld (1994), points out that, principals should supervise and support teachers work through observation, professional counseling and discussions of schemes of work. For any curriculum to succeed there must be maximum supervision and in service training for teachers who are not up to date with new trends in the curriculum. The supervision of the teacher is the mandate of the principal. He facilitates teaching and learning process in the school. He motivates, advises teachers and ensures their professional growth.

### **2.3 Reviews on Some Regular Teaching and Learning Methodologies**

Teaching methods affects the effectiveness of a teacher in the sense that some concepts are understood better by students when delivered through a given method. Teaching methods when used appropriately becomes a significant variable of student achievement (Mondoh, 1994). The teacher is the key determinant of the method to be used in the implementation of any curriculum. His methodology facilitates achievement

of objectives. Methods applied by the teacher in class act as a framework for the presentation of instructional activities. Teaching methods determine the effectiveness of a teacher. Teachers who vary their teaching methods are appealing to students as against those who only use one type of teaching method.

Kawoya (1992), identifies objectives, subject matter and learners as the factors that guide the type of method to be used in class. He did not point out other factors like scarcity of funds, environmental conditions, time, teachers' characteristics and number of learners in class which have some impact in the teaching and learning of the learners. Eshiwani (1983), postulates that teachers have the initiative to use their own instructional material depending on the objectives he/she wants to achieve. Planning to teach a lesson requires numerous decisions. One of these decisions concerns the most appropriate methods and techniques to use in the teaching and learning process. A key element becoming an effective teacher is the ability to choose from the repertoire of methods, the one best suited to the needs of learners, the lesson objectives, the content area and the classroom environment.

For effective, efficient, and inspiring lesson, the teacher must bear in mind the principles of activity based, motivation, individual differences, stimulation, association, readiness, reinforcement, learner-centeredness, cooperation and collaboration and the principle of variety.

We learn by doing and teachers are to provide for various types of activities, which will interest learners and give them opportunities for observation and the use of their hands. By doing so, it arouses their interest in participation. Teaching and learning strategies must cater for the aptitude, interest, and abilities of learners. Learners must involve in

all learning activities in class for an effective lesson participation resulting in desirable learning outcomes.

According to Kliever (2000), “inclusion involves all kinds of practices of good teaching”. This means that a good teacher should think about the learners and develop ways to reach all. The learners should also participate fully in class activities to improve upon their performance in class and beyond.

Participation in class promotes a sense of belongingness because students have confidence both in the class and public speaking and prevent fatigue and boredom. Generally, it is believed that effective participation in class activities yields positive learning outcomes. It enhances the teaching and learning process which enables students to understand the lesson taught very well and gives students confidence in handling and learning materials.

### **2.3.1 Lecture Method as a Methodology for Teaching and Learning**

According to Brown (1987), the term lecture was derived from the Medieval Latin “Lecture” to read aloud. So, Lecture consisted of an oral reading of a text followed by a commentary. Good and Merkel (1959) states that lecture is a method of teaching by which the instructor gives an oral presentation of facts or principles to learners and the class usually being responsible for note taking. This implies little or no class participation by such means as questioning or discussion during the class period. How (1980) notes that lectures occur whenever a teacher is talking and students are listening.

Lectures are often used to teach organized bodies of knowledge which is an important part of the school curriculum at all levels, and they have continued as a



primary form of instruction in colleges and universities even different school stages (Cuban, 1984, Goodloe, 1984). According to Perrott (1982) in almost all lessons or learning sequences, the teacher has to present information and ideas. He has to introduce topics, summarize the main points of the learning activity and stimulate further learning. All these activities require the use of lecture-explanation techniques. The lectures method has been criticized on its effectiveness as a method of teaching. Buguelski (1977), states that the lecture model is not useful in teaching factual information and Boswell (1952), says if your attention fails and you miss of a lecture, it is lost; you cannot go back as you do upon a book.

In spite of the criticism of lecture method as a model of teaching, Hergenhahn and Olson (1993), proposed that, “even with the possible shortcomings of the lecture, there appear to be at least three conditions under which its use is clearly justified”. That first, it may be the best way to disseminate new ideas that are not yet available in print. Second, most people enjoy listening to prominent individual presenting his ideas to an audience. Third, a good lecture can be instilling a topic because of his enthusiasm and manner or presentation. Thus a good lecture can sometimes motivate students to learn in way that printed material cannot. Also Kauxhak and Eggen (1988), concluded that, lectures remain popular for several reasons as follows:

1. They are efficient; planning time is devoted to organizing to context. Less attention has to be devoted to teaching strategy
2. They are flexible and can be adapted to a wide range of subject.
3. Most people can learn to lecture well enough to survive in a classroom. Lecture is easier to learn than most other instructional strategies.
4. They are easier for teacher due to simply “telling” ‘student about the subject.

Brown (1987), states that, the flaws of lecture method may depend upon inadequacies in the preparation, presentation and structure of particular lecture rather than upon the lecture method per se. The purpose of a lecture explanation should be to facilitate the objectives of the course, not to present unusable information to perceive (Dubais et al, 1979).

It should be noted that the lecture method just like any other method is inappropriate as all-purpose method, but it can serve many useful instructional functions. The lectures-explanation approach, when used properly can inspire enthusiasm and capture the student imagination (Leish, 1976).

### **2.3.2 Questions and Answer Method for Teaching and Learning**

Questions and answer is another method that is used to teach. This method allows the teachers and the students to interact verbally through questions leading to correct responses and summary of main points. Questions can be used to obtain feedback for both teachers and students (Ayot and Patel, 1978).

Burner (1966) says that questions and answers in classroom are led by the teacher as a leader in class during and after lesson presentation. He further states class exercise as the activities given to learners to do in the classroom in the course of the lesson or immediately after presentation. The advantages of giving class exercises after presentation are that it tests the understanding level of student or learner on the lesson and evaluates performance and assists in the retention of facts taught. The problem of this method is its tendency to emphasize recall only, difficulty in developing questions

that encourage discussion and failure to involve all the students (Brown and Atkins, 1994).

### **2.3.3 Activity Based Method for Teaching and Learning**

According to Marcharia and Wario (1989), the activity based method of teaching and learning can best be expressed as a marriage between the teacher-centered as the child-centered approaches. The activity based methods, as the term implies, is a realization that children learn best by being actively involved in the lesson. They learn by doing. The lesson usually includes certain teacher activities like explanation, demonstration, distribution of materials and instruction. It includes or involves all students in the class during lesson delivery. According to Kliewer (2000); “inclusion involves all kinds of practices of good teaching”. This means that teachers should think about the learners and develop ways to reach all. The learners should also participate fully in class activities to improve upon their performance in class and beyond.

### **2.3.4 Discussion as a Methodology for Teaching and Learning**

In this method, teachers group the students in various groups and assign them task to discuss. This method helps the learners to participate in the learning process and helps them to solve problems in a more reasonable way (Ayot and Patel, 1998).

Rober Shostak (2003), describes the discussion as one that permits open interaction between student and student as well as between teacher and students. Discussion in the class permit the free flow of conversation and students stand the chance of expression their opinions and ideas, hence child-centered. Classroom discussions is not necessary

led by the teacher but sometimes the group leader can lead the topic for discussion to reach conclusions, truth and find solution. The teacher acts as a participant and may offer some guidance for the discussion.

#### **2.4 Professional Qualification required by Teachers**

Teacher training is done to equip teachers with knowledge, skills and attitude that would enable them teach effectively. If this is not done properly, the effectiveness of the teachers will be questionable. This training should be relevant to the needs of the society (Sifuna, 1990). He further stressed the need for in-service teacher training in secondary schools so as to update them with the new trends in the subjects. He continued to posit that untrained teachers endanger the learning of the students. Most teachers are professionally qualified but do not match with their level of Production. Ipara (1986), Olasya (1986) and Khasama, (1990), in their studies revealed lack of experienced teacher in their adoption of methods of teaching. Saha, (1982), noted that better trained teachers mostly post better results, although there may be some cases where untrained teachers may do well. In her study she found out that untrained teachers may post good results when teaching lower classes but may have difficulties when teaching upper classes where concepts are abstract and challenging. Huron (1977), in his study in Malaysia found out that, there was a correlation between the length of the teacher training and student achievement. Waweru (1982), notes that teacher's experience, attitude, self-concept; behaviour and teaching practices play a significant role to the level of understanding and achievement of learners.

A World Bank report (1987), noted that there was a significant positive connection between the numbers of years a given teacher has taught to the achievement of the learners.

A study by Philip (1981) on teacher experience and effectiveness shows that teachers with less teaching experience are less effective than those who are more experienced. A new teacher experiences a wide range of problems ranging from classroom management to knowing learners need and identifying instructional strategies (Veeman, 1984). Professional training is of paramount importance in the teaching and learning of any subject. In-service training keeps teachers in tandem with the emerging trends of technical education.

## **2.5 Teaching and Learning Environment**

The environment of a given school plays a significant role in the teaching and learning processes. This environment refers to the internal and external condition. The internal conditions include the classes and all other structures that assist in the learning. In areas where there is insecurity learners cannot concentrate in class. School building and facilities serve a variety of purposes for student and the surrounding community, most importantly to develop knowledge and skills for learners.

The educational infrastructure for TVET programmes also serves a more specific purpose in that it prepares students to enter the workforce with a set of specific, technical skills. While the issues of facility planning for technical schools are not markedly different from those in other academic facilities, there are other challenges with regards to the maintenance and improvement of specialized equipment that is

needed for instruction (Cutshall, 2003). Spaces for TVET have distinct requirements for constructing the infrastructure, which include equipment, room size and providing resources for a range of activities, in addition to providing conventional classrooms for academic instruction (JISC, 2006). Spatial considerations for TVET schools are not the same as conventional schools (Cutshall, 2003). In technical schools, instructional rooms and space design tend to be driven by the highly-specialized equipment, furnishings, machinery and tools needed to properly instruct students (JISC, 2006 and Cutshall, 2003).

Some researchers have made some connections between school environmental and learning outcomes of students. For example, Jamson et al. (2005) found that curriculum and facility designs are related, and their findings demonstrate that the physical learning environment has an influence on students' social and scholastic behavior.

Yet, the impact of the physical environment on learning outcomes has been insufficiently explained and examined. Less research is focused on space issues in technical and vocational education and training (TVET) facilities and attainment in the country. The home environment of the learners also has an impact on what goes on in schools. Hammer (2003) says parents can largely affect performance of children when they provide them with a favorable study environment at home. Phillip (1998), says parental education and their social status have some influence on student achievement. Students from wealthy families tend to be better than those from poor backgrounds (Fergusson 1991). All the above shows that environment has some impact on the implementation of any curriculum. Ruo (1991), shows that there is a relationship between what the students write and the type of the language that is spoken outside.

## **2.6 Impact of Climate Change on Teaching and Learning**

Climate change confronts education with chaos, complexity and uncertainty, presenting a system in which changes in one or more elements can reverberate through the whole Selby (2007). It does not only contaminate the classroom atmosphere, but also the overall institutional learning environment.

Climate change is a change in the statistical distribution of weather elements which is sustained for up to a decade or more (Nwankwo and Unachukwu, 2012). Houghton, (2001), defines climate change as a change in the statistical properties of the climate system when considered over periods of decades or longer, regardless of cause. Thus, the physical, environmental, biological, culture and other changes resulting from climate variation bring with them several challenges with significant negative impacts on human functioning. Thus, climates change affects teaching and learning and often resulting pour academic output. A typical example is when there is intensity of pour accompanied with thunder storm and whirlwind during the period of examination.

Climate changes have different and diverse effects on teaching and learning in educational institution. For instance, high intensity of heat results in discomfort for both the teachers and students. Heavy rainfall with thunder often disrupts academic activities. There are cases here classrooms are always flooded during heavy rains disruption teaching and learning. Even during harmattan period, the whirlwind with its spurious dust and spiral movement often blow sand stone and dust into the classroom hence disrupting learning processes too These episodes are clear manifestation that climate change is not just an environmental, scientific, or technology concern, but that it is also hinges on education with particular references to teaching and learning.

Finding from the research work of Akuegwu et al, (2012), indicate that, climates change effects resulting from excessive heat had a significant relationship with teaching and learning processes in any educational set-up. Climates change effect emanating from windstorms and have significant relationship with teaching and learning in the secondary schools. This outcome may be explained from the perspective that windstorms and rainstorms are accompanied by violent winds; thunder and lightning that can blow away roof of buildings and destroy other school's property, and so render classroom teaching and learning as well as administrative responsibilities redundant.

However, majority of teachers are not aware of the causes and effects of climate change on educational activities in schools. A plausible explanation to the above assertion is that most teachers have not really been orientated to understand possible impact of changes in the climatic environment on academic performance of students. Certainly teachers are aware that rainfall, flooding, whirlwind, over heating among others have effect on the environment but still never understood the impact on teaching and learning activities in schools.

## **2.7 Motivation to Learn**

Motivation has been a central construct in both educational and psychological research for the past sixty years and plays a significant role in several theories of human development and learning (Weiner, 1990). Motivation is defined as an internal state that arouses us to act, pushes us in particular directions, and keeps us engaging in certain activities (Elliot et al 2000).

Motivation affects the learning strategy and a cognitive process an individual employ (Dweek and Elliot, 1983). This means that motivations increases the likelihood that



learners will pay attention to something, study and practice it, and try to learn in a meaningful fashion. It is a psychological process which determines the intensity, direction and persistence of behaviours related to learning. It is the fulcrum that focuses on the students Gardner and Tremblay (1995). The teacher should always present his subject matter in a way that will appeal to the learners.

This has been a major challenge to many teachers since most of the students lack the motivation to learn especially students in technical schools. A student's progressive performance in school is determined by his or her motivation among other factors. A student who is highly motivated will tend to outperform his fellow students. The student should see the need of wanting to learn and appreciate what the teacher is saying.

Teacher's effort will mean little if he/she does not appreciate the importance of motivating the student to learn. Students are more likely to engage in a subject if they see a good reason of doing so. The subject matter being taught by the teacher should appeal to the student's personal academic and professional goals (Gardner & Lambert, 1972). The more a teacher can do to make the teaching and learning process as interesting as possible, the more motivated students will be to learn it and conceptualize it.

Motivation contributes to improvement of performance of the learners. Osine (1983) pointed out that there is a significant possible correlation between academic performance and motivation of student. Wale (2001), in his studies says that teachers fail to motivate learners in class appropriately, thus the learners tend to have a low attitude towards a given subject. Motivation is a key area that requires attention. Without motivation, there cannot be effective learning. Teachers must motivate all

learners in the lesson. Motivation arouses the interest of learners in the lesson and once they become interested, they willing to concentrate and participate.

## **2.8 Instructional Materials**

According to Burner (1966), teaching and learning materials are any instructional materials that both the teacher and students use to facilitate the teaching and learning process, leading to comprehension, understanding, or acquisition of knowledge, concept, principles or skills. It is what the teacher or student prepares or uses to make teaching and learning easier than it should have been without it. Teaching and learning materials are therefore the materials teachers and student use during the teaching process in order to facilitate teaching and learning by teachers and student respectively. They enhance participation in class and help teachers to achieve instructional objectives.

In additional to using textbooks, teachers should use teaching aid to facilitate their teaching (Ayot and Patel, 1998). For any successful teaching or learning activities one must use appropriate instructional resource kempje (1985). Instructional resources are important aspect in any teaching and learning process because they have some positive effect on performance of any subject (Kathuri, 1984). They should be planned appropriately and utilize effectively. Unfortunately, this has not been the case in many schools and has been challenge because teachers fail to use teaching aid in their teaching activities. Courts and Ghai (1974), observed that the distribution of teaching and learning materials such as books and equipment account for a significant difference in performance amongst schools. Learning would be passive and boring to student if teaching and learning resources are not incorporated in the lesson. These resources are

supposed to be effectively organized and exploited for any meaningful teaching and learning. Eshiwani (1998), notes that most schools are perform poorly because they do not spend significant amount of money in buying teaching and learning resources. Adequate relevant teaching and learning resources make teaching and learning interesting to the learners.

Textbooks are the main teaching and learning resources of any subject. They help in setting out the general guidelines of the syllabus. Textbooks and other resources used in teaching enhance retention of 80% of what is learned. They also motivate the learners to participate in the learning process Brunswick and Hager (1992).

## **2.9 Time Management**

Time is an asset and should be utilize properly; Mutoro, (2001), points out in his study that the amount of time allocates to a particular subject influence curriculum implementation. Camber and Kaaves (1973), observed that the amount of time is lost on various activities such as too many external examination, games days and collection of school fees. Time is a scarce resource that requires to be utilized effectively. The teachers ought to use his lesson time effectively for easier coverage of the syllabus.

## **2.10 Educational Field Trips**

According to Burner, (1966), education field trips are well planned and tours meant to enable student have real experience of what they have learned or about to learn. In this case, the teacher and the student can make education field trips to have real experience or reaction for example, a visit to an industry and other in and other institution. According to a paper prepared and published by Malawi Institute of Education, (2004), education field trips are outing made in order to consolidate what is learnt in the

classroom. The publication outlines some advantages that are derived from field trips. Student gain knowledge, skill, and attitude by observing (using all their senses) and relate classroom ideas to the real world. It provides students with an opportunity to carry out practical work in relation to what they learn.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section of the study describes the research methodology that was employed to collect relevant data for the study. It deals with the research design, the population, sample size and sampling procedure, research instruments, data collection procedure and data analysis.

#### **3.2 Research Design**

The study employed descriptive survey. Creswell (2003), defines descriptive survey as a method of collecting data for the purpose of testing hypothesis or answering research questions concerning the current status of the subjects under study. In the opinion of Cohen and Marion (1999), descriptive survey is a design used to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationship that exist between events.

Thus, a descriptive study is undertaken in order to ascertain and be able to describe the characteristics of the variables of interest in a situation. This is done through the use of strategies and procedures to describe clarify and interpret existing variables that constitute a phenomenon.

Descriptive research presents a picture of the specific details of a situation, social setting or relationship, it focuses on “how?” and “who?” questions: “How did it happen?” “Who are involved?” descriptive researchers use most data gathering

techniques including surveys, field research, content analysis and historical-comparative research (Neuman, 2007). The study adopted the descriptive design because it has the advantage of producing a good amount of responses from a wide range of students and teacher in order to identify and examine the challenges affecting teaching and learning in the Hospitality and Catering Management department of the Bolgatanga Technical Institute.

The mixed methods research is adopted in this study to collect relevant data for consideration and analysis. According to Creswell (2009), mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. The quantitative technique described the numerical relationships which existed in the data, while the qualitative techniques give the data of peoples experience as well as opinions.

### **3.3 Target Population**

The population under study consisted of all teachers, heads of the hospitality and catering management department, administrative staff and second year students at the Bolgatanga Technical Institute of the Ghana Education Service.

### **3.4 Sample Size and Sampling Techniques**

The total sample size for the study is sixty respondents which consist of fifteen (15) teachers of the hospitality and catering management department, forty (40) second year students from the hospitality and catering management department and five (5) administrative staff.

The purposive random sampling technique was used for the study in sixty (60) respondents for the study. Purposive sampling is a non-probability sampling in which the researcher selects a sample on the basic hypothesis that, with good judgment one can handpick respondents which are rational in relation to the needs of the researcher. In the study, the decision concerning the individuals to be included in the sample was taken by the researcher based on the fact that, these individuals exceptional within the department understudy and also they were willing to participate in the research. The main goal of purposive sampling is to focus on particular characteristics of a population that are of interest to the researcher and which will best enable you to answer your research questions. This technique was also chosen because; the sample size was quite small when compared with probability sampling. Also purposive sampling techniques provide researchers with the justification to make generalisations from the sample that is being studied, whether such generalisations are theoretical, analytical or logical in nature.

The type of purposive sampling used was the homogenous sampling procedure. Homogeneous sampling is a purposive sampling technique which shares the same or similar characteristics or traits (e.g., a group of people that are similar in terms of age, gender, background, occupation, etc.). A homogeneous sample is often chosen when the research question that is being addressed is specific to the characteristics of the particular group of interest, which is subsequently examined in detail. The homogenous purposive sampling technique was chosen because, the respondents are group of interest who share the same (or very similar) characteristics or traits like, the same school, department, course of study, interest, goals and aspirations etc. (Asamoah-Gyimah K., Duodu F., 2007).

### **3.5 Data Collection Instruments**

The data collection instruments used for the study included: questionnaire, interview and observation.

#### **3.5.1 Questionnaire**

Sixty (60) questionnaires were developed for the study. Fifteen (15) questionnaires were administered to the teachers in the hospitality and catering management department, forty (40) administered to the second year students from the hospitality and catering management and the remaining five (5) questionnaires administered to the administrative staff of the Bolgatanga Technical Institute.

The researcher was enthusiastic with his follow-up mechanism and because of that; she was able to retrieve the entire 60 questionnaires administered representing hundred percent (100%) response rate.

#### **3.5.2 Interview**

A section of respondents numbering ten (10) who constitute the Administrative Staff, Heads of the Hospitality and Catering Departments and the administrative staff were interviewed using the structured interview guide. These respondents represent the core administrative and management staff of the school; who are believed to have firsthand information in what goes on in the school. They are also mostly busy due to the nature of their jobs and their schedules. They were all interviewed using the key components of the questionnaires as the interview guide.

#### **3.5.3 Observation**

The researcher also for six (6) successive weeks observed and monitored the teaching and learning process of the second year hospitality and catering management students.



She observed students' participation in teaching and learning activities, their response to questions in class, performance in class test, assignments, project works, examinations and exhibition of practical skills. Two weeks was spent at the pre-intervention stages and two weeks respectively for the other stages.

At the pre-intervention stage, the researcher was pre-diagnosing the situation in the classroom to ascertain the challenges facing teaching and learning in the hospitality and catering management second year students.

At the intervention stage, the researcher designed some activities for the second year hospitality and catering management students. At the post-intervention stage, the researcher carried out a number of assessment and evaluative teaching and learning activities to assess and evaluate the entire teaching and learning process using to uncover the challenges as well as finding and remedy to these challenges identified.

### **3.6 Procedure for Data Collection**

The researcher carried out the data collection where the necessary processes of printing, distributing and explaining the nature of the questionnaire to the respondents was done. The researcher personally distributed the questionnaire at Hospitality and Catering Management Department of the Bolgatanga Technical Institute to the respondents. A total number of 60 questionnaires were distributed. The researcher was able to retrieve all the 60 questionnaire representing 100% of the total sample population. The entire process of data collection took two weeks because many respondents complained of not getting enough time to complete the questionnaire in time.

### **3.7 Data Analysis**

Data was analyzed using descriptive statistics such as frequencies and percentages.

Statistical Package for Social Scientists (SPSS) software was used to analyze the data.

Other manual inputs were also made as part of the data analysis process.



## **CHAPTER FOUR**

### **RESULT AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter deals with the analysis of the data collected from the field. Based on these, the researcher discussed the findings in line with the objectives of the study. This chapter has been divided into various subheadings. In this study, results refer to the outcome of the various statistical procedures used in analyzing the data collated and coded. The results served as the foundation for interpretation, discussion and drawing conclusion for the purpose of achieving the research objectives. Forty (40) second year students, fifteen (15) teachers and five (5) staff of the Hospitality and Catering Management Department of the Bolgatanga Technical Institute were considered for the study representing the sample. The data is therefore analyzed based on these sample units.

#### **4.2 Bio-data of Students**

For every social research there is what is known as preliminary analysis which focuses mainly on the bio-data of respondents. By this preliminary analysis for this particular study, inference is made on respondent's gender and age.

##### **4.2.1 Respondent's Gender**

The table below depicts the gender distribution of responses obtained from the questionnaire administered.

**Table 4.1: Gender of Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage %</b>
Male	2	5
Female	38	95
<b>Total</b>	<b>40</b>	<b>100</b>

**Source:** Field Survey, April 2019

The table 4.1 indicates that, 40 students were sampled for the study and out of the 40 students sampled, 2 respondents representing 5% are males while the remaining 38 respondents representing 95% are females. It can be deduced from this statistics that we have more female students in the field of hospitality and catering management than their male counterparts. This implies that most males do not want to engage themselves in the field of hospitality and catering management with the myth that hospitality and catering management is for women. However, this should not be the case because hospitality and catering management is not just for women but men as well and men should therefore be encouraged to go into that field.

#### 4.2.2 Age of Respondents

The age of respondents is represented in the table below.

**Table 4.2: Age of Respondents**

<b>Age</b>	<b>Frequency</b>	<b>Percentage %</b>
Less than 18	10	25
18 – 20	29	72
21 – 30	1	2
<b>Total</b>	<b>40</b>	<b>100</b>

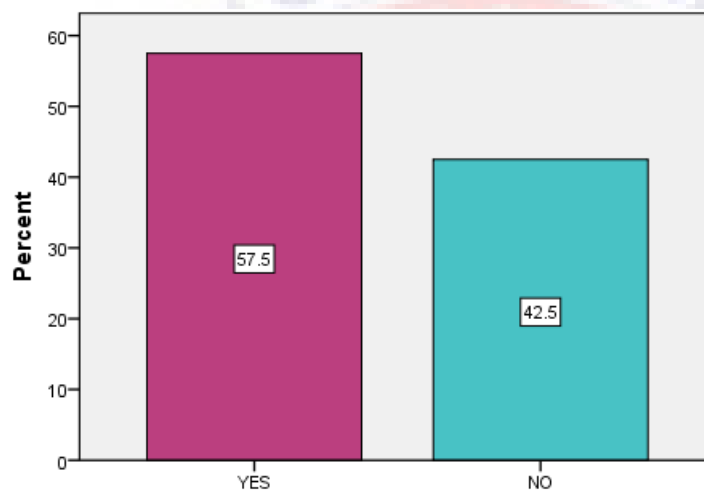
**Source:** Field Survey, April 2019

The table 4.2 depicts that 40 students were considered for the study. Out of the 40 students; 10 respondents representing 25% are less than 18 years, 29 students

representing 72% are between the ages of 18 and 20 years and 1 respondent representing 2% is between 21 to 30 years. This implies that there is a significant number of youth who are engaged in the learning of hospitality and catering management which has a future significance of booting the industry when they graduate.

#### 4.2.3 Students Level of Understanding through Knowledge Acquisition

During the study, students were questioned on whether they usually understand lessons taught by teachers. Their responses are presented below in the bar chart.



**Figure 4.1: Level of Understanding in Acquiring Knowledge**

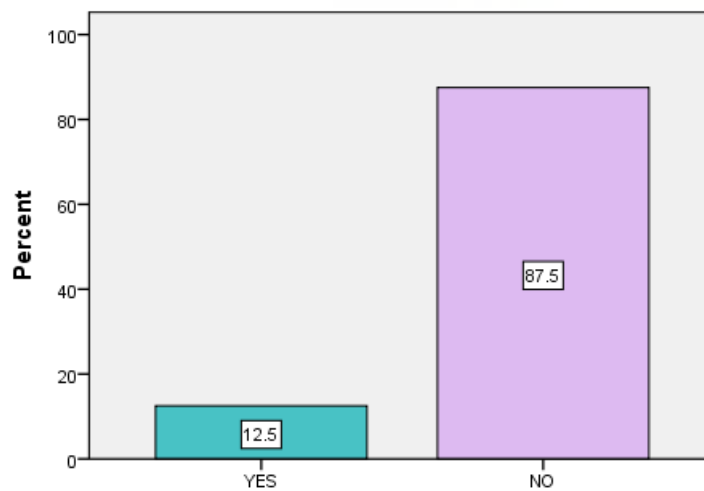
**Source:** Field Survey, April 2019

The figure 4.1 indicates that respondents were asked a “YES” and “NO” question to know whether they understand their teachers during lesson. 23 respondents representing 57.5% of the sample responded “YES” that they understand their teachers when lessons are being taught in class whiles the remaining 17 respondents representing 42.5% responded “NO” that they do not understand their teachers during lessons. From the chart, majority of the respondents understand lessons taught by teachers and

conclusively it implies that teachers in the hospitality and catering and management department are impacting knowledge to students to manage the industry in future.

#### 4.2.4 The use of Teaching and Learning Materials (TLMs)

The study sought to find out whether teachers use TLMs when teaching and the responses are presented in the bar chart below.



**Figure 4.2: The use of TLMs**

**Source:** Field Survey, April 2019

The figure 4.2 clearly depicts that a “YES” and “NO” question was asked to find out whether teachers use TLMs during lessons. Out of a sample of 40, 5 respondents representing 12.5% indicated that teachers use TLMs during lessons while the remaining 35 respondents representing 87.5% indicated that teachers do not use TLMs during lessons. From the statistics above, majority of the respondents affirmed the use of TLMs in the school by teachers during is non-existent thus affecting the understanding level of students which obviously has a negative impact in the learning process of the students.

#### **4.3 Challenges with Teaching and Learning in the HCM Department**

One of the objectives of the study is to identify challenges militating effective teaching and learning the HCM department of the Bolgatanga technical Institute. Several challenges were identified during the course of the study. However, the researcher used the Likert scale with a 5-point scale to identify the most pressing challenges in the HCM department. The challenges are presented in the table 4.3..



**Table 4.3: Challenges confronting teaching and learning in HCM department**

Identified Challenges	5-Point Scale Level of Agreement				
	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Poor classroom environment	2	-	2.5	15	77.5
Poor line of management/supervision	25	2.5	5	12.5	55
Poor performance of students	7.5	12.5	17.5	10	52.5
Lack of teaching and learning materials	2.5	7.5	5	30	55
Lack of proper facilities for practical lessons	2.5	7.5	2.5	22.5	65
Lack of motivation for both teachers and students	5	12.5	25	20	37.5
Political interference in school administration	32.5	22.5	20	2.5	22.5
Poor lightening system for effective learning	22.5	32.5	7.5	15	22.5

**Source:** Field Survey, April 2019

Table 4.3 represents the responses of students on their perceived challenges confronting effective teaching and learning in the Hospitality and Catering Management department of the Bolgatanga Technical Institute. Responses are presented using percentages based on their level of agreement using a five-point scale which is defined above. Questions that were not responded to are represented in the table with a dash (-).

#### **4.4 Biodata of Teachers**

##### **4.4.1 Gender of Teachers**

During the course of the study, 15 teachers were considered and responded to questionnaire. The table 4.4 shows the gender distribution of teachers.



**Table 4.4: Gender of Teachers**

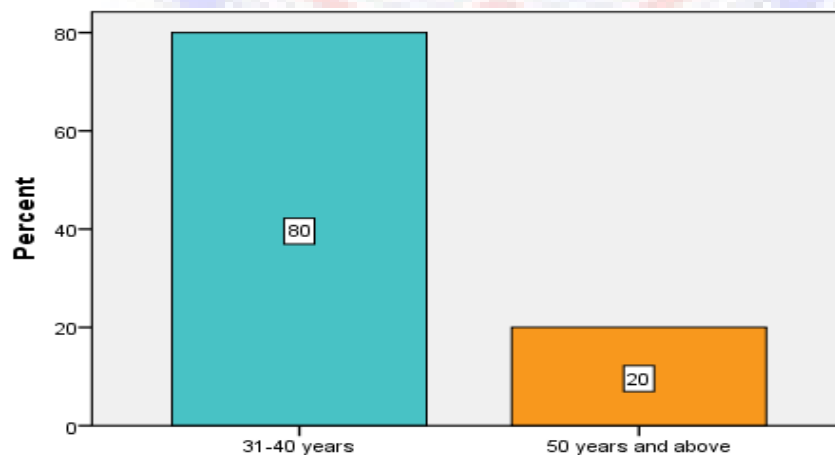
Gender	Frequency	Percentage %
Male	6	40
Female	9	60
<b>Total</b>	<b>15</b>	<b>100</b>

**Source:** Field Survey, April 2019

The table 4.4 clearly depicts the gender distribution of teachers during the course of the study. From the table above, 6 respondents representing 40% of sampled teachers are males and the remaining 9 respondents representing 60% are females. The statistics clearly indicates that there has been a fair representation of gender in the study and this implies that males are now engaged in the hospitality and catering management defying the myth that only women belong to that department.

#### 4.4.2 Age Distribution of Teachers

The age distribution of teachers is presented in the diagram below.



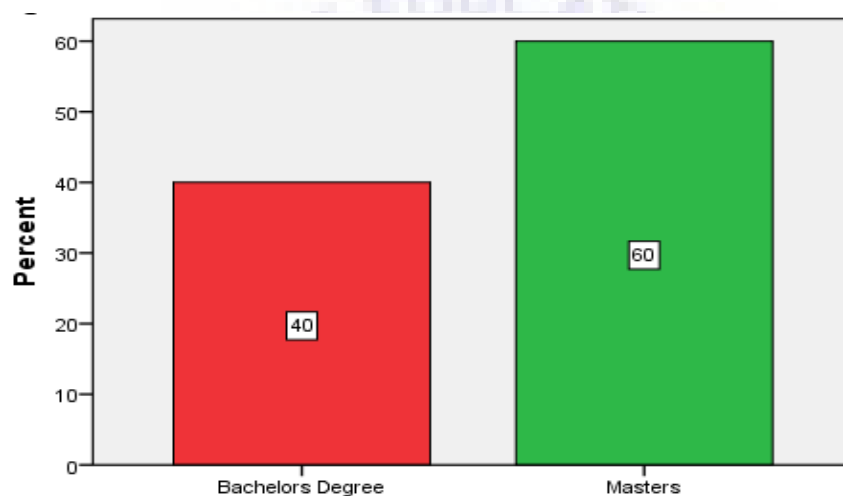
**Figure 4.3: Age Distributions of Teachers**

**Source:** Field Survey, April 2019

From the figure 4.3, 80% of teachers with a corresponding frequency of 12 are between 31-40 years while 20% with a corresponding frequency 3 is 50 years and above. This signifies that majority of the teachers are in their youthful age and for that matter will be in service for long to impact knowledge to students.

### **Educational Qualification of Teachers**

The educational of teachers is presented in the bar chart below.



**Source:** Field Survey, April 2019

**Figure 4.4: Educational Qualification of Teachers**

From the figure 4.4, it was revealed that 40% of teachers in the Bolgatanga Technical Institute have obtained a Bachelor's degree while 60% have also obtained a Master's degree. This signifies that teachers in the school have obtained relevant knowledge in various disciplines in relation to the Hospitality and Catering Management and are in the best position to transfer their knowledge to students.

#### 4.4.3 Number of Years Engaged in School

The study also sought to find out the number of years students have been engaged in the school and for that matter with students. Their responses to that regards is presented in the table 4.5.

**Table 4.5: Number of Years Engaged in School**

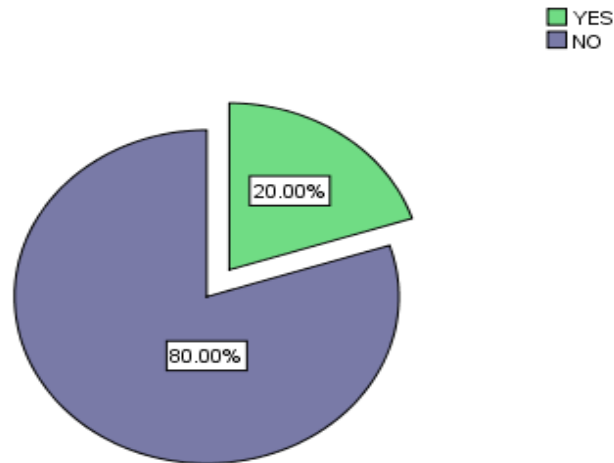
<b>Age</b>	<b>Frequency</b>	<b>Percentage %</b>
Less than 3	3	20
10 – 14	9	60
15 and above	3	20
<b>Total</b>	<b>15</b>	<b>100</b>

**Source:** Field Survey, April 2019

From table 4.5, it can be depicted that 3 respondents representing 20% have been in the school within a period less than 3 years, 9 respondents representing 60% haven been in the school between 10-14 years and 3 respondents representing 20% have also been in the school within a period of 15 years and above. From the statistics in the table, it can be realized that majority of the teachers (80%) have been engaged in the school for a very long time and for that matter are in a better position to identify challenges associated with teaching and learning in the hospitality and catering management department of the school.

#### 4.4.4 The Use of TLMs

The study sought to find out whether teachers use TLMs when teaching and the responses are presented in the bar chart below.



**Figure 4.5: The use of TLMs**

**Source:** Field Survey, April 2019

The figure 4.5 represents responses from teachers as to whether they use TLMs during lessons. The statistics clearly shows that 20% of teachers use TLMs during lessons and 80% do not use TLMs during lessons. This confirms the responses students gave when asked whether students use TLMs which majority of them indicated NO. The researcher from this statistics will make a recommendation that will encourage the use of TLMs by teachers during lessons to help improve effective teaching and learning in the school especially in the hospitality and catering management department.

#### 4.4.5 Challenges with Teaching and Learning in the HCM Department

One of the objectives of the study is to identify challenges militating effective teaching and learning the HCM department of the Bolgatanga technical Institute. Several challenges were identified during the course of the study by teachers in the department.

However, the researcher used the Likert scale with a 5-point scale to identify the most pressing challenges in the HCM department. The challenges are presented in the table 4.6.

**Table 4.6: Challenges confronting Teaching and Learning in HCM Department**

Identified challenges	5-Point scale level of agreement				
	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Poor classroom environment	20	20	20	40	-
Poor line of management/supervision	20	-	40	20	20
Poor performance of students	40	-	40	20	-
Lack of teaching and learning materials	20	20	20	40	-
Lack of proper facilities for practical lessons	20	20	-	60	-
Lack of motivation for both teachers and students	-	-	-	40	60
Political interference in school administration	-	40	-	60	-
Poor class attendance by both teachers and students	20	-	-	80	-

**Source:** Field Survey, April 2019

Table 4.6 represents the responses of students on their perceived challenges confronting effective teaching and learning in the Hospitality and Catering Management department of the Bolgatanga Technical Institute. Responses are presented using percentages based on their level of agreement using a five-point scale which is defined above. Questions that were not responded to are represented in the table with a dash (-).

#### 4.5.6 Level of Effectiveness of Classroom Management

The researcher in her quest to achieve the objectives of the study used five-point scale to measure measures put in place by the HCM department of the school to ensure effectiveness of classroom management. The responses are presented in the table 4.7.

**Table 4.7: Level of Effectiveness of Classroom Management**

	5-point Scale Measuring Level of Effectiveness				
	Very Ineffective 100%	Ineffective 100%	Neutral 100%	Effective 100%	Very Effective 100%
Minimize Absenteeism by both teachers and students	-	-	-	80	20
The use of TLMs	-	-	-	40	60
Ensuring good interpersonal relationship between teachers and students.	-	-	-	100	-
Teacher and Student motivation	-	-	-	100	-
Commitment of teachers to duties	-	20	40	40	-
Regular supervision	-	-	20	60	20
Setting performance targets for both teachers and students	-	-	-	80	20

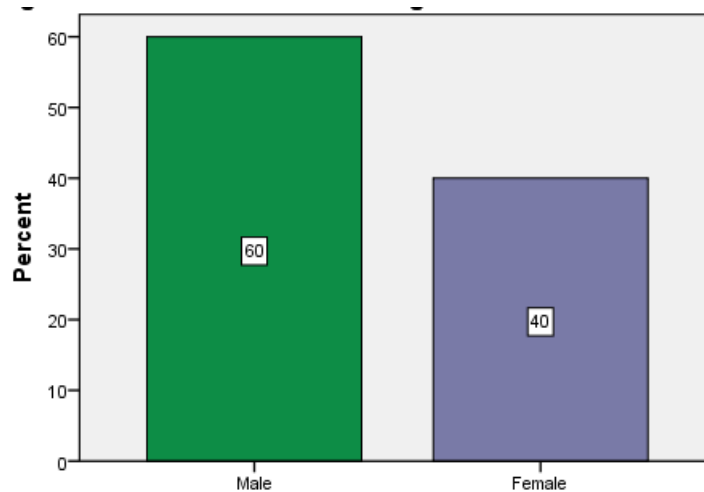
**Source:** Field Survey, April 2019

Table 4.7 represents the responses of teachers on various views on measures that will ensure effective classroom management in the HCM department. Responses are presented using percentages based on their level of agreed effectiveness using a five-point scale which is defined above. Key words from each question from the questionnaire were categorized to make the presentation understood. Questions that were not responded to are represented in the table with a dash (-).

## 4.5 Bio-data of Non-teaching Staff

### 4.5.1 Gender of Non-teaching Staff

During the course of the study, 5 non-teaching staff under the HCM department were considered and responded to the questionnaire. The figure 4.6 shows the gender distribution of non-teaching staff.



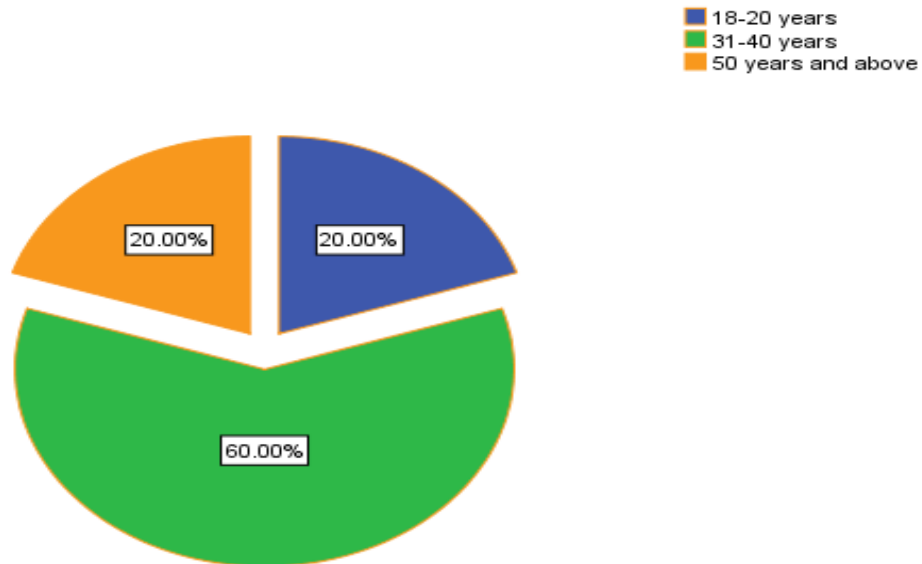
**Figure 4.6: Gender of Non-teaching Staff**

**Source:** Field Survey, April 2019

Figure 4.6, depicts the gender of non-teaching staff considered for the study. 3 respondents representing 60% of the non-teaching staff are males and 2 respondents representing 40% of the non-teaching staff are females. This clearly implies that men are gaining more interest in hospitality and catering management.

#### 4.5.2 Age of Non-Teaching Staff

The age distribution of non-teaching staff is presented in the figure 4.7.



**Figure 4.7: Age distribution of Non-Teaching Staff**

**Source:** Field Survey, April 2019

Figure 4.7 depicts the age distribution of non-teaching staff in the Bolgatanga Technical Institute. From the chart, 1 respondent representing 20% of the sample is between 18-20 years, 3 respondents representing 60% are between 31-40 years and 1 respondent representing 20% is 50 years and above.

#### 4.5.3 Educational Qualification of non-teaching Staff

The educational qualification of non-teaching staff in the Bolgatanga Technical Institute is as follows in the table 4.8.



**Table 4.8: Educational qualification of respondent**

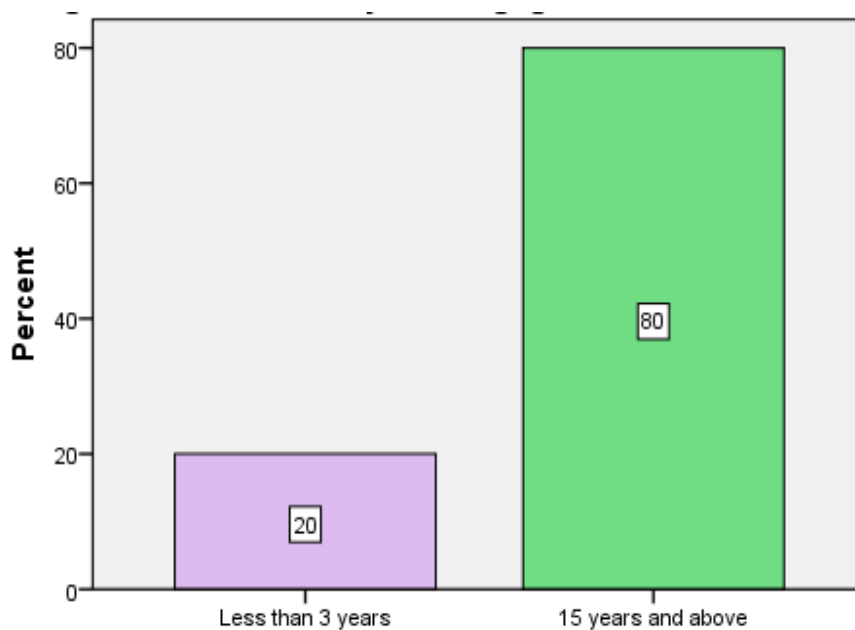
<b>Qualification</b>	<b>Frequency</b>	<b>Percent</b>
Bachelor's Degree	1	20.0
Masters	4	80.0
<b>Total</b>	<b>5</b>	<b>100.0</b>

**Source:** Field Survey, April 2019

The table 4.8 depicts the educational qualification of non-teaching staff during the course of the survey. It was realized that 1 respondent representing 20% have attained a bachelor's degree and 80% with a corresponding frequency of 4 respondents have also attained master's qualification. By implication, both teaching and non-teaching have acquired the highest educational qualification and are in one way or the other providing the necessary support to the HCM department of the school.

#### **4.5.4 Number of Years Engaged by Institution**

The researcher sought to know the number of years non-teaching staff have been engaged by the Bolgatanga Technical Institute. Their responses to that regard are presented in figure 4.8.



**Figure 4.8: Number of years engaged with the School**

**Source:** Field Survey, April 2019

The figure 4.8 depicts the number of years non-teaching staff have been engaged by the school. The statistics shows that 20% of the non-teaching staff has worked in the school for just less than 3 years while 80% have worked in the institution for 15 years and more. This signifies that respondents have worked long enough in the school and are therefore in a better position to know the various forms of challenges confronting teaching and learning in the school especially those associated with the HCM department.

#### **4.5.5 Level of Effectiveness of Classroom Management**

The researcher used five-point scale to measure measures put in place by the HCM department of the school to ensure effectiveness of classroom management. The responses provided by the non-teaching staff are presented in the table 4.9.

**Table 4.9: Level of Effectiveness of Classroom Management.**

	5-point Scale Measuring Level of Effectiveness				
	Very	Ineffective	Neutral	Effective	Very
	Ineffective				Effective
	100%	100%	100%	100%	100%
Minimize Absenteeism by both teachers and students	-	40	20	40	-
The use of TLMs	-	-	-	80	20
Ensuring good interpersonal relationship between teachers and students.	-	-	-	60	40
Teacher and Student motivation	-	-	-	60	40
Commitment of teachers to duties	-	20	-	40	40
Regular supervision	-	-	-	40	60
Setting performance targets for both teachers and students	-	-	-	80	20

**Source:** Field Survey, April 2019

The table 4.9 represents the responses of non-teaching staff on various views on measures that will ensure effective classroom management in the HCM department. Responses are presented using percentages based on their level of agreed effectiveness using a five-point scale which is defined above. Key words from each question from the questionnaire were categorized to make the presentation understood. Questions that were not responded to are represented in the table with a dash (-).

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary of findings, conclusion as well as recommendations of the study.

#### **5.2 Summary of Findings**

It was revealed first and foremost during the study that teaching and learning in the Bolgatanga Technical Institute is ineffective especially in the hospitality and catering management department. Students revealed that they do not understand teachers during lessons and that is because most teachers do not use TLMs during lessons. It was also revealed that there is a non-existent interpersonal relationship between students and teachers thereby making it difficult for effective teaching and learning. One other key revelation that was discovered during the course of the study is that most students cannot afford to buy all practical equipments for practicals and as a result during practicals they are unable to participate fully and effectively which hinders their learning process.

Secondly, in the course of the study some key challenges confronting effective teaching and learning in the HCM department were identified. These challenges are listed below:

1. Poor classroom environment for effective teaching and learning.
2. Poor line of supervision by management.
3. Inadequate TLMs for effective teaching and learning.
4. Inadequate facilities and lack of properly equipped facilities for practicals.
5. Lack of motivation for both teachers and students also hinders effective teaching and learning in the HCM department and the school as a whole.

6. There is too much political interference in school administration.
7. Poor school and classroom lightening system for effective teaching and learning.

Lastly, some non-teaching staff from the HCM department also revealed that one key factor that affects teaching and learning is indiscipline among teachers as well as students. Most teachers are not punctual to school while others too do not prepare weekly lesson forecast and lesson notes for their lesson. Students on the other are disrespectful to both teachers and other non-teaching staff in the HCM department and the school as whole. Teachers also revealed that some students in the HCM department do not participate in class exercises and other class assignments given by teachers to them.

### **5.3 Conclusion**

In conclusion, from the sources cited in this study, it can be concluded that the success of the TVET especial the field of HCM in the Bolgatanga Technical Institute depends partly on how educational stakeholders lay emphasis on TVET in Ghana. There is generally inadequacy in the provision of instructional materials which leads to focusing more on theoretical teaching leading to trainees lacking proficiency in their chosen fields of specialization. Large class sizes do not match with inadequate supply and provision of training resources. These inadequacies negatively affect the necessary skills for the world of work. The importance of industrial attachment is relegated to the background instead of giving it a priority. This seriously affects training with a resulting mismatch with job market expectations. There are also inappropriate teaching methods used for practical teaching which need to be addressed.

#### **5.4 Recommendations**

In the light of the research findings and conclusions was realized that there are several issues that need to be addressed in order to enhance effective teaching and teaching in the HCM department of the Bolgatanga Technical Institute. Therefore, the following are recommendations provided to help improve effective teaching and learning in the HCM department.

1. There should be enough TLMs available to teachers for use during lessons and teachers should also do their very best to make available TLMs in the schools for teaching their lessons to enhance students understanding of lessons that will eventually enhance effective teaching and learning.
2. Teachers should develop a very good interpersonal relationship and rapport with students so as to enable students develops the confidence of being able to approach teachers when they need any teaching assistance from teachers. This will be very critical in enhancing effective teaching and learning in the HCM department and the school as a whole.
3. The school administration should act independently without any form of political interference to enable management take decisions necessary for effective teaching and learning.
4. Staff and teachers should be given some form of motivation that will boost their punctuality and commitment to teach to eventually ensure effective teaching and learning.
5. There should be effective supervision of both teachers and students in the HCM department to ensure that both teacher and students including non-teaching perform their respective duties well.

6. The administration/government should provide a well-furnished and well-equipped practical facility for the HCM department for both teachers and students to use for practicals which will help improve the understanding level of students which eventually will lead to effective teaching and learning.
7. Both teachers and student should cultivate good teaching and learning attitude to ensure effective teaching and learning.



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## APPENDIX A

### QUESTIONNAIRE FOR STUDENTS CHALLENGES FACING EFFECTIVE TEACHING AND LEARNING IN THE HOSPITALITY AND CATERING MANAGEMENT DEPARTMENT OF BOLGATANGA TECHNICAL INSTITUTE (A CASE STUDY OF SECONDN YEAR STUDENTS IN THE DEPARTMENT)

#### Preamble:

The researcher of the above topic is a Post – Graduate student of the University of Education, Winneba. This questionnaire is meant to achieve the above-mentioned topic, and successful completion of which will lead to the award of Master of Technology Education in Catering and Hospitality. The researcher therefore would be glad if respondents could be as candid as possible. The researcher also pledges to conceal the identity of all persons who voluntary give the needed information as required by this questionnaire.

#### Section A: Demographic Profile of Respondents

1. Gender      Male [  ]      Female [  ]
2. How old are you?
  - Less than 18 years [  ]      18 – 20 years [  ]      21 – 30 years [  ]
  - 31 – 49 years [  ]      50 years and above [  ]
3. Educational level of Respondent
  - a. Student [  ]
  - b. Diploma in Education [  ]
  - c. Bachelor Degree [  ]

d. Masters [ ]

e. Others (specify) [ ]

4. How long have you been engaged in this school?

Less than 3 years [ ]    5 – 9 years [ ]    10 – 14 years [ ]

15 years and above [ ]

5. Role performed in the school

Teaching [ ]    Non-Teaching [ ]    Student [ ]

### Section B: Causes of Poor Performance

This section assesses the major challenges and learning in your department.

Please choose a number from 1 – 5 using the following scale

1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

<b>Tick [√] only one answer</b>					
<b>Challenges confronting teaching and learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Poor classroom environment					
2. Poor line of management/supervision					
3. Poor performance of students					
4. Lack of teaching and learning materials					
5. Lack of proper facilities for practical lessons					
6. Lack of motivation for students					
7. Lack of effective and efficient teaching					
8. Lack of motivation on the part of teachers to work					
9. Political interference in school administration					
10. Poor class attendance by both teachers and students					
11. Poor lighting system for effective preps					
12. Weak supervision of preps					

## Section C: Interview Questions for Students

### Questions for students

1. You are aware there is no water in the practical hall.  
Yes [ ]      No [ ]
2. Do you have a change room in the practical hall?  
Yes [ ]      No [ ]
3. Do you have a place for convenience (toilet) in the practical hall?  
Yes [ ]      No [ ]
4. Are you comfortable pairing with someone to cook during practical's?  
Yes [ ]      No [ ]
5. Do you have all the practical and theory of catering textbooks?  
Yes [ ]      No [ ]
6. Do you have all the practical and theory of catering textbooks?  
Yes [ ]      No [ ]  
If no explain why .....
7. Do you understand your teachers well during teaching?  
Yes [ ]      No [ ]
8. Does your teacher use (TLMs) Teacher and Learner materials when teaching?  
Yes [ ]      No [ ]
9. Does the teacher have a table (desk) in the classroom?  
Yes [ ]      No [ ]
10. Can your parents provide you money for at least practical's in a term?  
Yes [ ]      No [ ]  
If no explain why .....

11. Suggest two ways teachers should do for students to understand their lesson.

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## APPENDIX B

### QUESTIONNAIRES FOR TEACHERS

#### CHALLENGES FACING EFFECTIVE TEACHING AND LEARNING IN THE HOSPITALITY AND CATERING MANAGEMENT DEPARTMENT OF BOLGATANGA TECHNICAL INSTITUTE (A CASE STUDY OF SECODN YEAR STUDENTS IN THE DEPARTMENT)

##### **Preamble:**

The researcher of the above topic is a Post – Graduate student of the University of Education, Winneba. This questionnaire is meant to achieve the above-mentioned topic, and successful completion of which will lead to the award of Master of Technology Education in Catering and Hospitality. The researcher therefore would be glad if respondents could be as candid as possible. The researcher also pledges to conceal the identity of all persons who voluntarily give the needed information as required by this questionnaire.

##### **Section A: Demographic Profile of Respondents**

- 1) Gender      Male [  ]      Female [  ]
- 2) How old are you?
  - Less than 18 years [  ]      18 – 20 years [  ]      21 – 30 years [  ]
  - 31 – 49 years [  ]      50 years and above [  ]
- 3) Educational level of Respondent
  - a) Student [  ]
  - b) Diploma in Education [  ]
  - c) Bachelor Degree [  ]

d) Masters [ ]

e) Others (specify) [ ]

4) How long have you been engaged in this school?

Less than 3 years [ ]    5 – 9 years [ ]    10 – 14 years [ ]

15 years and above [ ]

5) Role performed in the school

Teaching [ ]    Non-Teaching [ ]    Student [ ]

### Section B: Causes of Poor Performance

This section assesses the major challenges and learning in your department.

Please choose a number from 1 – 5 using the following scale

1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

<b>Tick [√] only one answer</b>					
<b>Challenges confronting teaching and learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Poor classroom environment					
2. Poor line of management/supervision					
3. Poor performance of students					
4. Lack of teaching and learning materials					
5. Lack of proper facilities for practical lessons					
6. Lack of motivation for students					
7. Lack of effective and efficient teaching					
8. Lack of motivation on the part of teachers to work					
9. Political interference in school administration					
10. Poor class attendance by both teachers and students					
11. Poor lighting system for effective preps					
12. Weak supervision of preps					



**Section C:**

This section measures the level of effectiveness of classroom management in your department using a five – point scale below:

1 = Very inefficient, 2 = Inefficient, 3 = Neutral, 4 = Effective, 5 = Very effective

<b>Rank the effectiveness of classroom management in your school/department</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Minimize amount of absenteeism in class attendance					
2. Attain and maintain a moderate amount of TLMs					
3. Select and use appropriate TLM to achieve desire objectives					
4. Ensure good interpersonal relationship among staff and students					
5. Ensure high morale among staff and student					
6. Ensure commitment of staff to their duties					
7. Ensure performance goals of staff are met					
8. Ensure high performance of students in the department					
9. Overall ability of school administration to effectively manage/supervise teaching and learning in the school					

## Section D: Interview Questionnaire for Teachers

### Questionnaire for teachers

1. Do you give student class exercises?  
Yes [ ]      No [ ]
2. Do you have a desk in class to mark student's assignment?  
Yes [ ]      No [ ]
3. Do you use TLMs during teaching?  
Yes [ ]      No [ ]
4. Does the students perform well in your subject?  
Yes [ ]      No [ ]
5. Are you comfortable supervising students practical twice a day?  
Yes [ ]      No [ ]
6. Were you given textbooks apart from the syllabus to teach?  
Yes [ ]      No [ ]
7. Do all students participate in your practical lessons?  
Yes [ ]      No [ ]
8. Are you aware water does not flow in the food laboratory or practical hall for the past five years?  
Yes [ ]      No [ ]
9. Do you know student behavior affects their performance?  
Yes [ ]      No [ ]
10. Suggest two ways as to how we can improve students' academic performance in the department .....

## APPENDIX C

### QUESTIONNAIRE FOR ADMINISTRATIVE STAFF CHALLENGES FACING EFFECTIVE TEACHING AND LEARNING IN THE HOSPITALITY AND CATERING MANAGEMENT DEPARTMENT OF BOLGATANGA TECHNICAL INSTITUTE (A CASE STUDY OF SECONDN YEAR STUDENTS IN THE DEPARTMENT)

#### Preamble:

The researcher of the above topic is a Post – Graduate student of the University of Education, Winneba. This questionnaire is meant to achieve the above-mentioned topic, and successful completion of which will lead to the award of Master of Technology Education in Catering and Hospitality. The researcher therefore would be glad if respondents could be as candid as possible. The researcher also pledges to conceal the identity of all persons who voluntary give the needed information as required by this questionnaire.

#### Section A: Demographic Profile of Respondents

1. Gender      Male [  ]      Female [  ]
2. How old are you?  
Less than 18 years [  ]      18 – 20 years [  ]      21 – 30 years [  ]  
31 – 49 years [  ]      50 years and above [  ]
3. Educational level of Respondent
  - f) Student [  ]
  - g) Diploma in Education [  ]
  - h) Bachelor Degree [  ]

- i) Masters [ ]
- j) Others (specify) [ ]

4. How long have you been engaged in this school?

- Less than 3 years [ ]    5 – 9 years [ ]    10 – 14 years [ ]
- 15 years and above [ ]

5. Role performed in the school

- Teaching [ ]    Non-Teaching [ ]    Student [ ]

This section assesses the major challenges and learning in your department.

Please choose a number from 1 – 5 using the following scale

**Section B**

This section measures the level of effectiveness of classroom management in your department using a five – point scale below:

- 1 = Very inefficient
- 2 = Inefficient
- 3 = Neutral
- 4 = Effective
- 5 = Very effective

<b>Rank the effectiveness of classroom management in your school/department</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Minimize amount of absenteeism in class attendance					
2. Attain and maintain a moderate amount of TLMs					
3. Select and use appropriate TLM to achieve desire objectives					
4. Ensure good interpersonal relationship among staff and students					

5. Ensure high morale among staff and student					
6. Ensure commitment of staff to their duties					
7. Ensure performance goals of staff are met					
8. Ensure high performance of students in the department					
9. Overall ability of school administration to effectively manage/supervise teaching and learning in the school					



**Section C: Interview Questionnaire Administration Staff**

1. Are you aware the hospitality and catering management department have challenges?

Yes [ ]      No [ ]

2. Do you know water does not flow in that department for the past years?

Yes [ ]      No [ ]

3. Are you aware indiscipline can affect student performance?

Yes [ ]      No [ ]

4. In the impact of knowledge lesson notes are not complete without TLMs?

Yes [ ]      No [ ]

5. Suggest two ways that can improve students academically

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