A PROPOSED FOUR YEAR HOSPITALITY AND TOURISM CURRICULUM FOR

AHMADU BELLO UNIVERSITY IN ZARIA, NIGERIA

by

Alu Ahar

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in *t*

Hospitality and Tourism

Proposal Approved:

Mr. James F. Burke, Thesis Advisor

Dr. Donna Coomer

Dr. Jafar Jafari

Mr. Gerald Donley

University of Wisconsin-Stout
Menomonie, Wisconsin

May, 1984

The Graduate College
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

ABSTRACT

Ahar Alu A.

(Writer) (Last Name) (First) (Initial)

A PROPOSED HOSPITALITY AND TOURISM CURRICULUM FOR AMADU BELLQ UNIVERSITY IN ZARIA, NIGERIA

Hospitality and Tourism	Mr. James F." Burke	May, 1984	112
(Graduate Major)	(Research Advisor)	(Month/Year)	(Pages)

The goal of this study was to propose a four-year hospitality and tourism program for Ahmadu Bello University in Zaria, Nigeria. Objectives of the study were to obtain information about the current status of hospitality and tourism programs in Nigeria in order to make recommendations regarding what program should be implemented in the university, examine the United States and finally develop a proposed curriculum.

The method used to collect the data was a questionnaire mailed to instructors who teach hospitality **and** tourism in Nigerian Polytechnics. Out of 210 instructors contacted, 130 returned the questionnaires. The instrument was developed based on general and professional courses. The methodology utilized by Clinton Rappole (1977) in his research study, "Survey and Development of a Typical -Curriculum for Four-Year Programs Leading to a Bachelor's Degree in Hotel, Restaurant and

Institutional Administration" was modified for use in this study. The instrument was divided into section one, part A_t B, C, D. Section one of the instrument asked general information about the instructors. It included sex, highest educational level attained, highest educational qualifications, country where education was received and years of teaching hospitality and tourism courses. Part A focused on general or liberal arts courses, part B, professional courses, part C, general management and part D, financial management. The means, standard deviation, frequency counts and percentages were computed on part A-D.

An ANOVA revealed that there was a highly significant difference at both .05 and .01 in the means of the groups. An ANOVA of how important the proposed courses were, was computed related to sex, educational level, country where education was received and years of teaching hospitality and tourism. The results revealed that computer programming, Biology, and hospitality law and liability, were significantly more important to the males than the females, while tourism planning was significantly more important to the females.

When ANOVA was computed on less than college degree versus college degree, English composition was found to be significantly more important to the college degree instructors than instructors without a college degree. Regarding country where education was received, English Composition, Meal Management, Introduction to Tourism and Bar Management, Hospitality Marketing and Sales,

Restaurant Management, Lodging Administration, Hospitality Law and Liability, Employee Labor Relation, and Hotel Accounting were significantly more important to instructors who received education outside Africa than those instructors who received education in Africa, while Nigerian government was more significantly more important to instructors who received education in Nigeria.

On years of experience, the data revealed that French. Travel Agent, Public Relations, and Meal Management were significantly more important to the instructors who have taught between one to five years than those instructors who have taught between six to fourteen years, while Meal Management was significantly more important to the instructors who taught between six to fourteen years than those who taught between one to five.

The statistical data served as one of the tools to guide in decision making as what courses should be included in the program. The value judgement and the educational experience on the part of the researcher coupled with the review of literature and evaluation from the thesis committee members was another source that was used for proposed curriculum.

ACKNOWLEDGEMENT

Appreciation is expressed to Mr. James F. Burke for serving as thesis committee chairman and Dr. Donna L. Coomer, Dr. Jafar Jafari and Mr. Jerry Donley for serving as committee members to guide this study. Their consistent assistance was greatly appreciated.

Gratitude is expressed to the author's father, Mr. Ahar Galu and mother, Mrs. Rosemary Ahar for their continuous support throughout my life.

Special thanks goes to my friend Grace Angereke whom I have had a long standing relationship with and whose support was greatly appreciated. Without her, this study could have probably not been possible.

The author wishes to thank A.M. Dim, Abbas D. Havah and Nnorom Dim for acting as the local coordinator in Nigeria in administering the instrument for this study.

To Ron Erdmann, appreciation was expressed for teaching the author how to use the computer word processor.

Lastly, many thanks go to Marlys Jimos (typist), and Christine Ness for providing the statistical analysis of the data from the University of Wisconsin-Stout, Academic Computer Center, the Library Learning Center staff and to all my friends who have contributed towards this study. Even though their names are not written here, their help was greatly appreciated.

DEDICATION

This thesis is dedicated to my husband, Dr. Ndu I. Dim and our two sons Dozie and Oga Dim.

TABLE OF CONTENTS

		Page
ABSTRACT.		ii
LIST OF TABLES.		vii
ACKNOWLEDGEMENTS.		viii
DEDICATION.		ix
CHAPTER		
I	INTRODUCTION	1
	Curriculum Definitions	1
	Hospitality and Tourism Curricula.	3
	The Goals of the Study	7
	Rationale for the Study.	7
	Objectives of the Study.	8
	Limitations.	8
	Definition of Terms.	9
II	REVIEW OF LITERATURE	12
	Introduction	12
	Curriculum Development	12
	Trends in Hospitality and Tourism Education.	21
	Present Scope.	23
	Future Scope	24
	Review of the Content of Different Programs in the United States.	27
	Hospitality and Tourism in Nigeria	32
	Summary.	34

Page

CHAPTER

III METHODOLOGY AND PROCEDURE. 37

Introduction 37

Selection of Subjects. 37

Collection of Data 38

Analysis of Data 40

Results of the Study 41

Return Rates 42

VI DISCUSSION 57

V SUMMARY AND RECOMMENDATIONS. 62

Recommendations Concerning Proposed Curriculum . . . .

APPENDIX

A List of Universities in Nigeria. 74

B List of Hospitality and Tourism in Nigeria 79

C Correspondence 81

D Questionnaire. 88

E Demographic Information of Instructors that Participated in the Study. 89

F Courses Currently Taught in Nigeria. 105

BIBLIOGRAPHY. 124

LIST OF TABLES

1. Sex of Respondents

2. Highest Educational Qualification.

3. Country Where Education Was Received.

4. Years of Teaching Hospitality and/or Tourism Courses.

5. Instructors Rating of the Courses That Could Be Included in the New Program.

6. Courses With Highest Mean Value.

7. Courses With Lowest Mean Value.

8. Sex of Respondents.

9. Level of Education.

10. Country Where Education Was Received.

11. Years of Teaching Hospitality and Tourism Courses.

12. Course Descriptions of Four-Year Hospitality and Tourism Curriculum for Ahmadu Bello University in Zaria, Nigeria.

13. Demographic Information of Instructors That Participated in the Study.

14. Courses Currently Taught in Nigeria.

CHAPTER I

INTRODUCTION

This chapter is devoted to a brief history of curriculum. It also includes definitions and perspective on curriculum. In addition, the section presents some views on what courses and field experience might be considered in the curriculum development.

Curriculum Definitions

Curriculum has been a matter of tremendous concern to educators for many centuries. For example, Plato (Greek philosopher, fourth century B.C.), Comenius (seventeenth century Mooraviaan bishop and educationalist), and Forebel (nineteenth century German educationalist), have all given their attention to curriculum and its problems. But the specialized and systematic study of curriculum and curriculum phenomena and the identification of curriculum specialization did not occur until the twentieth century (Zais, 1976).

The curriculum field had its roots in the Herbartian movement of the late nineteenth century (Sequel, 1966). John friedrich Herbart was a German philosopher whose educational ideas had wide acceptance nineteenth century. Herbart's theories about teaching and learning required that systematic attention should be given to the selection and organization of subject matter. This

subject matter emphasis on the part of Herbart led to a reawakening of interest in curriculum content in American education around the turn of the century, and as Kliebard (1968) put it, curriculum became a popular issue.

The term "curriculum" means different things to different people. Although curriculum specialists have, in the interest of clarity, attempted to limit the meaning of curriculum, disagreement still exists regarding the question of what constitutes legitimate definitions of the term "curriculum." The term curriculum and program will be used interchangeable in this study.

Curriculum is often defined as the interactions which take place between studens and their teachers. Some are planned, some are not. The unplanned interactions are often referred to as the "hidden curriculum." Curriculum in schools could answer two important political questions for decision makers. First it could roughtly indicate a plan of study for education (Zais, 1976). Second, it could be a guide to decision making procedures about what the curriculum should be and how such decisions should be implemented (Beauchamp, 1968).

Curriculum could also be seen as the sum total of all the activities the students are involved in at school. According to the Educational Distionary, curriculum is defined as "A general overall plan of the content of specific school subjects offered the student to qualify him for graduation or certification or for entrance into a professional or vocational field." Another way of looking at curriculum is to see it as a list of competencies

that must be acquired by a student before graduation. Good, in the Educational Dictionary, states that curriculum is:

> A systematic group of courses or sequences of subjects expected of one to complete or go through before graduation or certification in the major field of study. For example, Social Studies curriculum, Physical Education curriculum. (Good, 1973)

Although the complexities of the term curriculum are recognized, this study utilizes the later definition.

Hospitality and Tourism Curricula

The hospitality and tourism curriculum at the undergraduate level should attempt to strike a balance between meeting the needs of the students and the needs of the industrial society. Lewis (1982), in Hospitality Education at the Crossroads states that: Too often occupational curricula teach the solutions to teach the solutions to problems rather than problem-solving. A curriculum that presents solutions, commits itself to narrow skill training and skills change too rapidly for that approach. Courses can and must present factual material related to a field of work. An alternative strategy suggests the development of a problem-solving approach (Lewis, 1982:6).

Lewis (1977) expressed the view that curricula are tailored to what the industry needs now, not what it will need in the future. In addition, many hospitality educators are out of touch with the business wold and unaware of the new changes in the hospitality industry. He also said that:

> If we are to provide students with the skills necessary to be effective managers, we must adapt curricula to future business needs, anticipating those needs in advance rather than merely responding to them after the fact (Lewis, 1982:13).

Different writers presently ask what type of experience and courses would provide the appropriate undergraduate program for a career in hospitality and tourism. To address this issue some basic principles of education must be formulated. In a discussion, McIntosh (1983) commented that American business schools should seek to provide the appropriate preparation for a student planning to enter the business world so that the needs of the student and the industry are met simultaneously.

McIntosh further noted that when schools design a curriculum, it starts with the needs of the likely employer of the graduate. Through industrial cooperative efforts, instructors try to ascertain the knowledge, aptitudes, and skills desired in the graduates by the employers. These, however, differ depending on the type of employers. For example, a government tourist office may seek candidates who have abilities in foreign languages, while a tourist company may be interested in those graduates who have marketing background. Travel agencies look for a graduate who is skilled in computer operation and who is knowledgeable of tourist geography. Consulting and management advisory service firms are interested in those graduates with the knowledge of accounting, finance, operations research and communication. Airlines are interested in interpersonal communication skills and sales abilities

(McIntosh, 1983:134). Therefore, striking a balance between the student's needs and the industrial needs might present a good solution to developing a competent graduate.

According to Murphy (1981) a course propsoal needs to fulfill two basic criteria. It should justify the academic significance of its subject matter and demonstrate its operational feasibility within a university program. These goals must be related both to the university and individual department within which the course will be taught.

Formal education is becoming more important for developing mangerial and technical skills. No longer will the hospitality and tourism industry solely depend as it once did in the past upon apprenticeship for the development of its staff (Vincent, 1979). This reliance on apprenticeships to meet staff needs required years to develop skilled employees in the management field. However, the hospitality and tourism industry is growing very rapidly and the need for managers and technicians is very great. As a matter of fact, one major barrier to the rapid growth and expansion of the hospitality industry today is the lack of trained personnel. For several reasons this problem is even more pronounced in developing countries like Nigeria. First, the hospitality and tourism industry is new in Nigeria. Second, there are limited amounts of financial resources for developing the hospitality and tourism industry. Third, there is a lack of trained personnel to staff the industry.

Jafar jafari, J: R. Brent Ritchie suggested that:

> Since tourism has always been considered as an important economic activity, especially for those developing countries needing tourism's ability to earn needed foreign exchange, many economic theories have been used in the pasts to elaborate on the significance of tourism. Despite this fact, a number of concerns remain.' Should tourism be studied mainly within the context of economcis? Since the operation of advanced education institutions requires considerable resources, it is not surpising that the great majority of tourism programs have been established in economically developed countries. Because of this fact, the focus of most of these programs has been on courses and training designed to equip graduates for employment in societies in which tourism is part of a highly sophisticated economic and technological environment. This focus of existing programs overlooks a serious need on the part of developing countries for trained tourism policy makers, planners, and personnel (1981:30).

To help the undergraduate student become technically competent as well as educated, the curriculum would need to emphasize both professional and general education. According to the Nigerian National Policy on Education (1982), one of the roles of the undergraduate degree is to prepare candidates for future managerial positions in business, industry, or government. For this goal to be achieved, it seems logical that the educational programs in hospitality and tourism should be challenging and receptive to the

needs of the hospitality industry as well as meeting the needs of the individual students as active contributing members of the rapidly changing Nigerian society.

The Goals of the Study

The purpose of this study was to propose a four year hospitality and tourism curriculum for Ahmadu Bello University in Zeria, Nigeria.

Rationale for the Study

There are several reasons for conducting the study. First, there was no four year hospitality and tourism curriculum in Nigeria as yet. Second, Ahmadu Bello University was in the process of starting a program in hospitality and tourism, so it was advisable to conduct a study in this area and examine what type of curriculum was most appropriate. Third, Ahmadu Bello University was in the process of changing from a traditional British three year course study to a four year program based on the semester system. The researcher has had the privilege of studying in both three and four year systems. Benefiting from this exposure, the researcher will develop a curriculum, a model for facilitating this change process. Specifically, it was hoped that this research could become the basis for the development of the proposed semester-based curriculum in hospitality and tourism for Ahmadu Bello University. The researcher would consider the needs and demands of the rapdily growing hospitality and tourism industry and society in Nigeria with the intention of meeting the needs of the community served by the university as well as the students it serves. By taking a broader

view it was hoped that this study would shed some light on the current status of hospitality and tourism programs in Nigeria.

Objectives of the Study

The objectives of this research were to:

1. Obtain information about the current status of hospitality and tourism programs in Nigeria in order to make recommendations rgarding what program should be implemented by Ahmadu Bello University.
2. Examine different hospitality and tourism programs in the united States.
3. Develop a proposed curriculum in hospitality and tourism which could be implemented by Ahmadu Bello University.

Limitations

This study surveyed twenty-four (24) institutions in Nigeria which have three year hospitality and tourism programs. Results of this study will be used to recommend a program for Ahmadu Bello University. At the moment, no Nigerian University offers hospitality and tourism. It is only offered at polytechnics and colleges of technology. The researcher did not seek the opinion of the Nigerian hospitality industry professions about this curriculum because it was outside the scope of the present study.

In view of the fact that the study was conducted in both the United States and Nigeria while the researcher was in the United States, the results may hae been affected; the distance from Nigeria may have affected the rate of return of the questionnaire. In

addition, the recent military takeover of the Nigerian government might also have affected the return rate.

Definition of Terms

The following definitions are included to enhance the understanding of this study.

Polytechnic/Colege of Technology: The second level of technical education is called post secondary and is offered by colleges of technology and the polytechnics. These two terms for the purpose of the evaluation are used synonymously. These institutions offer short-term, in-service programs for government as well as a variety of longer programs. The longer programs include the ones leading to the Ordinary National Diplomas (or their equivalent) (Margolis, 1977:52).

Ordinary National Diploma (O.N.D.): The O.N.D. program requires the school certificate with five credits (or the equivalent on the General Certificate of Education ordinary level exams). Usually the program lasts for two years of full-time study and one year of field experience (Margolis, 1977).

Higher National Diploma (H.N.D.): In order to be eligible to enter the second (H.N.D.) level of these technical schools, a student must have an H.N.D. (or equivalent qualification) and have worked in the field for at least one year. This program lasts for two years full-time or may also be taken part-time and on a "sandwich" basis. The H.N.D. provides intensive practical work at a fairly complex level (Marglos, 1977).

Curriculum: A systematic group of courses or sequences of subjects which the student is expected to complete before graduation or before receiving certification in the major field of study (Good, 1973).

Program: A program could be used the same way as curriculum. A program is anything you do that can be described so that you can do it again, if you want to. A program might be a tangible thing, such as a set of curriculum materials; a procedure, or a kind of scheduling or it might be a series of activities designed to develop a student educationally (Morris, 1978:6).

Education: Education does not suggest simply equipping people with necessary skills for a job. It is not a term like "gardening" which picks out a particular type of activity. Something, of course, must be going on if education is taking place and something must have been through for a person to emerge as an education man.

An educated man is one who has achieved a state of mind which is characterized by a mastery of and care for the worthwhile things that have been transmitted, and which are viewed in some kind of cognitive perspective. The requirement built into education that it should be of the whole man implies that possibility of a man being trained in some limited respect (Peters, 1976:46-47).

Training: Training suggests the acquisition of appropriate appraisals and habits of response in limited conventional situations; it lacks the wider cognitive implications of education (Peters, 1976:33).

Scope: Reach or sphere of observation or action range; of courses or opportunity, outlet (The Oxford Dictionary, 1980).

Sequence: Succession; unbroken series; set of things belonging next to one another (The Oxford Dictionary, 1980). In this study it could be referred to as a succession of courses which a student has to complete before graduation.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This review of literature is divided into four sections. First, the general curriculum development principle is discussed with reference to higher education curriculum. The second section reviews the trends in hospitality and tourism industry with some emphasis on the skills necessary for employment in the field. Review of the content of different programs in the United States is discussed in the third section. The rationale for this being that since the United States is considered a world leader in the area of hospitality and tourism and has faced the challenges of curriculum development, a review of their efforts would be beneficial to Nigerian curriculum development. The fourth section discusses the hospitality and tourism programs in Nigeria, including the courses that are required in the first, second, and third year.

Curriculum Development

In his text, Educational Dictionary, Good defines curriculum as a systematic group of courses or sequences of subjects expected of one to complete or go through before graduation or certification

in the major field of study. Examples would include social studies curriculum, physical education curriculum.

Eisner and Vallance in their text Conflicting Conception of Curriculum identified five orientations to curriculum as:

1. The Development of Cognitive Processes -- Primarily concerned with refinement of intellectual operations; focusing on how rather than the what of education.
2. Curriculum as Technology -- This approach is based on the stimulus response theory. It is process oriented and attempts to identify the functionality of curriculum. It differs from cognitive processes in that its focus is on technology by which knowledge is communicated and learning is promoted.
3. Self-Actualization -- This approach views the function of the curriculum as providing personal satisfaction for the learner. It is student centered and encourages a lot of individual development.
4. Social Reconstruction-Relevance -- This approach places more emphasis on societal needs more than individual needs. In this approach, the overall goals of education are concerned with total experience rather than using immediate processes. Attentions are focused more on social reform and future perspectives.
5. Academic Rationalism -- The individual's development is the center of this approach. It attempts to prepare the student to acquire the tools to participate in his/her traditional setting. This approach views curriculum as transmitting

culture. Although these five views provide a framework to understand curriculum, there have been many different approaches used to thinking about curriculum in hospitality and tourism.

According to Hudman (1981), the Dictionary of Tourism Programs is divided into three program categories: (a) Aviation, (b) Hospitality and Management, and (c) Travel and Tourism. It lists 123 programs in Aviation, 160 in Hospitality Management and 93 in Travel and Tourism.

Most of the curricula in these universities and colleges are "traditional," modeled after one of the European "Cordon Bleu" colleges (Howell, 1983). Early association of these U.S. schools with professional organizations such as the American Hotel and Motel Association and American Restaurant Association tended to provide educators a clear image of only the graduate which that sector of the indsutry requried.

Today, program emphasis often depends on the host institution's financial commitment. It may also differ because of the location of the program within the institution (i.e., whether in a School of Business, Nutrition, or Education, or as a separate school devoted solely to hospitality management). Generally speaking, however, there has been little argument within the hospitality sector about curricula (Howell, 1983). Changes are taking place in these traditional programs but not so much to revise existing course content as to add new courses to prepare students for managerial posture quite different from those faced by their predecessors. In other words, the changes are mainly directed to preparing students

for the expanding roles of the graduate. To produce a functional and a practical curriculum, the following influences must be given adequate attention. (a) The Society, (b) The Student, and (c) Global. Which of these influences should be given the most attention is a matter of opinion. According to Marie Blassigane Synder and John W. Holmes (1974)

> To determine the needs of the students in order to be able to develop a relevant vocational occupational curriculum, one must assess on-going vocational occupational programs to determine if they fulfill the needs of local students.

Curriculum planning should be continuous. Once curriculum is developed, there has to be continuous updating and revising to meet the needs of the individual, industry, and the society. Knowledge is continually expanding and society is continually changing. These changes are pronounced in developing countries like Nigeria, which is one reason for conducting this study.

Marie Blassigane Synder and John W. Holmes (1974) in their study, "Basic Coordinators Guide for Diversified Occupational Programs" listed the following forces that exert influence on curriculum planning:

1. National efforts in the same educational area.
2. Effects on tradition.
3. Accreditation policies, regulations, and requirements.
4. Kinds and number of the colleges and universities in the region and state.
5. The nature of the regional business-industrial community.

6. Regional public opinion of higher education particularly.
7. Kinds and strengths of special interest groups.
8. The availability of textbooks and publishers of materials in that curriculum.
9. Regional critics of education and the focus of their criticism.
10. Findings from educational research relevant to the curriculum area.
11. Attitudes of the education profession as a whole and of occupational educators in particular toward the program being considered.

In the American Vocational Journal, in an article titled, Developing, Revising, and Updating Curriculum to Meet On-the-job Needs (1976) listed steps to be taken in curriculum development, revision, and updating as: (a) decide on curriculum organization and select program offerings, based on an assessment of employment opportunities, student desires and needs, resources available and constraints; (b) identify employer and job requirements; (c) formulate performance objectives for the program, and select measures of attainments of objectives; (d) assess characteristics of target populations; (e) design program; (f) and (g) conduct the follow-up of graduates.

The goals and objectives of a program must be clearly defined in order to produce a justifiable as well as functional program.

Angelo Gillile in Vincent (1979) in his text, Principles of Post-Secondary Vocational Education, states four broad categories within curriculum planning: (a) curriculum policies; (b) curriculum

content section; (c) actual development of the overall curriculum; and (d) the arrangement of the learning opportunities within the curriculum. Regarding classification of courses, Vincent states that:

> The course types in this new program can be categorized as occupation, support, and general education. There is no evidence at this time to indicate that an optimum ratio of these three types of courses exist. The laboratory experiences are the heart of most occupational programs and differ according to program orientation. (Vincent, 1979:14)

In the text, Liberal Educationand Home Economics, by Jeanette Lee and Paul L. Dressel (1975), a statement concerning the development of baccalaureate programs with a specific occupation orientation was made. This statement was:

> At first sight, these broad purposes might appear to be visionary and unattainable within the normal four or five year period. If, however, only clearly comprehended and essential purposes control curriculum planning, and if all instruction, which does not manifestly contribute toward the attainment of these twin objectives is cut away, a defensible program can be designed. The success of such an effort will, however, be dependent upon the acceptance of the basic principle that the professional course of study ought to be a whole in which traditional liberal arts instruction and the technical courses related to a particular occupation are joined to provide the full and relevant higher education appropriate to the needs of our time. (1979:5)

There are many different methods of developing curriculum. The choice of what method should be used will depend on the needs of the individual for whom the curriculum is being developed. A good curriculum should be comprehensive and at the smae time it should aim at producing a graduate who is technically competent at the job. In contrast to Vincent's statement that there exists no definite optimum arrangement of general and specific education, Phillip Phenix (1964) in his text, Realms of Meaning, states that the scope of the curriculum for any given person be narrow rather than broad. Each person should be highly trained in specialty instead of comprehensively as a generalist. Depth of knowledge and skill should be the goal, rather than the superficial acquaintance with a variety of fields.

Collins (1984) in an artice "A Call for Vocational Generalists" on the other hand expressed the view that specialization has produced a highly complex, sophisticated industrial society that needs generalists who have a multitude of skills and a multiple perspective, generalists who are multiply adaptable. George H. Voegel (1969) in his publication, "A Curriculum Organization Grid System: A Model for Community College Curriculum Development," presents another model for effective organization of the curriculum. He suggests a comprehensive development program most appropriate to the community college should not follow a definite sequence but should be flexible and draw on content from a number of disciplines.

Also, Paul Dressel (1968) in the text College and University Curriculum, presents five essential elements in planning of

curriculum. These elements are: (a) liberal and vocational education; (b) breath and depth; (c) continuity and sequence; (d) conception of learning; and (e) continual planning and evaluation.

Dressel also presents experimental elements essential to a balanced undergraduate program. These elements are:

1. The student should have been exposed to different disciplines of areas of study.
2. The student should have an opportunity to explore the historical, philosophical, and cultural background and implications of the discipline studies.
3. The student should confront several current problems to which the disciplines he/she is studying have direct relevance.
4. The student should confront a distinctively different culture and value system.
5. The student should be introduced early to independent study and continue this increasing scope throughout his/her four years.
6. The student should have a practical experience which has a significant relationship to the disciplines which he/she has chosen to emphasize.
7. The student should have team experience in learning and in problem solving.
8. The student should have the experience of living in a community of educated people, an experience which we hope to encourage by higher education.

9. The student should have continuing experiences in studying the discussing current events.
10. The student should have continuing experiences in organizing and presenting ideas in speech and in writing.
11. The student should have a continuing experience with a broad evaluation program (p. 219-220) so as to make the student aware of the expanding society and the industry as a whole.

This study reflects the complexity of the curriculum development process. However, the present study is limited to the development of an overall program and the actual course development and classroom implementation is outside the scope of this study.

Chickering (1971) in his text, Education and Identity, expressed the view that innovation, experimentation and research are needed if curriculum, teaching, and evaluation procedures are to become more effective and if educational policies and practices are to derive less from myth and more from evidence and concrete experience.

If one concedes that curriculum development is a task requiring orderly thinking, one needs to examine both the order in which decisions are made as well as the decisions reached to make sure that all relevant considerations are brought to bear on these decisions (Taba, 1962). According to Taba, Curriculum Development, is based on the assumption that there is an order and that pursuing it will result in a more dynamically conceived curriculum. The order of this curriculum development follows these stages:

(a) diagnosis of needs; (b) formulation of objectives; (c) selection of content; (d) organization of learning experiences; and (e) determination of what to evaluate and the ways and means of doing it.

In summary then, presumably the ultimate purpose of curriculum planning is to improve the knowledge, skills, or attitudes of identifiable learners in a manner which helps individuals get greater meaning and satisfaction from their lives. First, curriculum development takes place continuously as a society envisions possibilities for improving upon present conditions. Secondly, it translates its perceptions of the gap between present realities and envisioned possibilities into goals. Finally, it assigns the responsibility for achieving these goals to educational institutions. These goals may involve improvement upon functions already being performed. Such goals call upon the citizens for improved performance along already selected lines. Sometimes, however, goals may be radical, calling for new ways of behaving and the utmost in personal effort and sacrifice. A major goal in curriculum development is to establish knowledge in all of these decision making processes. Careful study of on-going practice might, as a minimum, make us more self-conscious about how current curriculum decisions are made. Therefore, this study will attempt to acquire insight into current hospitality and tourism programs in both the United States and Nigeria to facilitate the curriculum decision making process.

Trends in Hospitality and Tourism Education

Hospitality and tourism has been growing rapidly. Until the 1920's education for the hospitality managers was largely

accomplished through on-the-job experience or apprenticeship. Most managers, like those of other enterprises at that time, did not have the advantages of a university education (Lundberg, 1976).

In 1922 the School of Hotel Management at Cornell University, Ithaca, New York, was founded by Professor Howard B. Meek, and became the first hotel program at university level in the United States. Due to increased demand during the following years for trained personnel, the Statler Hall, at Cornell; completed in 1950, served as an example for hotel training facilities (Lundberg, 1976).

Besides Cornell University, several other universities developed hospitality and tourism programs. In 1928, Michigan State University started a hospitality and tourism program. In the latter part of the 1930's, the University of Massachusetts, Pennsylvania State University, the University of New Hampshire, and Washington State University began hospitality programs (Lundberg, 1976). Florida State University developed programs in this area after World War II. More recently programs have begun at the University of Hawaii, University of Nevada-Las Vegas, University of Wisconsin-Stout, and Florida International Univeristy (Lundberg, 1976).

Before 1960, only a handful of university level programs relating directly to the hospitality and tourism field existed in the United States. These programs specialized in avaiation or hotel and restaurant operations, treating each as separate entities. Today over 50 baccalaureate and higher education programs exist in the hospitality and tourism field alone, ranging geographically across the United States and Canada. The quality and reputation of programs are equally diverse. Over 100 programs in hospitality services

abound at two year colleges and technical schools. There are about 50 institutions at present offering four year degree programs combining hospitality and tourism (Howell, 1983).

Present Scope

Interdisciplinary in scope, the field of hospitality and tourism draws upon economics, psychology, communication, languages, management, general chemistry, physics, engineering, accounting, marketing, law, and sociology. From these disciplines are formulated approaches, system and analytical tools designed to make lodging, leisure and food service, a satisfying, emotional experience for people when they are away from home (Lundberg, 1976). Hospitality and tourism is described as a social art. The relationship with people, guest, patrons, employees, purveyors, and the community at large is closer and often more sensitive than in most fields (Vincent, 1979).

Donald E. Lundberg (1976) in his text, The Hotel and Restaurant Business states that: "For a person to be successful in any business requires that he/she has highly developed skills in time management, social management, money management, and strategic planning." These are transferable skills, useful in a bureaucracy as well as in a business enterprise. The hotel and restaurant field requires some numerical skills such as those in accounting, statistics, and data processing. Business law, insurance and real estate, and marketing principles are invaluable, and most programs in hotel and restaurant management require that those majoring in the field take those subjects in the school of business but hotel

and restaurant management requires specific technical skills as well: professional background knowledge, some understanding of nutrition, a great deal of skill in food preparation and service, particular skills in food and beverage cost control, knowledge of wines and spirits, specialized information about hotel management, restaurant management, travel management, and property management. The manager must also take marketing principles and adapt them to the specialized hotel and restaurant field (p. 102).

Future Scope

The travel industry, in particular, has enjoyed a tremendous growth rate during the past three decades which has put into the phenomenal category (Howell, 1982). Forecasters, such as Herman Kahn, have predicted that in spite of inflation, recession, wars, energy problems, the hospitality and tourism industry will become the number one industry in the world by the beginning of the next century. This growth, coupled with impact of these global problems, provides both career, employment, and educational opportunities unforeseen by either educators or industry operators as little as five years ago (Howell, 1982). This researcher believes that one of the ways the industry can cope with future expansion is by developing comprehensive curriculum. Vincent (1979), expressed the view that the industry will always need skilled technicians and it will always need the specialists produced for hospitality and tourism management. It will experience an increasing need for generalists who can work in several different milieu, about whose nature we can now only speculate. This researcher is of the opinion

that it is appropriate for educators to continue efforts to improve hospitality and tourism curricula, methodology, and content so as to meet the rapid expansion in the industry and the changing society.

Clinton L. Rappole (1974) describes the trends for curriculum in hotel and restaurant administration in his article "Food Service Curriculum for the Future." He states: "The food service industry is one of the few retail outlets today where production and selling are done on-premise." The trends, however, indicate that food production is gradually being removed from the restaurant to the commissary, whether it is independent or owned by the restaurant chain. Because of this, the technology, economics, and management of commissary food production is becoming extremely important for the good service industry today. The retail outlet's function is also gradually changing because of the changes in production techniques such as the ready foods and total convenience (Rappole, 1974:55).

In order to provide today's and tomorrow's student with a sound education in hospitality and tourism management, the curriculum must be revised to reflect these trends.

Olin Thompson and Herbert Lowe (1983) stated that:

> In this latter regard, it is imperative that the respective schools administering a hospitality program set up an advisory committee composed of industry leaders to assist the faculty in coordinating program development. The advisory committee can communicate with the department head and/or program coordinator to identify performance objectives and as these objectives solidify, the committee can review the

development of the evaluation, design, and materials. An industry task analysis should be conducted with prospective employers to learn what the employers expect of the job-entry employee so that the program produces graduates who possess the competencies necessary for success in the occupation. Even after the hospitality program has been implemented, follow-ups should be initiated by way of direct mail surveys and inquiries soliciting responses from both actual employers and program graduates.

The area of ready foods and total convenience systems have to be incorporated into existing curriculum to supplement and, in some instances, replace techniques that are no longer fully applicable to today's food service operations. An integrated approach and a realistic siutation is also needed to provide the student with the opportunity to see how the different disciplines, food production, management, accounting and finance, and engineering, interrelate in operations. This would be done in a commercial laboratory under faculty supervision, which simulates real life situations (Rappole, 1974).

This curriculum presents an ambitious but not impossible challenge in the amount of material to be taught. However, the role of the four year college or university in our field must be strengthened as the junior college begins to provide some of the information four year colleges have traditionally provided. If the four year hotel and restaurant program is to remain a vital force in management education, it is imperative that the curriculum begin

to reflect the challenges of the future and not the remedies of the past (Rappole, 1974:55).

Review of the Content of Different Programs in the United States

The Pennsylvania State University in its catalogue states that the hospitality and tourism industry provides a wide range of professional management career possibilities for students genuinely interested in service industries. Opportunities within the industry for professional advancement and growth are unlimited (Pennsylvania State University Directory, 1983).

Business and industry in hospitality and tourism are complex. Their management requires knowledge and skill in many areas for the proper use of a great number of products in a wide variety of process. The guest or customer must be received in a courteous manner, housed in a well kept, tastefully decorated space with modern appointments, served appetizing food, properly prepared, skillfully purchased, carefully stored and controlled (Cornell State University Directory, 1983). In order to have the skill for the above jobs, the student should be exposed to a comprehensive curriculum so that he/she may be fully equipped for the professional tasks. The technical knowledge and managerial skills are both needed for the interpersonal and administrative purposes which are most important for decision making.

According to McIntosh (1983), eleven broad groupings of courses are needed to create a comprehensive and academically rigorous curriculum in hospitality and tourism management. This is so because of the great diversity of subject matter which bears on the

complex global business that is tourism. The area of planning, organizing, directing, control, and management should also be taken into consideration. Components of the curriculum are classified into eleven broad divisions.

Categorization by Multi-Subjects

1. Arts and Letters: Under arts and letters would be courses in Humanities, English Composition, Language, and Foreign languages. Michigan State University recommends Spanish, French, Portuguese and German.
2. Communication Arts: Business Writing and Principles of Communication are considered essential. With so much of the travel business dependent on effective communications, development of these skills is of great importance.
3. Natural Science: Among the most important motives for travel is the appreciation of the world's beauty and its natural resources. Mathematics is also a natural science but is listed under business "core" courses.
4. Social Sciences: Studying the interrelationship between visitors and hosts in a social science. This includes psychology, sociology, anthropology, and geography. The specialized courses in psychology might include the psychology of advertising and the psychology of behavior in work situations.

Course Related Categories

1. Micro and Macro Economics: Courses in international economics, price theory and the economics of developing countries are useful particularly for graduates who become employed in developmental firms. Since domestic and international tourism constitutes one of the world's greatest economic forces, knowledgeable examination of the likely economic consequences or implications of the contemplated course of action is necessary.
2. Business Core Courses: Basic tools and reasoning courses needed by anyone in algebra and trigonometry, introduction to computer programming, probability statistics, principles of accounting, financial administration, quantitiative business research method, and operation research.
3. Planning and Design: Providing attractive resorts and holidays environments is vital to the tourist industry.
4. Marketing: A major challenge in tourism is improving marketing effectiveness. Courses in marketing principles, public hospitality marketing, management of sales efforts, personal selling, and market research are considered essential.
5. Management: Organization management and supervisory courses are required and in addition, lodging management and food and beverage management are recommended.
6. Business Law: Introduction to business law together with a specialized course in hotel and travel law make up this requirement.

7. Foreign Language: An ability in at least one major world foreign language is advantageous to a tourism student. As mentioned previously, Spanish is the preferred language, followed by French. However, the choice of language depends on the geography of employment and the international dimensions of the graduate's position.

The curricula in most of four year colleges includes blocks of instruction in food preparation and service accounting, hotel engineering, management, finance, marketing, and business law. These are in addition to the usual university required blocks in Science, Humanities, Mathematics, and English. More recently courses involving data processing have been added (Lundberg, 1976) because of technological development in the field of business as a whole is necessary. The hotel and restaurant program for the City of San Frandisco, California for example describes their curriculum as somewhat complex and emphasizing five major categories. These categories are: (a) graduation requirements and general education; (b) related business instruction; (c) hotel and restaurant classes; (d) food preparation and service training; and (e) work experiences. The administration and faculty stresses constant feedback and assessment of students as well as practical training. Almarod, (1977) in his publication "Guidelines for Hospitality Education in Junior Colleges" states that four year institutions in hospitality required two academic years of general education. The concentrationin the third and fourth years focuses on the professional required courses.

Almarod also recommends that for a much broader occupational education for the hospitality graduate, the student should meet the

requirements of both an occupational course and the university. This preparation will give the student a diversified background and work experience.

Henry and Griffin (1975) in this article "Food Service Education in the Coming Decade," stated that the Culinary Institute of America lists several areas of increasing importance to insure graduates of the competence in coping with future trends. The areas of importance for the food service hospitality professional are: (a) productivity (cost relation); (b) food processing (technology); (c) commissary operation preparation, handling, and distribution; (d) nutrition, food chemistry, management orientation to the appropriate use of prepared and convenience foods; (e) sanitation; (f) government rules and regulations; (g) airline feeding; (h) large conglomerate contracting, (i) the use of high protein meat substitutes (example: edible cottonseed and soybean products); (j) reconstitution of frozen and preserved foods; (k) equipment purchasing; and (l) the metric system.

As mentioned earlier, the different types of capabilities (competencies) occur within particular fields of study, as well as across various fields of the curriculum. Distinguishing the type of human capabilities considered as learning outcomes, makes possible a refined understanding of the learning process and thus permits the drawing of relatively precise implications for the design of instruction.

Hospitality and Tourism in Nigeria

In this section of the review, attention will be concentrated on polytechnics and colleges of technology because at the present time these are the institutions that have hospitality and tourism programs.

The Ordinary Diploma programs (OND) and the Higher National Diplomas (HND) are of two year duration. All candidates who do not possess the required relevant credits to quality them for direct entry on the Ordinary National Diploma program are required to undergo a one year introductory program with a view to improving their standards. Candidates for a Higher National Diploma program must have passed the relevant National Diploma at credit level and should have had at least one year post graduate working experience (The National Board Directory, 1983).

The National Board for Technical Education provided a syllabus on the hospitality and tourism as a guide for all polytechnics and colleges of technology offering the program. Because of this, there are little or no variations in program structure from one polytechnic to another. An example of a typical program is the one from Kaduna Polytechnic hospitality and tourism O.N.D. program and is designed as follows:

Course Contact

O.N.D. #	Title	Hours Per Week	Hours. Per Session
TM 101	Tourism	4	152
TM 102	Hotel & Catering Management	8	304
TM 103	French	3	114
TM 104	Geography	2	76
TM 105	History	2	76
TM 106	Transport & Travel	2	76
TM 107	Arts & Culture	2	76
TM 108	Applied Biology & Hygiene	2	76
TM 109	Applied Economics & Statistics	2	76
TM 110	Communication Skills Public Relations	2	76
Total		29	1102
O.N.D. II			
TM 102	Tourism & Catering Management	4	152
TM 202	Hotel & Catering Management	6	304
TM 103	French	3	114
TM 104	Geography	2	76
TM 105	Transport & Travels	2	76
TM 107	History	2	76
TM 108	Arts & Culture	2	76
TM 109	Applied Biology & Hygiene	2	76
TM 210	Nature Conservation	2	76
TM 211	Marketing & Promotion	2	76
TM 202	Law Relating to Tourism & Hotel Industry	2	76

A one year field experience is required on completion of the two year program.

Summary

The history of curriculum dates far back to the fourth and seventeenth century B.C. Ever since, there has been disagreement as what constitutes legitimate definitions of the term "curriculum."

The term curriculum is used in many different ways. In its broadest sense, it is used first to roughly indicate a plan for the education of study. Secondly, curriculum in schools is a guide to decision marking procedures about what the curriculum should be and how such decisions should be implemented. Often the term curriculum could be used to mean the "program." Although this researcher recognizes the different meanings which the term curriculum has in education, this study will use curiculum in a programmatic sense.

The review of literature dealth with a brief history of hospitality and tourism in the United States. It has taken almost 50 years for university administration and the field itself to recognize hospitality and tourism as a separate field of study, one complicated enough and broad enough to be offered at the university undergraduate and graduate level (Lundberg, 1976).

Hospitality and tourism curriculum is a discipline drawing material or information from a vast array of subject matter. The skills related to management, business, human relations, and food production seem to be indicated regularly.

Of major importance is the recommendation to keep hospitality and tourism programs consistent with trends of the industry. Of special concern are food systems, productivity, commissary operations, nutrition, sanitation, government rules and regulations, contracting techniques, and equipment purchasing. Particular attention must be given to the forms of practical work experience students receive and the route selected for these training programs.

In the past, hospitality and tourism personnel did not go through formal education; the industry depended largely on experience. More recently, however, several specialized programs have begun at different universities in the United States and elsewhere. The need for different skills calls for different programs to be developed by different institutions. The content of the programs also differ ranging from general university requirements to the professional courses.

The development of questionnaires has been a method chosen by several researchers to evaluate or plan for the development of new curriculum. Despite the technique selected for curriculum development, it must be well planned, organized, and a continually evaluated procedure.

After extensive research, few studies like Thompson and Herbert (1983) showed a direct relation to this particular study, and many supporting and informative studies provided the researcher with a knowledgeable background of hospitality and tourism education. This will be helpful in trying to make value judgment about what

courses should be included in the hospitality and tourism program in Nigeria.

In Nigeria, the structure of the program shows a considerably different approach. This is mostly due to the fact that Nigeria uses the British system of education which is concerned with specialized areas rather than general education.

CHAPTER III

METHODOLOGY AND PROCEDURE

Introduction

The purpose of this study was to develop a proposed four year hospitality and tourism curriculum for Ahmadu Bello University Zaria, in Nigeria. The proposed curriculum was developed by (a) conducting an extensive library research in the current hospitality and tourism programs that are offered in the United States; (b) reviewing of the current hospitality and tourism programs in the Nigerian institutions; and (c) participating in discussion and evaluations with the thesis committee members.

The proposed curriculum will be submitted to the Ahmadu Bello University Zaria, Nigeria.

Selection of Subjects

The study was limited to instructors of three-year hospitality and tourism programs in Nigeria. The Director of Nigerian Universities whose United States office is in Washington, D.C. was contacted for identification of instructors of these programs as well as the locations of the institutions. The list submitted by the Nigerian Universities' office indicated that no Nigerian University offers hospitality and tourism (see Appendix A).

Next, the National Board for Technical Education Nigeria, was contacted for similar reasons. Twenty-four institutions were identified by the Board as having three-year programs in hospitality and tourism. A listing of these institutions and their locations is contained in Appendix B of this study.

The questionnaire consisted of three sections which focused on background information, liberal arts/general courses, and professional courses. The subjects were to indicate those courses that are currently taught in their institutions. They were also asked to indicate those courses which in their opinions, are important or essential for the hospitality and tourism curriculum in Nigeria.

Open-ended questions were included in each section. They were asked for suggestions about possible additional courses and comments about the curriculum.

Collection of the Data

A letter of inquiry was written to the head of each department of three-year hospitality and tourism programs identified by the National Board for Technical Education. This letter requested the following information: (a) the name of head of the department; (b) the department that offers hospitality and tourism; (c) the number of instructors in this department; (d) the year the program started; and (e) the number of individuals to be contacted for more information.

Out of the twenty-four institutions that were contacted, three declined to take part in the study. The reason they all gave was that the program had not begun. The copies of their replies are contained

in Appendix C of this study. The number of institutions participating in the study is twenty-one.

A copy of the curriculum of each school was obtained from the National Board for Technical Education Nigeria. Information concerning a copy of the curriculum currently being used in the United States hospitality and tourism programs was obtained at the University of Wisconsin-Stout, Library Learning Center.

The methodology utilized by Clinton Rappole, (p. 5-16) in his research study, "Survey and Development of a Typical Curriculum for Four Year Programs Leading to a Bachelor's Degree in Hotel, Restaurant, and Institutional Administration," was modified for use in this study.

The initial step of Rappole's methodology was the development of an arbitrary and common set of titles and definition for courses included in the programs surveyed. For this study, the broad categorization of general courses and hospitality and tourism courses was selected with further division into the following common subject matter groupings:

General University Courses

1. Communication Skills
2. Mathematics
3. Natural Sciences
4. Business
5. Language

Professional Courses

1. Required Courses

2. Field Experience

The method used to obtain the data was a survey which included 62 statements. The instrument was mailed to a group of 240 subjects currently teaching in hospitality and tourism programs in Nigeria. At the cut-off date (March 9, 1984), ten weeks after mailing the questionnaire, 105 usable responses had been returned, representing a response rate of 62%.

Analysis of Data

The data received from the hospitality and tourism instructors were processed by the University of Wisconsin-Stout Computer Center.

To determine how important the proposed courses were in relationship to the demographic items in Part One of the survey (Items 1-5), and to determine if any significant difference existed in the means of four subscales (male versus female, less than college degree versus college degree, country where education was received and years of teaching hospitality and tourism), an analysis of variance (ANOVA) was calculated.

Four types of descriptive statistics were used in Part Two of the survey. The means, standard deviation, frequency counts, and percentages were calculated on the courses currently taught and for the relative importance of courses to the proposed program.

The null hypotheses tested in this study were:

1. There will be no significant difference in the importance attributed to courses between male and female instructors of hospitality and tourism.
2. There will be no significant difference in the importance attributed to courses between the instructors with a college degree, and those without degrees.
3. There will be no significant difference in the importance attributed to courses between instructors who received education in African universities and those who received education in non-African universities.
4. There will be no significant difference in the importance attributed to courses between the instructors who had taught from one to five years and those who had taught between six to fourteen years.

Results of the Study

This section of the study will present the findings of the research. The study was undertaken to determine the important courses that could be included in the hospitality and tourism programs in Nigerian Universities.

The results of the research study are presented in this chapter in the following order. First, frequency counts with their accompanying tables are shown for coruses currently taught in hospitality and tourism programs in Nigeria (see Appendix D). Second, frequency counts, mean and standard deviations were computed for responses to courses that could be included in the program (see Table 5). Third, to determine if any significant difference existed

in the means of subscales groups (males versus females, country where education was received and years of teaching experience), analysis of variance (ANOVA) was computed, determine the relationship of the demographic items in part one of the survey (1-5).

A summary of the results and dicussion concludes this chapter.

Return Rates

Each institution was assigned a number which identified the name and lcoation of the institution. On December 22, 1983, 210 questionnaires were sent to twenty-one institutions in Nigeria with a requested return date of February 10.

There was a military takeover in Nigeria nine days after the questionnaires were mailed to Nigeria and the questionnaires for four instituiions were reported lost as a result of the coup de etat. After consultations with the chairman of the thesis committee, it was agreed that the cut-off date should be extended and that a fresh mailing should be made to those institutions that had lost their questionnaires.

By January 21, 1984 forty-five or 21 percent of the questionnaires were recieved. By March 2, 1984 an additional forty-eight (23%) of the questionnaires had been sent back to the researcher. And finally, by March 29, 1984, twenty-five more (12%) of the questionnaires were returned to the researcher. Thus, the total number of questionnaires returned was one hundred and thirty (130) or 62 percent.

Of the 130 instructors that were sampled, eighty-six or 66 percent were male and forty-two or 32 percent were females. (See Table 1)

Table 1

Sex of Respondents

Sex	Number	Percent
Males	86	66.7
Females	42	33.3
	128	100

Of those instructors surveyd, most had bachelor's degrees. (75.6$) twenty-two respondents (16.9%) were master's graduates, one (0.8%) had a Ph.D. and ten (7.7%) had other qualifications (the other qualifications included Higher National Diploma and Teacher Certificate). (See Table 2)

Table 2

Higher Educational Qualification

Qualification	Number	Percent
Ph.D	1	0.8
M.S./M.A.	22	16.9
B.S.	50	74 6
Other	10	7.7
	83	100%

As indicated in Table 3, the majority of instructors received their education in Nigeria. Twenty-six (20%) indicated that they recieved eudcation in England. Nine (6%) indicated that they received education in the United States. Nine (6%) reported that they obtained their education elsewhere and finally, five (3.84%) indicated that they obtained their education in other African countries. (Table 3) Therefore, about three quarters of the sampled instructors could be influenced by the British system of education. (Which forms the basis for most higher education in the African continent.)

Table 3

Country Where Education was Received

Countries	Number	Percent
Nigeria	76	58 5
England	26	20 0
U.S.A.	9	6.9
Other	9	6 9
Other African Countries	5	7.7
	125	100%

The study revealed that most of the instructors (83%) sampled, had taught between (1-5) while the remainder had been teaching betweel (6-14) uyears (24%). (See Table 4)

Table 4

Years of Teaching Hospitality and/or Tourism Courses

Years	Number	Percent
1	20	15 3
2	20	15.3
3	11	10.9
4	18	13.8
5	14	10 7
6	7	5.3
7	5	3.8
8	4	10 1
9	2	1.5
10	1	0 7
11	1	0 7
12	2	1.5
13	1	0 7
14	1	0 7
	87	100%

Using a five point Likert Scale, instructors were asked to rate the courses they considered important in the proposed hospitality and tourism program. The scale included five choices with assigned numerical value. 1 = Of no important; 2 = Somewhat important; 3 = Important; 4 = Very important; and 5 = Extremely important. (See Table 5)

Table 5

Instructors Rating of the Courses That Could be Included in the New Program

	% Not Important # 1	% Somewhat Important # 2	% Important # 3	% Very Important # 4	% Extremely Important # 5	Mean	Standard Division
English Composition	11 (11)	11 (8.5)	30 (23.0	42 (32.3)	24 (18.5)	3.402	1.251
Speech	5 (3.8)	17 (13.0	23 (17.7)	48 (36.9)	31 (23.8)	3.669	1.117
Technical Writing	9 (6.9)	11 (8.5)	25 (19.2)	55 (42.3)	25 (19.2)	3 608	1.121
Business Mathematics	6 (4.6)	20 (15.4)	30 (23.0)	50 (38.5)	19 (14.6)	3.448	1.081
Business Statistics	6	8	41 (31.5)	42 (32.3)	25 (19.2)	3.590	1.043
Computer Programming	7 (5.4)	19 (14.6)	30 (23.1)	32 (24.5)	19 (14.6)	3.346	1.158
Principles of Economics	3 (2.3)	9 (6.9)	45 (34.6)	44 (33.8)	20 (15.4)	3.570	0.938
Macroeconomics	12 (9.2)	23 (17.7)	26 (20.0)	32 (24.6)	22 (16.9)	3.252	1.269
Microeconomics	17 (13.0)	18 (13.8)	37 (28 6)	29 (22.3)	16 (12.3)	3.077	1.240

Table 5 Continued

General Courses	% Not Important # 1	% Somewhat Important # 2	% Important # 3	% Very Important # 4	% Extremely Important # 5	Mean	Standard Division
Nigerian History	5 (3.8)	13 (10.0)	30 (23.0)	35 (26.9)	32 (24.6)	3.661	1.131
Nigerian Government	7 (5.4)	15 (11.5)	33 (25.4)	29 (22.3)	27 (20.8)	3.486	1.182
Biology	21 (16.1)	10 (7.7)	47 (28.5)	31 (23.8)	18 (13.8)	3 128	1.297
General Chemistry	28 (21.5)	13 (10.0)	36 (27.7)	20 (15.4)	17 (13.1)	2.868	1.369
Physics	32 (24.6)	14 (10.8)	28 (21.5)	27 (20.8)	16 (12.3)	2.838	1.408
General Psychology	10 (7.7)	15 (11.5)	31 (23.8)	46 (35.4)	23 (17.7)	3.456	1.161
Family Relations	11 (8.5)	20 (15.4)	36 (27.7)	36 (27.7)	16 (12.3)	3 213	1.202
Intro to Cultural Anthropology	12 (9.2)	13 (10.0)	38 (29.2)	31 (23.8)	21 (16.2)	3.313	1.202
Introductory Sociology	8 (6.1)	11 (8.5)	38 (29.2)	33 (25.4)	27 (20.8)	3 513	1.149
English	6(4.6)	13 (10.1)	24 (18.5)	46 (35.4)	28 (21.5)	3.658	1.115
Hausa	9 (6.9)	16 (12.3)	31 (27.6)	32 (24.6)	9 (6.9)	3.087	1.104
Yourba	10 (7.7)	22 (16.9)	32 (27.6)	33 (25.4)	6 (3.6)	3.029	1.080
Ibo	9 (6.9)	20 (15.4)	33 (25.4)	26 (20.0)	9 (6.9)	3.658	1.115

Table 5 Continued

Professional Courses	% Not Important # 1	% Somewhat Important # 2	% Important # 3	% Very Important # 4	% Extremely Important # 5	Mean	Standard Division
Maintenance Management	5 (3.8)	7 (5.4)	18 (13.8)	57 (43.8)	33 (25.4)	3.883	1.014
Business Law	2 (1.5)	6 (4.6)	18 (13.8)	50 (38.5)	46 (35.4)	4.082	0.932
Meal Management	1 (0.8)	6 (4.6)	13 (10.0)	42 (32.3)	54 (41.5)	4.224	0.905
Food Purchasing & Storage	0 (0.0)	6 (4.6)	11 (8.5)	43 (33.1)	56 (43.1)	4.284	0.842
Quantity food Production	1 (0.8)	4 (3.0)	10 (7.7)	40 (30.8)	62 (47.7)	4.350	0.844
Front Office Management	3 (2.3)	5 (3.8)	10 (7.7)	39 (30.0)	61 (49.9)	4.271	0.967
Housekeeping Management	1 (0.8)	7 (5.4)	6 (4.6)	44 (33.8)	61 (46.9)	4.319	0 882
Introduction to Tourism	5 (3.8)	2 (1.5)	9 (6.9)	50 (38.5)	50 (38.5)	4.190	0.968
Bar Management	3 (2.3)	5 (3.8)	19 (14.6)	53 (43.8)	31 (23.8)	3.937	0 937
Hospitality Marketing & Sales	3 (2.3)	4 93.0)	16 (12.3)	44 (33.8)	45 (34.6)	4.107	0.962
Restaurant Operation	7 (5.4)	15 (11.5)	33 (25.4)	29 (22.3)	27 (20.8)	3.456	1.182
Tourism Interrelation	21 (15.4)	10 (7.7)	37 (28 5)	31 (23.8)	18 (13.8)	3.128	1.297
Tourism Planning	28 (21.5)	13 (10.0)	36 (27.7)	20 (15.4)	17 (13.1)	2 868	1.367

Table 5 Continued

Professional Courses	% Not Important # 1	% Somewhat Important # 2	% Important # 3	% Very Important # 4	% Extremely Important # 5	Mean	Standard Division
Tourism Resources	32 (24.6)	14 (10.8)	28 (21.5)	27 (20.8)	16 (12.3)	2.838	1.408
Tourism Marketing	10 (7.7)	15 (11.5)	31 (23.8)	46 (35.4)	23 (17.7)	3.456	1.161
Travel AGent	11 (8.5)	20 (15.4)	36 (27.7)	27 (27.7)	36 (12.3)	3.218	1.158
Lodging Administration	12 (9.2)	13 (10.0)	38 (27.2)	31 (23.8)	21 (16.2)	3.313	1.202
Field Experience	18 (6.2)	11 (8.5)	38 (27.2)	33 (25.4)	27 (20.8)	3.513	1.149
Travel Law	6 (4.6)	13 (10.0)	37 (28.5)	37 (28.5)	19 (14.6)	3.446	1.073
Hospitality Law & Liability	6 (4.6)	13 (10.0)	24 (18 5)	46 (35.4)	28 (21.5)	3.648	1.115
General Management							
Public Relations	2 (1.5)	2 (1.5)	14 (10.8)	50 (38.5)	49 (37.7)	4.214	0.849
Personnel Management	1 (0.8)	0 (0.0)	15 (11.5)	66 (50.8)	36 (27.7)	4.153	0.700
Employee Labor Relations	3 (2.3)	2 (1 5)	23 (17.7)	60 (46.2)	19 (14.6)	3.481	0.387

Table 5 Continued

Financial Management	% Not Important # 1	% Somewhat Important # 2	% Important # 3	% Very Important # 4	% Extremely Important # 5	Mean	Standard Division
Principles of Accounting	3 (2.3)	1 (0.8)	21 (16.1)	54 (41.5)	45 (34.6)	4.105	0.882
Hotel Accounting	0 (0.0)	5 (3.8)	18 (13.8)	57(43.8)	37 (28 5)	4.077	0.800
Hospitality Budgeting	2 (1.5)	4 (3.1)	14 (10.8)	44 (33.8)	51 (39.2)	4.200	0.901
Food Beverage & Labor Control	1 (0.8)	3 (2.3)	12 (9.2)	44 (13.8)	57 (43.8)	4.308	0 825

The following courses were considered most important by the instructors that were sampled. (See Table 6)

The proposed curriculum in hospitality and tourism for Ahmadu Bello University is presented in a later chapter of this study.

Table 6

Courses With Highest Mean Value

Courses	Mean
Business Law	4.082
Meal Management	4.224
Food Purchasing and Storage	4.350
Front Office	4.271
Housekeeping Management	4.319
Introduction to Tourism and Travel Industry	4.190
Hospitality Marketing and Sales	4.107
Public Relation	4.214
Personnel Management	4.153
Principles of Accounting	4.105
Hotel and Restaurant Accounting	4.077
Hospitality Analysis and Budgeting	4.200
Food and Beverage Control	4.308

The following courses were considered least important by the instructors that were samples

Table 7

Courses With Lowest Mean Value

Courses	Mean
General Chemistry	2.868
Physics	2 838
Tourism Planning	2.868
Tourism Resource	2.838

Sex of Instructors

Hypotheses One: There will be no significant difference in the importance attributed to courses between male and female instructors of hospitality and tourism.

ANOVA was used to test hypotheses to determine if significant differences existed in the way that the proposed courses were ranked by the male and female instructors. Differences were found at both .05 and .01 level in the means of the two groups for a number of courses. (See Table 8)

Table 8

Sex of the Respondents

Course	Male Mean	Female Mean	Calculated F	Degree of Freedom
Computer Programming	3.4789	3.0000	4.061**	104
Biology	3.2632	2.7949	3 4505*	114
Tourism Planning	4.0000	4.4167	5.0968**	112
Hospitality Law & Liability	3.9589	3.5385	4 3910*	111
Principles of Accounting	4.2048	3.9000	3 2590*	122

* = .05 Level of Significance
** = .01 Level of Significance

On the basis of these results, hypotheses one is rejected. Sex of the instructor does "influence the ranking of some of the courses that could be included in the program."

Level of Education

Hypotheses Two: There will be no significant difference in the importance attributed to courses between the instructors with a college degree and those without college degrees.

A one way analysis of variance was calculated on the "less than college" versus "college degree" means. The result indicated that the college degree mean was significantly different from the noncollege degree mean for only one course. (See Table 9)

Table 9

Education/Less Than College vs. College Degree

Course	Less Than College Degree Mean Mean	College Mean Calculated F	Degree of Freedom
English Composition	3.5758	4.8542**	1.110

** = .01 Level of Significance

Hypotheses two is rejected. Level of education can influence the instructor's course selection importance.

Country Where Education Was Received

Hypotheses Three: There will be no significant difference in the importance attributed to courses betwen instructors who recieve education in African universities and those who received education in non-African universities.

To test hypotheses three, a one-way analysis of variance (ANOVA) was computed. The rationale for this question "country where education

was received" was to find out if the country where the higher education was received had any influence on individual's selection of course importance. In other words, are there any courses that are more important to certain instructors as a result of where they received their education?

Table 10

Country Where Education Was Received

Variable	African Mean	Non-African Mean	Calculated F	Degree of Freedom
English Composition	3.1538	3.9231	10.7276**	116
Fundamentals of Speech	3.3846	4.2195	16 9262**	118
Nigerian Government	3.7246	3.0263	9.3120**	106
Meal Management	4.0685	4.4474	4.4409**	110
Intro to Tourism	4.0563	4.4048	3.4899**	112
Bar Management	3.709	4.3590	13.0448**	106
Hospitality Marketing	3 9701	4.3415	3.9902*	106
Restaurant Operations	3.9718	4.4390	6.9306*	110
Tourism Marketing	3.8529	4.2927	4.6827**	107
Lodging	3.7015	4.1707	5.7173**	106
Hospitality Law & Liability	3.657	4.0476	3.8024*	107
Employee & Labor Relation in Hospitality	3.7143	4.0252	3.3214*	101
Hotel & Restaurant Accounting	3.9577	4.2381	3.2660*	111

* = .05 Level of Significance
** 01 = Level of Significance

There was a significant difference at both .05 and .01 level. Country where educators was received has influence on the course selection importance. Therefore, the hypotheses was rejected.

Years of Teaching Hospitality and Tourism Courses

There will be no significant difference in the importance attributed to courses between the instructors who had taught from one to five years and those who had taught from six to fourteen years. ANOVA was computed for the years of teaching experience. The instructors that had taught from one to five years formed one group and those who had taught between six to fourteen years formed the other.

A significant difference was found between the means of the two groups for four courses. (See Table 11)

Table 11

Years Experience/ 1 to 5 Years Versus 6 to 14 Years

Course	1-5 Years Mean	6-14 Years Mean	Calculated F	Degrees of Freedom
French	3.5811	3.1364	3.1974*	95
Meal Management	4.1899	4.5652	3.8140*	101
Travel Agent	4.0946	3.5909	4.7218**	95
Public Relations	4.333	3.9048	4.9842**	98

* = .05 Level of Significance
** = .01 Level of Significance

There was a significant difference at both .05 and .01 level. Teaching experience has influence on the selection importance.

CHAPTER IV

DISCUSSION

Regarding the background information about the sex of instructors in relation to how important the proposed courses were, the study revealed that sex of the instructors did have influence on the proposed courses. There was significant difference in the way the males view the courses and the females.

When ANOVA was computed to determine the significant difference between the male instructors and the female instructors on the overall courses, the male had felt that computer programming (mean = 3 4789), biology (mean = 3.9589), hospitality law and liability (mean = 3 9589), and principles of accounting (mean = 4.2048) were significantly more important at .05 and 01 level. While the female felt that tourism planning (mean = 4.000) was significantly more important at 01 level. (Table 8) The reason for this difference between the male and the female could be the male are usually more interested in science and the skill courses than the female.

The study also revealed that only two schools (Akure and Auchi), see Appendix D, teach computer programming and yet, when ANOVA was computed, it had a 01 level of significance. (Table 8) This could be seen as the male being interested in the new technology because skills like computer programming are new to

developing countries like Nigeria, and the male felt it important that computer programming should be taught in the schools.

Reviewing the data on the less than college versus college degree, the researcher noticed that only one course had a significant difference at 05 level, English Composition (mean = 3 5758) The difference between the means of the two groups could be that the hospitality and tourism industry is a people oriented industry whereby communication skills are very important. It was, therefore, not surprising to see that both the noncollege and the college degree instructors felt that English Composition was important. Even though the college instructors had a higher mean of (3 5758) than the noncollege degree instructors (3 0435). The explanation could be because Nigeria uses English as the official language of communication both orally and written. Therefore, those instructors who have had college degree must have spent many hours studying English in order to be able to communicate with the rest of the world. The review of literature also supported this emphasis on communciation skills.

Considering the data on country where education was received, the findings of the study shows that the following courses were significant at .05 and .01 level, Meal Management (mean = 4 4474), Introduction to Tourism (mean = 4.4048), Restaurant Operation (mean = 4.4390), Tourism Planning (mean = 4.43810), Bar Management (mean = 4.3590), Hospitality Marketing (mean = 4.2927), Fundamentals of Speech (mean = 4.2195), Hotel Accounting (mean = 4.2381), Lodging Administration (mean = 4.1707), Hospitality and Liability (mean = 4 02520), English Composition (mean = 3 9231), and Nigerian Government (mean = 3.7246)

Apart from Fundamentals of Speech, English Composition, and the Nigerian government, all the other courses are professional skilled courses. The reason for this could be that the instructors who have received education in other countries like England and the United States could be influenced by the way programs are structured in these countries and, therefore, felt that the skill courses are more important.

Tourism planning which had a higher mean value by female than male, (See Table 8) was also significant at .01 level (4 3810) to both instructors who received education in Afrida and the non-African instructors. Tourism planning is important but in most cases, it is not carried out until it is too late. Nigeria is still in the developing stage and, therefore, this is the time all the planning should be done.

The result of this study indicated a general preference for courses in English Composition, Fundamentals of Speech, Meal Management, Hospitality Marketing and Sales, Restaurant Operation, Tourism Marketing, Lodging Administration, Hospitality Law and Liability, Employee Labor Relation and Hotel Accounting

The result of the study revealed that Public Relations (mean = 4.3333), Meal Management (mean = 4.1899), Travel Agent (mean = 4.0946), and French (mean = 3.5811) were significant at both .05 and .01 courses for the instructors who have been teaching from 1-5 years and 6-14 years. Even though these courses are significant to both groups, Public Relations, Travel Agent, and French, the instructors who have taught between 1-5 years have a higher mean value. See Table 11. The reason for this could be

because the younger instructors are willing and outgoing. It could be because Nigeria needed contact with the non-English speaking countries as well as to promote tourism. Therefore, French is appropriate. At the moment, there are a lot of problems with Nigerian airways which is a government owned corporation. Maybe by teaching the students about travel agents they could organize things better. The message the younger instructors have sent in this course selection is that time has come for changes to be made in the Nigerian educational system.

The researcher would like to point out that the emphasis expressed by those instructors who have studied in other countries could be attributed to the fact that they may attach more significance to professional skilled courses than the general courses. An example of a professional course would be Meal Management and a general course requirement would be History.

Morris (1973) found that competency expections of greatest concern to Oklahoma restaurant operators were accounting, food purchasing, housekeeping, bookkeeping, and principles of management This study also found that the skilled courses are more important to the instructors. This would suggest that the instructors are more interested in the hands-on experience. An interesting point aside from this study would be to find out from the hospitality and tourism operators within the industry how they rank these courses in comparison to the instructors.

Current research, such as Thompson and Herbert (1983), reported several concerns associated with the lack of broad skills in hospitality and tourism. This study revealed that instructors are

more interested in professional courses, such as hotel accounting, restaurant operation, and meal management.

Collins (1984) said that specialization has produced a highly complex, sophisticated industrial society that needs generalists who have a multitide of skills and a multiple perspective, generalists with a breath of knowledges and skills. Collins further gave an example of communities such as Detroit which has the highest industrial job loss, whereby a production worker, for example, who earns $30,000 a year, becomes a $12,000 fry cook at McDonald's because he has only a highly-specialized skill. This researcher would, therefore, like to propose a curriculum that would not only specialize the hospitality and tourism student but also broaden his knowledge, educate him and at the same time, acquire the necessary skills by combining the professional courses and the general courses so as to acquire more knowledge.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The purpose of this study was the development of a proposed hospitality and tourism program curriculum for Ahmadu Bello University at Zaria, Nigeria. The research focused around the following objectives to:

1. Obtain information about the current status of hospitality and tourism in Nigeria in order to make recommendations regarding what programs should be implemented by Ahmadu Bello University.
2. Examine different hospitality and tourism programs in both Nigeria and the United States of America so as to develop the instrument for the study
3. Develop a proposed curriculum in hospitality and tourism which could be implemented by Ahmadu Bello University.

In order to accomplish these objectives, the subjects in this study were instructors from 21 polytechnics in Nigeria. Out of a total sample of 210 instructors contacted, 130 instructors responded to the survey. The instrument developed by the researcher was designed in three sections. Section One, General Information, was designed to determine variables which might affect responses as well as to provide a description of the population. The purpose of Section Two was to determine the current status of hospitality

and tourism in Nigeria and to find out how important the proposed courses were, relative to the program. Respondents were to assign the degree of importance to the courses that might be included in the program. A total of fifty courses were included in the questionnaires. Twenty-three courses were prepared under the category "Liberal Arts or General Courses." Twenty-seven were "Professional Courses."

The questionnaires were administered in December, 1983 to participants through their department head. The completed questionnaires were returned to the researcher through contact persons in Nigeria. Tourism in Nigeria revealed considerable differences in subject matter categories

Objective 2

In order to accomplish this objective, the data was analyzed to assist in identifying courses that could be included in the proposed program. These results are presented in Table 5. The proposed curriculum in hospitality and tourism for Ahmadu Bello University is presented in a later section of this study.

The results of this study imply that the perceptions of instructors toward hospitality and tourism courses are varied. The reason could be that these instructors teach technical courses and therefore, the skilled courses are more important to them. When examining the data, it is appropriate to conclude that the instructor's sex, education level, country where education was received and years of experience, influence their perceptions of courses and which courses should be included. The Nigerian instructors preferred the professional courses more than the liberal arts courses. They also preferred communication and technological courses like computer programming over science courses like general chemistry and physics. However, both the professional and liberal courses appeared to be the most commonly accepted in Nigeria. The percentages of total credit hour requirements and course level division in each subject matter category are left to individual institutions that may wish to implement this curriculum. Based upon the review of the course offerings in the United States programs, and the researcher's current educational experiences, the researcher has made judgements to include courses that had a mean value of less than four. Since the statistical information was used only as one of the tools of decision-making, it is entirely appropriate to include those courses that have less than 4 mean value. The rationale to include courses with a

mean value of less than four is based upon the present developmental state of Nigeria. Nigeria is still developing and these courses will be very useful to hospitality and tourism education development because the courses included are both for the general requirements and for the professional or skilled course components of the curriculum

*Even though tourism planning has a low mean of 2.868, the researcher has included it in the program. At the moment, Nigeria is still in the early stages of developing a hospitality and tourism industry. This is the time that students can learn about the importance of tourism planning and make use of its benefits by attempting to avoid some of the problems that have been generated by unplanned tourism development.in both developed and developing nations. The review of literature supports the need for tourism planning. Geography of tourism was accidentally left out when the instrument was developed, and is viewed as an important course for this proposed curriculum. The instructors who participated in this study also suggested that geography of tourism was an important area of study and should be included in the program and therefore, it has been included.

The National Board on Technical Education (1983) provided guidelines that the teaching of Nigerian languages should be optional for each school. In otherwords, each hospitality and tourism school should decide whether to teach Hausa, Youruba,

or Ibo, which are the three major languages in Nigeria. The researcher felt this arrangement was acceptable because it allows the proposed curriculum enough flexibility to meet the needs of each local state.

Nigeria is surrounded by French speaking countries. Because the close countries may be more likely to cross over and utilize the hospitality and tourism facilities, there is a great need to be able to communicate with these countries. The other three Nigerian languages are context dependant and therefore, if the Nigerian tourism is to attract tourists from other parts of the world, then the schools need languages that can communicate with the rest of the world. The present economic situation in the whole of Africa may make more tourists decide to take their vacation in the nearby African countries.

Table 12

Course Descriptions of Proposed Four-Year Hospitality and Tourism Curriculum for Ahmadu Bello University in Zaria, Nigeria.

Liberal Arts/General Courses

GENERAL COURSES	Mean
English Composition (the principles and practice of writing)	3.402
Fundamentals of Speech (techniques of effective speech based upon diagnosis of individual needs and training for the improvement of the necessary skills.)	3.669
Technical writing (written communication, effective techniques of writing reports and training programs.)	3.608
Business Mathematics (application to retailing, marketing, accounting, review of arithmetic and basic algebra.)	3.448
Business Statistics (method of collection, analysis, and presentation of economic, social and business data.)	3.590
Computer Programming (introduction to computer systems and their utilization. The development of programming practices and techniques through a business orientation.)	3.346
Principles of Economics (price theory, income distribution, factor pricing, and international economics.)	3.570
Microeconomics (value and distribution theory, analysis of demand, firm, industry and utility, pricing factors of production.)	3.252
Macroeconomics (determination of income, employment, growth rates, and price levels. Monetary and fiscal policies necessary for full employment).	3.077
Nigerian Government	3.486
Nigerian History	3.661
Biology (principles such as cell structure, heredity, botany, etc.)	3.128

Table 12 continued

	Mean
General Psychology (introduction to the field of human behavior, learning, and an applied human science.)	3.456
Family Relationships (dynamics of social psychological forces affecting family interaction.)	3.218
Introduction to Cultural Anthropology (introduction to concepts and methods, availability of cultural processes of change.)	3.313
Introductory Sociology (the effects of leisure on social structure, values reflected in leisure, etc.)	3.513
French	3.446
English	3.658
PROFESSIONAL COURSES	
Business Law (introduction to law contracts, agency nature and types of negotiable instruments.)	4.082
Meal Management (development and application of management principles to decision-making in meal production)	4.224
Food Purchasing and Storage (methods of purchasing food in large quantities)	4.350
Front Office Management (the principles required to organize, operate, and manage a front office in a hotel or motel.)	4.271
Housekeeping Management (management principles applied to the duties and responsibilities of the housekeeper in hotels, motels, and institutions)	4.319
Introduction to Tourism and Travel Industry (principles and current knowledge of domestic and international tourism. The benefits to the community, state, and union.)	4.190
Hospitality Marketing and Sales (analysis of theories, hospitality marketing and convention sales, function, and interrelationships.)	4.107

Table 12 continued

	Mean
Maintenance Management (the organization and maintenance of facilities, personnel, planning and scheduling of work.)	4.214
Bar Management (the history, format, and organization of bar management.)	3.937
Restaurant Operation Management (service of special functions, banquets, receptions planning, preparation service, and cost control.)	3.456
Tourism Interrelationships (study of total and component parts of tourism goods and services including the present and future patterns of supply and demand.)	3.128
Tourism Marketing Management (the concepts of marketing hospitality, the tourism destination and their products.)	3.456
Travel Agency Business (management strategies and business development for travel agency owners.)	3.218
Lodging Administration (analysis of theories, principles and techniques of lodging management.)	3.313
Field Experience (off-campus work and study in an approved position to better understand the challenges and potentials of various careers in hospitality.)	3.513
Travel Law (an introduction to major areas of law that affect a travel agent wholesale, and tour operations.)	3.446
Tourism Planning (the concepts of planning for tourism and incorporation of the concepts into development.)	2.868
Hospitality Law and Liability (the laws applicable to ownership and operation of hotels, motels, restaurants, and other public places.)	3.648
Geography of Tourism	

Table 12 continued

GENERAL MANAGEMENT COURSES	Mean
Public Relations (introduction to public relations in industry and education including community, employee, and customers.)	4.214
Personnel Management (organization and coordination of personnel practices and methods, training, and supervision.)	4.153
Employee Labor Relation in Hospitality (an investigation of employee and labor relations.)	3.841
FINANCIAL MANAGEMENT COURSES	
Principles of Accounting (the theory of debit and credit and the underlying principles of the various accounting records.	4.105
Hotel and Restaurant Accounting (a study in the design and interpretation of specialized accounting and financial control system.)	4.077
Hospitality Analysis and Budgeting (the application of accounting and financial analysis techniques to managerial decision making.)	4.200
Food Beverage and Labor Control (the use of financial management techniques and systems to control food, beverage, and labor costs.)	4.308

Recommendation Concerning Proposed Curriculum

These recommendations are intended to assist in the approval of a four-year hospitality and tourism program at Ahmadu Bello University in Zaria, Nigeria. The analysis of the existing program curricula, statistical data relative to the current status of hospitality and tourism programs and information derived from the review of literature produced a basis for the following recommendations for program development at Ahmadu Bello University.

1. An Advisory Committee is beneficial for getting input as well as developing community support, it would include business leaders, educators, politicians, etc. A steering committee should be formulated to conduct feasibility studies focusing on the community served by Ahmadu Bello University, and local hotel and restaurant industry needs, the employment opportunities available, and students' interest in the program. The steering committee could then present further recommendation in the development of the four-year hospitality and tourism curriculum which would include local needs and opportunities.

2. In selecting faculty for the instruction of this hospitality and tourism curriculum at the University, consideration needs to be given to those individuals who possess a strong academic background in the field and have had hospitality and tourism industry experience.

3. This new hospitality and tourism program should be developed and implemented within the home economics department at Ahmadu Bello University. The basis of this recommendation is the relative ease with which the courses not currently offered on Ahmadu Bello campus could be implemented in this department. Since the department of home economics at Ahmadu Bello University is the oldest in the country, a good deal of the equipment is available for practical courses like meal management.

4. A strong internship program can facilitate communication between the university and industry, help to keep the content current, and foster support from the hospitality and tourism industry. The proposed curriculum is only an initial step in the development and implementation of a four-year program in hospitality and tourism for the university. Further development should be directed by the previously recommended steering committee, so that the curriculum can become unique while meeting the objectives and purposes of Ahmadu Bello University and the community it serves.

5. In developing and implementing this new curriculum, attention should be given to the facilities and funding, which will be needed to run the program in a manner which assures quality education.

APPENDIX A

List of Universities in Nigeria

APPENDIX

DIRECTORY TO SUBJECTS OF STUDY

[Compiled from information supplied by the Committee of Vice-Chancellors of Nigerian Universities]

The table below lists subjects that can be studied at one or more of the Nigerian universities.

U = can be studied at undergraduate level only G = can be studied at undergraduate and postgraduate levels P = can be studied at postgraduate level only	Ahmadu Bello	Anambra State U.T., *see* p. 2040	Bayero	Benin	Calabar	F.U.T., Bauchi, *see* p. 2054	F.U.T., Makurdi, *see* p. 2054	F.U.T., Owerri	Ibadan	Ife	Ilorin	Jos	Lagos	Maiduguri	Nigeria	Port Harcourt	Rivers State U.S.T., *see* p. 2107	Sokoto
Accounting	G		U							U			G	U	G	P		
Actuarial Science	U												U					
Agric. Econ./Management	G								G	G				U	G			U
Agric. Extension Services									G					U	G			U
Agriculture, General	G				U				G	G				U	G			U
Agronomy	G								G					U	G			
Animal Science	G								G	G				U	G			U
Anthropology				U						G			G	U	G			
Applied Science and Technology			U						G							U		
Arabic	U		G						G		U	U		U				U
Archæology	G								G	U					G	U		
Architecture	G									U		U	G		G			
Banking													U					
Biochemistry	G			U	G				G	G	U	U	G	U	G	U		U
Biology/Applied Biology			G		G				G	G	U		G	U	G			
Botany	G		G	U	G				G	G		G	G	U	G	U		U
Building	G									U		U	G					
Business/Management Studies/Admin.	G		U	U	U				P	P		U	G	G	G	P		U
Chemistry	G		G	U	G				G	G	U	U	G	U	G	U		U
Polymer Science and Technology	P							U										
Christian Studies											U	U			G			
Classics									G						U			
Community Development									G				G		G			
Comparative Literature																P		
Computer Science	U		U						G	G			G		U	U		
Crop Science	G		U						G		P			U	G			
Curriculum Studies	P		G						G	G		G	G		G	U		
Dental Surgery	U								G	U			U					
Ecology			U						G						G			
Economics	G		U	U	G				G	G	U	G	G	U	G	U		
Development Economics			U							P		P			P	U		
Edo													U					
Education	G		G	U	U				G	G	G	G	G	G	G	U		
Adult/Extension Services					G				G	G			G	U	G			
Child Development												P						
Comparative	U								G	G			G		G	G		
Economics of	U		U						G	G			G		G			
History of	U		G						G	G		U	G	U	G	G		
Industrial, and Training									P									

* Provisional

[continued on next page]

DIRECTORY TO SUBJECTS OF STUDY (contd.)

U = can be studied at undergraduate level only G = can be studied at undergraduate and postgraduate levels P = can be studied at postgraduate level only	Ahmadu Bello	Anambra State U.T. Vol p. 2040	Ilaiyero	Benin	Calabar	F.U.T., Bauchi, Vol p. 2054	F.U.T., Makurdi, Vol p. 2054	F.U.T., Owerri	Ibadan	Ife	Ilorin	Jos	Lagos	Maiduguri	Nigeria	Port Harcourt	Rivers State U.S.T., Vol p. 2107	Sokoto
ilosophy/Sociology of	U		G						G	G		G	G		G	G		
sical & Health	G			U					G	G			G	U	G	U		
cial			G						G	G		G						
acher									G									
cational	U														G			
ational Admin. Management	G		G		P				G	G	U	P	G	U	G	U		
ational Evaluation Tests & asurement			G						G	G		G		U	G	U		
ational Planning	G		G						G	G	U	G	G		G			
ational Psychology	G		G						G	G		P	G		G	U		
ational Technology			U							G								
romics	P			U						G					G			
neering, Agricultural	G							U	G	G					G			
emical	U			U						G			G					
il	G		U	U						U	U		G		G			
ctrical	G		U	U					U	G	U		G		G	U		
lustrial	G			U				U										
chanical	G		U	U					G	U	U		G		G			
tallurgical	U									U			P					
roleum				U				U	G							U		
duction/Production Technology	P			U				U	G									
tile Technology	U																	
nsport	P			U														
ter Resources	U			U				U										
eering Physics										U					P			
h	G		G	U	G				G	G	U	U	G	U	G	U		U
nology	G								G			P	G		G			
onmental Studies	G			U						U		P	G		U			
Management										U					G	P		
ce/Public Finance	P											P	U		G	P		
Arts	G			U						U					G	P		
nes Management									G			P			P	P		U
nes Technology								U										
Technology								U	G	U				U	G			
ry								U	G						P			U
h	G		G	U	G				G	G	U	U	G	U	G			U
es	P								G	G					G	U		
aphy	G		G	U	G				G	G	U	U	G	U	G	U		U
gy	G			U	G			U	G	G	U	U		U	G	U		
ysics, Applied	G									G					P			

[continued on next page

Appendix A

2028 Nigeria

DIRECTORY TO SUBJECTS OF STUDY (contd.)

U = can be studied at undergraduate level only G = can be studied at undergraduate and postgraduate levels P = can be studied at postgraduate level only	Ahmadu Bello	Anambra State U.T., see p. 2040	Bayero	Benin	Calabar	F.U.T., Bauchi, see p. 2054	F.U.T., Makurdi, see p. 2054	F.U.T., Owerri	Ibadan	Ife	Jlorin	Jos	Lagos	Maiduguri	Nigeria	Port Harcourt	Rivers State U.S.T., see p. 2107	Sokoto
German					U				U	U					U	U		
Guidance & Counselling	P		G						G	G	U	P	G		G			
Hausa	G		G						U		U			U				U
History	G		G	U	G				G	G	G	G	G	U	G	U		U
Home Economics	G														G			
Hydrobiology			P		G					P		P	U		P	P		
Igbo									U				U		G			
Industrial Relations									G									
Insurance													U					
Islamic Studies			G						G		U	U		U				U
Language Arts	U								G									
Law	G		U		U					G		U	G	G	G			U
Library Science/Studies/Archives	G		U						G					G				U*
Linguistics	U		G	U	G				G	G	U	U	U	U	G	U		
Marketing																P		
Mass Communication			U										G		U			
Material Sci. & Technol.								U										
Mathematics	G		G	U	U				G	G	U	G	G	U	G	U		U
Applied								U				G						
Medicine	G			U	U				G	U	U	U	G	U	U	U		U
Anæsthetics	U								G	U		U	G		U	U		
Anatomy	U			U					G	G	U	U	G	U	U	U		
Bacteriology/Virology									G	U		U	G		P	U		
Community Medicine	U			U					G	U	U	U	G	U		U		
Hæmatology	U			U					G	G		U	G		U	U		
Human Chemistry												U			U	U		
Immunology	P								G	G	U	U			G			
Med. Laboratory Technol.									U				U					
Neurology									G	G		U	U					
Obstetrics & Gynæcology	U			U					G	U	U	U	G	U	U	U		
Ophthalmology									G	U		U	G		U			
Pædiatrics	U			U					G	U	U	U	G		U	U		
Parasitology	U		P		G				U	G		U	U		G	U		
Pathology	U			U					G	G	U	U	G		G	U		
Pharmacognosy	U			U					G	G			G		G			
Pharmacology	G			U					G	G	U	U	G	U	G	U		
Physiology	U			U	U				G	G	U	U	G	U	G	U		

[continued on next page

* Provisional

DIRECTORY TO SUBJECTS OF STUDY (contd.)

U = can be studied at undergraduate level only G = can be studied at undergraduate and postgraduate levels P = can be studied at postgraduate level only	Ahmadu Bello	Anambra State U.T., see p. 2040	Bayero	Benin	Calabar	F.U.T., Bauchi, see p. 2054	F.U.T., Makurdi, see p. 2054	F.U.T., Owerri	Ibadan	Ife	Ilorin	Jos	Lagos	Maiduguri	Nigeria	Port Harcourt	Rivers State U.S.T., see p. 2107	Sokoto
Preventive Medicine	U			U					G	U	U	U	G		U	U		
Psychiatry	U			U					G	U	U	U	G		U	U		
Radiography	U				U				G			U	G					
Surgery	U			U					G	U	U	U	G		U	U		
Microbiology	G		P	U	U			U	G	G	U	U	G		G	U		
Mineral Sci. & Technol.								U										
Music	U			U						U			U		U	U		
Nursing									U	U					U			U*
Nutrition									G						G			
Optometry				U														
Pharmaceutical Chemistry/Pharmaceutics	G			U						G					G			
Pharmacy	U			U						G					G			
Philosophy				U	U				G	G			U		U	U		
Physics	G		G	U	G				G	G	U	G	G	U	G	U		U
Industrial								U										
Physiotherapy									U	U			U			U		
Planning	G								P	U		G						
Plant Science	G								G	G					G	P		
Political Science	G		U	U	G				G	G		U	G	U	G	U		U
Portuguese										U						U		
Psychology			U						U	U		G	G		G			
Public Administration	G			U						P			G	U	G			
Public Health									G				G		P			
Religious Studies				U	U				G	G	U	U			G			
Russian									U				U		U			
Sociology	G		G	U	U				G	G		U	G	U	G	U		U
Soil Science	G								G	G				U	G			U
Statistics	G			U	U				G	U	U		U	U	G	U		
Social. & Demography										G		P			P			
Surveying	G		U							U			G		G			
Theatre Arts	G				G				G	U		U			U	U		
Veterinary Medicine/Science	G								G					U	G			
Wildlife & Range Management									G						P			
Wood Science									G						P			
Yoruba									G	G	U		G					
Zoology	G		G	U	G				G	G		G	G	U	G	U		U

* Provisional

APPENDIX B

List of Hospitality and Tourism in Nigeria

Three Year Hospitality and Tourism Program in Nigeria

	NAME	ADDRESS
1.	Federal Polytechnic Akure	P.M.B. 758 Akure, Ondo State
2.	Federal Polytechnic Aguata	Anambra College of Arts and Science Oko, Aguata
3.	Auchi Polytechnic	P.M.B. 13 Auchi-Bendel State
4.	Bauchi Feleral Polytechnic	Bauchi, Bauchi State
5.	Federal Polytechnic, Bida	P.M.B. 55 Bida, Nigeria State
6.	The Polytechnic, Ibadan	P.M.B. 5063 Ibadan, Oyo State
7.	Federal Polytechnic Idah	P.M.B. 1037 Idah, Beru State
8.	Kaduna Polytechnic	P.M.B. 5063 Ibadan, Kaduna State
9.	Katsina College of Arts, Sciences and Technology	Zaria Kadua State
10.	Kwara State College of Technology	P.M.B. 1375 Ilorin, Kwara State
11.	Lagos State College of Science and Technology	P.M.B. 1606 Ikeja, Lagos State
12.	Murtala College of Arts, Science and Technology	P.M.B. 2084 Makurdi, Berue State
13.	Plateau State Polytechnic	Barkin Ladi P.M.B. 23 Bukuru, Plateau State
14.	Sokoto Polytechnic	P.M.B. 90 Birnin Kebbi Sokoto State
15.	Federal Polytechnic, Yola	Yola State

APPENDIX C

Correspondence

Appendix C

October 3, 1983

Box 655
Menomonie, Wisconsin 54751

Alan M. Margolis
Associate Registrar
Queens College
City University of New York

Dear Sir:

I am a graduate student in the Hospitality and Tourism program at the University of Wisconsin-Stout.

At present we are conducting a descriptive study of the "Hospitality and Tourism Curriculum in Nigeria." It will be appreciated if you kindly would provide us with the list of addresses and any information about universities and colleges of polytechnics which offer hotel, catering and tourism courses or degree programs in Nigeria. Also, if you have other volumes of "A Study of the Educational System of Nigeria and a Guide to the Academic Placement of Students in Educational Institutions of the United States," OR related materials, please send it to me.

Thank you for your cooperation and prompt reply.

Sincerely,

James F. Burke
Assistant Professor
Graduate Program Director
Hospitality and Tourism
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

Alu Ahar
Graduate Student
Hospitality and Tourism
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

AA/JFB:mj

Appendix C

November 9, 1983

Dear Sir:

I am a graduate student at the University of Wisconsin-Stout pursuing a Master's degree in hospitality and tourism.

At present, we are conducting a descriptive study of the "Hospitality and Tourism Curriculum in Nigeria." We would greatly appreciate it if you would kindly complete this survey and return it in the enclosed self-addressed, stamped envelope by November 31, 1983. Our interest is to have the study completed by the end of this semester.

Thank you for your cooperation and we look forward to hearing from you soon.

Sincerely yours,

James F. Burke
Assistant Professor
Graduate Program Director
Hospitality and Tourism
University of Wisconsin-Stout
Menomonie, Wisconsin 54751
U.S.A.

Alu Ahar
Graduate Student
Hospitality and Tourism
University of Wisconsin-Stout
Menomonie, Wisconsin 54751
U.S.A.

AA/JFB:mj

Enclosure

November 9, 1983

Box 655
Menomonie, Wisconsin 54751

Mrs. E.M. Adeykeye
Liberal Studies Department
Kaduna Polytechnic
Kaduna State
Kaduna, Nigeria

Dear Madam:

I am a graduate student at the University of Wisconsin-Stout pursuing a Master's degree in hospitality and tourism.

We are currently conducting a descriptive study of the "Hospitality and Tourism Curriculum in Nigeria" which requires some information from your institution.

We have a copy of tourism curriculum for Kaduna Polytechnic and noted that you were the Advisory Committee's secretary. Since your committee did a very good job of putting that curriculum together, it would be appreciated if you kindly would provide us with the listings of information about universities and colleges of polytechnics which offer hotel, catering and tourism courses or degree programs in Nigeria.

Thank you for your cooperation and prompt reply.

Sincerely,

James F. Burke
Assistant Professor
Graduate Program Director
Hospitality and Tourism
University of Wisconsin-Stout
Menomonie, Wisconsin 54751
U.S.A.

Alu Ahar
Alu Ahar
Graduate Student
Hospitality and Tourism
University of Wisconsin-Stout
Menomonie, Wisconsin 54751
U.S.A.

AA/JFB:mj

Appendix C

THE POLYTECHNIC, CALABAR

OFFICE OF THE REGISTRAR
Registrar C. I. ONAH, JR., BA, DES, MBIM, MNIM
P.M.B. 1110
Calabar, Cross River State
Nigeria

Telephone: 22703, 22413
Telegrams: POLYCAL
Telex: CALABAR 5155

Our Ref TPC/A.76/IV/145

13 December 1983

Alu Ahar
Graduate Student
Hospitality and Tourism
University of Wisconsin-Stout
Menomonie, Wiscensin 54751
U S A

Dear Sir

Thank you for your letter dated 3 October 1983. Hotel and Catering Management is one of the courses to be offered in this institution in the near future. We appreciate the interest shown in our institution but regret that we cannot furnish you with the required information.

Yours faithfully

M E INYANG
for REGISTRAR

FEDERAL MINISTRY OF EDUCATION

FEDERAL COLLEGE OF EDUCATION (TECH.) DIVISION

P.O. BOX 269, AKOKA - YABA

When replying, please quote earlier reference.

P.M.B. No. _____

Telegrams Techteach

Telephone 820240

Ref.-No. FCE/P.391/1/3

Date 1st November, 1983

The Director of Graduate Program,
University of Wisconsin - Stout,
Hospitality And Tourism Program
Menomonie Wisconsin 54751
Box 655
U.S.A.

HOSPITALITY AND TOURISM CURRICULUM
IN NIGERIA

With reference to your letter on above subject dated 3rd of October, 1983, I am directed to inform you that the courses mentioned in your programs are not available in this College.

Thanks for your Patronize.

M.O. Arawa
for: Provost

Appendix C

UNIVERSITY OF WISCONSIN-STOUT
HOSPITALITY AND TOURISM PROGRAM
JAMES F. BURKE
GRADUATE PROGRAM DIRECTOR

Please complete the following items for the use of the study. Feel free t
give additional information.

1. The name of head of department:

N - A.

2. The name of department that offers hotel and catering management:

N - A

3. The number of instructors in this department:

N - A.

4. The year the program started:

N A

5. The number of students: N.A

6. Name and address of the individual to be contacted for more informatic

N.A.

THANK YOU FOR YOUR COOPERATION!

Faculty
Rivers State
A. NDIOMU
Science & Technology
P. 5080
Harcourt

Alu Ahar
Graduate Student

APPENDIX D

Questionnaire

APPENDIX E

Demographic Information of Instructors

That Participated in the Study

[illegible] Education

I am a graduate student at the University of Wisconsin Stout pursuing a Masters degree in Hospitality and Tourism. I am conducting a study to determine courses that might be included in the hospitality and tourism curriculum at universities in Nigeria. The program that I am in is the only one of its kind in the United States. Your responses to this survey will be valuable to my study and will be kept confidential. Complete the questionnaire and return in the self addressed stamped envelope by February 10th 1984. Thanks for your cooperation.

Anu Attar

Section II Course Work

Listed below are a variety of hospitality and tourism courses that could be offered. Please rate them in order of importance using the following scale

0 NO - No Opinion (means you have no opinion about whether the course should be offered or not.)
1 NI - Of No Importance (implies that including the course would make very little difference in the hospitality curriculum.)
2 SI - Somewhat important (means the course would be useful to the program but not important.)
3 I - Important (the course is important and should be included in the program.)
4 VI - Very important (implies that the course would make a significant contribution to the program.)
5 EI - Extremely important (means the course is extremely essential to the program.)

PART A -- LIBERAL ARTS / GENERAL COURSES

Directions

(1) Please circle or write answers as required. (2) Also circle the number of the courses that are currently taught at your school. (Example if English composition is taught circle 1 fundamental of speech 2 etc.)

#	COURSES	IMPORTANCE NO	NI	SI	I	VI	EI
1	English Composition (the principles and practice of write.)	0	1	2	3	4	5
2	Fundamentals of Speech (techniques of effective speech based upon diagnosis of individual needs and training for the improvement of the necessary skills.)	0	1	2	3	4	5
3	Technical Writing (written communication: effective techniques of writing reports and training programs.)	0	1	2	3	4	5
4	Business Mathematic (application to retailing, marketing, accounting; review of arithmetic and basic algebra.)	0	1	2	3	4	5
5	Business Statistics (method of collection, analysis, and presentation of economic, social and business data.)	0	1	2	3	4	5
6	Computer Programming (introduction to computer systems and their utilization. The development of programming practices and techniques through a business orientation.)	0	1	2	3	4	5
7	Principles of Economics (price theory, income distribution, factor pricing, and international economics.)	0	1	2	3	4	5
8	Microeconomics (value and distribution theory; analysis of demand, firm, industry and utility, pricing factors of production.)	0	1	2	3	4	5
9	Macroeconomics (determination of income, employment, growth rates, and price levels. Monetary and fiscal policies necessary for full employment.)	0	1	2	3	4	5
10	Nigerian History	0	1	2	3	4	5
11	Nigerian Government	0	1	2	3	4	5
12	Biology (principles such as cell structure, heredity, botany, etc.)	0	1	2	3	4	5
13	General Chemistry (the fundamental principles of chemistry such as molecular structure, compound formation.)	0	1	2	3	4	5
14	Physics (a study of the basic concepts of mechanics, electricity.)	0	1	2	3	4	5
15	General Psychology (introduction to the field of human behavior, learning, and an applied human science.)	0	1	2	3	4	5
16	Family Relationships (dynamics of social psychological forces affecting family interaction.)	0	1	2	3	4	5
17	Introduction to Cultural Anthropolgy (introduction to concepts and methods, availability of cultural processes of change.)	0	1	2	3	4	5
18	Introductory Sociology (the effects of leisure on social structure; values reflected in leisure etc.)	0	1	2	3	4	5
19	French	0	1	2	3	4	5
20	English	0	1	2	3	4	5
21	Hausa	0	1	2	3	4	5
22	Yoruba	0	1	2	3	4	5
23	Ibo	0	1	2	3	4	5
24	Other (please specify) _____	0	1	2	3	4	5
25	Other (please specify) _____	0	1	2	3	4	5

PART B - PROFESSIONAL COURSES

I am a graduate student at the University of Wisconsin-Stout, pursuing a master's degree in hospitality and tourism. I am conducting a survey of courses that might be included in the hospitality and tourism curriculum for an undergraduate Program that might be developed for the Nigerian Universities. Your response to this survey will be valuable, greatly appreciated and your replies will be kept confidential. Complete the questionnaire and return in the self-addressed stamped envelope by February 10th, 1984. Thanks for your cooperation.

Alu Anar

Section II - Course Work

Listed below are a variety of hospitality and tourism courses that could be offered. Please rate them in order of importance using the following scale:

0 NO - No Opinion (means you have no opinion about whether the course should be offered or not.)
1 NI - Of No Importance (implies that including the course would make very little difference in the hospitality curriculum.)
2 SI - Somewhat Important (means the course would be useful to the program but not important.)
3 I - Important (the course is important and should be included in the program.)
4 VI - Very Important (implies that the course would make a significant contribution to the program.)
5 EI - Extremely Important (means the course is extremely essential to the program.)

PART A -- LIBERAL ARTS / GENERAL COURSES

Directions

(1) Please circle or write answers as required. (2) Also circle the number of the courses that are currently taught at your school. (Example if English composition is taught circle 1, fundamental of speech 2, etc.)

#	COURSES	IMPORTANCE NO	NI	SI	I	VI	EI
1	English Composition (the principles and practice of write.)	0	1	2	3	4	5
2	Fundamentals of Speech (techniques of effective speech based upon diagnosis of individual needs and training for the improvement of the necessary skills.)	0	1	2	3	4	5
3	Technical Writing (written communication: effective techniques of writing reports and training programs.)	0	1	2	3	4	5
4	Business Mathematic (application to retailing, marketing, accounting, review of arithmetic and basic algebra.)	0	1	2	3	4	5
5	Business Statistics (method of collection, analysis, and presentation of economic, social and business data.)	0	1	2	3	4	5
6	Computer Programming (introduction to computer systems and their utilization. The development of programming practices and techniques through a business orientation.)	0	1	2	3	4	5
7	Principles of Economics (price theory, income distribution, factor pricing, and international economics.)	0	1	2	3	4	5
8	Microeconomics (value and distribution theory, analysis of demand, firm, industry and utility, pricing factors of production.)	0	1	2	3	4	5
9	Macroeconomics (determination of income, employment, growth rates, and price levels. Monetary and fiscal policies necessary for full employment.)	0	1	2	3	4	5
10	Nigerian History	0	1	2	3	4	5
11	Nigerian Government	0	1	2	3	4	5
12	Biology (principles such as cell structure, heredity, botany, etc.)	0	1	2	3	4	5
13	General Chemistry (the fundamental principles of chemistry such as molecular structure, compound formation.)	0	1	2	3	4	5
14	Physics (a study of the basic concepts of mechanics, electricity.)	0	1	2	3	4	5
15	General Psychology (introduction to the field of human behavior, learning, and an applied human science.)	0	1	2	3	4	5
16	Family Relationships (dynamics of social psychological forces affecting family interaction.)	0	1	2	3	4	5
17	Introduction to Cultural Anthropology (introduction to concepts and methods, availability of cultural processes of change.)	0	1	2	3	4	5
18	Introductory Sociology (the effects of leisure on social structure, values reflected in leisure, etc.)	0	1	2	3	4	5
19	French	0	1	2	3	4	5
20	English	0	1	2	3	4	5
21	Hausa	0	1	2	3	4	5
22	Yoruba	0	1	2	3	4	5
23	Ibo	0	1	2	3	4	5
24	Other (please specify) _____	0	1	2	3	4	5
25	Other (please specify) _____	0	1	2	3	4	5

PART B - PROFESSIONAL COURSES

APPENDIX C

Demographic Information of Instructors That Participated in the Study

Appendix E

To provide a better understanding of the following demographic data, the appendix displays frequency counts and percentages for each participating school which were computed on the following areas:

1. Sex
2. Highest Educational Level Attained
3. Highest Educational Qualification
4. Country where Education Was Received
5. Years of Teaching Hospitality and Tourism

(See Table 13)

Demographic Information of Instructors

Table 13

Akure N=2

Sex	Frequency Distribution	Percent
Male	2	100.00
HIGHEST EDUCATION ATTAINED		
Level		
University	1	50.00
Polytechnic	1	50.00
HIGHEST EDUCATIONAL QUALIFICATION		
B.S.	1	50.00
H.N.D.	1	50.00
COUNTRY WHERE EDUCATION WAS RECEIVED		
Nigeria	1	50.00
England	1	50.00
YEARS OF TEACHING HOSPITALITY AND TOURSIM		
5	1	50.00
2	1	50.00

Table 13 continued

Aguata N= 11

Sex		
Males	8	72.72
Females	3	27.27
Highest Educational Level Attained		
Level		
University	3	23.27
Polytechnic/College of Technology	7	63.63
Teacher Training	1	9.07
Highest Educational Qualification		
Qualification		
M.S/ M.A.	1	9.09
B.S Degree	2	18.18
H.N.D.	8	72.72
Country Where Education Was Received		
Country		
Nigeria	5	45.45
Other African Countries	1	9.09
England	3	27.27
Other	1	9.09
Years of Teaching Hospitality and Tourism		
Years		
1	3	27.29
2	1	9.09
5	1	9.09
7	1	3.27
8	1	9.09
9	1	9.09
11	1	9.09

Table 13 continued

Auchi

Sex	Frequency Number	Percent
Males	8	88.88
Felmales	1	11.11
Highest Educational Level Attained		
Level		
University	8	88.88
Polytecnic/college of Technology	1	11.11
Highest Educational Qualification		
Qualification		
M.S/ M. A	4	44.44
B.S Degree	4	44.44
H.N.D.	1	11.11
Country Where Education Was Received		
Country		
Nigeria	6	66.66
England	1	11.22
U.S.A.	2	22.22
Years of Teaching Hospitality and Tourism		
Years		
1	1	11.11
2	2	22.22

Table 13 continued

Bauchi

Sex	Frequency Number	Percent
Males	2	33.33
Females	4	66.66
Highest Educational Level Attained		
level		
University	2	33.33
Polytechnic	4	66.66
Highest Educational Qualification		
Qualification		
M.S.	1	16.66
B.S Degree	1	16.66
H.N.D	4	66.66
Country Where Education Was Received		
Country		
Nigeria	3	50.00
England	3	50.00
Years of Teaching Hospitality and Tourism		
Years		
2	1	16.66
4	1	16.66
5	2	33.33
6	1	16.66
8	1	16.66

Table 13 continued

Bida N= 11

Sex		
Males	9	81.81
Females	2	18.18
Highest Educational Level Attained		
Level		
University	10	90.90
Polytechnic	1	9.09
Highest Educational Qualification		
Qualification		
M.S.	4	36.36
B.S. Degree	5	45.45
H.N.D.	1	9.09
Country Where Education Was Received		
Nigeria	2	18.18
England	4	36.36
Other	3	27.27
Years of Teaching Hospitality and Tourism		
Years		
1	1	9.09
2	3	27.27
4	1	9.09
6	1	9.09
13	1	9.09

Table 13 continued

Ibadan N= 2

Sex		
Male	1	50.00
Female	1	50.00
Highest Educational Level Attained		
Level		
University	2	100.00
Highest Educational Qualification		
Qualification		
Ph.D	1	50.00
M.S	1	50.00
Country Where Education Was Received		
Nigeria	2	100
Years of Teaching Hospitality and Tourism		
8	2	100

Table 13 continued

Idaha N= 11

Sex		
Male	7	63.63
Female	3	27.27
Unreported	1	9.09
Highest Educational Level Attained		
University	5	45.45
Polytecnic	4	36.36
Unreported	2	18.18
Highest Educational Qualification		
Qualification		
B.S. Degree	6	54.54
H.N.D.	4	36.36
Unreported	1	9.09
Country Where Education Was Received		
Nigeria	8	72.72
England	1	9.09
U.S.A.	1	9.09
Unreported	1	9.09
Years of Teaching Hospitality and Tourism		
Years		
1	1	9.09
2	2	18.18
3	2	18.18
4	1	9.09
5	2	18.18
7	1	9.09
Unreported	2	18.18

Table 13 continued

Kaduna N= 11

Sex		
Male	6	54.54
Female	5	45.45
Highest Educational Level Attained		
Level		
University	3	27.27
Polytechnic	8	72.72
Highest Educational Qualification		
Qualification		
M.S	1	9.09
B.S.	2	18.18
H.N.D.	8	72.72
Country Where Education Was Received		
Country		
Nigeria	7	63.63
England	2	18.18
U.S.A.	1	9.09
Other	1	9.09
Years of Teaching Hospitality and Tourism		
Years		
1	4	36.36
3	1	9.09
4	2	18.18
5	1	9.09
6	1	9.09
8	1	9.09
10	1	9.09

Table 13 continued

Katsina N= 2

Sex		
Male	1	50.50
Female	1	50.50
Highest Educational Level Attained		
Level		
Teacher Training	1	50.50
Technical Education	1	50.50
Highest Educational Qualification		
Qualification		
H.N.D	2	100.00
Country Where Education Was Received		
England	1	50.00
U.S.A.	1	50.00
Years of Teaching Hospitality and Tourism		
Years		
8	1	50.00
1	1	50.00

Table 13 continued

Kwara N= 10

Sex		
Male	8	80.00
Female	2	20.00
Highest Educational Level Attained		
Level		
University	5	50.00
Polytechnic	5	50.00
Highest Educational Qualification		
M.S.	1	10.00
B.S.	4	40.00
H.N.D	4	40.00
Unreported	1	10.00
Country Where Education Was Received		
Country		
Nigeria	8	80.00
England	1	10.00
U.S.A	1	10.00
Years of Teaching Hospitality and Tourism		
1	3	30.00
3	3	30.00
6	1	10.00
7	1	10.00
Unreported	2	20.00

Table 13 continued

Lagos N= 10

Sex		
Male	5	50.00
Female	5	50.00
Highest Educational Level Attained		
Level		
University	3	30.00
Polytechnic	4	40.00
Technical Education	3	40.00
Highest Educational Qualification		
Qualification		
B.S. Degree	3	30.00
H.N.D.	6	60.00
Unreported	1	10.00
Country Where Education Was Received		
Country		
Nigeria	5	50.00
England	3	30.00
U.S.A	2	20.00
Years of Teaching Hospitality and Tourism		
Years		
4	1	10.00
5	4	40.00
6	1	10.00
9	1	10.00
12	1	10.00
Unreported	2	20.00

Table 13 continued

Makurdi N= 12

Sex		
Male	5	41.00
Female	7	58.33
Highest Educational Level Attained		
Level		
University	6	75.00
Polytechnic	3	25.00
Highest Educational Qualification.		
level		
M.S.	6	50.00
B.S.	3	25.00
H.N.D.	3	25.00
Country Where Education Was Received		
Country		
Nigeria	4	33.33
Other African countries	2	16.66
England	6	50.00
Years of Teaching Hospitality and Tourism		
Years		
2	5	41.66
4	4	33.33
5	1	8.33
6	1	8.33
12	1	8.33

Table 13 continued

Plateau

Sex		
Male	6	60.00
Female	4	40.00
Highest Educational Level Attained		
University	5	50.00
Polytechnic	4	40.00
Unreported	1	10.00
Highest Educational Qualification		
Qualification		
M.S.	1	10.10
B.S.	5	50.00
H.N.D.	3	30.00
Unreported	1	10.00
Country Where Education Was Received		
Country		
Nigeria	5	50.00
England	1	10.00
Other	3	30.00
Unreported	1	10.10
Years of Teaching Hospitality and to Tourism		
Years		
1	1	10.00
2	2	20.00
3	2	20.00
4	5	50.00

Table 13 continued

Sokoto N= 10

Sex		
Male	5	50.00
Female	4	40.00
Unreported	1	10.00
Highest Educational Level Attainew Level		
University	9	90.00
Unreported	1	10.00
Highest Educational Qualifiction Qualification		
M.S.	1	10.00
B.S.	8	80.00
Unreported	1	10.00
Country Where Education Was Received		
Country		
Nigeria	8	80.00
Unreported	2	20.00
Years of Teaching Hospitality and Tourism		
Years		
1	1	10.00
2	4	40.00
3	1	10.10
5	1	10.00
6	1	10.00
14	1	10.00
Unreported	1	10.00

Table 13 continued

Yola N= 11

Sex		
Male	9	81.81
Female	2	18.18
Highest Educational Level Attained		
level		
University	3	27.27
Polytechnic	8	72.72
Highest Educational Qualification		
Qualification		
B.S	1	9.09
N.N.D.	6	54.54
Unreported	4	36.36
Country Where Education Was Received		
Country		
Nigeria	9	81.81
Other	2	20.00
Years of Teaching Hospitality and Tourism		
Years		
1	5	45.45
3	2	18.18
4	2	18.18
5	2	18.18

APPENDIX F

Courses Currently Taught in Nigeria

In order to determine the current status of the hospitality and tourism in Nigeria, the instructors were asked to circle the courses that are currently taught in their institutions.

The data was processed at the University of Wisconsin-Stout and the results are presented in the following order;

x = The course is currently taught.

- = The course is not taught.

Each school was assigned a numerical number. See the following:

Courses Currently Taught in Nigeria

Table 14

Courses	SCHOOLS															
	Akure	Aguata	Auchi	Buuchi	Bida	Ibadan	Idah	Kaduna	Hatisna	Kwara	Lagos	Makurdi	Plateau	Sokoto	Yola
LIBERAL OR GENERAL COURSES															
French	x	x	-	x	-	x	x	x	x	x	x	x	x	-	x
English	x	x	x	-	x	-	-	-	-	-	-	x	x	x	x
Hausa	-	-	-	-	-	-	-	x	x	-	-	-	-	-	-
Youruba	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-
Ibo	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-
Speech	-	x	x	-	-	x	x	-	x	x	-	x	x	-	-

Table 14 continued

Courses	SCHOOLS														
	Akure	Aguata	Auchi	Buuchi	Bida	Ibadan	Idah	Kaduna	Hatisna	Kwara	Lagos	Makurdi	Plateau	Sokoto	Yola
Technical Writing	x	-	x	-	x	x	-	-	-	-	-	x	x	x	x
Nigerian History	-	x	-	-	-	x	-	x	-	x	x	x	-	-	-
Nigerian Government	x	x	x	-	-	x	x	-	-	-	-	-	x	x	-
Business Mathematics	x	x	-	x	-	-	x	-	-	-	-	-	-	-	x
Business Statistics	-	-	x	x	x	-	x	x	x	-	-	x	-	-	-
Computer Programming	x	-	x	-	-	-	-	-	-	-	-	-	-	-	-
Principles of Economics	x	-	-	-	x	x	-	-	x	x	x	x	x	x	x
Macroeconomics	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-
Microeconomics	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-
Biology	-	x	-	x	-	-	x	x	x	x	x	x	x	x	x
General Chemistry	-	-	-	x	x	-	-	-	-	-	x	-	-	-	x
Physics	-	-	-	x	x	-	-	-	-	-	-	-	-	x	-
General Psychology	-	-	-	-	-	x	-	x	-	-	-	x	x	-	x
Family Relationships	x	-	-	-	-	-	-	x	-	-	-	-	-	-	-
Introduction to Cultural Anthropology	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-
Introductory Sociology	x	-	-	-	x	x	-	-	x	-	-	-	x	-	-

Table 14 continued

Courses	SCHOOLS																	
	Akure	Aguata	Auchi	Buuchi	Bida	Ibadan	Idah	Kaduna	Hatisna	Kwara	Lagos	Makurdi	Plateau	Sokoto	Yola
HOSPITALITY COURSES															
Meal Management	–	x	–	x	–	–	–	x	x	–	–	x	x	x	x
Food Purchasing	–	–	–	x	–	–	x	x	x	x	x	x	x	x	x
Quantity Food Production	–	x	x	x	–	–	x	x	–	–	x	x	x	x	–
Restaurant Operation Management	–	–	–	x	–	–	x	x	x	–	x	x	–	x	x
Food and Beverage and Labor Control	–	x	–	–	–	–	–	x	–	–	x	x	x	–	x
Bar Management	–	–	–	x	–	x	x	–	–	–	x	–	–	–	x
Front Office Management	–	x	–	x	x	–	–	x	x	–	–	x	x	x	x
Housekeeping Management	–	x	x	x	–	–	x	x	–	–	x	x	x	–	x
Lodging Administration	–	–	–	–	–	–	–	–	–	–	x	x	x	–	x
Maintenance Management	x	x	–	x	x	–	–	–	x	–	x	x	x	x	x
TOURISM COURSES															
Introduction to Tourism and Travel Industry	–	x	x	x	–	–	x	x	–	–	x	x	x	x	x
Tourism Planning	–	x	–	x	–	–	x	x	x	–	x	x	x	–	–
Tourism Interrelationships	–	x	–	x	x	–	–	–	–	–	–	–	–	–	–
Tourism Resource Development	–	x	–	x	–	–	x	–	–	x	x	x	x	–	–
Tourism Marketing Management	–	–	–	x	–	–	–	x	–	–	x	–	x	–	–
Travel Agency Business	x	–	–	x	–	–	–	–	–	x	–	–	–	–	–
Business Law	x	x	–	x	x	–	–	–	x	x	x	–	x	x	x

Table 14 continued

Courses	SCHOOLS														
	Akure	Aguata	Auchi	Buuchi	Bida	Ibadan	Idah	Kaduna	Hatisna	Kwara	Lagos	Makurdi	Plateau	Sokoto	Yola
Travel Law	–	–	–	–	–	–	–	x	–	–	–	–	–	–	–
Hospitality Law and Liability	–	–	–	–	–	–	–	x	–	–	–	–	–	–	–
PERSONNEL MANAGEMENT															
Public Relations	x	–	x	x	x	–	–	x	x	x	x	x	x	x	–
Hospitality Marketing and Sales	–	x	–	x	x	–	–	x	x	x	–	x	–	–	–
Personnel Management	x	x	x	x	–	–	–	x	x	x	–	x	–	–	x
Employee and Labor Relation in Hospitality	x	–	–	–	–	–	–	–	–	x	–	–	–	–	–
FINANCIAL MANAGEMENT															
Principles of Accounting	x	–	x	x	–	x	–	x	x	x	–	x	x	–	x
Hotel and Restaurant Accounting	–	–	–	x	–	x	x	–	–	–	–	–	–	x	–
Hospitality Analysis and Budgeting	x	–	–	–	x	x	x	–	–	–	x	x	x	–	–
Field Experience	–	x	x	x	x	x	x	x	x	x	x	x	x	x	–

BIBLIOGRAPHY

Almarode, Richard L. 1968. "A Follow-up Study of Junior College Hotel and Restaurant Education in Florida" Hotel and Restaurant Commission on Education, September, (Microfiche ED031 181), pp. 10-20

Barbour, Henry O. and Mary Ellenn Griffin. 1975. Food Service Education in the Coming Decade. The Cornell Hotel and Restaurant Administration Quarterly, Vol. 16, No. 3, May.

Beauchamp, George. 1968. A Curriculum Theory. Illinois: Kagg Press.

Chickering, Arthur W. 1975. Education and Identity. California Publishing Company.

Collins, Paul D. 1984. "A Call for Vocational GEneralists. Journal of the American Vocational Association. Vol. 59, No. 2 (March).

Council of Hotel, Restaurant and Institutional Education. 1976. Directory of Hotel, Restaurant, Institutional Schools. University Park, Pennsylvania.

"Developing Revising and Updating. 1972. Curriculum to Meet On-The-Job Needs. American Vocational Journal, Vol. 47, No. 8 (November).

Dressel, Paul L. 1968. College and University Curriculum, Berkeley, California: McCutchan Publishing Company.

Eisner, Elliott W. and Vallance, Elizabeth. 1974. Conflicting Conceptions of Curriculum. Berkeley, Calfornia: McCutchan.

Good, Calter V. 1973. Dictionary of Education. McGraw-Hill Book Company, New York.

Howell, Richard L. 1982. Complimentary Curricula: Tourism and Recreation. Parks and Recreation, November. pp. 34-37.

Howell, Richard L. 1983. The Perfect Tourism Curriculum. Does It Exist? Journal of Physical Education, Recreation and Dance.

Jafari, Jafar, and Ritchie Brent, Jr. 1981. Toward A Framework for Tourism Education Problems and Prospects. Annals of Tourism Research, Vol. VIII, November.

Kliebard, Herbert. 1968. "The Curriculum Field in Retrospect" In Technology and the Curriculum, ed. P.W.F. Witt (New York: Teacher's College Press).

Lundberg, Donald E. 1976. The Hotel and Restaurant Business. Massachusetts: Cahners Books International, Inc.

Peters, R.S. Ethics and Education, George Allen and Unwin (Publishers) Ltd.

Lewis, Robert C. 1982. @Hospitality Education at the Crossroads" The Cornell Quarterly, Vol. 23, No. 2, August.

Margolis, Alan M. 1977. Nigeria, A Study of the Education System of Nigeria and A Guide to the Academic Placement of Students in Education at Institutions of the United States.

McIntosh, Robert W. 1983. A Model University Curriculum in Tourism. Tourism Management Research Policies Planning. Vol. 4, Number 2.

Morris, Clifford O. 1978. "Job Competencies Expected of Hotel and Restaurant Administration Graduates With Implication for Curriculum Development".

Murphy, Peter E. 1981. Tourism Course Proposal for a Social Science Curriculum. Annals of Tourism Research VIII, Number 1: 98-99.

Phenix, Philip E. 1964. Realms of Meaning. New York: McGraw-Hill Book Company.

Rappole, Clinton L. 1977. "Survey and Development of a Typical Curriculum for Four-Year Programs Leading to a Bachelor's Degree in Hotel, Restaurant and Institutional Administration. Hospitality Education. Vol. 1, No. 2.

Seguel, Mary Louise. 1966. The Curriculum Field: Its Formative Years. (New York: Teachers College Press).

Snyder, Marie and Blasingam, John H. 1974. "Basic Coordinator's Guide for Diversified Occupations Program. Washington State Coordinating Council for Occupational Education. (Microfiche ED089 018) pp. 1-37.

Swannell, Julia. 1980. The Little Oxford Dictionary of Current English. Oxford at the Clarendon Press.

Taba, Hilda. 1962. Curriculum Development. New York: Harcourt, Brace and World, Inc.

Thompson, Olin R., and Lowe, Herbert S. 1983. A Proposed Hospitality Curriculum for Two-Year Colleges in Florida. Florida International University Hospitality Review. Vol. 1, No. 2.

Vincent, Linda Marie. 1979. Development of a Proposed Hotel and Restaurant Administration Curriculum. Ph.D. Dissertation, University of Nicholls in Thibodaux, Louisiana.