

A FRAMEWORK MODEL FOR TOURISM AND HOSPITALITY MANAGEMENT CURRICULUM (HOTMaC) REVIEW, DESIGN AND DEVELOPMENT (ReDESIGN) FOR HIGHER EDUCATION INSTITUTIONS IN TANZANIA: A SAIRA MODEL APPROACH

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ABSTRACT

Tanzania's Tourism and Hospitality Industry faces a persistent challenge of skilled workforce shortage. Critics argue that bachelor's degree holders often lack essential operational skills necessary for employability in the industry. Despite a well-defined curriculum development framework for Higher Education Institutions (HEIs), the specific course subjects required to be taught in a three-year bachelor's programs in tourism and hospitality management remain paradoxical. This study aims to bridge the workforce skills gaps by developing a conceptual framework model for the Tourism and Hospitality Management Curriculum (HOTMaC) review, design and development (ReDESIGN). This model proposes categorization of course subjects aimed at enhancing the employability of graduates and reducing the industry's skills mismatch. The study utilized the SAIRA (Students, Academia, Industry, Regulator and Alumni) Model approach to ensure maximum engagement of stakeholder's perceptions regarding the crucial course subjects for inclusion in the HOTMaC for the bachelor degree program. A constructivist approach guided the research design employing a quantitative survey design. The sample consisted of 311 respondents selected through purposive, snowball and convenience sampling methods utilizing a cross-sectional approach. Data were collected via an online survey administered through Google Forms. Statistical analysis was conducted using SPSS 16.0 software, involving descriptive statistics to summarize data and inferential statistics such as factor analysis and ANOVA to explore relationships and differences among the variables. The study reveals significant differences among SAIRA stakeholders regarding the importance of specific course subjects to be included in the bachelor degree in tourism and hospitality management program. Factor analysis revealed Twelve-factor solution, forming the basis of the proposed HOTMaC framework model. This model recommends categorization of crucial course subjects aimed at enhancing curriculum relevance and bridging the academia-industry gap. The SAIRA Model Approach is advocated for its comprehensive stakeholder involvement, providing a systematic and structured method for stakeholder's engagement. Universities are urged to adopt the proposed HOTMaC framework model to tailor their undergraduate curricula, enhancing industry relevance and responsiveness to stakeholder needs. The study underscores its global implications by uncovering both commonalities and disparities in tourism and hospitality curriculum development initiatives. Future research should focus on refining the HOTMaC Framework Model by integrating KBET with CBET, aiming for a comprehensive curriculum delivery system. This integration would create T-shaped professionals well-equipped to meet the dynamic demands of the tourism and hospitality industry, leveraging the strengths of both educational approaches to offer a balanced learning experience that combines theoretical knowledge with practical skills.

Keywords: *Tourism and Hospitality, Curriculum Development, Stakeholder Involvement*