



[Digital Transformation, Sustainable Innovations and Development in the African Continent]

[Thursday 31st July and Friday 1st August 2025]

[KWUST 2025 Conference Proceedings]

ABSTRACT NO. 21

Dual Hospitality Innovative Trends and Learners Competency in Food and Beverage Service in Selected Rated Hotels in Nairobi County, Kenya

Mr. Gilbert Bitange¹, Ms. Margaret Nyamwaya², Dr. Florence Maranga³

^{1,3}Kiriri Women's University of Science and Technology, Kenya

²Kenyatta University, Kenya

ABSTRACT

The hospitality industry in Kenya is undergoing significant transformation due to globalization, technological innovation, and evolving consumer demands, necessitating a workforce that is not only theoretically equipped but also practically competent. In response, dual competency-based education and training has emerged as a strategic model that integrates classroom instruction with structured, industry-based practical experiences. This study assessed the effectiveness of this model in fostering practical skill development among hospitality management students enrolled in technical and vocational education and training institutions within Nairobi County, Kenya. The research focused on evaluating dual training methods, university–industry collaboration, assessment practices, and the influence of government policy on practical skill acquisition, with a particular emphasis on food and beverage service. A descriptive survey research design was employed, combining both quantitative and qualitative approaches to ensure a robust analysis. Structured questionnaires were used to collect quantitative data from hospitality students and trainers, while qualitative data were gathered through interviews with university department heads, policymakers, and focus group discussions involving representatives from 55 star-rated hotels. Stratified random sampling ensured proportional representation of student respondents across institutions, and purposive sampling was used to identify 17 universities offering hospitality-related courses. The Cooper and Schindler formula guided sample size determination, while instrument reliability was confirmed through a pilot test and Cronbach's Alpha coefficient of 0.841. Findings indicated widespread support for the dual training model, with over 75 percent of participants affirming its effectiveness in enhancing practical competencies, particularly in food and beverage operations. High mean scores (above 4.2 on a five-point scale) were recorded for key variables such as curriculum relevance, institutional collaboration, and feedback from industry mentors, demonstrating consistent positive perceptions. Pearson correlation analysis revealed a strong, statistically significant relationship between university–industry collaboration and student competency development ($r = 0.624$, $p < 0.01$). Qualitative findings supported this, citing increased stakeholder engagement in training delivery, curriculum co-design, and student assessment. However, the study also identified challenges including inconsistent assessment standards across institutions, limited attachment opportunities, insufficient support for trainer professional development, and weak policy enforcement. These challenges underscore the need for a more structured approach. The study concludes that dual competency-based training is an effective and practical approach to aligning hospitality education with labour market needs. It recommends institutionalizing formal university–hotel collaboration frameworks, involving industry stakeholders in periodic curriculum reviews, improving support mechanisms for trainers,



and enforcing relevant policies more rigorously. Such strategies will strengthen the link between education and industry, enhance student employability, and ultimately produce a highly skilled, industry-ready hospitality workforce capable of driving growth and innovation in Kenya's hospitality sector.

Key Words:

Innovative Trends and Learners Competency

