Rethinking Philosophy: a Proposed Model Aimed at Improving the Philosophy of Education Within Hospitality Management in Ireland

Colin O'Connor

Technological University Dublin
Rethinking Philosophy

A Proposed Model Aimed at Improving the Philosophy of Education within Hospitality Management Education in Ireland.

A thesis submitted to the Dublin Institute of Technology In part fulfilment of the requirements for award of Masters (M.A.) in Third Level Learning and Teaching

By

Colin O’Connor

June 2003

Supervisor: Dr Frank McMahon

DIT Learning and Teaching Centre, Directorate of Academic Affairs
Declaration

I hereby certify that the material which is submitted in this thesis towards award of the Masters (M.A.) in Third Level Learning and Teaching is entirely my own work and has not been submitted for any academic assessment other than part-fulfilment of the award named above.

Signature of Candidate: [Signature]

Date: 13th June 2003
Abstract

This study explores the philosophy of higher education within hospitality management education in Ireland. The central aim of this study is to develop a model to assist educators examine and improve their philosophy of hospitality education.

The study reveals the positive contribution that the philosophy of education can make to educators of hospitality management and the hospitality industry. The purpose and role of educational philosophy is both a fundamental and valid concept for those involved in higher education and hospitality management education.

The study reviews current literature in the field of educational philosophy and hospitality management education. An in-depth qualitative study based on semi-structured interviews of staff of hotel schools and departments in Ireland was completed. From this research, a proposed model for the philosophy of hospitality education was developed. Feedback from participant organisations in the study extended the qualitative research undertaken, and in doing so, refined the proposed model.

The study identifies that the educational environment for hospitality education has become a world of supercomplexity and rapid change. Diversity exists in changing student profiles, approaches to learning and increasingly competitive programme offerings. The costs and resources required to deliver such programmes have also risen. The philosophy of education provides direction in approach to educators and support for strategy to manage in such an environment.

The study concludes that the current philosophy of hospitality management education is largely based on accepted wisdoms and traditions. Current school and programme structures are not questioned beyond current realities and remain unchallenged.

The study recommends that there is a need to challenge convention in order to remain competitive. Issues to be challenged are the purpose of hospitality education, human capital (knowledge and skills) and approaches to learning. Freedom and limitation form the polarities of philosophy. Partnership represents a strategic component of philosophy for survival. Several relationships were identified between these issues which reflect the underlying basis of the proposed model, where these issues represent key components. Postmodern theory offers a questioning approach to develop a new and more useful philosophy for hospitality education that searches beyond the past.
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<td>DIT</td>
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<td>ECTS</td>
<td>European Credit Transfer System</td>
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<td>EUHMAN</td>
<td>European University Hospitality Masters Network</td>
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<tr>
<td>HETAC</td>
<td>Higher Education and Training Awards Council</td>
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CHAPTER ONE

Introduction
1.1 Introduction

The purpose of this study is to explore the philosophy of education within hospitality management education in Ireland. Higher Education in Ireland has experienced unprecedented growth and change over the past thirty years. O’Connor (2002) comments that the environment in which higher education in Ireland operates is facing a wide range of challenges in the medium to long-term. These involve changes in demographics, student profiles, research funding and competition. Changes in the social, physical and intellectual environments have stimulated debate on a whole range of issues which relate to the essential nature of higher education, its processes, institutions and philosophies. This expansion and diversification in Ireland has been particularly complex in that, over the same period, there have been rapid and significant developments in technology and communications as well as in Irish society itself (Duff, Hegarty and Hussey 2000).

1.2 Rethinking Higher Education

A white paper in 1995 identified a number of issues outlined above and proposed that fundamental rethinking of higher education activities will, in the future, be a significant aspect of the work of the higher education institutions in Ireland (Charting our Education Future – White Paper 1995). The issues identified centre on the following:

- The purpose of education.
- The ways in which the higher education institution serves society and who decides this.
- The complex processes of teaching and learning and their evaluation.
- The development of appropriate knowledge, skills and competencies among staff to enable them to enhance their performance as teachers.
- The role, functions and accountability of the higher education institution in society.
- Academic freedom and autonomy within the institution.
- The general relationship between the institution and society.
- The responsibility of the institution in relation to social, ethical and other goals of society.
1.3 A New Environment for Higher Education

At a general level, Barnett (1997) argues that higher education has become a world of super complexity and rapid change. A world of uncertainty, unpredictability and constant challenges predominate. Watts (2000), as a lecturer in higher education for sixteen years makes a number of observations. Higher education institutions now operate within a credit framework that includes semesterisation, franchising, modularity and the accreditation of work-based and prior learning. Institutions have to adapt to an environment of increasing student numbers as a result of higher education moving from an ‘elite’ to a ‘mass’ system in the 1990s. This has led to larger class sizes and an increase in administration together with a relative decline in resources. There is now increased time and required effort spent on research, publications and professional development which competes for time with preparation and delivery of quality teaching. This study is reviewing the impact of these issues on philosophies in education employed in schools/departments of hospitality management and tourism within higher education institutions.

D’Ambrosio (1997) argues that we are recognising great changes occurring in society. New facilities in transportation, communications and information collecting and processing bring new dimensions to the technology developed since the dawn of modern science. Consequently, new perceptions of equity, security, recognition and reward have been generated in modern times. Indicators of these new perceptions are numerous. Modern education, [and its philosophy] will, necessarily, reflect these new perceptions.

Watts (2000) further contends that staff working in higher education today operate in an environment which is fundamentally different to the one they themselves experienced as students. Wagner (2000) accounts for the many social and cultural changes that specifically affect higher education. While hospitality education must respond to new challenges within the broad higher education environment, it must also respond to the
challenges within the field of hospitality and tourism management. While needing to respond to new student groups and profiles, learning strategies, government and external imperatives, programme providers must also accommodate developments within hospitality and tourism management education, applied management education and general management education (School of Hospitality Management & Tourism 2002).

This changing environment requires an appropriate philosophy in higher education institutions in order to sustain their education product into the future. D’Ambrosio (1997) develops this point further, commenting that we are looking for new models, a key objective of this study. This has been common in every stage of mankind where new forms of knowledge emerge. Now the character of the educational system will be different with the demand for a new type of educational ‘organisation’ for the ‘production and transmission’ of knowledge. The changing environment for education represents a key characteristic of philosophies in education to be explored in this study.

1.4 Philosophers of Education
This study presents and discusses the growing diversity in philosophical traditions, methods and topics in educational philosophy through both secondary and primary research. Many proponents in the literature represent approaches long established in educational philosophy. The following literature chapter develops arguments concerning critical thinking, as well as analytical philosophy which discusses the curriculum and learning processes. The concept of pragmatism is explored with views from John Dewey as well as the contemporary pragmatism of Richard Rorty. Post-structural and post-modern theory are represented by Jean-Francois Lyotard and Michel Foucault in an attempt to redefine the discussion and the styles of writing and thinking in educational philosophy. As far back as 1966 Broudy argues that educators need to strive to reach agreement upon fundamental ideals, philosophical methods, curricular contents and principles of teaching (Broudy 1966). However, Broudy (1966) contends that consensus building on these issues is not the operative force on educational philosophy.
Johnson (1995) proposes that the diversity of philosophical approaches aligned with criticisms of the philosophical endeavour places educational philosophy in question and has fuelled criticisms that the most philosophical of educational philosophy is too far removed from practice to offer educators meaningful direction in higher education practice. These philosophical positions highlight some of the more strategic issues which are explored and examined in greater detail in this study.

1.5 Background to the Study

This study was undertaken as a result of a school review process at the School of Hospitality Management & Tourism, Dublin Institute of Technology. The primary focus of the review related to the strategic development of the school and the programmes it currently provides. Concepts such as modularisation, new forms of learning such as problem-based learning and more flexible delivery mechanisms such as on-line learning were considered. The integration and possible standardisation of work placement across a large number of programmes was discussed. The existing structure of individual programmes was reviewed with particular attention given to reducing teaching contact hours and the variety of subjects contained within programmes. The philosophy of future student learning and participation in education (and its evolving nature) is central to discussion. Research into past and current philosophies of education can only help the future development and competitiveness of the school in hospitality education in Ireland. The School itself represents Ireland's premier centre for Hospitality and Tourism Education and has recently been awarded membership of the World Tourism Organisation (WTO), the only accredited education centre in Ireland. Despite the growth of this industry outlined above and success of this school over the last number of decades, there are now numerous centres in Ireland providing hospitality and tourism education and various levels, from post-leaving Certificate to Masters degree and PhD qualifications. The presence of competition now requires the school to rethink and redefine its business, its philosophies and its processes.
1.5.1 Hospitality Management

This study is based on Hospitality management. Hospitality management itself is a field of study. It is a field devoted to preparing students, generally, for management positions in the hospitality industry. The hospitality student benefits from the merging of several educational models, including business and the social sciences. Hospitality management programmes have developed into a legitimate academic area that boasts many authorities in various content areas (School of Hospitality Management & Tourism 2002).

The industry itself is now one of Ireland's leading growth sectors alongside information technology and financial services. Its contributions to exchequer earnings, job creation, rural and regional development and long-term capital investment surpass many other indigenous industries in Ireland. The industry is now facing greater competitive challenges than ever before. The search for new market innovations and the commitment to achieve even higher standards of service delivery is commonplace. The emergence of key international players in the Irish marketplace highlights the extent of the industry's rapid growth (O'Connor 2000).

1.5.2 Philosophy of Hospitality management Education

A great variety of programmes exist in hospitality management. Details of programmes studied are contained in chapter three. The basis for the development of such programmes is a combination of formal education and practical industry experience.

The continued growth of the hospitality programmes and the subsequent increase in competition, has led many to re-evaluate programme aims, rationales and objectives. As hospitality education and the greater hospitality industry continue to develop and change, hospitality education must continually re-evaluate its aims and objectives and the process for achieving these (School of Hospitality Management & Tourism 2002).

Pavesic (1990) debated whether hospitality management programmes are about training or educating and in doing so, argues that both are critical in the development of successful hospitality managers.
Riegel (1995) develops this point further, arguing that the field is searching for definition and re-definition. Key philosophical issues need to be questioned. These debates are fundamental to the future success of hospitality management programmes into the future. For this reason, this study is being undertaken.

This introduction clearly illustrates that many changes are taking place at all levels of hospitality management education, prompting the need for research which takes an in-depth insight into the philosophy of hospitality management education and its environment in which it operates.

1.6 Objectives
The study aims to achieve the following objectives:

1. To review the various philosophies in higher education.
2. To improve our understanding of the challenges and issues of philosophies in education and contribute to the research base in this area.
3. To explore the current use and practice of philosophies in education within hospitality management education in Ireland.
4. To promote a continuous learning approach to the philosophies in education for educators of hospitality management and tourism.
5. To develop a model to assist hospitality management and tourism educators manage future programme development in hospitality management more progressively.

1.7 Outcome of Study
The anticipated outcome of this study is for hospitality and tourism educators to understand the role and importance of philosophies in education and be well positioned to adopt and implement an appropriate philosophy for their institution.

1.8 Structure of Study
This study is structured within six chapters. Each chapter represents a key component of the research process. Chapter one will present an introduction to the study and will set the context and rationale for the study.
Chapter two will review published research material in the field of educational philosophy in higher education with particular reference to hospitality management. Chapter three will review the various research methodologies used in this study and evaluate the techniques adopted to achieve the objectives presented above. Chapter four will represent the primary research phase of this study and will review the philosophies in education within hospitality management and tourism education in Ireland. Chapter five will seek to combine theory and practice by providing a discussion of issues explored in both secondary and primary research. To conclude, chapter six will draw upon the research findings and conclusions of previous chapters to determine the overall conclusions of this study and highlight recommendations for further research and study.

1.9 Summary
This chapter has outlined the context for this study. The dynamic nature of hospitality management education within higher education in Ireland has been described as the background to the study. Key philosophers within education have been introduced. A number of key objectives have been established for the study and an overall anticipated outcome of the study is stated. A structure of the study is also outlined to guide the reader through the study. The following chapter will present the first phase of this study. The literature review will provide a theoretical underpinning for the study.
CHAPTER TWO
A Literature Review
2.1 Introduction

We should never be ashamed to approve truth or acquire it, no matter what its source might be, even if it might have come from foreign peoples and alien nations far removed from us. To him who seeks the truth, no other object is higher in value.

Rasa’il al-Kindi (in Petras & Petlas 1995)

Educators confront philosophical issues on a daily basis, often not recognizing them as such. They tend to deal with these issues unreflectively, perhaps overlooking alternative ways to manage them. As a matter of daily practice, educators formulate goals, discuss values and set priorities. This discussion becomes philosophical. It is philosophy that can help educators make better choices among goals, values and priorities. This chapter reviews the literature that exists in the field of educational philosophy. This chapter has evolved from the need to bring clarity to the subversion of meaning, the need for definition and an overall understanding of an inherently complex process. This chapter will also lay the foundations for, and provide a theoretical underpinning for, future chapters.

2.2 Defining Education

To begin, it is useful to define education to establish a context for much of the literature which follows in this chapter and as a basis for primary research which will follow in further chapters. Peters (1966) attempted to define education. He contended that education was more than just learning facts or how to do something. At a broad level it was about acquiring and being able to use knowledge, develop skills and understand (cognitive capabilities). Dewey as far back as 1916 pronounced that education was shown to be a process of renewal of the meanings of experience through a process of transmission. Descartes (1980) argues that the task of education today is beset increasingly by utilitarian pressures and that philosophy as a concept has more questions than answers. It is argued that it is appropriate to seek an answer to the question, ‘what is the value of education?’ Indeed, this question presupposed an answer to an even more basic question, ‘what is education?’ It is difficult to articulate responses to these questions.
Traditionally, education was a ‘leading-out’ of the soul from ignorance and confusion to knowledge and understanding – in both moral and intellectual matters (MacIntyre, 1994; Kant, 1992). Etter (2002) argues that such a task of education must appear inconceivable in a world where individuals are being defined neither by intellectual nor by moral capacities. Hence the modern problem of defining the value of education. Bellatalla (2002) proposed that in the history of educational theories, the ideas and beliefs of pioneers such as Socrates have persisted for centuries in spite of ideological differences of various thinkers. From this point of view, education was for Socrates and is still for many an endless process of “learning to learn”. Bellatalla (2002) defines “learning to learn” as the acquisition of a critical attitude, the improvement of cultural tastes, the ability to test logical consistency of concepts and judgments and comparing them and investigating unknown fields. Bartlett, Burton and Peim (2001) in their introduction to education studies present a number of questions to elicit a deeper analysis of education. Those questions include:

1. Is education a process?
2. Is education a product to be consumed?
3. What does education involve?
4. Where does education take place?

The purpose of this study is in part to understand the nature of hospitality management education. The arguments and definitions presented above create a number of key primary research questions for this topic.

2.2.1 The Purpose of Education

Having defined education it is important to examine the purpose of education. Such issues as why do we educate? What value does education have? What is the purpose of the education system? – all emerge as key philosophical questions to be explored in greater detail in this study. Basave (2002) comments that in understanding philosophy of education, it is not sufficient to state what education is or how it should be. It is necessary to clarify what education is for. Bartlett, Burton & Peim (2001) present a number of approaches to education. The first approach represents a functionalist approach where basic academic skills are developed in preparation for work. The philosophical issue of education for employment will be outlined later in this section.
They argue the extent that education benefits the whole of society as echoed by Davis & Moore (1967). The functionalist perspective sees education working with other institutions to develop and improve society. The important concept of partnership will also be outlined later in this section.

As part of this approach there is a need to develop basic key skills, particularly transferable skills. These include the use of information communication technologies, (ICTs), working in teams using approaches such as problem-based learning. Other aspects of this approach include socialisation, social control and maintaining social order, preparing for work, the rhetoric of consensus (Bartlett, Burton & Peim 2001). Basave (2002) further comments that the principal goal of education for the school/department is to assist the individual optimally develop his/her abilities through experience and by experience and concludes that education without a goal is not education.

Another broad view of education and its purpose is seen by Bowles and Gintis (1976). They outline how conflict theories (perspectives) relate to a Marxist approach to education which re-enforces a class system. In this situation, the education system helps to keep social order and perpetuate the existing inequalities. This can be (under a Marxist view) the purpose of education.

Giacaglia (2002) proposes that the purpose of education is to teach individuals to think. But teaching can involve a serious danger if it is believed that an effective teacher is the one who by means of a clear, accurate and even captivating discourse, transmits a closed concluded knowledge and at the same time allows for no uncertainty, thus hindering the adventure of search and the risk of error. It becomes necessary to abandon traditions and realise that education becomes a process of thinking and teaching becomes a facilitation of learning. This open position gets rid of what is familiar and forces educators to face the unknown. This view may inform a less traditional view of education and its philosophy. Giacaglia (2002) concludes that in a multiple, globalised changing world, which is subject to deep social unfairness, the philosophy of education must question thought in order to keep on resisting, in order to approach thinking the
unthinkable and permeate the underground task of unmasking the unknown. This argument will be explored in greater detail in primary research.

2.3 Philosophies of Education

The central aim of this study is to gain an in-depth understanding of the philosophies of education. Defining the nature and purpose of education provides a useful and necessary foundation for this aim. This section of this chapter considers key proponents of educational philosophy and discusses key strategic issues which help to generate a deeper understanding of educational philosophies in higher education.

2.3.1 Defining Philosophy

The need to define philosophy is central to discussion. Dewey (1916) asked that if we are willing to conceive education as the process of forming fundamental dispositions, philosophy may even be defined as the general theory of education. Within education, the term ‘philosophy’ is casually used to cover a complex and varied group of traditions. There are at least three different traditions which are commonly called ‘philosophical’. Dewey (1916) further reports that European philosophy originated (among the Athenians) under direct pressure of educational questions such as what is learning? What is knowledge? How is knowledge achieved? Since learning is coming to know, it involves a passage from ignorance to wisdom. Further questions were posed such as is transition really possible? And how is this development possible? Dewey concludes by stating that ‘philosophy of education’ is not an external application of ready-made ideas to a system of practice having radically different origin and purpose. Passmore (1995) identifies three common conceptions of philosophy: Philosophy as wisdoms, philosophy as ideology and philosophy as critical inquiry. Each conception offers a different perspective into the philosophy of education, which is useful to explore in greater detail to further the overall research aim of understanding of the philosophies within hospitality management education.
2.3.2 Philosophy as wisdoms

Philosophy as wisdoms includes two related ideas: personal reflections on broad questions and prophetic wisdoms. Such philosophy is generally seen as arising out of personal experience or as having sacred origins. For these reasons such a philosophy is not to be challenged with critical questions. They are often offered as reasons for acting and they have a certain air of thoughtfulness about them. Alfred Whitehead originally published ‘The Aims of Education’ in 1929 and has since shared significant insights into educational philosophy and process. In today’s more dynamic and competitive educational environment, Whitehead’s philosophy of education, wisdom is defined as the way in which knowledge is held. It concerns the management of knowledge, its election of relevant issues and its employment to add value to our immediate experience (Whitehead 1929). Whitehead also contends that wisdom is not the end product of the educational experience nor an innate condition refined by learning. Nor is wisdom a value. A deeper reading of this material reveals that the concept of wisdom is the way in which value is added to the date of knowledge. It emerges that society generally concedes people the right to these reflective opinions and does not press them for further justification.

In practice, within hospitality management education, we frequently encounter some philosophical wisdoms which are deeply embedded in education. These include such statements as:

- Students should be educated to his or her full potential.
- Always treat a student so as to bolster his or her self-esteem.
- Practice makes perfect.

2.3.3 Philosophy as Ideology

Philosophy can also be thought of as ideology. Passmore (1995) contends that an ideology is, by comparison with wisdoms, a more highly organized body of opinion. It typically serves programmes of action and organisational needs. Philosophy as ideology is what is normally found in higher education establishments where course and programme documents state the school’s philosophy of education (Sheler 1994).
The main emphasis of ideology is to provide extensive suggestion as to how to structure and control an organisation. Nicholson (1990) argues that in developing an ideology, the wisdoms of individuals, prophetic or otherwise, is called on to justify policies and day-to-day procedures. Thompson (1984) proposed that philosophy as ideology requires an imagination that stretches the original intents and statements into broader or novel applications. It should be emphasized that often, organisational demand substantially changes the spirit of the original philosophy. Within hospitality management education, the concept of ideology is explored and whether this approach shapes current philosophies of education.

2.3.4 Philosophy as Critical Inquiry/thinking

This study raises the question as to what is the task of philosophy of education. McLaren (1995), an educational philosopher in his work of educational theory and practice argues that the philosophy of education has a critical role. More specifically, critical dogmatism (McLaren 1995), transcendental critique (Apel 1980) and deconstruction (Derrida 1982) represent critical styles for a philosophy of education that is not critical about education, but first and foremost for education. The American Philosophical Association, which represents professional academic philosophers in the critical tradition, characterises the activities of philosophy this way:

Properly pursued, philosophy enhances analytical, critical and interpretive capacities that are applicable to any subject matter, and in any human context.

It cultivates the capacities and appetite for self-expression and reflection, for exchange and debate of ideas, for life-long learning and for dealing with problems for which there are no easy answers.

(American Philosophical Association).

Derrida (1982) proposed that the distinguishing characteristic of philosophy as critical inquiry is its focus on careful questioning and systematic appraisal, with no special respect given to the sources of the opinions examined. It emerges from the literature that philosophy as critical inquiry treats knowledge as tentative. It emerged in the previous section that philosophy as wisdoms and ideology offer absolutes where questioning stops. Whereas critical inquiry will always allow for questioning.
The primary research phase of this study will explore, within hospitality management education, whether critical inquiry plays a primary role where so many wisdoms and ideologies appear to compete.

McPeck (1990) commented that critical philosophy is multi-faceted and constantly evolving. Within the educational context, it is argued that critical philosophy as criteriology (the study of sources, justifications and forms of criteria for decision-making) can be used for effective decision-making and addressing the fundamental questions surrounding education. General questions such as what are the primary goals of education? Should individual needs take precedence? What should be taught in higher education? All can be recast as questions of criteria. This study asks a number of questions such as what criteria can we use to identify educational goals within hospitality management education? What are the criteria for ranking them? What criteria should we use to identify possible subject areas? On what basis would we select some over others?

McPeck (1990) and Paul (1992) both emphasise in their individual writings that the important questions of criteria, their source, their form and their justification penetrate deeply into the philosophical questions that daily educational practice gives rise to. For example:

- What difference does an educator's philosophy make on the job?
- What conflicts might exist between a school's and an educator's philosophy?
- Who should decide how to make educational decisions? And who has authority?
- What philosophical ideas have had an effect on school decision-making?
- What criteria should we use to identify learning? Teaching? Does teaching cause learning?
- What makes something an assessment? Why is assessment important?

All of the above questions form the basis of key issues to be examined through the primary research phase of this study.
The 'critical' approach as a philosophy has enjoyed much debate by various proponents. This debate centering on the value of critical thinking, the questioning of existing beliefs and philosophies is developed as far as the process of decentering. A key question emerges: does critical thinking reach the truth or decision or merely an aspiration for a philosophy? Principal theorists and writers such as Siegal (1998), Habermas (1990), Bernstein (1992) and others discuss the process of decentering and its impact on the philosophy of education and its relationship with critical thinking.

2.3.5 Philosophy as Decentering vs. Critical thinking

Siegal (1988) argues for a 'reasons conception' of critical inquiry/thinking as the ideal of education. According to this account, critical thinking is no more than the ability and the willingness to decide what to believe and how to behave on the basis of good reasons. Since critical thinking is advanced as the educational ideal, (Habermas 1990, Bernstein 1992), education according to this view is about becoming more rational. This ideology is regarded as a general framework that shapes individual consciousness, guides and legitimates belief and action and renders experience meaningful (Siegal 1988). It appears from the writings of Habermas (1990) that accounts of critical thinking should focus on consideration of previously unacknowledged presuppositions underlying a philosophy of education. Paul (1992) extends Habermas's theory that some aspects of philosophy extend from a historical perspective but critical thinking moves thought toward more complete understandings referring to the process of decentering. Given this broader conception, educational philosophies based on the premise of critical thinking do not achieve truth or even consensus, but a richer understanding that will lead, some of the time, to more fruitful communication of ideals and to more genuine respect of difference.

Paul's (1992) account of decentering suggests that educators are required to at least question what it means to reflect critically or consider underlying issues. This approach encourages students to become critical thinkers in their own right, by analyzing the fundamental, but usually hidden, issues involved in problems. Endres (1996) emphasises that students will have a more thorough understanding of the subject matter
and an awareness of the contingency of their knowledge, leaving the student better prepared for life-long learning.

2.3.5.1 Theory of Rationality

The argument for critical thinking as a philosophical viewpoint for higher education endorsed by Siegel (1990), Habermas (1990) and Bernstein (1992), is also proposed as the educational cognate of rationality (McCarthy 1994). If the views presented in the previous section are valid, McCarthy (1994) argues that higher education, systems and programmes, which embrace critical thinking, should be justified as one of the primary means to the development of rationality. This poses a key question as to the meaning of rationality? Siegel (1990) offers an explanation,

"the theory of critical thinking...depends fundamentally on the theory of rationality. Theorists of critical thinking must perforce turn to the development of the theory of rationality, for it is the latter theory which undergrids the former one".

Rorty (1991) proposes that there is no theory of rationality and there is a constant struggle to resolve the problem of rationality. However, it appears that the central issue of rationality, for educational philosophy is that educators need to critically examine their patterns of thought through experience and reflection and maintain a willingness to change from traditions. In contrast, Burbules (1991) contends that many postmodern writers on the concept of rationality have been criticized for a lack of discursiveness, omitting considerations related to noncognitive elements of thought and the presumed universal acceptance as a particular style of rational thought. Burbules’s (1991) discussion recommends not to abandon the idea of rationality, but rather rethink it as ‘reasonableness’. This approach would promote objectiveness, accept fallibilism, embrace pragmatism and exercise judgment. It appears that reasonableness as a philosophy is an educational aim. It is aligned to the process of education through encountering new, challenging and often conflicting ideas of education; through making mistakes and attempting to learn from them; through persisting through levels of difficulty and discouragement to something new and worthwhile and learning to judge in practice the applicability and limits of general principles of education.
It becomes evident that the concepts of critical thinking, rationality and reasonableness do not offer a clear definable philosophical viewpoint for higher education, but possess many individual characteristics which can be discussed collectively or in part to form a philosophy for hospitality management education. The following chapters will seek to address these issues through primary research.

2.4 Educating for Employment

A previous section defined the purpose of education where issues of generating skills and competencies for employment were discussed. It is useful therefore to examine the philosophical question: to what extent is education among third level institutions/universities driven by employment? The development of skills and competencies in education have always occupied a prominent position in academic discussion and debate. Since the 1980s the emphasis has shifted toward student experience in higher education, focusing not only on the development of academic and intellectual capabilities and subject knowledge, but also to develop students for employment (Fry, Ketteridge & Marshall 2001). This represents yet another key issue for discussion in this study.

Gibbs et al (1994) reveals that skills to be provided for in education are not only needed for 'students duration in education', but also for life, work and personal development. A report from the committee of Vice Chancellors & Principals (CVCP) (1996) in the UK commented that 'it is one of the higher education's purposes to prepare students well for working life'. Particular skills for employment are referred to as key skills which are transferable. The Dearing Report (NCIHE 1997) advocated the need for these transferable skills and highlighted the importance of learning to learn as one of the four key skills it identified. It can be seen here that the purpose of education is fundamental to its philosophy.

2.4.1 Development of knowledge vs. skills

In addition to the role of education for employment, the subsequent issue of knowledge and skills required for employment is central to discussion. Wellington (1993) examines a number of issues which are central to the educational philosophy debate.
These issues focus on educational principles, identifying essential learning areas and recognizing essential skills. The overriding argument is that there is a stunning lack of concern with basic and fundamental questions about the nature of knowledge and pedagogy and its impact on educational philosophy. Central to consideration are questions about what counts as knowledge, how it is defined, managed and controlled. Lanham (1993) makes reference to the needs for learning theory, to the needs and requirements of groups and society, to the essential knowledge which will allow individuals to take their place in society, but relatively little consideration in literature appears to be given to whether the nature of knowledge determines how we can think, and whether our approach to education and pedagogy should be influenced by those considerations. Barker (1993) contends that in effect, knowledge has been replaced by skills and learning.

It is useful to consider this debate further in the context of practical skills training vs. knowledge generation and application within hospitality management education. It emerges that everything which might have been seen as obtaining knowledge – an object of an activity – seems to have moved into an activity mode, where what is important is a process. Lanhan (1993) also comments that knowledge, in the sense of knowing that something is the case and learning as process has replaced knowing some things in the notion of learning areas, in acquiring key skills and in the area of attitudes and values. The attitude toward learning (as a process) is valued most and not an attitude toward knowledge. It is the processes, the ever ongoing learning and re-skilling processes, that are seen as of paramount importance. Marshall (1996) suggests the educational outcome is no longer knowledge but instead information. Information has to be continuously relearned, readjusted and restructured to meet the demand of the consumer (practitioner). Hence the necessity to value ‘learning’ and life-long ‘learning’ within the philosophical context of education. Barker (1993) also proposes that within educational programme documents under the skills section, some skills relate to information retrieval and dissemination. Students are also required to have problem solving and decision-making skills which also must feature in the design of the educational context and its purpose. The importance placed on these skills by hospitality management educators is examined in the next phase of this study.
2.5 Learning Theory

Within education, it is also important to understand the concept of learning theory, which is central to how teaching assists students to learn and understand. The theory (ies) of learning can both shape and influence an ideology in education. Returning to education and its purpose, learning represents a significant outcome. There are a number of theories of learning that educationalists and higher education institutions need to recognise and be aware of in the context of adopting a philosophy.

Learning is about how we perceive and understand the world, about making meaning (Marton & Booth 1997). It can be about abstract principle, factual information, the acquisition of methods, techniques and approaches, about behaviour appropriate to types of situations, recognition and finally about reasoning (Fry, Ketteridge & Marshall 2001). It is recognised that education deals with students as people, who are diverse by nature and ever changing. We all learn in different ways. In viewing a philosophy in education, it is useful to review how learning takes place.

Learning is often thought of in terms of adding more knowledge (Meziron 1991). Psychologists use constructivist theories to describe how people learn (Biggs and Moore 1993, Piaget 1950 & Bruner 1960, 1966). Bruner (1966) in particular is responsible for changing the focus of history teaching in schools. This change has shifted the balance from regurgitation of factual information to understanding. Modern ideas about student learning such as experiential learning and the use of reflection are based on constructivism (Fry, Ketteridge & Marshall 2001).

Understanding student learning also means appreciating different learning styles. Both experience and theory identifies two broad parameters; surface learning and deep learning. Ramsden (1988) contends the extent to which students’ approaches to learning is determined by the extent to which they engage in either surface or deep learning. It becomes clear that the process of learning needs to be discussed from a philosophical standpoint as theory, styles and the practice of learning within higher education begins at the philosophical level.
2.6 Freedom and Limitation

The concepts of freedom and limitation in education form the basis for Whitehead’s (1969) philosophy of education. Both freedom and limitation represent distinctive sides of the process by which education takes place. What holds them together is how they are incorporated into the educational context of curriculum development and teaching practice. Within the educational process, each curriculum, each programme deals with freedom and discipline (limitation). The spirit of freedom within learning is constrained by the discipline of what precisely is required to be learned. The polarities of freedom and discipline within education form the foundations for opposing philosophies. However, Whitehead (1969) concludes by stating that freedom with discipline is neither liberating or creative and likewise, discipline without freedom is ultimately futile. Within higher education, the need to innovate traditional methods of learning is paramount. The applied nature of hospitality management and its breath of activities creates a number of disciplines. The literature informs the study that while educators are constrained by discipline, there is also freedom in approach. The extent of this freedom is explained in the primary research phase.

2.7 Contribution of Human Capital and Economic Development to Education

Research studies in the 1970s (Durkheim 1997, Bowles & Gintis 1976) commented on the contribution of education to economic development. To the present day, this has increased in importance and assumed greater significance. This is not only to do with the relationship between knowledge and wealth creation, but also the ideology of human capital theory developed in the 1960s (Schultz 1961, Becker 1964). Marginson (1993) argues that the attraction of human capital ideology is that investments in education are viewed as profitable for both the individual and for society. But this is contested. OECD studies have failed to find a positive correlation between investment in higher education and economic development.

The relationship between human capital philosophy and global economic development [globalisation] is significant (Helsey, Lauder, Brown & Wells 2001). Ireland, along with the most westernised economies are exposed to international competition from global
players across many industries from banking, information technology, hotels and
tourism, retailing etc., and Reich (1991) contends that the development of human capital
is 'the main weapon' that individuals and [national] governments have to maintain and
grow economic prosperity. The literature so far raises the important research question;
are current education philosophies and approaches meeting the changing demand for
technical, personal and transferable skills, comprising human capital? (Levin & Kelly
1994). This represents a key research question for discussion within hospitality
management education. These theorists further argue that if education were more in
tune with the needs of industry and there was greater flexibility within labour markets,
economies would prosper. This 'general' comment at the very least has merit as a
question to stimulate discussion in the contribution of hospitality management education
to the growth and economic development of the Irish hospitality industry.

2.8 The Impact of Partnership on Education Philosophy

'To live in a quantum world, to weave here and there with ease and
grace, we will need to change what we do. We will need to stop
describing tasks and instead facilitate process. We will need to
become savvy about how to build relationships, how to nurture
growth and evolving things'

(Wheatley cited in Hanson 1997:177).

The above quotation represents a deliberate, bold, but yet very relevant statement of the
actions and decisions needed to be taken by higher education institutions in order to
survive. The concept of partnership in education philosophies is central to discussion in
this study. Langley (2000) comments that partnership [in education] has become
something of a buzz word in the world of professional education but its actual meaning,
usually some kind of collaboration, is often assumed rather than explored. Partners tend
to include higher education institutions, employers and professional bodies or
associations. Moss Kanter (1994) proposes that this formation is not a partnership of
equals but more of a coming together of people working toward a common goal, with
all the dilemmas that a diverse group can bring.
There is no doubt now, according to the literature presented above, that today's higher education institution cannot operate alone. In a market economy, professional courses are competing with universities and academic research groups regularly bid for and compete with professional consulting practices for similar research work.

This argument is borne out further in the work of the National Institute of Adult Continuing Education (NIACE, UK 1993) where they commented that 'where the owners of knowledge (academics, professions and government) decide what individuals and employers could or should have, institutions can compete increasingly and recruit and respond to or die'.

Langley (2000) further reveals that sound philosophy exists in ensuring that academic study is grounded in the reality of practice rather than just that practice is informed by academic study. Active partnership will also focus on the role of the course leader, in developing the course, individual course structures, partnership in tutoring and working with students [facilitation and support].

2.9 Postmodernism
Beck (1993) contends that philosophers of education have been paying a great deal of attention to trends within philosophy which may be loosely referred to as 'postmodernist' and have some implications for pedagogy and for teaching and research in philosophy of education. Burbules (1990) in particular, comments that attempts to characterise and assess the import of postmodern trends for the philosophy of education have experienced difficulties primarily surrounding its definition. Hutcheon (1989) begins this discussion by stating that postmodernism is not just a philosophical movement. Sarup (1989) supports this theme by advocating postmodernism is an intellectual trend that comprises several quite different philosophical theories. It is found for example in architecture, the graphic arts, dance, music, literature and literary theory.
Philosophers and theorists as diverse as Wittgenstein, Foucault, Heidegger, Cixous, Habermas, Nietzsche, Haraway, Levinas, Davidson, Spivak, Derrida, Gadamer, Rorty, West, Fraser and Dewey all have established philosophical viewpoints on postmodernism. However, each has a different view. For the purposes of this study, [as a general cultural phenomenon], postmodernism has a number of key features. It challenges convention, consists of a combination of styles, tolerates ambiguity, emphasises diversity, and accepts innovation and change. These issues and more are primarily explored through primary research. Nicholson (1990) contends that postmodernist insights require a major shift in our conception of inquiry. No longer should we see ourselves as seeking to uncover a pre-existing reality, rather, we are involved in an interactive process of knowledge creation. Lyotard (1992) reveals a postmodernist philosophy of education, the teacher cannot be overestimated in their importance of motivation and facilitating learning. In addition, this approach should not be necessarily about removing all structures and hope something happens, but rather try to create structures that give students the support they need and allow them to make a significant input and have optimal control over their learning. Spivak (1993) offers a very clear viewpoint on deconstruction which has general implications for postmodernism and this study.

"If I understand deconstruction, deconstruction is not an exposure of error, certainly not other people’s error. The critique of deconstruction is the critique of something that is extremely useful, something without which we cannot do anything”.

This short quotation raises the issue that postmodernism is not about the rejection of modernist concepts of language, science, ethics and reason. To focus specifically on higher education, Rorty (1989) believes that there are many implications in postmodernism of the philosophy of education. It is emphasized that knowledge is value dependent, culture dependent and changeable, and that proponents of this literature are not searching for a fixed, universal philosophy of education. At the same time Rorty (1989) further points out that continuities and commonalities of education need to be identified that give both stability and direction to the practice of teaching and styles of learning.
The beginning of this chapter established definition and explored the purpose of education. Concepts such as engagement and partnership; purposefulness and direction; and development and growth emerged. The position of postmodernism from the literature reviewed in this chapter as a philosophical viewpoint for education appears to challenge conventional understandings of an approaches to education. It emerges that while education does involve the generation of new understandings and knowledge, postmodernism views the benefits as ambivalent, achievements as partial and provisional. From the literature, two key primary research questions emerge. Is this postmodernism view of education robust enough to guide educational functions and activities? Is this same view optimistic enough to motivate educators in their teaching and learning efforts?

2.10 Summary
This chapter has reviewed the concept of the philosophy of education and in particular, higher education with reference to hospitality management education in the Republic of Ireland. This chapter has also clearly identified the need for further research in the philosophy of hospitality management education. Overall the following key issues have emerged.

There is no one universal philosophy of education. A number of proponents present various approaches developed over a number of decades.

The value and purpose of education informs educational philosophy. However, many views are expressed from ‘learning to learn’ and ‘preparation for work’ to ‘developing and improving society’.

The philosophy of education has been defined as many things. Early literature proposed wisdoms and ideologies. Recent commentators have focused on critical thinking and enquiry and decentering as a process.
Great debate on the transition from developing knowledge to creating key skills informs educational philosophy. There is a recognition of learning theory (learning styles and practices) as an essential component of philosophy.

The extent of academic freedom and limitation in education programmes, the contribution of education to human capital and economic development remain fundamental to an effective philosophy of education.

The need to develop partnerships in higher education environments, primarily hospitality education environments is essential. The impact of partnership represents a powerful conduit for strategic and sustained success.

Overall it emerges that if the philosophy of education is a process of exploration, where basic assumptions of practice and thought are questioned and alternatives proposed, then higher education can only benefit from the rich and complex discussion that this study brings to the philosophy of education. It is also revealed that the fragmentation of the field itself and the diversity of approaches presented allows philosophy to develop and is served more by a multitude of perspectives than by a small number. Finally, the issues presented in this chapter identify the need to explore, through primary research, the current philosophies of education within hospitality management education in Ireland. Chapters three and four will present and discuss the primary research findings of this study. The following chapter will clearly document the research process and methodologies used throughout this study.
CHAPTER THREE
Research Methodology
3.1 Introduction
This chapter reviews the research methodologies and methods to be used throughout this study and evaluates their importance to achieving the proposed objectives of this study as outlined in chapter one. Suitable selection and clear documentation of the research process contributed to a valid and meaningful study. Identification of the research issue, the depth of the research process and the time-frame of the study were initially explored to establish a clear focus of direction for the study. The study itself consists of both secondary and primary research.

3.2 Secondary Research
A comprehensive review of published literature in the field of higher education was undertaken to familiarise the researcher with the current state of research specifically related to the philosophies in education and the body of knowledge already available particularly within hospitality management and tourism education. This consisted of leading academic and industry journals and recently published textbooks. A number of relevant education seminars were attended throughout the course of this study to identify the latest research developments in this field. This gave the researcher the opportunity to discuss these developments with experts responsible for higher education and philosophical standpoints on education within leading universities and third level institutions in Ireland.

3.3 Primary Research
3.3.1 Methodology
The objectives presented in chapter one, its purpose and the depth of the research process, reflect the need for a qualitative study (Easterby, Smith, Thorpe & Lowe 2001). Qualitative research exists in the interpretative research paradigm. Phenomenology, ethnmethodology, hermeneutics and social anthropology surround this paradigm (Cohen, Manion & Morrison 2001). A qualitative approach was chosen in this study for two reasons:
1. To record the multiple interpretation of intention in and meanings given to the philosophies in education and its history of development from a number of perspectives.
2. To develop an in-depth understanding and a unique insight into philosophies in education in institutions for hospitality management and tourism education.

This qualitative methodology is a preferred method when “how” or “why” questions are to be answered (Ghauri, Gronhaug & Kristianslund 1995). Historical review, group discussion, case-study and in-depth interview are examples of qualitative research methods (Jankowicz 1991).

3.3.2 Method
The in-depth (semi-structured) interview was adopted as the most appropriate method of qualitative research (the methodology) for the study for the following reasons:

1. The study is focusing on the meaning of a particular phenomenon.
2. The study examines the individual perceptions of process within an organisation.
3. The study takes account of historical events or issues which have led to the phenomenon.

(King 1994, Robson 2002).

Initial consultations with leading research academics, educationalists and consultants took place which represented and invaluable contribution to the research definition and the process to be followed. As the study progressed, interim results and findings were presented for feedback and direction.

3.3.2.1 Gathering Data
The primary research phase of this study began with a brief semi-structured introductory questionnaire. This questionnaire introduced the researcher and the research topic to one organisation (DIT) and its members. It provided an opportunity to test topic areas and methods of questioning for relevance and consistency. Management (analysis) of data (information) enabled the refinement and initial evaluation of the topic areas. This provided a structure for a semi-structured interview schedule which was subsequently used for in-depth interviews which followed. A copy of the interview schedule is contained in Appendix A.
3.3.2.2 Interview Schedule

A total of nine areas were identified for discussion. Secondary research in chapter two contended that the changing nature of higher education informed the philosophy. Questions one and two defined the role and purpose of education to provide a context for literature and a basis for education philosophy. Question two specifically addressed key philosophical questions to understand the value of education. Chapter two also revealed that wisdoms, ideologies and critical thinking form the basis of many philosophies. Question three attempted to define philosophy and find evidence and understanding of philosophies in practice. Question four sought to explore the development of knowledge versus skills as a possible outcome of education informing philosophy. Chapter two identified that the concept of learning is central to the philosophical debate. Question five addressed the issue of learning theory and philosophy. Question six focused on the academic concepts of freedom and limitation in education as they represent distinctive sides of the process by which education takes places. Question seven sought to assess the wider contribution of education philosophy from the philosophical viewpoint of human capital and economic development. Secondary research further examined the issue of partnership as a key driver for future success in higher education. Question eight explored how partnership and collaboration drive the philosophy of education. The final question investigated the philosophical movement and structure of postmodernism and its implications for pedagogy, teaching and philosophy of education.

3.3.2.3 In-depth Interviews

The basis of primary research undertaken centres on institutions which provide an undergraduate degree programme in hospitality management education in the Republic of Ireland. This consists of five institutes. A similar methodology was adopted in a previous study where hotel schools/departments were selected using the same rationale (O’Connor 2002). A panel of fifteen academic staff were interviewed across all five institutes. Interviews were classified as “semi-structured”. This panel included each head of school/department along with three staff members at each hotel school (within each institute). Appendix C presents a sample of the letter sent to each head of school/department.
Table 3-1 lists the five institutes which participated in the research process. Each interview conducted by the researcher lasted for 1-2 hours. All interviews were taped and transcribed with permission. Though an interview protocol ensured that the same material was covered, the interviews themselves were open-ended. As key events, issues and people were identified later in the study, interviews were further refined. Sources of archival data were collected throughout the course of the study and include school reports, programme documents and general business press. Appendix B profiles each undergraduate degree programme in Hospitality management within participating institutions.

<table>
<thead>
<tr>
<th></th>
<th>Participant Organisations in Research Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The School of Hospitality Management and Tourism, Faculty of Tourism and Food, Dublin Institute of Technology.</td>
</tr>
<tr>
<td>2.</td>
<td>The Shannon College of Hotel Management.</td>
</tr>
<tr>
<td>3.</td>
<td>The Department of Hotel, Catering and Tourism Studies, Athlone Institute of Technology.</td>
</tr>
<tr>
<td>4.</td>
<td>The School of Hotel and Catering Management, Galway/Mayo Institute of Technology.</td>
</tr>
<tr>
<td>5.</td>
<td>The Department of Languages, Tourism and Sports Studies, Waterford Institute of Technology.</td>
</tr>
</tbody>
</table>

Table 3-1 Participant Organisations in Research Process

3.3.2.4 Justification for Using In-depth Interview Process

Group discussion during a problem-based learning session on qualitative research identified a number of reasons why using interviews would be the most appropriate method for this study. The approach would enable:

1. Evaluation or assessment of a particular situation or event.
2. The opportunity for asking and probing is extensive.
3. The rate of return (response) is effective.
4. Any misinterpretations and misunderstandings can be clarified.
5. Interviews can be conducted at appropriate speeds/levels whereas questionnaires are often filled in hurriedly and without enough accuracy.

3.4 Theoretical Perspective
The nature of the proposed study and its purpose demonstrate the appropriateness for a qualitative approach and methodology. It is fundamental also to examine the underpinning theoretical perspective(s) informing this research and explore the philosophical stance that lies behind the proposed methodology (Crotty 1998). The theoretical perspective outlined below provides a context for the research process and helps to ground its logic and criteria (Crotty 1998).

Generating an in-depth understanding and bringing meaning to, emerges as a key component of this study. The theoretical perspective considered most appropriate is interpretivism. Qualitative research is clearly placed within the interpretative research paradigm as outlined above. Interpretivism contradicts and distinguishes itself from positivism in an attempt to understand and explain human and social reality (Crotty 1998). The interpretivist approach looks for culturally derived and historically situated interpretations of the world. The origins of this interpretive perspective are seen with Weber (1970) and Schutz (1899-1959). The closest association lies with Weber and his 'Verstehen' sociology, 'Verstehen' meaning 'understanding', which is central to this study's purpose. Discussion of Weber's approach is developed by Weiss (1986) and Silvemann (1990) where they propose that 'Verstehen' (theoretically) refers also to 'explanation'. Those perspectives of understanding and explanation are of great value to this study and strengthen the validity and justification for a qualitative methodology.

The school of Hospitality Management and Tourism at DIT has currently undergone a school review as outlined earlier. As part of that process, many processes both strategically and operationally (modularisation, assessment, delivery etc.) have been redefined, introduced and changed in many cases. The overriding research question for the school is 'why'? The answer to this question lies in its philosophy and the need for the school to establish a 'strategic fit' between overall philosophy and teaching practice.
Secondary research established the typologies of education philosophies and their characteristics that are contained in literature. Primary research sought to understand and explain why such philosophies are embedded within institutions of higher education and why they have come to being. Weber's theory is firmly placed to inform this research process and supports key research questions through an interpretivist approach.

Within the interpretive research paradigm, there is no universal approach but rather three variants; phenomenology, ethnomethodology and symbolic interactionism (Cohen, Manion & Morrison 2001). A review of these three significant ‘traditions’ of this style of research contends that phenomenology would further enhance and inform the interpretive theoretical perspective of this study. English & English (1958) argue that phenomenology studies the direct experience taken by the phenomenon of experience. In Cohen, Manion & Morrison (2001), Curtis (1978) further contends that among other facets, phenomenology firmly relates to an understanding of consciousness as active and meaning bestowing. The phenomenon in this study is the philosophies of education in place within schools/departments of hospitality management and tourism education. The study has attempted to put meaning on this phenomenon to understand its existence, development and value (or not) to the institution. Husserl & Schutz in Burrell & Morgen (1979) present further strands within phenomenology which may augment the theoretical perspective presented in this study.

3.5 An Analysis of Information
Grounded theory was the process used for analysing the transcripts of all interviews (Cohen, Manion & Morrison, 2001). This theory provided an open approach, recognising the large amount of non-standard data which will be produced by this qualitative approach. There were seven stages to this analysis according to Cohen, Manion & Morison which are outlined below:

3.5.1 Familiarisation
Both recorded and unrecorded information will be explored. Relationships between the researcher and the interviews will be established. Some initial ideas will be identified.
3.5.2 Reflection

Critical issues will be identified by looking at previous research and academic texts. Important questions will be asked: (1) Does it support existing knowledge? (2) Does it challenge it, (3) Does it answer previously unanswered questions? Initial ideas and evaluations will be relayed with other researchers and supervisor(s) to identify and debate emerging patterns or concepts. These concepts are very much instinctive, and a lot of more thinking is needed before they can be rigorously tested.

3.5.3 Conceptualisation

Some concepts or variables will emerge at this stage. The original concepts or ideas are not articulated as explanatory variables. These variables need to be tested for consistency and misinterpretations. The transcripts will be revisited to identify these variables present in the text to eliminate any misinterpretations. Additional variables maybe identified and added to the list.

3.5.4 Cataloguing Concepts

When the concepts are identified from the interviewees’ explanations and understanding, they will then be recorded. They will be indexed with reference given to its source in the transcripts. Detail of interview number, page, line and short descriptions etc. Turner (1981) argues that using a computer database tends to mechanise ‘what ought to be an intuitive process, thus damaging the power of explanation [and understanding]’. Turner (1981) further argues that this intuitive approach can produce ‘brilliant material’.

3.5.5 Recoding

When all the references to particular concepts are known, it will be possible to return quickly and easily to those places in the information [data] to see what is actually said. The following characteristics may be noticed.

(a) Concepts used in different contexts to explain different phenomena.

(b) An interviewee’s meaning of a concept is understood differently by the researcher.

(c) Different people within an organisation define differently what appears at face value to be similar concepts.
As a result some recoding may be necessary. Some codes maybe regrouped to be more meaningful. This may be achieved through a process called laddering. This process helps to enlarge some codes and collapse others.

### 3.5.6 Linking

The variables which are identified at the beginning of the process will be linked together to examine the relationship between them. This will be done by tracking backwards and forwards between the literature and evidence collected in practice. This stage will produce a first draft which will be used to explore with others, exposing the argument and information to scrutiny. This stage represents an invaluable part of the analysis phase.

### 3.5.7 Re-evaluation

In light of comments and scrutiny of others, the analysis may be re-written, taking into account these considerations. This stage may be undertaken several times.

It is intended that an interim report of analysis will be presented to a number of institutions for feedback through in-depth discussion and to further the participative nature and quality of the research process.

### 3.6 Epistemology

The epistemology of this study provided a philosophical grounding for deciding what knowledge is possible and explaining the adequacy and legitimacy of this knowledge (Crotty 1998). The previous section of this chapter outlined the theoretical perspective of the proposed study, which informed the methodology. This section deals with the nature of knowledge, its possibility and scope (Hamlyn 1995). Burell and Morgen (1979) argue that the epistemological assumptions generated in research determine whether knowledge can supply, be acquired or has to be personally experienced. The remainder of this section attempts to clarify this issue.

Cohen, Manion & Morrison (2001) propose two primary epistemological perspectives, one of which places the context and justifies the approach for this study.
The first perspective is that knowledge is hard, objective and tangible. The second views knowledge as personal, subjective and unique. Crotty (1998) promotes three essential epistemologies; objectivism, constructionism and subjectivism. Further examination shows that constructionism relates to knowledge that is personal, subjective and unique.

The chosen epistemology for this study was constructionism. It is the view that all knowledge and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world and developed and transmitted within an essentially social context (Crotty 1998). Constructionism suggests that meaning is not discovered, but constructed.

The theoretical perspective, methodology and objectives of this study outlined earlier, highlight the need and value to be gained from an interpretative and qualitative approach to research, where its purpose is to construct meaning from interpretation through in-depth interviewing.

From an epistemological perspective, the value of generating meaning and understanding (theoretical perspective) is also dependent on the researcher, based on Fish’s (1990) example of classroom experience. Fish (1990) firmly established that the researcher influences the outcome of the research conducted. Adorno (1977) calls for creativity and imagination in the research process. This study has brought both objectivity and subjectivity together which is characteristic of the constructionist viewpoint. Denzin & Lincoln (1994) emphasise this ‘diverse’ role of the researcher requiring the use of multiple skills and resourcefulness. This study and the topic areas explored required the researcher to employ a large range of tools and methods to facilitate inventiveness, resourcefulness and imaginativeness. The chosen epistemological stance enhances further the method of interviewing adopted and its approach outlined in the methods section of this chapter.
While the interview process adopted the above approach, the objects explored needed to be precise in their examination to facilitate meaningful analysis. Levi-Strauss (1966) argues that sustained attention needs to be paid to the objects of the research.

In summary, the epistemological stance for this study focused on the constructionist approach to generate meaning and understanding from the objects being researched. The role of the researcher and attention to research objects was crucial to the success of the qualitative research process. Table 3-2 below clearly illustrates a summary of the four broad categories (theoretical framework) which informed this proposed study.

<table>
<thead>
<tr>
<th>Epistemology</th>
<th>Constructionism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Perspective</td>
<td>Interpretivism (Phenomenon)</td>
</tr>
<tr>
<td>Methodology</td>
<td>Qualitative Research</td>
</tr>
<tr>
<td>Method</td>
<td>Semi-structured,</td>
</tr>
<tr>
<td></td>
<td>In-depth Interviews.</td>
</tr>
</tbody>
</table>

Table 3-2 Proposed Theoretical Framework

3.7 Limitations of this Study
This study reviewed a number of hotel schools and explored in greater detail through in-depth analysis, theory and practice of educational philosophy within each school. It should be noted that there were a number of limitations to this study.

1. A lack of previous research and published literature in the field of hospitality management and tourism to provide an initial base for this study.
2. The results of the in-depth interviews highlight a small number of organisations, and cannot be representative of an entire sector or industry.
3. A short period of time and limited resources prevented the testing for replication of the proposed model with other sectors. This limitation of this of the model within hotel schools outside of the Republic of Ireland, namely Northern Ireland and internationally.
3.8 Summary
This chapter has reviewed the research methodology and techniques used in conducting this study. A largely qualitative study has generated an immense knowledge of the subject area. The depth of information presented for analysis has become an invaluable benefit to the participant organisations involved. The depth of the approach adopted provides unique feedback in the following chapters. These chapters will seek to apply the methodology now identified as the research process, to achieve the objectives of the study.
CHAPTER FOUR
Primary Research Findings
4.1 Introduction
This Chapter presents the primary research findings of this study. The field of educational philosophy and in particular, the philosophy of hospitality management education has been explored in chapter two. Several research issues and patterns have emerged from the review of literature that have provided useful data and a base of knowledge for further analysis. This chapter will document how the philosophy of hospitality management education is approached within Irish hotel schools. This chapter will also provide a unique approach to research which can be replicated by others in future research studies.

Chapter Three recommended an approach using semi-structured in-depth interviews as an ideal means to undertake in-depth primary analysis and to support the qualitative nature of this study. Five interview sites were chosen to be the participant hotel schools in this study where three interviews were conducted at each site. Each hotel school provided an ideal environment for both theory and practice. The method of hotel school selection is clearly documented in chapter three. The various themes initiated in chapters one and explored in chapter two are now examined through a qualitative in-depth interview analysis.

4.2 Defining Education
Chapter Two proposed that defining education would establish a context for the research topic and a foundation for understanding the philosophy of education. Initially, the concept of hospitality was discussed as a context for the type of education being researched. Hotels, restaurants, entertainment, accommodation, food and beverage services emerged as key components of hospitality throughout the primary research phase of this study. Primary research reveals that hospitality management education in Ireland encompasses three perspectives. There is a traditional approach which is practically oriented, involving in-house training, taking short courses, comparable to former trainee management programmes. The second perspective is based on a European approach which is based on a formal hotel school with a training hotel where studies last five to six years with a significant practical element to education.
The third perspective of hospitality education is a contemporary approach which is based on the North American approach, which is primarily influenced by and based on an industry. The focus is based on business management skills, with a small element of practical skills training. A strong view emerging from each of the participants interviewed was that hospitality management education involves general business knowledge, experience of professional practice and personal development. One quotation defined hospitality education as “the development of conceptual and analytical skills as well as product knowledge”.

The number of centres now providing this type of education has created competition for this offering. As a result, programmes have evolved. There is evidence of one-year add-on programmes to enable diploma students study to degree level. A number of certificate programmes have suffered with the growth in variety and provision of post leaving certificate programmes nationally. There has been a departure into postgraduate programmes within one participating institute. Overall, hospitality management education involves offering a suite of programmes ranging from craft level to degree level and to postgraduate level to a number of markets. There is a clear recognition of the need to provide more flexibility within this type of education where issues of modularisation, semesterisation and the accreditation of prior learning and work-based learning are being discussed.

The type and profile of students currently studying hospitality management education to degree level represents a key driver of hospitality management education. At general staff level, it was argued that there has been a recent reduction in the calibre of students within hospitality management education (undergraduate degree level). This has implications for hospitality management education and how it is defined. The majority of current entry to such programmes comprises traditional school leavers who have less general knowledge, a strong capability of absorbing material but not the skills for problem-solving and decision-making, which are argued by many interviewees as key objectives of student learning. Primary research reveals that there is a need to dramatically reduce this “information-giver” approach.
A more participative, engaged, problem-solving approach is required in order for such programmes to improve and develop.

Finally, interviewees contended that the educational environment is designed for an old system of education which is not conducive to current issues. Hospitality education is in the business of education which largely involves broad business management programmes applied to the hospitality industry. However, there appears to be ambiguity over how such education is presented to the market where programmes are at the outset differentiated by the degree of an operational versus a strategic focus. Greater examination of this theme will be presented later in this chapter.

4.3 The Purpose of Education
Chapter Two contended that in understanding the philosophy of education it is not sufficient to state what education is or how it should be. It is necessary to clarify its purpose. In this section, primary research focused on education as a process versus a product and the value and importance of hospitality management education in order to develop an in-depth understanding of its purpose. It clearly emerges that the process of hospitality education is educator driven, where inputs evolve through the selection process and the outputs are based on the type of knowledge and skills required. Up until recent course and school reviews, interviewees contended that they were process driven in education. Hospitality education is now promoted and driven as a product and educators are in the business of marketing their products within a competitive environment as presented earlier. “The product design is now designed by our students and the industry that is receiving our students”. A number of interviewees emphasised the need to search for additional markets within a product environment such as continuing professional development, part-time and distance delivery. While many recognised the potential growth in any of these areas, the reality may be that future competitiveness will be derived from prioritising the effort spent on and the provision of hospitality programmes across any of the areas outlined above.

Interviewees consistently commented that any change in the targeting of new markets with new products would at the very least raise questions for the purpose of education.
and the strategies employed to implement the purpose. These strategies identified through discussion can be best analysed using Ansoff’s Matrix where the two educational variables used are programmes/products and students/markets. Table 4-1 clearly illustrates these strategies.

<table>
<thead>
<tr>
<th>New Programmes</th>
<th>Existing Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students</td>
<td></td>
</tr>
<tr>
<td>• Continuing Professional Development</td>
<td>• Target International students to Ireland</td>
</tr>
<tr>
<td>• Lifelong learning</td>
<td>• Export programmes to international sites</td>
</tr>
<tr>
<td>• Tourism/leisure/sport programmes</td>
<td>• Revise subject on current programme</td>
</tr>
<tr>
<td>• Research</td>
<td>• Offer accreditation for prior-learning</td>
</tr>
<tr>
<td></td>
<td>• Mature student route of entry</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Students</td>
<td></td>
</tr>
<tr>
<td>• Develop modularised environment</td>
<td>• Attract greater student numbers</td>
</tr>
<tr>
<td>• Provide flexible learning patterns</td>
<td>• Improve retention rates of students</td>
</tr>
<tr>
<td>• Facilitate Part-time and distance modes</td>
<td></td>
</tr>
<tr>
<td>• Introduce PBL and ICTs</td>
<td></td>
</tr>
</tbody>
</table>

Table 4-1 Strategies for Hospitality Education

A number of interviewees operating under HETAC argue strongly that hospitality education has becomes a series of products where there are requirements for programmes “to have six streams over four years which follow logically and have interaction between streams”. It should also be noted that at lecture staff level within a number of participating schools/departments it was viewed that the aim to achieve “this product focus” has been recognised as essential for programme documents and proposals, but “the reality of implementation is different”. The availability of marketing, administrative and teaching resources and facilities restrict this aim and greater attention to matching the aims and objectives of particular programmes with available resources was seen as critical for future success, a fundamental issue of quality assurance and reflective of the overall purpose.
Hotel schools/departments are now financially accountable for how the product is constructed and what subjects and elements are offered. The approach to be taken in today’s dynamic environment will be a cost based approach. Hotel schools/departments are in a transition (in purpose) from an education for life to an education for a career. Its purpose includes recognising core elements that students need to access a career and determining what elements will make them a more rounded individual.

4.4 Understanding Philosophy of Education

Chapter Two argued the need to discuss key strategic issues which help to generate a deeper understanding of educational philosophies in higher education. The need to define and understand philosophy itself is central to discussion. Primary research reveals mixed views on the definition and understanding of the philosophy of education within their own context. The following views were gathered. A number of interviewees believe that their philosophy is based on a set of values and beliefs which informs the direction and function of the school/department. These values and beliefs have changed over time. Similar viewpoints were expressed where the culture of the school/department is the basis for their philosophy. Other participants presented a view that their philosophy is the basis and justification for decision-making on education, learning, delivery and assessment. This view is explicit and written down. Finally, a small number of interviewees argue that their philosophy is a framework or a model which allows the school/department to function. This framework provides a set of ideals, rationale for the school/department and captures the experiences and traditions of management and staff.

Further investigation reveals that the philosophy is driven by both lecturing staff and management. Lecturing staff are predominantly involved in this process through course committees and course boards where course documents, structures, policies and day-to-day procedures are discussed and decided. Peer review also informs the philosophy in a number of schools/departments.
Traditionally, the philosophy was driven by a process of evolution in many cases. Some programmes developed out of other programmes. A significant amount of accepted tradition informs and shapes the philosophy. "The past is the best prediction of the future" one head of school commented. Within a small number of participating schools/departments there was some evidence of questioning regarding such issues as the role of the school/department, its location, authority structure and degree of autonomy. However, for the majority, the relevance of existing programmes was not questioned either at management or lecturing staff level. Values informing philosophy came from staff at various levels and their backgrounds.

The broader system of which schools/departments are a part, influences the philosophy of education. Processes of quality assurance are very important and are positive influences on the philosophy of the school/department. Constraints regarding regulations and procedures means schools/departments are not truly market driven. One head of school commented that they are not truly focusing on the quality of the product(s) and delivery. "There is a need to be more marketing, customer driven, far more efficient with a refined product". A lecturing staff member commented that "on the positive side, staff development and a work ethos and a good support system exists as part of a larger system". It was also revealed that individual programmes in specialist areas could grow as a result of the integration of expertise and resources from a number of schools/departments within an institute.

In addition, the external environment influences the philosophy of education. Issues such as broad economic and industry trends, changing technologies in teaching and learning, ethics in education and diversity of student profiles were identified. In particular, one school/department identified that the duplication of programmes geographically in Ireland is a significant influencing factor for the philosophy. However, it is not addressed in discussion at course committee or school level or reflective of the current philosophy. It was also noted by heads of schools/departments and lecturing staff that as schools/departments "we tend to be followers rather than leaders" in comparison to international competitors in hospitality management education and "this is a weakness".
However, there were a number of specific philosophical issues being at least acknowledged to be questioned. Table 4-2 lists these issues below.

<table>
<thead>
<tr>
<th></th>
<th>Specific Philosophical Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The overall college experience for students (more than academic)</td>
</tr>
<tr>
<td>2</td>
<td>Viability of Traditional hotel school concept</td>
</tr>
<tr>
<td>3</td>
<td>Minimising practical skills development</td>
</tr>
<tr>
<td>4</td>
<td>Developing general business programmes focusing on hospitality</td>
</tr>
<tr>
<td>5</td>
<td>Student market perception of current programmes</td>
</tr>
<tr>
<td>6</td>
<td>Are we facilitating career progression outside of hospitality?</td>
</tr>
<tr>
<td>7</td>
<td>Perception within institute of hotel school/department (size, expertise, resources, budgets etc)</td>
</tr>
<tr>
<td>8</td>
<td>Seeking alliances and new positioning</td>
</tr>
</tbody>
</table>

Table 4-2 Specific Philosophical Issues

4.5 Development of Knowledge versus Skills

Chapter Two revealed that there is a stunning lack of concern among theorists with basic and fundamental questions about the nature of knowledge and pedagogy and its impact on educational philosophy (Wellington 1993). This section will focus on the development of knowledge versus skills within each school/department. At the outset, it was revealed that both practical skills and knowledge generation form the essential outcomes of an undergraduate degree programme. However, the balance of teaching and learning time allocated to both practical skills and knowledge has changed.

While traditionally certain schools/departments adopted a more operations or business management approach to their programmes, the pressure to retain existing students, be attractive and marketable to potential students and meet the needs of an industry has stimulated a number of changes.

Firstly, the number of teaching/contact hours has been dramatically reduced over the last five years across each of the hotel schools/departments interviewed. Programmes being submitted five years ago, for first year students would have had about 27-28 contact hours. Today’s programmes have about 20 hours.
There is nearly a reduction of one third in overall hours. Other schools/departments are requiring a reduction of 25%. HETAC recommends six streams as outlined in a previous section, with three hours each per week, estimating an average of eighteen hours per week. Traditional practical applications have been minimised as a result. Table 4-3 illustrate clearly a summary of the contact hours across each of the schools/departments researched.

<table>
<thead>
<tr>
<th>Hotel School</th>
<th>Year 1*</th>
<th>Year 2*</th>
<th>Year 3*</th>
<th>Year 4*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>20.5</td>
<td>23</td>
<td>26</td>
<td>10</td>
</tr>
<tr>
<td>B</td>
<td>23.5</td>
<td>27</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>C</td>
<td>29</td>
<td>0</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>D</td>
<td>22</td>
<td>25</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>E</td>
<td>0**</td>
<td>0**</td>
<td>0**</td>
<td>19**</td>
</tr>
</tbody>
</table>

*Where total hours differed in term 1 and 2 within one year, an average of both terms was taken.

** Represents one-year add-on degree.

Table 4-3 Weekly Contact Hours

The second key issue of change is the placement or internship. The length of time on placements has been reduced, in some cases from 12 weeks to 8 weeks. ECTS credits are now attached to placement. Interviewees commented that the reduction in placement however, could have negative implications for classroom learning if students have not been exposed to industry and practice in their placement for as long a period. Overall, there is recognition of the importance of both practical skills and knowledge development as part of the process of education. Table 4-4 below illustrates the number of hours for placement.

<table>
<thead>
<tr>
<th>Hotel School</th>
<th>Year of Placement</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Year 3</td>
<td>720</td>
</tr>
<tr>
<td>B</td>
<td>Year 3</td>
<td>1,440</td>
</tr>
<tr>
<td>C</td>
<td>Year 2</td>
<td>1,440</td>
</tr>
<tr>
<td>D</td>
<td>Year 3</td>
<td>720</td>
</tr>
<tr>
<td>E</td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>

** Represents one-year add-on degree programme with no placement.

Table 4-4 Placement Hours
A third key issue for schools/departments in this section is attitude development. Attitude development is not based on the number of teaching or contact hours but the overall approach to our education. It clearly emerged that attitude toward learning as a process is important and acquiring key skills in the areas of attitudes and values is seen as critical. The overall business approach to hospitality education today is based on the transformation of the industry from a mine host 'family sustainable' environment to a multi million-euro business.

Finally, the provision of life-long learning largely does not exist across most participating schools/departments. One or two of those interviewed commented that they currently do not offer further learning experiences or programmes for past students during their working career and do not plan to offer such programmes (refresher courses, C.P.D., industry seminars or master classes) in the future.

4.6 Learning Theory

The concept and theory of learning is central to discussion. Literature previously identified how such theory impacts on how teaching assists students to learn and understand. This section will focus on the phases of learning for schools/depts, the changing role of the lecturer, the use of technology, the potential for distance learning, the current practice of experiential learning and the core versus optional focus of hospitality management programmes.

Understanding how students learn emerged as a significant philosophical issue. It is important to remember that new students coming from second level education need to learn how to learn. The school's philosophy and purpose needs to reflect this issue. The profile of students again impacts on overall student learning, particularly where a class has a variety of school leavers, mature students with significant industry experience as well as international students who both bring cultural diversity and new ways of thinking and approaches to tasks and learning.
The schools interviewed have essentially gone through three phases. Initially, learning was firmly based on an “information giver”. Learning was a passive experience for students. Educators have now become facilitators or accessors to information. Lecturing staff particularly commented that the student now has wide access to information and has become a manager of information. Educators are now explaining and conceptualising. One head of school commented “We are a source of information and confirm the application of knowledge to industry”. Increased self-study, active participation and engagement in learning are being encouraged. Fundamental issues of timetabling classes for two hour blocks rather than one-hour sessions has facilitated this process. Reducing the number of days each week to be timetabled for contact hours has been explored and discussed.

At a general level the use of technology has facilitated greater and more timely feedback to students regarding examination and assessment in order to improve the overall learning experience. It was revealed in this case that on-line learning now becomes a clear opportunity.

Distance learning was also discussed. However, it was noted in each case that this approach to learning would involve a departure rather than advancement into a new market with a product that would need significant resources and new skill requirements for staff. Heads of schools/departments were not convinced how effectively distance learning would complement existing activities and programmes. Lecturing staff further commented that distance learning would not “fit-in” with their “current working structure”.

The use of reflection and experiential learning has become a prominent issue. Experiential learning has traditionally focused on functional areas of the hotel environment such as food and beverage and accommodation provision. There is a greater emphasis today on the use of simulation, joint industry projects (live case studies), site visits to integrate subject areas of management, marketing, human resources etc. in an attempt to achieve greater integration between individual subject areas which have tended to be taught in a didactic mode.
The ratio of core elements in a programme to elective and optional elements emerged as a key issue impacting on the overall learning experience. Across each participant hotel school/department, there has traditionally been a strong and in some cases an exclusive compunction to only provide core subject areas. In recent programme validations, there has been a marked increase in the number of elective and optional subject areas available to students. This change has provided increased flexibility in the programme offering, generated greater student commitment with a more attractive programme and more importantly, greater attention to more depth of learning rather than "the traditional volume and surface learning".

4.7 Freedom and Limitation
Both freedom and limitation represent distinctive sides of the process by which education takes place. This sections focuses on the effectiveness of programme structures, the role of the educator, the learning experience and integrating industry and classroom learning.

In the first and second years of hospitality management programmes freedom is difficult as there is a need to have a structure for young students, but in final years and certainly at postgraduate education, more freedom is required through elective and optional subjects. Students today are smart and assimilate information. The role of the educator is to place the education experience into context and give direction to their education. The issue of modularisation and creating a more flexible learning environment allows for students to determine their own pace of learning, providing open access to learning. Students may undertake short qualifier programmes and develop on from that. This allows for greater progression and responsibility for their own learning.

It was also identified that students' learning experience can often be disjointed as a result of current limitations and lack of freedom relating to the structure of programmes. It was viewed that students minds are organised around the boundaries (structures) that are set for them (programme). Students will spend time and effort within these boundaries of subject areas, learning as much as they can.
While the designed student outcomes of a given programme reflect a set of skills and an accumulation of knowledge captured from a number of subject areas, the outcomes are sometimes not reached. Often the student fails to see the relationship between individual subjects because of the boundaries of the programme. These types of structures are still based on traditional approaches, which are largely not questioned. Indeed, the overall structure of the school/department within a larger institute has meant the inheritance of approaches and perspectives to programme design.

In contrast, it emerged that students who come to the learning environment with some industry knowledge often can make that connection and relevance between individual subject areas. One head of school particularly commented, "there is merit in integrating industry learning with class-room teaching more, to improve the overall learning experience". From a philosophical standpoint, it was viewed that traditional methods of learning/teaching and programme design need to be improved and developed. Programmes developed within a small number of institutes in the 1980s and early 1990s followed a similar approach to programme design and learning/teaching practice. Competition for hospitality education today requires radical rethinking. Lecturing staff argue that they are restricted to the programme structure and design but there is freedom in approach. Heads of schools/departments. Call for more creativity and imagination in approach to teaching/learning and assessment.

4.8 Human Capital and Economic Development

Chapter Two proposed that investments in education are viewed as profitable for both the individual and society. This section will examine the contribution of hospitality management education to the development of the individual and society.

It is evident from those interviewed that the immediate purpose of education is to provide a relevant professional qualification and access to a career. Of the hospitality programmes provided, it is recognised that 50% of the content across a large number of subject areas is applicable to other industries or sectors. Students move to these
industries or sectors such as banking, retail, information technology etc., within the broader services sector. Hospitality management programmes provide a firm business grounding as well as the development of social skills which are sought by the services sector. Human capital is made up of these key technical, personal and transferable skills identified in this section.

Traditionally, it is argued that there was more of an emphasis on learning technical skills within the hospitality domain which centred on key functional areas of accommodation services, food and beverage and banqueting. This approach has now evolved for three reasons:

1. The hospitality industry itself has expanded with the inclusion of many other business activities such as conferencing and events, entertainment, leisure etc.
2. The dynamic and competitive nature of the industry has created the need for a more professional business environment.
3. Hospitality organisations internationally conclude that they can provide the technical training, but require graduates who can think, make decisions, solve problems and communicate effectively.

Over the last three decades, a negative image of the hospitality industry in Ireland prevailed. Those who left the industry for various reasons in search of other careers portrayed this. The results of surveys conducted by hotel schools of present students indicated a very low interest in the industry. However, these surveys indicate that the programmes themselves appear interesting, the subjects have variety and there is a general expression of interest to working in some aspect of the services sector. The value of education and human capital to the services sector and not just hospitality is evident. Does education contribute to society and broad economic development? Staff involved in placement and internship commented on the increased interest by international hotel chains (some of which had no commercial interest in Ireland) in Irish students. There was a general profile that Irish students are well educated and come with key transferable skills (human capital).
Finally, it emerged that the broad economic growth and prosperity of the services sector in Ireland, particularly retail and hotels, has created a demand for this type of human capital and in turn, this human capital provides an educated skill-base to further enhance this sector.

4.9 Partnership

Future success will be derived by the extent of partnership between hotel schools, professional bodies and industry for funding, research, sharing of resources and exchange of students. A strong theme in the literature is the need to know how to build relationships in education. This section will explore the issue of partnership in hospitality management education which emerged has a key question in the primary research phase of this study.

Partnership begins at a very basic level. It starts with establishing relationships within second level education. It also involves addressing parent associations, local industry and other educational institutions in Ireland and abroad. However, current links and relationships are not enough. A more proactive approach is required. Traditionally, partnership has represented an accidental or an ad-hoc process. There is no time given to planning partnerships. What are the best routes to partnership? What benefits can actually be made as a result? One head of school commented, “Reluctance to share information and resources between institutes is sometimes seen as an element of competition”. “There is greater evidence of partnership between colleges in other countries”, one lecturer commented.

The role and practice of placement and internship was discussed previously in this chapter under the development of knowledge and skills. The concept of placement as a mechanism for partnership with industry is discussed in this section of the chapter. Each of the hotel schools has had a long tradition of providing placement for students across a wide variety of programmes. Placement is seen as a key integrating mechanism of the learning experience and the programme offering. Within the last five years there has been an increase in the number of students to be placed.
As a result, more careful selection of hospitality organisations is required to facilitate an almost continuous stream of students on placement at varying times of the year. This creates the need to build strong relationships with industry of “co-operation and trust” to ensure that the placement process is effective.

Partnership creates a more multicultural student environment where increasingly non-national students become part of hospitality management programmes for the complete duration or part of the programme. There is evidence at each participant hotel school of partnership with other universities and institutes in other countries. Exchange schemes such as Erasmus, Socrates, and EUHMAN facilitate the exchange and funding of a number of students each year. It emerged that the philosophy of the school needs to reflect the diverse needs of this multicultural student profile which partnership has created.

Research is now a key activity within hospitality education in Ireland. European and National funding for various research projects has been granted under such schemes as Strand III, Seed funding etc. Experience of application for research funding across participating hotel schools/departments has shown that funding is often granted to a consortium of schools/departments rather than one school/department. This has created the need for research partnerships to capture this funding. There was consensus that this approach was still in its infancy and needs to be enhanced.

Little evidence exists that resources of expertise are shared among hotel schools/departments in Ireland. Occasionally, guest speakers and once-off seminars are arranged. In a competitive educational environment, there is awareness that greater sharing and facilitation of resources among schools/departments would benefit greatly the programme offering. Personnel related issues might restrict such implementation.

Finally, one head of school commented, “the concept of partnership will allow us to benchmark ourselves against standards elsewhere”. One lecturer also commented, “other countries have developed partnerships already”.

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4.10 Postmodernism
Trends in educational philosophy were discussed in the literature. It was argued that some of those trends could be referred to as postmodernist and might have implications for teaching and learning. Two key questions were derived from this literature. Is this postmodernism view of education robust enough to guide educational functions and activities? Is this same view optimistic enough to motivate educators in their teaching and learning efforts? This section reviews these questions and issues surrounding postmodernism.

Much of the findings in the chapter have shown that convention is not challenged. Current programmes, their structure and curriculum development reflect a lot of tradition, a basic philosophy presented previously. Interviewees commented that while diversity has evolved in students, competitors and the general environment for education, there has been relatively little innovation and change to manage such diversity. There are plenty of examples of individual innovations, for example in teaching practice, piloting on-line environments etc., but on the whole, programmes remain the same. Convention is not challenged.

The role of the teacher/lecturer has been viewed in a number of ways. Lecturing staff spoke of the many seminars, department meetings and course reviews where the role of the teacher/lecturer has now changed to that of a facilitator. Examples were given in some cases where this change has occurred. New approaches of problem-based learning and workshops characterised this change. "Being a facilitator of learning is at the heart of third-level teaching and learning", one lecturer commented. Further discussion revealed that facilitation could not just happen. It needs to be valued as part of the school’s/department’s purpose, ideals and overall philosophy.

The structure of the learning environment and of programmes was discussed previously. From a postmodernist perspective, it is evident from the interviews undertaken that structures either promote or inhibit effective learning as many individual comments from lecturing staff indicate:
1. "Time-tableing is largely static and there isn’t much change”.
2. "There are two many subject areas, which only creates volume and little quality”.
3. "The nature and integration of assessment and examination need to be more flexible”.
4. "Physical resources are inadequate for effective delivery”.
5. "The standard of teaching practice varies greatly”.

It was strongly felt that any meaningful changes to structural components would require a philosophical change at senior management level. Finally, postmodernism appears to offer the opportunity to lead change and innovation, to question convention and manage diversity.

4.11 Summary
This chapter has provided a unique insight into and an in-depth understanding of the process and practice of the philosophy of hospitality management education. The structure and content of this chapter has brought meaning to many research issues emerging from previous chapters. This chapter also established a clear set of parameters and context for the subject area. The following observations have been made.

Hospitality management education encompasses a traditional practical approach, a European formal training approach and a contemporary industry based approach.

Competition has intensified for hospitality management education in Ireland with many centres providing programmes from craft to degree level. Schools and departments are now financially accountable for how programmes are constructed and what subjects and elements are offered.

Hospitality management education as a process is educator driven. However, it is now product driven and educators are in the business of marketing their products within a competitive environment.
A process of evolution traditionally drove the philosophy of education. It is based on a number of issues. A set of values and beliefs; a culture; a framework to allow the school and department function; or the basis and justification for decision-making on education, learning, delivery and assessment. The philosophy is driven by both lecturing staff and management. The broader system of which schools and departments are a part influences the philosophy.

There has been a general reduction in contact teaching hours across programmes with the re-organisation of practical training and placement in many cases.

The concept and theory of learning impacts on how teaching assists students to learn and understand and the philosophy needed to reflect this. The role of the educator is to place the education experience into context and give direction to their education.

Creating a more flexible learning environment allows students to determine their own pace of learning. Methods of learning and teaching and programme design need to be improved.

Hospitality management education contributes to the development of human capital, skills often used to access careers outside of the hospitality industry.

Partnership in education is fundamental to success but has tended to occur on an accidental and ad-hoc basis. Future success in funding and research, student exchange and resource sharing will be built on effective partnership.

Convention is not challenged. Current programmes, structures and overall philosophy are based on traditions. There is little questioning of accepted wisdoms.

To conclude, the following chapter will seek to combine theory with practice through a discussion of both secondary and primary research. The chapter will propose a model to improve and manage the philosophy of hospitality management education.
CHAPTER FIVE
Discussion & Proposed Model
5.1 Introduction

Previous chapters have explored the concept of higher education, in particular the philosophy of education within hospitality management education in Ireland. Secondary and primary research combine in this chapter to discuss the key issues emerging from this study. The research established a number of themes which permeate through the entire study. These themes are further developed in this chapter.

The chapter will also form the basis of a proposed model to assist hospitality educators to improve and manage a philosophy for hospitality education. Future application of this model will see hospitality educators returning to a valuable base of knowledge to implement a philosophy more successfully, thus promoting a planned approach and a greater sense of ownership of their philosophy of education.

5.2 The Educational Environment

A key objective of this study was to improve our understanding of the challenges and issues of education philosophy. Chapter one reviewed the broad setting of the educational environment as a context for the study. Three critical strands emerge from this review. Firstly, higher education has become a world of super complexity and rapid change (Barnett 1997). Secondly, this is aligned to significant changes occurring in society itself, involving transportation, communications, information and modern science. Thirdly, the higher education environment is now fundamentally different. Challenges include modularity, franchising, increased administration, and relative decline in resources. This is further compounded by the added pressure of combining research, publication, professional development with preparation and delivery of quality teaching. Primary research in chapter four argues that current educational structures (internal environment) are designed for an old system of education and are not conducive to current trends driven by the strands discussed above. These three strands combine to form a very uncertain albeit changing environment for higher education where many of the existing assumptions, accepted wisdoms and traditions, which combine the foundation and theory of hospitality education, are questioned.
Chapters one and two argued that the philosophy of education is a theory of education involving definitions, broad beliefs and ideologies which provide direction to hospitality educators, to manage in the above environment and to inform and support education strategy. Literature concluded that the philosophy asks some of the following questions. What is education? What is the value of education? What does education involve? Where does education take place? This study identifies a relationship between the educational environment and the philosophy of education.

5.3 Defining Education

Literature in chapter four revealed a number of definitions of education. At a broad level, it involved acquiring and being able to use knowledge, develop practical skills and understand. Writers such as Dewey (1916) argued that education was a process aligned to meanings of experience and professional development. In contrast, education as learning to learn was firstly announced by Socrates and further developed by Bellatalla (2002). Primary research in chapter four similarly reflects more than one definition. Chapter four argues that hospitality education may be defined through three perspectives, which range from traditional in-house training, to a European formal hotel school approach with great emphasis on practical training to a North American business management approach to hospitality education. The latter approach involves learning to learn where conceptual and analytical skills are developed. While the literature presents a number of distinct views, primary research proposes that many of the participant hotel schools are evolving in a process of transition between one or two of the three perspectives outlined above. This transition is driven by competition for similar programme offerings nationally and internationally, ranging from certificate to degree and postgraduate programmes. Primary research also proposed that the profile of the hospitality student has changed and this represents a key driver for hospitality management education and how it is defined. The changing student profile will be discussed in greater detail later in this chapter.

What is hospitality education and how is it defined? Both questions represent fundamental questioning of the approach taken by hospitality educators to education.
This study has so far revealed that both questions are central to understanding and developing a philosophy for hospitality education. The perspectives discussed above and the process of apparent transition, indicates distinct views on the philosophy of hospitality education. For example, the philosophy based on the *in-house hospitality training* and the *European hotel school* approaches tend to adopt a more operations focus. Whereas, the *business management approach* tends to adopt a more strategic focus. Therefore, the philosophy of hospitality education may vary among hotel schools/departments in this study.

5.4 The Purpose of Education

Chapter Two suggested (in understanding the philosophy of education) that it is not sufficient to explore what is education or how it should be. It is necessary to examine its purpose. The review of literature indicates a number of viewpoints. One view assists the individual to optimally develop his/her abilities through experience and concludes that education without a goal or a purpose is not education (Basave 2002). A second prominent view is to teach individuals to think. Education becomes a process of thinking and teaching becomes facilitation of learning (Giacaglia 2002). Chapter four concluded through primary research that hospitality education as a process is educator driven, where inputs evolve through the selection process and outputs are based on the type of knowledge and skills required by students entering the industry.

Primary research also revealed that education is now product driven. Competition for hospitality education necessitates the careful design and packaging of flexible programmes to various market segments. Chapter four explored the issue of purpose further and examined possible strategies for hospitality educators which will affect the goal and purpose of hospitality education. Table 4-1 in chapter four outlined in detail the strategies. In summary, existing student markets can be penetrated further with more targeted programmes that promote a more flexible and up-to-date learning environment. Diversification into new domains will be the international environment for new student markets and new programme development in specialist areas.
There is evidence in chapter four of hotel schools/departments adopting a more strategic approach to the management of hospitality education where strategies referred to in this chapter and in previous chapters are being developed. The purpose of education is one segment of the philosophy as outlined in chapter two and in turn needs to be addressed before strategies are developed. This study argues that philosophy should come before strategy.

5.5 Understanding the Philosophy of Education

A key objective of this study is to promote a continuous learning approach to the philosophy of education, in particular hospitality management education. Defining philosophy is central to this discussion. Secondary research began with a view by Dewey (1916) that philosophy may be defined as the general theory of education. His holistic view raised a number of philosophical questions surrounding issues of learning, knowledge and wisdom. The issue of wisdom(s) emerged from the secondary research as one theme of three approaches to defining philosophy. Writers such as Whitehead (1929), Passmore (1995) McLaren (1995), to name a few, established three broad themes. They consisted of wisdoms, ideology and critical thinking. These themes were explored through in-depth analysis in the primary research phase of the study in order to define and understand the basis for the philosophy within hospitality management education.

5.5.1 Wisdoms

Primary research suggests that the philosophy of hospitality education in Ireland is based on traditions and wisdoms. There is particular reference to cultural values and beliefs driving philosophy. It emerged from chapter four that programmes in hospitality education have gone through an evolving process, but now due to issues of competition and the need to retain certain student markets, programme development now represents a more proactive process. However the traditional role and structure of a hotel school/department has largely remained the same. This structure has implications for the philosophy of education where there is little questioning and change of existing practice.
5.5.2 Ideology

This argument is developed further where chapter two revealed the need to adopt a philosophy based on an ideology. The chapter reports that the main emphasis of ideology is to provide extensive suggestion as to how to structure the school/department and is a more highly organised body of opinion than a philosophy that purely exists on wisbons. Primary research established that evidence of philosophy as an ideology occurred in schools/departments where course and programme documents state the school’s philosophy of education. In such cases, this ideology, “which may be prophetic” (Nicholson 1990), performs a critical role, as it is there to justify policies and day-to-day procedures. A cursory review of school and programme documents revealed inconsistent approaches to philosophy where they are based on a combination of wisbons and ideologies.

5.5.3 Critical Thinking/Inquiry

The essence of the literature reviewed on defining and characterising philosophy centred on the view that the philosophy of education has a critical role (McLaren 1995, Apel 1980 and Derrida 1982). Such theorists argue that philosophy as wisbons and ideologies offer absolutes where questioning stops. Critical inquiry and thinking will always allow for questioning. Habermas (1990) in particular argues that while some aspects of philosophy extend from a historical (wisbons) perspective, critical thinking moves toward more complete understandings referring to the process of decentering. In addition, chapter two clearly states as part of the theory of rationality, educators need to critically examine their patterns of thought through experience and reflection and maintain a willingness to change from traditions.

While in-depth primary research reported that there is a need to question current practice and existence, as it is critical to the success of hospitality education, there was little evidence of such questioning. Further discussion probed areas such as the structure of future programmes, the role of schools and departments, the education system and the management of schools/departments. It was reported that there have been very few fundamental changes in these areas. Notably, some consideration and planning has taken place in relation to modularisation as one possible fundamental
change. However, this does not occur in all places and is not a broad finding or conclusion.

It can be clearly seen that following an examination of the philosophy of education and its definition through primary research, it emerges that there is little questioning or change in the philosophy over time. This raises questions as to the value of such a philosophy where it has not evolved or is not developed in response to changing external factors such as the educational environment which was discussed previously.

5.4 Driving the Philosophy of Education
Both secondary and primary research advocated that many issues shape and inform the philosophy, from historical and cultural issues, to external and competitive issues. Primary research further demonstrates the roles of management and staff and their efforts in driving the philosophy. It is evident that lecturing staff occupy a prominent role through their work on course committees and course boards. Management, at head of school and department level provide a great role of leadership and in particular, coordination. It emerges that values informing philosophy come from staff at various levels and their backgrounds.

These findings have implications for the commitment and support by lecturing staff of schools/departments and their efforts at improving teaching practice and curriculum development. Chapter four reported that the more lecturing staff embrace the school/department and its philosophy, the greater the chance that the philosophy has of being of use and value.

5.5 Development of Knowledge and Skills
Chapter two concluded that identifying essential learning areas, recognising key skills and developing critical fields of knowledge are central to the educational philosophy debate. In particular, whether our approach to education and pedagogy should be influenced by the above considerations? Secondary research compares and contrasts the emphasis placed on skills. Literature advocates that key skills such as problem-solving, decision-making, communication and a capacity to think are the goals and outcomes of
education programmes (Lanahan 1993). The philosophy and purpose of education needs to reflect this importance. Primary research reveals that both practical skills and knowledge generation form the essential outcomes of an undergraduate degree programme in hospitality management. Importantly, the balance of teaching and learning time allocated to both practical skills and knowledge has changed. This change is discussed below.

5.5.1 Teaching and Contact Hours

Literature further argues that what is important is the education process and not just obtaining knowledge. Primary research demonstrates that historically, students would have in the region of twenty-seven to twenty-eight contact hours per week. This reflects a strong emphasis on large amounts of knowledge giving and practical training across hospitality programmes. In the last three to five years, there has been a reduction of nearly 25% following an examination of each undergraduate degree programme in this study. This reduction supports the approach proposed by the literature findings. The activity of reducing contact hours has forced hospitality educators to prioritise subject areas, the extent of knowledge generation and key skill development. This in turn, has forced educators to focus on the process of education first, which is the central message coming from the literature in chapters one and two.

5.5.2 Placement/Internship

A key feature of hospitality education in Ireland is the applied nature of the programmes. The placement or internship has been historically and is currently a significant component of such programmes. Primary research illustrates that the overall reduction in class-contact time along with the accreditation of ECTS credits to all modules, means that the placement is now equated with classroom subject areas and essentially refined, and in some cases reduced. At the outset of chapter four, it was evident that hospitality programmes differ according to the emphasis placed on hospitality operations versus general business management. The placement is a key characteristic of this emphasis. Primary research has also seen a general shift toward a more business management model for hospitality education, which has a negative impact on the extent and importance given to the placement activity.
Equating the placement activity with hours and credit means evaluating student performance while on placement. There has been a growing recognition that there is a need to monitor the placement process as well as the placement itself. This requires exploring the length of time on placement, the activities involved, and the learning outcomes.

5.6 Lifelong Learning
Secondary research in chapter four highlighted that there is a distinct need to focus on re-skilling. Processes, the ever-ongoing learning and re-skilling processes are seen as of paramount importance. It was reported that information has to be continuously relearned, re-adjusted and restructured. However, primary research did not find evidence of lifelong learning. In only one or two cases, is there evidence of short-term professional development programmes. It was evident that there is a lack of provision of general lifelong learning opportunities within hospitality education. Specific references were given regarding schools/departments not planning to offer such programmes as refresher courses, industry seminars or master classes.

This chapter illustrates that the development of knowledge and skills represents a philosophical issue and is central to the debate in this study. It emerges that teaching hours; placement and issues surrounding lifelong learning are examples of change within this domain. Designing a philosophy for hospitality education requires the consideration of knowledge and skills as key components of the development process.

5.7 Learning Theory
There has been much discussion in the literature on the meaning of learning and how people learn (Biggs and Moore 1993, Piaget 1950 &Bruner 1960, 1966). Chapter two in this study concluded that the concept of learning theory needs to be discussed from a philosophical standpoint, as theory, styles and the practice of learning within higher education begins at the philosophical level. Both the type of student and approaches to learning are discussed in this chapter.
5.7.1 Type of Student
Chapter two argued that education deals with students as people who are diverse by nature and ever changing, and understanding student learning means appreciating different learning styles. Primary research reveals that these students, the majority of whom come from second level education, initially need to learn how to learn. Their experience and conditioning from second level education is based completely on the teaching of factual information and the regurgitation of the same through examination. The use of self-directed, experiential learning and reflection is largely unknown. However, diversity exists with mature students and increasingly international students who bring both cultural diversity and new ways of thinking and approaches to tasks and learning.

This chapter recognises a change in the type of student within hospitality education. Secondary research outlined the decline in the traditional school leaver student, but a corresponding growth in mature students, some of which occurs at postgraduate level. Primary research reveals that each student type has different needs and requirements. The philosophy of hospitality education needs to reflect an approach to education which assists educators attract, retain and facilitate these student groups.

5.7.2 Approach to Learning
Secondary research offered a number of views of learning. Merziron (1991) commented that learning is about adding more knowledge and giving factual information. Primary research argues that this type of information giver approach to learning has been a passive experience for students. Chapter two further contended that there is a recognition of a shift in student learning from regurgitation of factual information to understanding, and that teaching is now about experiential learning and the use of reflection which is according to Fry, Ketteridge & Marshall (2001) in chapter two, based on constructivism.

Chapter four explored whether this type of shift in student learning and teaching has occurred. It was revealed that educators have now become facilitators or accessors to information. Educators are now explaining and conceptualising.
There is also evidence of experiential learning and the use of reflection. Examples in the use of simulation, joint industry projects, the use of live case studies and site visits to integrate subject areas of management, marketing, human resources etc., are explored and evident in the research.

Primary research also revealed that there has been a marked increase in the number of elective and optional subject areas available on hospitality management programmes, which has provided flexibility and greater student commitment. This modern approach to student learning is reflective of more deep learning rather than surface (volume) learning. This finding relates to Ramsden (1988) and Biggs (1987) in chapter two who contended that the extent to which students' approach to learning is determined by the extent to which they engage in either surface or deep learning. Understanding learning theory is a critical issue to hospitality education and its philosophy. Designing or rethinking an approach to hospitality education necessitates understanding student profiles and how they learn as well as exploring approaches to learning.

5.8 Freedom and Limitation
The secondary research phase of this study explored the spirit of freedom within learning and the limitation or constraint of the discipline of what precisely is required to be learned. Primary research disclosed that in the first and second years of hospitality programmes there is a need for greater structure within the programme and there is little freedom in approach to learning. Within the same years, students are limited to a selection of largely core subject areas with little choice. However, within final years and at postgraduate level the approach is quite different. There is more freedom through self-directed and guided learning, increased integration of subject areas through joint assessment and industry analysis, and less limitations through the provision of elective and optional subjects.

Further reference to freedom and limitation is made in relation to the outcome of a programme and in particular, to the student learning experience. Primary research concluded that the established boundaries of individual subjects could generate a disjointed learning experience.
Students often cannot realise the relationship between subject areas. Planned student outcomes for a programme may not be reached as they collectively are based on the accumulation of skills and knowledge from several subject areas. A key finding of this phase of the study is that these structures are still based on traditional approaches, which are largely not questioned. Chapter two concluded that within higher education, there is a need to innovate traditional methods of and approaches to learning as chapter one concludes that competition for hospitality education today requires radical rethinking in all areas. This highlights the role of freedom and limitation within the philosophy of hospitality education.

5.9 Human Capital and Economic Development

The first phase of this study explored the relationship between knowledge and wealth creation with the ideology of human capital theory. A research question that emerged from this literature was whether higher education contributes to human capital and economic development? Initially, primary research highlights that the immediate purpose of hospitality education is to provide a relevant professional qualification and access to a career. Further examination reveals that nearly fifty per cent of the content of such programmes is applicable to the broader services sector.

This means that the type of skills developed within the hospitality domain are transferable to other sectors such as banking or retail which were specifically mentioned. Secondary research contends that human capital is comprised of technical, personal and transferable skills. Further investigation in chapter four reveals that within human capital the technical skills components is becoming less important as part of the educational package as organisations within the hotel, retailing and banking sectors argue that they can provide the technical skills training. They are interested in the personal and transferable skills. Therefore, there is a greater dependency on both of these skills to comprise human capital.
This raises questions for educators and the design of hospitality programmes. Both secondary and primary research emphasise the need for programmes to have goals and outcomes. Secondary research in chapter two commented that a key goal of education is the development of human capital. This study concludes that the development of effective human capital will depend more on providing hospitality programmes that will feature key transferable and personal skills as primary goals of programmes.

5.9.1 Economic Development

Literature in chapter two argued that there is a significant relationship between human capital and broad economic development (Helsey, Lauder, Brown & Wells 2001). In particular, human capital is described as the 'main weapon' that (individuals and) nations have to maintain and grow economic prosperity. Primary research highlights that staff involved in placement and internship commented on the great interest of international companies (not all hotel based businesses) who seek Irish graduates who are well educated and come with key transferable skills.

Designing a philosophy for hospitality education needs to examine the breadth of education and its purpose. Should the outcome of education, human capital, need to consider a relationship with broad economic development? If so, this has serious implications for the design of hospitality programmes, subject disciplines and approaches to learning and teaching.

5.10 Partnership

This study has cited the development of partnership as a key component of higher education. Primary research has specifically focused on partnership within hospitality education. A profound quotation in chapter two by Hanson (1997) suggested that we, "...will need to become savvy about how to build relationships". Primary research gave many examples of how relationships have been built within hospitality education in relation to placement and internship; research and projects; sharing resources and expertise. Further investigation revealed that many of these relationships were not established as purposeful partnerships. They were developed on an ad-hoc and often accidental basis.
This supports the literature where partnership in education has become "something of a buzz word". It usually is some kind of collaboration which is often assumed rather than explored (Langley 2000).

Chapter Four argues that future success in hospitality education will be derived by the extent of partnership for funding, research and the exchange of information and resources among educators. Secondary research supports this view and highlights that partners will include, higher education institutions, employers and professional bodies. But Moss Kanter (1984) particularly notes that this formation is not a partnership of equals but more a coming together of people working toward a common goal with all the dilemmas that a diverse group can bring. However, primary research clearly finds a reluctance to engage in such partnership particularly in the sharing of information and expertise as this is seen as competitive. This is reflective of a very short-term operational focus to partnership. However, literature argues that the benefits of partnership are mostly in the long-term and are strategic in nature.

This has implications for hospitality educators who are both engaged in or thinking of engaging in collaborative arrangements. How can partnership be effective? The need to establish common goals is critical. Active partnership as described by Moss Kanter (1984) above, can promote collaboration between course leaders in developing new programmes, focus on individual course structures, partnership in tutoring and facilitating and supporting students.

Primary research has clearly seen the growth in the placement function. This now requires a more planned approach and evaluation of placement effectiveness, the timing and location of placement in order to maintain and enhance this activity.

This study contends that partnership has a critical role to play in hospitality education. The philosophy of the same needs to consider how, what role and benefit does partnership have in the effective provision of hospitality programmes.
5.11 Postmodernism

Two key research questions are carried throughout each phase of this study. Is this postmodernism view of education robust enough to guide educational functions and activities? Is this same view optimistic enough to motivate educators in their teaching and learning efforts? Secondary research acknowledged the trends in postmodernism and implications for teaching and the overall philosophy of education. It emerged that the movement (of postmodernism) has no clear definition, but possesses characteristics and theories which offer suggestions to educators when thinking about and planning for education. Certain writers such as Sarup (1989) support this contention by advocating that postmodernism is an intellectual trend and interestingly is found in many disciplines such as architecture, graphic arts, dance and music, literature and literary theory. This study has focused on hospitality (industry and education).

The main contention of the literature is that postmodernism challenges convention. It builds on the theories of critical thinking and inquiry discussed earlier in this chapter. Education through the view of postmodernism tolerates ambiguity, focuses on diversity and promotes innovation and embraces change. Primary research reveals that convention remains largely unchallenged. The presence of tradition, stemming from the wisdoms view of educational philosophy discussed previously, prevails. Efforts within schools/departments are based on what Nicholson (1990) in chapter two describes as uncovering pre-existing reality rather than a process of discovering wholly new approaches. While there has been much discussion on diversity from student profiles to programme offerings, there is little evidence on managing such diversity. Therefore, adopting a postmodernist approach requires a major shift in our conception of inquiry.

It emerged throughout the course of the primary phase that general postmodern views of abandoning tradition and finding new structures and new designs, in reality, have to be grounded in the reality of an existing education system and structure. However, Lyotard (1992) in chapter two suggests (in this study to hospitality educators) that adopting an approach for education which embraces postmodern views should not be necessarily about removing all structures and hope something happens.
Rorty (1989) suggests when exploring or rethinking a philosophy that continuities and commonalities of education need to be identified to give both stability and direction to the practice of teaching and styles of learning.

5.12 A Proposed Model

Previous chapters have highlighted a number of key issues which impact upon the philosophy of hospitality education. Chapters one and two identified a number of these issues from an examination of approaches to educational philosophy and an overall review of literature in that field. Chapter three explored these issues further for their use and practice within hotel schools and departments in Ireland. This chapter has so far discussed these key issues combining both secondary and primary research. The remainder of this chapter proposes those issues as possible components of a proposed model to assist hospitality educators improve and manage the process of educational philosophy within hospitality management education.

5.12.1 Designing A Model

The process of developing such a model involved three distinct stages:

1. Identification of model components from previous chapters.
2. Identification of component relationships – Relationship grid.
3. Initial evaluation and feedback of proposed model.

5.12.2 Identification of Model Components

The following components were identified from previous chapters:

1. The educational environment.
3. Understanding philosophy.
4. Development of knowledge and skills.
5. Learning theory.
7. Human capital.
8. Partnership.
9. Postmodernism
5.12.3 Identification of Component Relationships

Literature in chapter two advocated the interrelationships between various components of educational philosophy. In order to gain a holistic understanding of the process of educational philosophy, a grid illustrating the relationships between the above components was developed. The grid in table 5-1 below makes visible which components are involved in the process. It provides a context for more detailed documentation and analysis and helps identify opportunities for improvement. The following relationships are outlined below.

5.12.4 Educational Environment

It can be clearly seen from the relationship grid that the educational environment provides key drivers for change to the nature and purpose of education such as competition, funding and research. The environment also helps to identify broad educational beliefs and principles for understanding the philosophy of education. New key transferable skills are developed based on changes within the environment. Learning theory also benefits from the educational environment where different types of learning styles are identified and developed. Competition for human capital has intensified within the educational environment. The role of freedom and limitation is to provide an optimal learning structure within the educational environment. Partnership has the potential to facilitate the sharing of resources and expertise within the broad educational environment. Finally, the postmodernist sees the intensification of and diversity in the educational environment as a positive force in the development of education.

5.12.5 Nature & Purpose of Education

The nature and purpose of education represents the basis of and provides a context for the philosophy of education. Its purpose informs philosophy and direction. The development of knowledge and skills represents an outcome for the purpose of education. The nature and purpose of education informs learning theory by the development of the individual and their learning needs. Human capital represents a key outcome and goal for education and its purpose. The concept of freedom and limitation provides flexible responses and alternatives to facilitate the changing nature and
purpose of education. Partnership also can provide support to achieve education's purpose. The postmodernist view in this instance challenges the existing purpose of education.

5.12.6 Understanding Philosophy
In understanding philosophy, a key goal of educational philosophy is the development of knowledge and skills. From a philosophical viewpoint, learning is a function of education. A key task and challenge for educators is to improve learning and its environment. Human capital remains also an outcome for philosophy. Freedom and limitation assists the implementation of the philosophy by providing more flexible structures and approaches to learning and teaching. Partnership can help achieve the objectives of educational philosophy. Adopting a postmodern approach challenges the conventional thought processes of an existing philosophy.

5.12.7 Development of Knowledge & Skills
The relationship grid clearly shows that learning supports the development of knowledge and key skills. This knowledge and skill comes to form human capital. Freedom and limitation acts as a mechanism to improve the opportunity of acquiring new knowledge and skills in a more flexible environment. Knowledge and skills are often restricted to the expertise that is available. Partnership facilitates the provision of additional expertise or specialisms for students to gain further knowledge and skills.

5.12.8 Learning Theory
The relationship grid also illustrates how learning theory acts as a clear support for the development of human capital. It can also be seen that freedom and limitation can promote improved learning through a more flexible environment. Finally, the concept of partnership can assist in the sharing and learning of new approaches to hospitality education.

5.12.9 Other Relationships
The relationship grid identifies a number of additional relationships. It is evident from the study that freedom and limitation enables human capital to be developed where
there is freedom in the approach to learning and the acquisition of key skills (human capital) is made easier. The postmodernist approach questions whether the right type of human capital is being developed and whether or not existing educational structures should be abandoned.
<table>
<thead>
<tr>
<th>Educational Environment</th>
<th>Nature/Purpose</th>
<th>Understanding Philosophy</th>
<th>Knowledge &amp; skills</th>
<th>Learning Theory</th>
<th>Human Capital</th>
<th>Freedom &amp; Limitation</th>
<th>Partnership</th>
<th>Postmodernism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drivers for change</td>
<td>Identify broad beliefs &amp; principles</td>
<td>New key transferable skills</td>
<td>Different learning styles</td>
<td>Competition</td>
<td>Optimal learning environment</td>
<td>Share resources/Expertise</td>
<td>Developing education</td>
<td></td>
</tr>
<tr>
<td>Basis of philosophy</td>
<td>Outcome of purpose</td>
<td>Develop individual</td>
<td>Goal of education</td>
<td>Flexible responses</td>
<td>Support to achieve purpose</td>
<td>Challenge existing purpose</td>
<td>Challenge conventional thought processes</td>
<td></td>
</tr>
<tr>
<td>Goal of philosophy</td>
<td>Function of education</td>
<td>Outcome of philosophy</td>
<td>Develop new structures</td>
<td>Achieve objectives of philosophy</td>
<td></td>
<td>What knowledge &amp; Skills are required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning supports knowledge</td>
<td>Knowledge comprises H.C.</td>
<td>To increase knowledge &amp; skills</td>
<td>Provide expertise in new areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Theory</td>
<td>Support for human capital</td>
<td>Learning theory facilitates freedom</td>
<td>Learning &amp; sharing new approaches</td>
<td>Are existing learning styles still valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Capital</td>
<td>Enables/inhibits human capital development</td>
<td>Enables human capital in new areas</td>
<td>Is the right type of human capital being developed</td>
<td>Provide more flexible structures</td>
<td>Abandon all existing structures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freedom &amp; Limitation</td>
<td>Provide more flexible structures</td>
<td>Are we choosing the right partners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partnership</td>
<td>Provide more flexible structures</td>
<td>Are we choosing the right partners</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Postmodernism</td>
<td>Provide more flexible structures</td>
<td>Are we choosing the right partners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5-1 Relationship Grid
5.13 The Proposed Model

Following a detailed examination of the relationships that exist between the components identified in the study, the following model is presented. Each component of the proposed model contained in table 5-2 below presents a number of key issues that hospitality educators should address in order to improve and manage the process of educational philosophy within hospitality education. The relationship grid in table 5-1 explains to hospitality educators how to understand and develop their existing philosophy by exploring the issues proposed in the model and applying the relationship grid. Future research would see the application and review of this model within a hospitality school or department. Testing within different environments would further refine the proposed model for use within other hotel schools/departments.

The final stage in the development of the proposed model was to seek feedback for refinement from a number of participating hotel schools/departments identified at the outset of the study. Feedback from participating hotel schools/departments has proposed the testing of this proposed model through further study at a higher level in order to apply and refine it for use. Table 5-2 illustrates the proposed model.
5.14 Summary
This chapter has provided a unique insight into and an in-depth understanding of the process and practice of educational philosophy within hospitality education in Ireland. The structure and content of this chapter has combined theory with practice. The chapter has brought meaning to many of the research issues emerging from previous chapters. This chapter also established a clear set of parameters and context for the subject area. To conclude, the chapter proposed a model to improve and manage the process of educational philosophy within hospitality education based on the findings of previous chapters. The relationship grid represents a powerful tool to hospitality educators.
The following chapter will draw upon the research findings and conclusions of previous chapters to determine the overall conclusions of this study and highlight recommendations for further research and study.
CHAPTER SIX
Conclusions and Recommendations
6.1 Introduction
This study explored the philosophy of education within hospitality management education in Ireland. A rationale and context for the study was outlined in chapter one. A review of literature presented in chapter two provided a theoretical underpinning for the chapters which followed. Chapter three described the research methodologies used which revealed a unique approach to research which can be replicated by others in future research studies. Chapter four provided the second phase of the study, primary research. This phase focused upon an in-depth qualitative study of Irish hotel schools and departments providing an undergraduate degree programme in hospitality management. The chapter further initiated the themes developed in chapters one and two. Chapter five combined secondary and primary research, discussing the major issues emerging from the overall study and proposed a model to assist educators within the hospitality domain to plan for and improve the process of their philosophy of education. The proposed model was developed from previous chapters and represented a key element of the research process - the potential for practical application and research outcomes.

This final chapter represents the final phase of this study. The chapter draws upon the research findings and conclusions of previous chapters to determine the overall conclusions of this study highlighting recommendations for further research. This chapter clearly indicates how the overall aim and objectives of the study were achieved.

6.2 Conclusions
Two key objectives of this study were to review the various philosophies in higher education (objective one), and promote a continuous learning approach to the philosophies of education for hospitality educators (objective four). This study reveals the positive contribution that education philosophy can make to educators of hospitality management and the hospitality industry. The purpose and role of educational philosophy is both a fundamental and valid concept for those involved in higher education within hospitality management education. This study established a suitable model to address the philosophy of education within the hospitality environment. The following conclusions and subsequent recommendations are presented.
6.2.1 Defining Education and the environment
A key objective of this study was to improve our understanding of the challenges and issues of education philosophy (objective two). It emerged that the higher education environment has become a world of super complexity and rapid change. This is aligned to significant changes occurring in society itself involving information, communications and modern science. Primary research particularly identified that the environment for hospitality education is fundamentally different than before, which is compounded further by the pressure of combining research, publication, professional development with preparation and delivery of quality teaching. The study identified a relationship between the educational environment and the philosophy of education, where philosophy, as a theory of education, provides direction to hospitality educators, to manage in this environment and to inform and support educational strategy.

The study reveals that defining hospitality education represents fundamental questioning which is central to understanding and developing a philosophy for hospitality education. The study has found that hotel schools and departments are evolving in a process of transition between an operations and a business management model of hospitality management education.

The study highlighted that education is weak without a purpose. The purpose of hospitality education involves assisting individuals to think and to optimally develop their abilities through experience. Education has become a process of thinking, conceptualising and assimilating information. Teaching has become facilitation of learning. The purpose of education is one segment of the philosophy and in turn needs to be addressed before strategies are developed. It is proposed that philosophy should come before strategy.

6.2.2 Defining and Understanding Philosophy
A key objective of this study was to explore the current use and practice of philosophies in education within hospitality management education in Ireland (objective three). Defining philosophy was central to this discussion. The study concludes that philosophies of hospitality education are based on a number of perspectives.
The majority of schools and departments in this study rely on wisdoms and traditions to inform their philosophical planning process. There is a small amount of evidence to suggest that philosophies are based on an ideology of what hospitality education should involve. While both secondary and primary research advocated that the philosophy of education has a critical role, there was little evidence of such critical thinking except where some consideration and planning has taken place in relation to modularisation as one possible fundamental change. However, this does not occur in all places and is not a broad conclusion. The roles and structures of schools and departments also have remained unchanged which impacts on the philosophy of education.

The study demonstrates the roles of management and staff and their efforts in driving the philosophy of hospitality management education. Lecturing staff occupy a prominent role through their work on course committees and course boards. Management provides both a leadership and a co-ordinating role.

6.2.3 Learning, Knowledge and Human Capital
The study reveals that generating human capital is a fundamental outcome of education. Human capital comprises key skills of problem-solving, decision-making, communication, a capacity to think as well as incorporating critical fields of knowledge. Within the hospitality domain, both practical skills and knowledge generation form the essential outcomes of undergraduate programmes. Importantly, the balance of teaching and learning time allocated to both has changed. Contact teaching hours have been reduced by up to nearly 25% over the last three to five years which has forced hospitality educators to focus on the process of education first, and not the content, which is the central message coming from the literature in chapters one and two of the study. The traditional role of the placement activity has been redefined. The activity is now equated with classroom subject areas and refined within the ECTS credit system. The length of time on placement has been reduced. The development of effective human capital will depend more on providing hospitality programmes that will feature key transferable and personal skills as primary goals of such programmes.
Understanding learning theory is a critical issue to hospitality education and its philosophy. Designing or rethinking an approach to hospitality education necessitates understanding student profiles and how they learn as well as exploring approaches to learning.

6.2.4 Freedom and Limitation
Freedom and limitation represent distinctive sides of the process by which hospitality education takes place. The spirit of freedom within approaches to learning is constrained by the discipline of what precisely has to be learned. The polarities of freedom and discipline within this domain form the foundations for opposing philosophies. The challenge of retaining students within first and second years of hospitality programmes and managing the transition from second level education means that there is a need for greater structure within those years with core subject areas. There is greater freedom however at final year and postgraduate level through self-directed and guided learning, increased integration of subject areas and less limitations through the provision of elective and optional subjects.

6.2.5 Partnership
The study cited the development of partnership within education. Within the hospitality domain, primary research revealed that partnership often occurred on an ad-hoc and accidental basis. The study has found that partnership has a critical role to play in hospitality education which can promote increased collaboration between course leaders in developing new programmes, focus on individual course structures, partnership in tutoring and facilitating and supporting students.

6.2.6 Postmodernism
The study contends that the movement of postmodernism challenges convention of wisdoms and traditions, views of philosophy identified earlier in this study. However, such postmodernist views should not be necessarily about removing all structures, but when rethinking philosophy, continuities and commalities of education need to be identified to give both stability and direction to the practice of teaching and styles of learning.
6.2.7 A Proposed Model

This study has identified a number of key components which permeated each chapter of this study for relevance and consistency to the philosophy of hospitality education. The proposed model and relationship grid in chapter five (tables 5-1 & 5-2) represents a refined set of components, which together form an integrated process and a key objective of this study (objective five). The relationship grid in particular, explains to hospitality educators how to understand and explore their existing philosophy by applying the model components to their school and department using the relationships already identified by this study.

6.3 Recommendations

This chapter reviewed emerging research issues from previous chapters and presented a number of key conclusions for discussion. A number of recommendations evolved from this discussion which are summarised below.

Hospitality management education needs to embrace the environment of which it is a part and develop a philosophy which is based on providing programmes that reflect the diversity of this environment, the needs of students and society itself.

The purpose of hospitality education needs to be refined in order to target resources, efforts and the very outcomes and goals of individual programmes more effectively. Education without a goal or a purpose is not education.

No longer can educators rely on success based on tradition and conventional wisdom in thinking. Future philosophies of hospitality education have to challenge convention, accepted wisdoms and current practice. Educators need to critically examine their patterns of thought through experience and reflection and maintain a willingness to change from traditions.

Greater emphasis is required in the development of human capital as a key outcome of hospitality management programmes. The philosophy and purpose of hospitality education needs to reflect this importance. In addition, educators should focus more on
the process of hospitality education, which is the central message coming from the literature.

Within hospitality education, there is a need to innovate traditional methods of and approaches to learning, where competition for hospitality education today requires radical rethinking in all areas. This would provide greater academic freedom against the constraint and limitation of discipline areas.

In rethinking philosophy, hospitality educators will need to become more aware of how to build relationships. They will also need to consider how can partnership work effectively and what benefit will partnership have in the effective provision of hospitality programmes.

In conclusion, the need to apply an appropriate model to manage the philosophy of hospitality education is very clear. Testing the proposed model within different environments would further refine the proposed model for use within hotel schools and departments.

This study has proved a challenge to the researcher where both theory and practice are combined. This combination has developed a significant and invaluable base of knowledge and an in-depth understanding of educational philosophy within hospitality management education in Ireland. Further research and study is greatly needed in the field of hospitality education philosophy which can be applied in a practical manner. This will advance the development of hospitality management education, towards greater sustainability and competitiveness within the broad hospitality and tourism education sector in Ireland.
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McCarthy, C, (1994), We Don’t Have a Theory of Rationality and we Never Will: A Philosophically Pragmatic View, Western Illinois University.

McPeck, J, (1990), Critical Thinking and Subject Specificity; A Reply to Ennis, Educational Researcher 19, 10-12.


APPENDIX A

Interview Schedule
**THE PHILOSOPHY OF EDUCATION**

**WITHIN HOSPITALITY MANAGEMENT EDUCATION IN IRELAND.**

Semi-Structured Interview Schedule

Research questions and issues for discussion

<table>
<thead>
<tr>
<th>Question 1.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Defining Education: To provide a context for literature and basis for education philosophy</strong></td>
</tr>
</tbody>
</table>
How is hospitality education defined?
- learning facts, using knowledge, developing skills, cognitive issues, meanings of experience, learning to learn, critical attitude.

<table>
<thead>
<tr>
<th>Question 2.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose of Education: address key philosophical questions &amp; to understand purpose &amp; value</strong></td>
</tr>
</tbody>
</table>
Is education a process or a product to be consumed?
What does education involve?
What is the purpose and value of education?
Why do we educate?
What is the purpose of education system?
- functionalist approach – academic skills for work, benefiting society, transferable skills-ICTs, PBL etc., teaching individuals to think, facilitation learning.

<table>
<thead>
<tr>
<th>Question 3.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussing Philosophy of Education: Evidence and understanding of philosophies in practice</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 4.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Development of Knowledge vs. skills: Outcome of education informing philosophy</strong></td>
</tr>
</tbody>
</table>
Please Identify essential learning areas on your hospitality management programme.
- focus on educational principles, recognise essential skills – contact and teaching hours.
What is the extent of practical skills training vs. knowledge generation and application?
Is learning transforming into an activity mode?
- Process vs. knowledge – Knowledge vs. information – meeting customer
Commentary on Life-long learning.

Question 5.
Learning Theory: *Learning is central to discussion & influencing factor on philosophy*

How teaching assists students to learn and understand?

- The emphasis on how students learn.
- Regurgitation of factual information vs. understanding.
- Evidence of experiential learning and use of reflection.
- Commentary on learning styles – surface vs. deep learning.

Question 6.
Freedom and Limitation: *Represent distinctive sides of the process by which education takes place & informing philosophy*

How education takes place?

- Recent initiatives/approaches in curriculum development and teaching practice.
- Constraints of traditional disciplines and overall satisfaction of education experience integration of modules and subject areas.

Question 7.
Human Capital & Economic Development: *Assess the wider contribution of education philosophy*

Assessing the contribution of education to human capital & economic development.

- Importance of human capital within hospitality industry and relationship to education.
**Question 8.**

**Partnership:**

How does partnership/collaboration drive philosophy of education

- The relationship between partnership and professional education in hospitality management.
- Collaboration with industry and research institutes and benefits of collaboration.
- Working to a common goal / Need to respond or die.
- Grounding in the reality of practice.

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**Question 9.**

**Postmodernism: A movement & Implications for Pedagogy, teaching and philosophy of education**

To what extent is convention challenged?

- Challenging Convention of traditional approaches to curriculum development, programmes and educational practice.
- Creating flexible structures/students having control of learning
- Diversity
- Innovation
- Change
- Facilitation of learning
Course Description

This 4 Year degree course provides the student with enhanced career opportunities not only within the Hotel and Catering industries, but in the wider services sector. The curriculum is designed to challenge the student and to develop managerial and interpersonal skills. Students are exposed to a variety of subjects delivered in an exciting environment.

Course Outline

First Year

Second Year

Third Year
Strategic Management, Human Resource Management, Financial Management, Language, Hospitality Marketing, Management Science/Information Technology Management, Hospitality Law and one elective. A period of professional internship in the hospitality industry will be undertaken in this year, preceded by a tailored induction programme. The Internship will be arranged and supervised by the School of Hospitality Management and Tourism.

Fourth Year
Strategic Hospitality Management, Finance, Technology Management, Language, Strategic Marketing, Hospitality Industry Seminar, one elective. In this final year each student undertakes a dissertation as part of the final examination.

During the third and fourth years, students can select an elective from the following range of subject areas: Enterprise Development, Environmental Management in Hotels, Managing Innovation in Hospitality Organisations, Property Management, Quality Service Systems, Tourism, Network Management, Entertainment and Event Management, Internet Marketing, Revenue and Yield Management, Conference and Business Travel. The provision of electives is subject to demand and availability.
Athlone Institute of Technology (Taken from www.ait.ie)

Bachelor Of Business Studies In Tourism And Hospitality Management

One-year post National Diploma in Hotel and Catering Management

The course aims to:

- prepare the students for managerial and executive positions within the tourism and hospitality industry by enabling them to develop expertise which is recognised and transferable between sectors of the industry;
- provide the students with the knowledge and skills which will enable them, on graduation, to adopt a conceptual, systematic approach to the solution of problems and the identification of opportunities within the tourism and hospitality industry;
- develop the students' ability to draw independent conclusions based on a rigorous, analytical approach to data, and to communicate effectively at different levels;
- develop the students' ability to draw independent conclusions based on a rigorous, analytical approach to data, and to communicate effectively at different levels;
- prepare the students to discriminate between alternative management strategies and to manage change successfully;
- enhance the students' personal development and positive social skills so that they are capable of demonstrating the necessary level of self-confidence, sensitivity, responsibility, initiative and enterprise;
- develop the students' expertise in information technology, with particular reference to applications related to the tourism and hospitality industry;
- provide the students with a sound understanding of the structure and organisation of the tourism and hospitality industry, on both a national and international scale.

Minimum Entry Requirements

National Diploma in Hotel and Catering Management / National Diploma in Front Office and Tourism Management at minimum Merit Grade II Level (average of 55%), or equivalent.

Course Subjects

Accreditation

This course has been approved by the Department of Education and Science for acceptance on the Higher Diploma in Education courses in Irish Universities.
Galway Mayo Institute of Technology (Taken from www.gmit.ie)

Bachelor of Arts Hotel & Catering Management

Course Duration Four years full-time.

About this Course

This course offers a comprehensive course of studies to those who desire to emphasise the broader aspects of hospitality management within larger hotel, catering and allied services operations in a national or international context.

Career Outlets

This course prepares graduates for progression to general management in medium-size to large establishments in the hotel, catering and tourism industries at home and abroad. Alternatively, graduates may decide to specialise in a specific area, such as marketing or finance in a large establishment or group, or proceed to post-graduate studies. Also, please see the paragraph headed ‘Careers’ in the general introduction to the Department.

Course Content

Year 1

Food Studies 1 (Food Production and Theory, Restaurant Service); Food Safety and Health; Hospitality Operations; Financial Accountancy; Organisational Behaviour; Marketing Principles. One language from French, German and Spanish; IT modules in word-processing and spreadsheets.

There is a 5 month placement in an Irish hotel / restaurant, organised by the college, from Easter until mid-September.

Year 2

Food Studies 2 (Food Production and Beverages); Hospitality Studies; Management Accountancy; Information Technology; Legal Studies; Services Marketing Management;
Language elective. At the end of the second year students must decide whether they wish to continue to study a language, or take another elective subject.

Year 3

Semester 1

After the second year examinations, students undertake a 8 month industrial placement, organised by the college, in one of the following countries; Ireland, Great Britain, USA, Germany, Switzerland, France, Belgium.

Semester 2

Hospitality Operations Management; Hospitality Technology; Financial Management; Market Research; Strategic Management 1. One elective from the following: Nutrition and Health, French, German, Spanish (There is strong encouragement for students to spend this semester in a foreign college with which we have exchange links.

Year 4

Semester 1

Strategic Management 2; Management Accounting Decision Making; Employment Resourcing; Marketing Management; Two subjects form the following: Financial Reporting, Systems Analysis, Event Management, Language (French, German or Spanish.)

Semester 2

Strategic Decision Making; Management, Accounting Performance Management; Industrial Relations; Marketing Applications; Dissertation; Two subjects from the following: Financial Reporting, Systems Analysis, Event Management, Language (French, German or Spanish).

European Links

As well as numerous contacts with the industry throughout Ireland, the Department has built up an extensive network of Hotels and Catering Operations in France, Germany, Switzerland, Belgium, the UK, and a smaller number in other countries, where students are placed on practical training programmes, agreed between the Department's placement tutors and the hotel.
Students are normally visited during their placement, and their progress is monitored since industrial placement is an integral part of the course, and students must successfully compete their placement periods before they can progress to the next stage of the course.

**Recognition by Professional Bodies**

Graduates are admitted as full members of the Irish Hotel and Catering Institute and receive full exemption from the examination requirements of the Hotel, Catering and Institutional Management Association (UK), being admitted to the grade of Licentiate Member. Progression to full membership is possible on completion of a specified period working in the industry. Significant exemptions are also available to graduates who wish to pursue membership of the Institute of Certified Management Accountants (CIMA).

**Opportunities for Further Study**

Graduates have established a good record of progression to post-graduate studies in institutions in Ireland and overseas.
BA Degree in Hospitality Management

This four year BA course in Hospitality Management is intended to provide participants with a strong theoretical and practical base which will enable those who aspire to management positions in the hospitality industry to pursue their career aspirations. The course content is interdisciplinary in nature. Course graduates will be expected to function as effective managers within a people orientated business.

While developing the level of industry-specific competence required by the hospitality/hotel manager, this programme will foster within the participants the qualities necessary to become successful managers in an expanding, customer-driven industry. The development of communications skills, customer-care perspective and commitment to quality is a priority of the programme.

One of the essential aspects of the course is an industrial placement, in year three of the course. Students must spend six months in their placement. National and international industrial placements in hotels that implement a "quality employer"

Subjects

Professional Organisation: Member of Irish Hotel & Catering Institute

Placement
Students are encouraged to gain appropriate industrial experience during holidays of years one and two of the course.

Students are also required to undertake a formal industry placement for six months in term three.
The College offers two routes to a management career in the hotel industry:

* A 4 year Bachelor of Business Studies (BBS) in International Hotel Management.

* A 4-year Bachelor of Commerce Degree (BComm) combined with the Shannon Diploma in International Hotel Management.

All programs are validated by the National University of Ireland, Galway.

The BBS comprises 6 academic semesters and 3 industry placements. Bachelor of Commerce students follow substantially the same course but attend for one academic year at NUI, Galway.

Both courses prepare students to reach the level of General Manager in an international hotel. The Bachelor of Commerce option may be seen as the preferred route for an individual who wishes to specialise in such areas as finance, marketing, information technology or human resources management within the hotel industry, whilst still retaining the opportunity to advance in general management.

The Bachelor of Business Studies provides a comprehensive business education without specialising for those students who aspire to the broader and more all-encompassing role of General Manager.

YEAR 1 Shannon Sept - May

<table>
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<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>Food &amp; Beverage Studies</td>
<td>Food &amp; Beverage Studies</td>
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<tr>
<td>Information Systems</td>
<td>Information Systems</td>
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<td>Language</td>
<td>Language</td>
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<td>Financial Accounting</td>
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</tbody>
</table>
Quantitative Methods  Economics
Business Communications  Law
Operation Analysis & Control  Management

YEAR 2 Europe June - May

Industry Operative Experience

This year comprises an operative placement in a European country, including Ireland, England and Switzerland. It has a number of objectives:

- To develop product and system knowledge, reinforcing year 1 learning, giving students indepth knowledge of the hotel industry.
- To improve language skills
- To develop a strong work ethos.
- Character building and the learning of life skills.
- Development of interpersonal and social skills.

While on placement, students' learning is guided and culminates in the submission of a comprehensive diary based on their experience. Also students participate in distance leaning type courses in Languages.

YEAR 2 Ireland / Home - Summer

Industry Developmental Experience

During this placement students bring the skills they have learned to a hotel in Ireland or their home country. Experience can be supervisory or an operative experience in a new area.

YEAR 3 Shannon Sept. - June

Semester 3  Semester 4  Semester 5
Food & Beverage Studies  Food & Beverage Studies  Marketing Management
Accommodation  Accommodation  Management Human
                                     Relations

Semester 6 (September - December)

Marketing Management
Management Human Relations
Language
Strategic Management
Operational Analysis & Control
Hotel Management Info. Systems
Management Seminar
Dissertation commences

Trainee Management Placement (Jan - Oct)

Placement with major hotel groups in UK, Ireland, Europe and USA
Aims of this placement are two-fold:
To expose students to an international management environment.
To give students the opportunity to take up their first management position.
APPENDIX C
Participant Letter
January 25th 2003

Address To:

Re: Research into the Philosophy of Hospitality Management Education

Dear,

I am currently undertaking a piece of research in the field of educational philosophy within hospitality management education in Ireland. As a key provider of hospitality management education I would welcome the opportunity of meeting with you to discuss a number of research issues. Your input would represent an invaluable contribution to this research.

I will telephone you in a number of days to arrange a suitable time for interview.

Yours Sincerely,

COLIN O’CONNOR