
| RESEARCH ARTICLE

Bridging the Skills Gap between Tourism Industry Needs and Tertiary Education Offerings: An Empirical Investigation in the Context of Bangladesh

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| ABSTRACT

Tourism higher education in Bangladesh has undergone a swift growth without an equal adjustment to industry expertise needs, leading to ongoing issues with graduate employability. This paper examines the level of skills gap between the skills provided by tertiary level institutions that provide tourism education and the skills required in the tourism and hospitality industry in Bangladesh, and especially in the hotel industry. A mixed-method research design was adopted, and qualitative data were obtained by conducting in-depth interviews with 17 tourism educators and industry professionals, which were analysed via content analysis to determine the key dimensions of skills. The structured surveys were conducted to gain quantitative data that included 41 professionals in the hotel industry and 45 final-year and postgraduate tourism students in the Department of Tourism and Hospitality Management at the University of Rajshahi. Independent sample t-tests were used to test the differences between the provision of institutional skills and industry expectations in both soft and hard skills. The results show that there are statistically significant disparities in most of the skill categories, such as communication, leadership, behavioural, information technology, front desk operations, housekeeping, food and beverage production and service, and sales and marketing skills. Although relative strength can be observed in terms of the theoretical knowledge and the transferable skills chosen by tourism education institutions, the respondents in the industry emphasize more on the practical competencies, multilingual communications, digital literacy, operational abilities, and workplace flexibility. The research highlights the necessity of curriculum change, improvement of industry-academia partnership, longer internships, and practice-based learning methods. The results have strong policy implications for policymakers, curriculum developers, and administrators of tourism education in Bangladesh in the context of optimizing graduate employability and enhancing sustainable workforce development within the Bangladesh tourism industry.

| KEYWORDS

Skills Gap, Tourism Educations, Qualitative and quantitative approaches, Content analysis, Industry professionals, Tourism and Hospitality Management

| ARTICLE INFORMATION

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1. Introduction

Tourism is a sector that has grown over the years and has emerged to be one of the fastest growing industries in the world. Tourism industry in Bangladesh is currently an emerging stage. It has a substantial human resource base

and is likely to expand further. Based on the statistics provided by the World Travel and Tourism Council, the travel sector alone generated 27 million new jobs in the world in 2023 and generated 9.1 percent of the global GDP. It has been predicted that by 2034, the industry would have created 449 million jobs in the world, as well as create 16 TN of the global economy (WTT, 2023). The travel industry in Bangladesh has created 13.8 billion incomes, or 3 percent of GDP in the country (thedailystar.net). This sector provided 1.78% of the employment in 2024 (tbsnews.net). In Bangladesh, the tourist industry directly or indirectly employs approximately 5 million people, in a United Nations Development Programme estimation. It is true that the tourism industry in Bangladesh would add more than 3.24 million jobs to the labor market of the country by 2028 (daily-sun.com). Although there are massive employment opportunities, study have found that there are high unemployment rate problems even after higher education graduates in Bangladesh. A significant problem is the discrepancy between the skills being taught in the institutions and the skills required by employers. Most of the graduates are not well prepared in terms of experience and industry specialization and finding a job is hard. Moreover, it experiences a reduction in investments in both the public and the private sectors, which restricts the number of employment opportunities. Competitive job market also implies that there would be a big number of applicants competing over a small number of jobs. Graduates must acquire soft and hard skills that are applicable in the tourism sector to ensure increased employability. Among the essential soft skills, one single category is communication skills, the other category is behavioural skills, the third one is leadership skills, the fourth type is IT skills and so on (Mohanty & Mohanty, (2019; Sarkodie and Adom, 2015; Wakelin et al., 2018; Fournier and Ineson, (2010). Regarding hard skills, the researcher reviews the concept of front desk, housekeeping, knowledge in the specific programs and tools that are used within the tourism industry, Property Management Systems (PMS) and online booking services, reservation system, and understanding marketing strategies and tools in order to determine whether tourism education is in line with the demands and expectations of the tourism sector (Kumar et al.,2020; Avornyo, 2014; Hossain et all, 2025). In this study, the researcher examines whether tourism education aligns with the needs and expectations of the tourism industry. To achieve this, the perceptions of tourism industry managers are compared with those of educators in tourism higher education in Bangladesh.

1.1 Research Questions and Objective of the study

Unemployment is common crisis in developing country. After graduating from different institutes, many fresher graduates are struggling to get job in the related industry. According to the International Labour Organization (ILO) definition followed in this survey, there were an estimated 2.58 million who were unemployed in Bangladesh. Male unemployment stood at 1.66 million while female unemployment stood at 0.92 million. The unemployment rate among persons with tertiary-level education rose to 13.11 percent. The overall number of unemployed tertiary graduate, including university, college and madrasa graduate which is 9.06 lakh according to Bangladesh Bureau of Statistics (BBS) in 2023. Addressing these, some research question come; (1) What is the status of the skills those are necessary for the tourism students? (2) What is the status of skills those are required by the tourism industry in Bangladesh? (3) What is the skills gap between tourism institutes and tourism industry? This thesis aims to find out the skill gap between tourism educational institutes are providing and those required by the tourism industry. Bangladesh Tourism Board (BTB) has completed a comprehensive tourism master plan aiming to attract 5.57 million international tourists annually by 2041, while creating 21.94 million jobs in the sector. So, it is urgent that our current tourism higher educational institutions are implementing quality, skill-oriented practices or not. Thus, the following specific objectives have been formulated in alignment with the primary goal of this study;

1. To find out status of skills those are necessary for the tourism students
2. To find out status of skills those are required by the tourism industry in Bangladesh.
3. To find out the skills gap between tourism institutes offering and tourism industry needs
4. To provide recommendation regarding the effectiveness of current tourism education programs in meeting industry needs.

2. Literature Review

The tourism industry is generally recognized to be a highly labor intensive industry which greatly depends on an efficient and flexible workforce and as the world tourism continues to grow and diversify. The question of the skills required by the tourism industry and the skills that tertiary level educational facilities provide has been brought up in academic discourse. Researchers claim that despite the massive growth in tourism education, it has failed to keep up with the fast-evolving demands of the sector and hence a skills gap has persisted (Mungai, Kieti, and Mapelu, 2021). A number of studies point out that tourism education programs are more focused on theoretical knowledge, whereas they do not pay attention to practical and industry-specific competencies (Ferreras-Garcia et.al., 2019; Marakovska et.al., 2025).

Mungai et al. (2021) state that tourism education has been marked by imbalances in skills and curriculum advocates, which reduce the preparation of graduates to work in a real-world setting. Employers often complain that graduates are not prepared enough, in particular, in the field of customer service, problem-solving, communication skills, and operational knowledge (Maráková et.al., 2025; Moussa et.al., 2024). Mohanty (2019) in their study acknowledged that there is a large gap between the tourism curricula and industry needs, and graduates tend to lack practical exposure and professional confidence upon entering workforce.

The industry demands more and more soft skills and employability competencies along with technical knowledge, and studies have shown that employers in the tourism sector attach importance to interpersonal and cultural awareness, teamwork, adaptability, and emotional intelligence, which are key drivers of service quality and customer approval (Chen, 2019). Soft skills are those skills that involve personal qualities and interpersonal skills that allow one to effectively and harmoniously relate with others such as communication, leadership, behavioural and IT skills (Tyagi and Shah, 2022; Kumar et al., 2020; Francis et al., 2020; Mohanty and Mohanty, 2019; Hossain et al., 2025; Wilks and Hemsworth, 2011). Hard skills refer to specialized and measurable skills, usually learned through education, training, or experience and are necessary to do specific tasks within a job environment (Francis et al., 2020).

Employers are turning to recruiters who have both hard skills and soft skills because these two are essential to achieve success in the workplace (Francis et al., 2020). Fournier and Ineson (2010) explored skills and competencies of food service internships in Switzerland and were able to determine the most important competencies including positive attitude towards customers, hygiene practices, trustworthiness, communication, dependability, and teamwork, but as pointed out by the authors, intangible competencies like attitudes and interpersonal abilities are vital. Wilks and Hemsworth (2011) and Dhaliwal and Misra (2020) determined the necessary skills in the hospitality industry leaders and discovered that teamwork was the most ranked skill thus making soft skills the first priority.

In a consistent pattern, Asirifi et al. (2013), Donina and Luka (2014), Putra et.al., (2024) and Qili and Hebron (2024) found that the majority of tourism and hospitality courses are theoretic, where leadership, IT skills, teamwork, problem-solving and communication skills being the most required by employers. He & Wang (2019) discovered that university lectures are excessively academic and fail to offer practical courses that can qualify future tourism workers. Minor, McLoughlin, and Carlisle (2024) conclude that tourism education providers are not keeping up with the fast technological progress, with the result that graduates lack digital skills. Tyagi and Shah (2022) acknowledged that fresh graduates possess sufficient knowledge to take up work assignments, but their basic skills are unsatisfactory, which clarifies the necessity of syllabus changes in involving industries. Hyasat et al. (2023) expressed that digital and marketing skills are underdeveloped but demanded in large numbers in the market. Generally, the available literature establishes the fact that the skills gap between industry requirement and tourism education is a significant challenge at tertiary education level. To fill this gap, it is necessary to change the curriculum, improve industry cooperation and focus more on practical, digital and transferable skills to guarantee graduate employability and sustainable tourism development.

3. Proposed Conceptual Framework

The development of a conceptual framework for this study is grounded in several key theories and models that address the alignment between educational outcomes and industry requirements. These theories provide a foundation for understanding the dynamics between tourism education and the needs of the tourism industry.

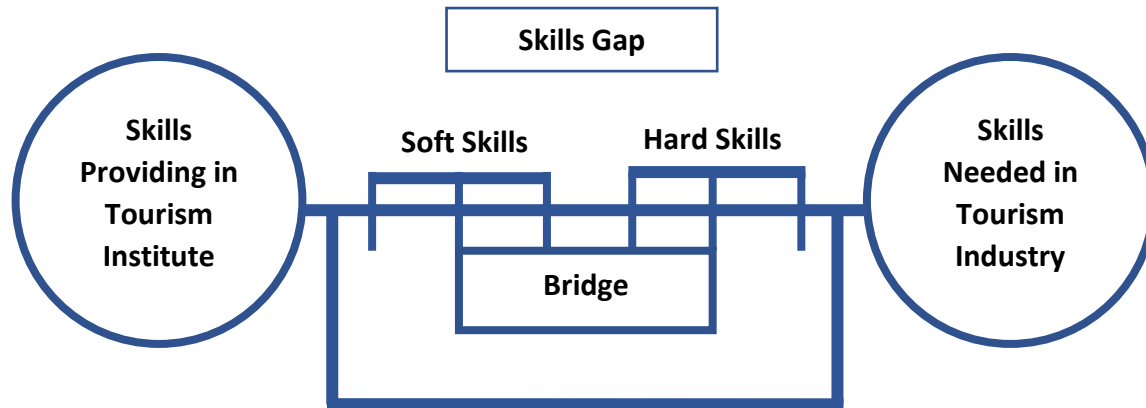


Figure 1. Conceptual framework skills gap between tourism institute & tourism industry

4. Methodology

This study applied a mixed research method using both qualitative and quantitative methods, as commonly seen in many literatures (Bryman, 2006; Hossain et al., 2010). These two methodologies were also demonstrated through the application of triangulation, specifically methodological triangulation (Jennings, 2001). (Greene and Caracelli, 1997) argued that these methods used together for a greater understanding their complementary natures than single method. Quantitative method provides the theoretical structure, while qualitative methods allow more understandings, individual's insights (Martin et al., 2008). Thus, the combination of both methodologies provides a more comprehensive approach to develop of answers for research questions and solution of the complexities.

4.1 Hypothesis Development

Hypothesis is an assumption with few bases of evidence which is unproven. In this study, following two hypotheses are employed based on skills aspect.

(H₀)=There is no skills gap between tourism educational institutes offers and industry needs

X=Y

(H₁)=There is skills gap between tourism educational institutes offers and industry needs

X≠Y

Here,

X= Tourism educational institutes skill offers

Y= Tourism Industry's expectation of skills (Hotels)

Hypothesis for Communication Skills:

There is communication skills gap between tourism educational institutes offers and industry needs (H₁).

Hypothesis for Leadership Skills:

(H₂): There is leadership skills gap between tourism educational institutes offers and industry needs

Hypothesis for Behavioral Skills:

(H₃) There is behavioral skills gap between tourism educational institutes offers and industry needs

Hypothesis for Information Technology (IT) Skills:

H₄: There is Information Technology (IT) Skills gap between tourism educational institutes offers and industry needs

Hypothesis for Front desk Skills:

H₅: There is front desk skills gap between tourism educational institutes offers and industry needs

Hypothesis for Housekeeping Skills:

H₆: There is housekeeping skills gap between tourism educational institutes offers and industry needs

Hypothesis for Food & Beverage Production Skills:

H₇: There is food & beverage production skills gap between tourism educational institutes offers and industry needs

Hypothesis for Food & Beverage Service Skills:

H₈: There is food & beverage services skills gap between tourism educational institutes offers and industry needs

Hypothesis for Sales & Marketing Related Skills

H₉: There is food & beverage services skills gap between tourism educational institutes offers and industry needs

4.2 Data Collection Techniques

For qualitative technique, in-depth, semi-structured interviews were conducted with tourism educators, industry, professionals, hotel sectors specialists. It took 20-30 minutes with the consent of the participants through asking detailed questions to understand why certain skills were considered significant and how these could be effectively taught to students. Interviews were recorded and transcribed. In quantitative part, purposive sample technique used with pre-tested structured questionnaires survey method. The questionnaires were distributed to fourth-year and master's students in the tourism and hospitality management department and hotel industry personnel.

4.3 Sample Size and Data Analysis

In this qualitative research, a small sample size is considered an acceptable one (Malthotra et al., 2004). The sample comprised of one department in the University of Rajshahi, Faculty of Business Studies, five tourism industry particularly hotel namely, Sheraton Dhaka, Hotel X, Grand River View, Royal Raj Hotel & Condominium, and Warisan Residential Hotel. Moreover, the sample was representative sample of students who are in the fourth year and above of the same departments. In qualitative phase, 17 respondents were gathered because after collecting data from 17 respondents, there is no new insights. Content analysis approach is used in data analysis because it is recommended by Quaddus and Xu (2005). All interviews and focus group discussion were tape recorded and later transcribed with the permission of the participants. The transcripts were checked against the accuracy and completeness and then the analysis phase took place. Some transcribed interviews from the hotel industries and tourism educations;

Our hotel has different departments and each has demanded skills. In front desk, we look for well-groomed graduates who are good in English and have only some basic knowledge in computers. In the case of housekeeping, a candidate should have experience in bed making as well as the knowledge of cleaning chemicals. Also, friendly attitude, food items and visitor service are critical especially in ensuring cleanliness and delivery of excellent services on the food and beverage section. (Respondent 1)

The graduates who completed the renowned educational institutes, especially in the subject of tourism and hospitality, have enough knowledge of theory, but they cannot get the job according to their preference because of a lack of practical knowledge. The theory and practical are far different from one another in this sector. The combination of theoretical and practical knowledge overcomes these problems. Another main reason is tourism graduates expect more salary as entry-level employees. Though the official language of Bangladesh is Bangla, English proficiency is needed. I would like some fresher graduates for their career growth, such as quick learners, punctual, dedicated team workers with problem-solving skills. If any graduate has 6 months to 1 year of experience in the hotel industry, I think he/she will get a good position job here. (Respondent 3)

If we looking tourism sector in the world wide, it is a growing sector now. Graduate students should have knowledge on how to greet, modesty, guest conversation which is come from practical experience through internship. (Respondent 2)

If you want to have a growth career in the tourism industry, you have to start from the ground up; it means primary-level work. However, some graduates may hesitate to engage in these foundational duties, such as mopping and cleaning. So, they shift to another field rather than tourism. Another reason is that we have seen that the leaders who

are leading in these tourism industries, such as hotels, motels, and destinations in Bangladesh, do not have professional tourism backgrounds, which has hindered the industry's growth and development to the expected levels because of a lack of proper knowledge. (Respondent 4)

We were attached to a 3-month internship in the tourism industry, especially in the hotel sector, which is not enough to learn practically. The theory is the vast amount that the department is providing, which is not closely related with tourism, such as business mathematics, cost and management accounting subjects and many more. But some subjects help to build up skills related to tourism, such as presentation skills, the theory and practical culinary subject, tourism culture and heritage, tour operation management, and many seminars and workshops that the department organized. (Respondent 9)

In quantitative, 86 samples were used in the study, 41 from the tourism industry and 45 from the tourism educational institutes. The sample size was determined using prior research and purposive sampling, included fourth year and master students to bring on board different views. This study used the Independent Sample T test analysis in the analysis of quantitative data by comparing two sets of data; tourism institutes and Industry. Excel sheets and IBM SPSS software Version 23 used as a data analysis tool in research. A six-point Likert Scale was used, which was very successful in minimizing the neutral responses that are very common in Asian societies. The nominal scales were used to gather demographic data with close ended questions. The questionnaire was created using the known guidelines and literature. To collect information, pre-tested structured questionnaires were issued, which resulted in 75 face-to-face responses and 11 other responses through Google form.

5. Results and Findings

5.1 Demographic analysis of the industry respondents

90.2% of the respondents believe that both soft and hard skills in the tourism and hospitality industry. A lower percentage of 7.3% solely believes in hard skills, while 2.4% believe in soft skills only. The age of the respondents are as follows: 29.3% from 21 to 30 years, 65.9% from 31 to 40 years group, while 4.9% are between 41-50 years. The table 5.1 shows that the majority of the respondents were within the age group of 31-40 years. In educational qualifications of the respondents, 2.4% of respondents are in high school, 19.5% are college qualifications, 56.1% have diploma qualification, and 22% have a university qualification. The table shows that 24.4% work in the front office, 34.1% in housekeeping, 12.2% in food and beverage production, 9.8% in food and beverage service, 14.6% in sales and marketing, and 4.9% in other departments such as HR, manager and so on. Most of the people earn less than 20,000 Tk each month, according to the data, which makes up more than half at 53.7%. Between 20,001 and 30,000 Tk are at 34.1%. A smaller group, exactly 4.9%, from 30,001-40,000 Tk. Another 4.9% from 40,001 to 50,000 Tk. Above 50,000 Tk there is only 2.4%. 73.2% are male, and 26.8% are female. Around 58.5% have experiences one to two years, while 29.3% three to five years. Only a small group 12.2% have six to ten years. So, it shows that most of the participant are relatively new to the industry. Nearly half the participants come from Rajshahi, specifically 51.2%, and 4.9% from Dhaka, just like Chattogram. 19.5% are from Khulna. Barisal and Sylhet are both at 4.9%. Rangpur is at 9.8%. Not one respondent came from Mymensingh. So, while Rajshahi leads clearly, Khulna also holds a notable presence.

Table 5.1: Demographic analysis of the industry respondents

Most Important Skills			Year of Work Experiences		
	Frequency	Percent%		Frequency	Percent%
Soft Skills	1	2.4	1-2 Years	24	58.5
Hard Skills	3	7.3	3-5 Years	12	29.3
Both	37	90.2	6-10Years	5	12.2
Total	41	100.0	Total	41	100.0
Age			Division		
	Frequency	Percent%		Frequency	Percent%
21-30	12	29.3	Dhaka	2	4.9
31-40	27	65.9	Chattogram	2	4.9
41-50	2	4.9	Rajshahi	21	51.2
Total	41	100.0	Khulna	8	19.5
Gender			Barisal	2	4.9
	Frequency	Percent	Sylhet	2	4.9
Male	30	73.2	Rangpur	4	9.8
Female	11	26.8	Mymensingh	0	0
Total	41	100.0	Total	41	100.0
Income			Education		
	Frequency	Percent		Frequency	Percent
Less than 20,000 Tk	22	53.7	High School	1	2.4
20, 001-30, 000 Tk	14	34.1	College	8	19.5
30,001- 40, 000 Tk	2	4.9	Diploma	23	56.1
40,001-50,000 Tk	2	4.9	University	9	22.0
Above 50,000 Tk	1	2.4	Total	41	100.0
Total	41	100.0	Work of Department		
				Frequency	Percent
			Front office	10	24.4
			Housekeeping	14	34.1
			Food & Beverage Production	5	12.2
			Food & Beverage Service	4	9.8
			Sales & Marketing	6	14.6
			Others	2	4.9
			Total	41	100.0

5.2 Demographic analysis of the institutes respondents

According to the analysis from the table 5.2 specifically 91.1% conclude that soft and hard skills are necessary to succeed in the tourism and hospitality industry. The smaller percentage, 4.4%, give importance to single unit skills. 100% of the respondents are aged between 21-30 years. All the respondents are from University of Rajshahi. Table 5.2 shows that 44.4% of the respondents earned less than 20,000 Tk, 22.2% earned less than 30,000 Tk, 15.6% earned less than 40,000 Tk, 6.7% earned less than 50,000 Tk and another 6.7% earned more than 50 000 Tk. The number of respondents obtained was 43, which constituted 95.6% of the sample, and two respondents (4.4% never made it to the data). The results show that most of the respondents or their parents belong to the lower income groups. 66.7% of the participants were male and 31.1% were female. There was 1 missing participant response,

which is 2.2% of the total, bringing the overall total to 45 participants. 62.2% of the respondents are in the fourth year and only 37.8% are taking or have graduated a master degree. The statistics provided that 24.4% of the respondents are from Dhaka, 33.3% from Chattogram, 22.2% from Rajshahi, 6.7% from Khulna, 2.2% from Barisal, 4.4% from Sylhet, 2.2% from Mymensingh, and 4.4% from Rangpur. As such, most of the respondents are from chattogram, then Dhaka, and lastly Rajshahi.

Table 5.2: Demographic analysis of the institute's respondents

Most Important Skills			Current study		
	Frequency	Percent%		Frequency	Percent%
Soft Skills	2	4.4	BBA 4 Years	28	62.2
Hard Skills	2	4.4	Masters	17	37.8
Both	41	91.1	Total	44	100.0
Total	45	100.0			
Age			Division		
	Frequency	Percent%		Frequency	Percent%
Below 20	0	0	Dhaka	11	24.4
21-30	45	100.0	Chattogram	15	33.3
Above	0	0	Rajshahi	10	22.2
Total	45	100.0	Khulna	3	6.7
Gender			Barisal	1	2.2
	Frequency	Percent	Sylhet	2	4.4
Male	30	66.7	Mymensingh	1	2.2
Female	14	31.1	Rangpur	2	4.4
Missing system	1	2.2	Total	45	100.0
Total	45	100.0			
Income of respondents/their parents			Name of the institutes		
	Frequency	Percent		Frequency	Percent%
Less than 20,000 Tk	20	44.4	University of Rajshahi	45	100
20,001-30,000 Tk	10	22.2			
30,001-40,000 Tk	7	15.6			
40,001-50,000 Tk	3	6.7			
Above 50,000 Tk	3	6.7			
Missing system	2	4.4			
Total	45	100.0			

5.3 Communication Skills

Table 5.3: Tourism Industries (Hotel) and Tourism Education (Student) views on Communication skills Gap

Variables	View of Tourism institutes (Students)		View of Tourism Industry (Hotels)		Levene's Test for Equality of Variances		T-Test for Equality of Means			Remark
	Mean	Rank	Mean	Rank	F	Sig.	Mean Difference	T value	Sig. (2-tail)	
CS1	4.29	3	3.45	8	1.112	.295	.839	3.169	.002	Significant Influence
CS2	4.40	2	5.08	5	8.909	.004	-.675	-3.103	.003	Significant Influence
CS3	4.02	5	4.88	7	6.911	.010	-.853	-4.085	.000	Significant Influence
CS4	3.98	6	4.95	6	6.737	.011	-.972	-4.223	.000	Significant Influence
CS5	3.80	7	5.10	4	37.041	.000	-1.305	-4.725	.000	Significant Influence
CS6	3.80	7	5.40	1	17.960	.000	-1.600	-6.204	.000	Significant Influence
CS7	4.76	1	5.13	2	11.587	.001	-.369	-1.570	.134	Not Significant
CS8	4.24	4	5.13	2	18.059	.000	-.881	-3.596	.001	Significant Influence
Total Average Score	4.16		4.76				0.605			

Note: CS1=Oral Communication, CS2= Written communication, CS3=Questioning skill, CS4=Digital communication, CS5=Good negotiation skill, CS6= Multilingual skill, CS7= Presentation skill, CS8= Listening skill

From the above Table 5.3, the independent samples t-test shows that there are 7(seven) significant skills gaps (Sig.<0.05) out of a total of 8 in communication skills. It also shows that average mean of education institutes (mean = 4.16) while industry expected (mean = 4.76), and t test for equalities of means is less than P value (Sig.< 0.05). Only presentation skill is no significant gaps were recorded (Sig.>0.05).

5.4 Leadership Skills

Table 5.4: Tourism Industries (Hotel) and Tourism Education (Student) views on Leadership skills

Variables	Tourism institutes Providing skills (Students)		Tourism Industry's expectation of skills (Hotels)		Levene's Test for Equality of Variances		T-Test for Equality of Means			Remark
	Mean	Rank	Mean	Rank	F	Sig	Mean Difference	T value	Sig. (2-tail)	
LS1	4.44	1	5.13	5	30.092	.000	-.69	-3.046	.005	Significant Influence
LS2	3.69	6	5.65	1	26.729	.000	-1.96	-9.085	.003	Significant Influence
LS3	3.93	3	5.08	6	20.663	.000	-1.15	-4.804	.000	Significant Influence
LS4	3.84	5	5.05	7	19.962	.000	-1.21	-5.309	.000	Significant Influence
LS5	3.93	3	5.25	4	24.706	.000	-1.31	-5.147	.000	Significant Influence
LS6	3.53	8	5.55	2	26.110	.000	-2.02	-8.638	.000	Significant Influence
LS7	3.69	6	5.05	7	18.493	.000	-1.36	-5.637	.000	Significant Influence
LS8	4.00	2	5.31	3	7.540	.007	-1.31	-5.730	.000	Significant Influence
Total Average Score	3.90		5.29				1.39			

Note: LS1= Team work skill, LS2= Motivation skill, LS3= Technical skill, LS4= Decision making, LS5= problem solving skill, LS6= Multitasking skills, LS7= Relationship building skill, LS8= Adaptability skill

The independent samples t-test, as indicated in Table 5.4 above, indicates that almost all skills statistically significant skills gap (Sig.<0.05) out of a total of 8 in leadership skills. It also shows that average mean tourism educational skills offering (mean = 3.90) is lower than the industry expected skills need (Average mean = 5.29), and t test for equalities of means is less than P value (< 0.05).

5.5 Behavioral Skills

Table 5.5: Tourism Industries (Hotel) and Tourism Education (Student) views on Behavioral skills

Variables	Tourism institutes Providing skills (Students)		Tourism Industry's expectation of skills (Hotels)		Levene's Test for Equality of Variances		T-Test for Equality of Means			Remark
	Mean	Rank	Mean	Rank	F	Sig.	Mean Difference	T value	Sig. (2-tail)	
BS1	4.00	9	5.00	8	7.648	.007	-1.00	-4.149	.000	Significant Influence
BS2	4.51	2	5.25	5	17.596	.000	-.740	-3.438	.000	Significant Influence
BS3	4.36	4	5.45	1	13.083	.001	-.739	-4.273	.001	Significant Influence
BS4	4.22	7	5.25	5	14.076	.000	-.739	-4.668	.001	Significant Influence
BS5	4.27	5	4.88	9	26.725	.000	-1.094	-2.345	.000	Significant Influence
BS6	4.73	1	5.28	3	23.266	.000	-1.094	-2.486	.000	Significant Influence
BS7	4.24	6	5.21	7	7.477	.008	-1.028	-4.314	.000	Significant Influence
BS8	4.13	8	5.35	2	19.478	.000	-1.028	-5.095	.000	Significant Influence
BS9	4.40	3	5.28	3	15.020	.000	-.608	-3.701	.026	Not Significant
Total Average Score	4.32		5.22				0.90			

Note: BS1= Attention to detail, BS2= Well-groomed, BS3= Good attitude skill, BS4= Knowing different cultures, BS5= Ethics at workplace, BS6= Time management skill, BS7= Ability to work under pressure, BS8= Calmness skill, BS9= Skill of handling guest complaint

The table 5.5 show that all skills statistically significant skills gap (Sig.<0.05) out of a total of 8 in behavioral skills. It also shows that average mean tourism educational skills offering (mean = 4.32) is lower than the industry expected skills need (mean = 5.22), and t test for equalities of means is less than P value (< 0.05).

5.6 Information Technology (IT) Skills

Table 5.6: Tourism Industries (Hotel) and Tourism Education (Student) views on IT skills

Variables	Tourism institutes Providing skills (Students)		Tourism Industry's expectation of skills (Hotels)		Levene's Test for Equality of Variances		T-Test for Equality of Means		Remark	
	Mean	Rank	Mean	Rank	F	Sig.	Mean Difference	T value	Sig. (2-tail)	
ITS1	3.93	1	5.23	2	27.972	.000	-1.3	-4.959	.000	Significant Influence
ITS2	3.62	4	5.28	1	51.846	.000	-1.6	-5.872	.000	Significant Influence
ITS3	3.29	5	4.70	3	14.913	.000	-1.4	-4.547	.000	Significant Influence
ITS4	3.91	2	3.85	5	.009	.924	.061	.183	.856	Not Significant
ITS5	3.64	3	4.10	4	.947	.333	-.458	-1.259	.211	Not Significant
Total Average Score	3.68		4.63				-.952			

Note: ITS1= Computer skills, ITS2= MS office, ITS3= E-commerce skill, ITS4= Organizing virtual meetings, ITS5= Video recording and editing skill

The independent samples t-test in Table 5.6 shows that three skills related to IT have statistically significant differences (Sig.<0.05) among a total of five skills. Organizing virtual meetings and video recording and editing skills had no significant gaps recorded (Sig.>0.05). It also shows that the average mean tourism educational skills offering (mean = 3.68) is lower than the industry's expected skills need (mean = 4.63) with a mean difference of -0.952. However, from the outcome, the researcher can draw the conclusion that departments of the university provide almost all IT skills, such as organizing virtual meetings and video recording and editing as per the needs of the industry, which means there is no significance between the tourism institute and the industry. There are few sub-skills, such as computer skills and knowledge of MS Word and e-commerce, that bear a bit of a gap between the expectation and the actual.

5.7 Front desk related Skills

Table 5.7: Tourism Industries (Hotel) and Tourism Education (Student) views on front desk related skills

Variables	Tourism institutes Providing skills (Students)		Tourism Industry's expectation of skills (Hotels)		Levene's Test for Equality of Variances		T-Test for Equality of Means			Remark
	Mean	Rank	Mean	Rank	F	Sig.	Mean Difference	T value	Sig. (2-tail)	
FDS1	4.20	2	5.20	1	36.755	.000	-1.000	-3.844	.000	Significant Influence
FDS2	4.16	3	5.18	2	19.598	.000	-1.019	-3.963	.000	Significant Influence
FDS3	3.89	5	4.68	5	10.204	.002	-.786	-2.993	.004	Significant Influence
FDS4	4.36	1	4.98	4	10.947	.001	-.619	-2.389	.019	Not Significant
FDS5	4.00	4	5.08	3	27.251	.000	-1.075	-3.974	.000	Significant Influence
Total Average Score	4.122		5.024				-.899			

Note: FDS1= Reservation system skill, FDS2= Property management system (PMS) software skill, FDS3= Cash handling skill, FDS4= Hotel property knowledge, FDS5= Billing method skill

The independent samples t-test of table 5.7 shows that total of front desk related skills statistically significant gap (Sig.<0.05). It also shows that the average mean for tourism educational skills offering is (Mean = 4.122), while the industry's expectation skill needed is (Mean = 5.024), with a mean difference of -0.899. The t-test for equalities of means is less than P value (< 0.05).

5.8 Housekeeping Skills

Table 5.8: Tourism Industries (Hotel) and Tourism Education (Student) views on housekeeping skills

Variables	Tourism institutes Providing skills (Students)		Tourism Industry's expectation of skills (Hotels)		Levene's Test for Equality of Variances		T-Test for Equality of Means			Remark
	Mean	Rank	Mean	Rank	F	Sig.	Mean Difference	T value	Sig. (2-tail)	
HS1	4.00	3	5.35	2	35.826	.000	-1.350	-5.011	.000	Significant Influence
HS2	4.02	2	5.51	1	9.129	.003	-1.491	-5.987	.000	Significant Influence
HS3	3.87	4	5.03	5	36.407	.000	-1.158	-4.359	.000	Significant Influence

HS4	4.13	1	5.03	5	23.621	.000	-.892	-3.655	.001	Significant Influence
HS5	3.62	5	5.10	4	56.683	.000	-1.478	-5.216	.000	Significant Influence
HS6	3.51	6	5.18	3	52.513	.000	-1.664	-6.241	.000	Significant Influence
Total Average Score	3.86		5.03				-1.39			

Note: HS1= Bed making skill, HS2= Guest priority, HS3= Deep cleaning skill, HS4= Room set up skill, HS5= Knowledge on cleaning chemical, HS6= Storing skill

From the above table 5.8, the independent samples t-test show that total of housekeeping related skills statistically significant gap (Sig.<0.05). A visual summary of table 5.8 represents the average mean of educational institutes offering skills (mean = 3.86) is lower than the industry's expectation skills need (mean = 5.03), and t test for equalities of means is less than P value (< 0.05).

5.9 Food & Beverage Production Related Skills (FBPS)

Table 5.9: Tourism Industries (Hotel) and Tourism Education (Student) views on Food & Beverage Production Related Skills (FBPS)

Variables	Tourism institutes Providing skills (Students)		Tourism Industry's expectation of skills (Hotels)		Levene's Test for Equality of Variances		T-Test for Equality of Means			Remark
	Mean	Rank	Mean	Rank	F	Sig.	Mean Difference	T value	Sig. (2-tail)	
FBPS1	4.02	5	5.25	1	12.389	.001	-1.228	-4.563	.000	Significant Influence
FBPS2	4.16	3	5.10	3	27.710	.000	-.944	-4.308	.000	Significant Influence
FBPS3	4.18	1	5.23	2	14.941	.000	-1.047	-4.189	.000	Significant Influence
FBPS4	4.04	4	5.03	4	10.481	.002	-.981	-3.954	.000	Significant Influence
FBPS5	3.80	6	4.78	6	22.480	.000	-.975	-3.860	.000	Significant Influence
FBPS6	4.18	1	4.95	5	30.552	.000	-.772	-3.390	.001	Significant Influence
Total Average Score	4.063		5.056				-.991			

Note: FBPS1= Cooking skill, FBPS2= Ingredient knowledge, FBPS3= Hygiene practice, FBPS4= Kitchen organizing skill, FBPS5= Proper cutting skill, FBPS6= knowledge on basic culinary terms

From the above table 5.9 show an independent samples t-test that total of FBPS related skills statistically significant gap (Sig.<0.05). It also presents that the average mean of educational institutes offering skills (mean = 4.063) is

lower than the industry's expectation skills need (mean = 5.056), and t test for equalities of means is less than P value (< 0.05).

5.10 Food & Beverage Service-Related Skills (FBSS):

Table 5.10: Tourism Industries (Hotel) and Tourism Education (Student) views on Food & Beverage Services Related Skills (FBSS)

Variables	Tourism institutes Providing skills (Students)		Tourism Industry's expectation of skills (Hotels)		Levene's Test for Equality of Variances		T-Test for Equality of Means			Remark
	Mean	Rank	Mean	Rank	F	Sig.	Mean Difference	T value	Sig. (2-tail)	
FBSS1	3.47	8	5.10	2	22.440	.000	-1.633	-5.988	.000	Significant Influence
FBSS2	4.36	1	5.00	3	33.718	.000	-.644	-3.030	.004	Significant Influence
FBSS3	3.24	9	4.68	7	19.442	.000	-1.431	-5.442	.000	Significant Influence
FBSS4	3.71	5	3.23	8	.001	.972	.486	1.318	.191	Not Significant
FBSS5	3.48	7	4.80	6	26.718	.000	-1.323	-4.639	.000	Significant Influence
FBSS6	3.73	4	3.03	9	4.887	.030	.708	2.229	.029	Not Significant
FBSS7	3.51	6	4.88	5	28.134	.000	-1.364	-4.902	.000	Significant Influence
FBSS8	4.04	2	5.00	3	41.035	.000	-.956	-4.014	.000	Significant Influence
FBSS9	3.82	3	5.13	1	15.300	.000	-1.303	-5.454	.000	Significant Influence
Total Average Score	3.71		4.54				-0.83			

Note: FBSS1= Catering management skill, FBSS2= knowledge on basic food service skill, FBSS3= Knowledge on wines, FBSS4= Table setting skill, FBSS5= Bar at tendering skill, FBSS6= knowledge on dish ingredients, FBSS7= Buffet management skill, FBSS8= Knowledge on menu items, FBSS9= Food presentation skill

From the above table 5.10 independent samples t-test, eight skills statistically significant skills gap (Sig.<0.05) out of a total of nine in Food & Beverage Services Related Skills (FBSS). No significant gaps were recorded for Table setting skill which is greater than (Sig.>0.05). It also presents the average mean of education (mean = 3.71) is lower than the industry expected (mean = 4.54), and t test for equalities of means is less than P value (< 0.05) except table setting skill (.191).

5.11 Sales & Marketing Related Skills (SMS)

Table 5.11: Tourism Industries (Hotel) and Tourism Education (Student) views on Sale & Marketing Related Skills (SMS)

Variables	Tourism institutes Providing skills (Students)		Tourism Industry's expectation of skills (Hotels)		Levene's Test for Equality of Variances		T-Test for Equality of Means			Remark
	Mean	Rank	Mean	Rank	F	Sig.	Mean Difference	T value	Sig. (2-tail)	
SMS1	4.07	2	5.10	2	38.788	.000	-1.036	-3.892	.000	Significant Influence
SMS2	3.91	4	5.23	1	32.869	.000	-1.314	-5.225	.000	Significant Influence
SMS3	3.91	4	4.45	6	4.555	.036	-.539	-1.895	.062	Not Significant
SMS4	3.84	6	4.85	5	16.148	.000	-1.006	-3.861	.000	Significant Influence
SMS5	4.13	1	4.95	4	8.847	.004	-.817	-3.009	.004	Significant Influence
SMS6	3.98	3	4.97	3	34.413	.000	-.997	-3.569	.001	Significant Influence
Total Average Score	3.97		4.93				-0.95			

Note: SMS1= Knowledge on room types, SMS2= Investment skill, SMS3= Property development skill, SMS4= Guest retention skill, SMS5= Social media knowledge, SMS6= Knowledge on online booking

From the above table 5.11 independent samples t-test indicate that five skills statistically significant skills gap (Sig.<0.05) out of a total of 6 in Sales & Marketing Related Skills (FBSS). No significant gaps were recorded for property development skill which is greater than (Sig.>0.05). Table 5.11 presents the average mean of tourism educational institutes skills offering (mean = 3.97) is lower than the industry expected skills (mean = 4.93), and t test for equalities of means is less than P value (< 0.05) except property development skill (.062).

6. Conclusion and Future Research Direction

Tourism sector is changing rapidly, and the education of tourism in Bangladesh has to be updated according to the modern industry needs. The current research study points out a very clear gap between the theoretical knowledge that taught in the educational institutions and the practical skills required in the tourism sector. As a result, the curricula of tourism must be reformed towards being more industry focused with emphasis on experiential learning, internships, sufficient laboratory and training equipment.

Though there are clear skills gap finding from this study, still the sample size, area of study might not enough to represent the study. Only one tourism institute and Dhaka Sheraton, Hotel X, Grand River View, Royal Raj, Warisan from the tourism industry could not fulfil the outcome of the study or true findings. The researcher only collected total 86 respondent which present significant limitations of this study. All these limitations might provide for better opportunity to do further research in whole Bangladesh which is growing rapidly with respect to the tourism industry and tourism education.

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