

**Strategies Exploration for Academic Achievement Improvement Through Organization
Development Interventions (ODI) :
A Study of Kwara State University, Malet**

Olukemi Fagbolu¹ Julia Fallon²

¹Graduate School of Business, Assumption University of Thailand
Corresponding author Email: deborahlolade@yahoo.com

²Cardiff School of Management, Cardiff Metropolitan University
Email: JFallon@cardiffmet.ac.uk

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Abstract

This paper focuses on exploring possible strategies for academic achievement improvement of tourism management students. The study in ODI perspective utilizes action research and survey feedback approach and employed mixed methodology comprising quantitative and qualitative in Nigeria context. Data were collected using semi structured questionnaire. Quantitative data are presented on tables and pie charts and analyzed through PSPP statistical analysis free software tool entailing simple descriptives, percentages and means (*M*). It presents, codifies, and analyzes qualitative data using thematic analysis on MS Excel spread sheet. The results show that input [curriculum] and process [teaching methods and resources] drive academic achievement while degree awards affect employability of tourism management graduates. The paper concludes that ODI can significantly influence strategy exploration in education context.

Keywords: academic achievement improvement, organization development Intervention (ODI), strategies exploration, tourism management education

Introduction

Tourism management jobs exist in public and private sectors but majority of tourism graduates are not meeting degree awards set standard for employment by employers in Nigeria (Akinyemi et al., 2014; Vanguard, 2018). This study instead of relying on existing models (Margerison, 1978) explores possible strategies through ODI for improving degree awards of the students upon graduation in order to close match between tourism management degree awards and tourism management employment in Nigeria.

Research Questions

1. What is the current status of tourism management education system in terms of input (curriculum) and process (teaching methods and resources) in relation to output (students' academic achievement)?
2. What are the possible strategies for improving academic achievement of tourism students in terms of curriculum and teaching methods and resources?
3. How and to what extent can ODI influence strategy exploration for students' academic achievement improvement in TMES context in Nigeria?

Literature Review

The review covers tourism management education open system, academic achievement improvement, strategy development and ODI.

Tourism Management Education System

Tourism management education system is driven by the education demand and supply. The system in an open system perspective encompassing teaching environment, input, process, feedback and output (Cheng et al., 2002). The process of the system is influenced by education systems and sub-systems. Feedback in form of pressures or needs form basis for education policy change. The outcomes from the system entail outputs from the system which produce direct and indirect benefits and impacts of the outputs on the society that is significant to economic and non-economic effects.

Inputs to the Education System: Curriculum Defining education or school curriculum is actually not an easy task. The term refers to the academic lessons and content taught in a specific institution or in a program. However, ".....school documents, newspaper articles, committee reports and many academic textbooks refer to any and all subjects offered or prescribed as the curriculum of the school" (Marsh, 2009, p. 3). In tourism education context, the question, however, is whether the tourism education curriculum is fit for purpose or not? Curriculum is either framed, by accident, designed, planned, enacted, experienced, commercial or non-commercial. Tourism management education holds within vocation and non-commercial curriculum.

Thereby, two kinds of curriculum that have emerged so far for the education are commercial and non-commercial curriculum. Non-commercial curriculum covers planning, organizing, directing, and controlling of all the capital, material and human resources as well as leadership and communication skills in the operating sectors and destination management organizations (Bibbings, 2013; Dredge et al., 2014; Tribe, 2014). Commercial curriculum is vocational oriented focusing on practical teaching within the school laboratory, workshop, internship, and apprenticeship traceable to the UK because of its close links with tourism operators and functions in the industry (Airey, 2013).

The nature and structure of tourism education systems demands a collaborative and participatory curriculum development (Batra 2016). The education curricula must be reviewed always to harmonize the needed skills now and, in the future, always. Instructors delivering such curriculum during teaching process ought to embrace appropriate learning assessment during and at the end of the teaching-learning period in the system if desired output is to be achieved (Becket, 2013). This kind of curriculum holistically goes a long way to helping the students in gaining both academic and vocational knowledge throughout their stay on campus in well-equipped facilities such as demonstration kitchen, hotel, tourism village, museum and travel agency. The education system ought to position itself to provide both quality theory and practical tourism education to the students.

Processes of the Education System: Teaching Methods and Resources. Previous study, Dorgu (2015) defines teaching method as any “teaching maneuver that can be used to facilitate students learning and satisfaction” (p. 279). Teaching methods used in the classrooms include classroom discussion and action research, questioning, team teaching, talk, recitation, field trip, excursion, modeling, dramatic, lecturing, simulation games and methods, debriefing, and role-playing. Others include inquiry, discovery, process approach, demonstration, laboratory, experimentation, collaborating programmed learning, assignment, project, microteaching, and mastery learning (Donche, 2013).

Teaching resources comprise auditory, virtual, visual, kinesthetic, support and co teaching which comprise non-electronic or hard, electronic, or soft and internet resources (Andambi & Kariuki, 2013; Salam, 2015). The non-electronic knowledge of tourism management as at 1972 is acquired through tourism textbooks, teachers' manuals and guide to create, use and assess tests. They also include textbook, printed notes, lecture notes, journals, magazines, travel aids atlas, wall maps, themes-particular sites, banner/posters/paper note, interactive paper boards, interactive games.

The development of education is encouraged in the content of tourism using textbooks which cover various components of tourism issues. Also, two or more teachers can teach a course based on cognitive skills using a joint prepared detailed course outline.

Non–electronic sources complement electronic methods but scarcity of non-electronic African regional literature poses challenge to the students (Mayaka, 2013). Electronic or soft resources include video, poster, television and radio programs, CDs, DVDs, video, interactive whiteboards (IWBs), power point and so on. They are significant to creating, drawing, and writing special documents and to saving the documents as a part of documentation and teaching-learning support to create creative explanations and not replacement (Benson, 2013; Malin, 2014). Significantly, a visual aid, tends to support visual learning and learning style portraying the main words and notions for learners to jot down, thus, promoting availability of the document for those who were absent during a particular lesson.

E-Learning resources through online learning resources involves e-learning models on internet such as e-teaching, e-books, online links, websites, e-library access, journals and conferences incorporated by instructors enable students to control, know when and how they will use resources to assist them to develop their comprehension of the course contents. It replicates conventional teaching models which support curriculum and teaching effectiveness and not transforming them.

However, study (Bibbings, 2013) observes that students are getting familiar with information communication technology in an environment of virtual learning. Nevertheless, these core learning resources assist the instructors to promote, develop and share resources enhanced by technological trend and developments assisting the students to understand the course and to know what it takes to pass a course. The resources ought not be mode of entertaining students but rather chosen carefully to enhance students' teaching-learning process in a very conducive teaching environment. The methods and resources if properly utilized can improve teaching

and learning to bring about desired changes in the students and learning outputs.

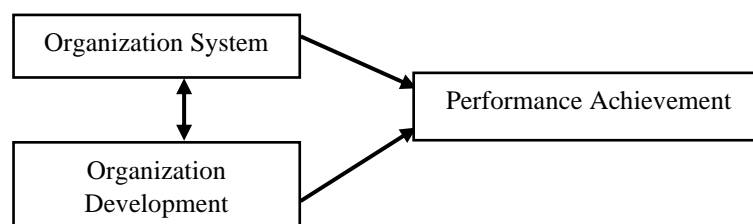
Education System Output: Academic Achievement Output in this context is referred to as percentage of the students admitted and registered for a particular course completing each level with a particular grade. Salam (2015) asserts that output is referred to as the students' academic achievement which is the outcome of the education environment, inputs, and processes. In educational organizations, success is often quantified by how well students meet set standards by the academic institution and employers or simply academic performance.

Theoretical Framework

Figure 1 below displays the theoretical framework for this study. General system theory signifies interdisciplinary research on interdependent and interrelated components. To a great extent, the framework is similar to the organization as an open system model. Organization as a system needs to exist in a task environment comprising agencies and clients, competitors, customers and regulatory agencies and derives input comprising material, capital and human from environment. However, in the process, people interact with structure, technology and tasks to produce products and services. The system collects particular inputs from its environment, transforms the inputs components to arrive at finished goods, services and ideas which are in turn returned to the environment. The feedback often helps to collect information from the environment on the outcome of the functions of the organization.

Figure 1

Theoretical Framework for the Study



OD as a concept is yet to gain a unified definition but primarily concerned with improving current situations in organizations by exploring and developing strategies to increase effectiveness and improve performance in an organizational system in collaboration with organizational leadership and members (Lewin, 1958). Notwithstanding, in line with the concerns of the OD founding intellectuals, OD scholars define the concept variously; OD does not possess a specific theory but rather draws strategies, techniques, theories, and models from various fields across sociology, psychology, and cultural anthropology (Beckhard, 1969).

The theories include planned change theory, positive model, appreciative

inquiry, systems theory, goal achievement theory and action research (AR) and survey feedback. OD process includes entering and contracting, diagnosing, collecting and analyzing diagnostic information. Others are feeding back diagnostic information, designing intervention, evaluating, and institutionalizing intervention, and leading and managing change. The processes provide framework to OD academic researchers and stakeholders on steps to take to collaboratively identify and recognize organization current situation, strengths, weaknesses, potentials, opportunities, aspirations, expected results and challenges in industrial and non-industrial sectors instead of neglecting them.

Research through ODI assist educational institution to MAD, be the best they can, make significant and positive impact in their environment and world (Tayko & Reyes-Talmo, 2010). Significantly, ODI is unique to exploring possible strategies for performance improvement for sustainability of organizations. An application of ODI, therefore, is capable of linking education system internal operations with its particular environment across the globe.

Applications of ODI in Education Context: Developed and Developing Countries

Application of the concept in achieving performance improvement in both industrial and non-industrial organizations have gained popularity amongst researchers in Europe, America, and Asia. In four views, ODI as a research involving action, it employs scientifically based approach to research organizational matters in collaboration with those who are experiencing the issues currently and directly. It is a study simultaneous with action engaging stakeholders of an organizational system under study to actively participate in the process rather than being objects of the research.

As in OD, AR as a sequence of activities entails iterative actions comprising cyclical steps of data gathering, data analysis, deliberate and conscious action planning, action taking, action result evaluation and feedback to the concerned all leading to subsequent data collecting et cetera. The aim is to make research action more effective while concurrently building up a body of scientific theory or knowledge.

A study, Khairuddin et. al. (2014) indicates that various forms of ODI include human resource management interventions, human process interventions, techno-structural interventions and strategic change interventions. As part of effort to improve performance in schools at one time or the other, various scholars have conducted ODI in different educational institutions.

Pupat (2009) conducts an empirical study to examine the impact of ODI on service process for curriculum development in an education context. The study aims to support and facilitate all academic units in the university to produce quality curricula. The main intention is to improve the quality-of-service process provided by the office of the Vice President for Academic Affairs. Action research model forms basis for the research framework and design. In order to measure the impacts of ODI on service process, the author analyzed quantitative data using (SPSS) Statistical Package for the Social Sciences program comprising means, standard deviation, and paired sample t-tests. Furthermore, stepwise regression analysis was employed to discover the

influence of service process on service quality in terms of operation management process, support process and communication process. Qualitative data are clustered according to the questions while brain map was utilized to classify participants and analyze pre ODI, ODI process and post ODI data. The study found that the operation management process in form of administrative function and tasks/activities structure has influence on service quality. The communication process in terms of service providers and receivers, competency and service delivery has influence on service quality.

Durlak et. al. (2011) apply OD in the study of comparison between Universal Social and Emotional Learning (USEL) programs and control. The researchers concentrate on a wide range of kindergarten through high school students' age groups. The OD effort involves stakeholders such as the public, policy makers and educators. The research comprises "a meta-analysis of 213 school-based, USEL programs involving 270,034 kindergartens through high school students" (Durlak et al., 2011, p. 405). The finding during the study reveals that due to the OD effort, OD practitioners in collaboration with academic staff were able to conduct the programs successfully. The concept is usually positive mindset, and its application is gathering momentum.

It is relatively an emerging concept in developing countries including Nigeria. Tourism management education research in ODI perspective especially in schools are relatively scarce in developing countries including Nigeria (Khairuddin et al., 2014).

Quereshi and Afzal (2008) apply OD to university education in developing countries. The focus of the study is to design a model which can aid changing the university education quality using OD techniques. The study identifies that less importance is always given to education in developing countries with only 2 to 4 per cent allocation out of the total annual budget. The authors identify some of the quality of the education quality improvement efforts in the countries. They include revisions of curriculums, increasing the pays of university employees, library improvements, improvements in infrastructure, laboratories and so on. the research employs historical/descriptive research method to develop and propose OD model for university education improvement and discover that the improvement programs are not recording remarkable effort and achievements as far as the university education in the country is concerned. The model with few changes in accordance to the culture of re can be and is applicable to universities.

Previous research, Al-Ashkar (2014); Renzulli (2015); have investigated how to improve students' academic achievement in schools and provide interventions to assist students' achievement within school system. Al-Ashkar (2014) investigates the effects of note-taking strategy on improving academic achievement of university students. The research examined the influence of gender, academic level, and faculty on the perspectives of the students. The study from the perspectives showed positive impacts of note-taking strategy on students' academic performance. It also revealed significant differences in the students' perspectives because of the faculty and no significant differences in their perspectives because of academic level of the students. University students who are at risk of lack of employment upon graduation tend to have challenges adjusting to university by low academic grades (achievement).

Academic achievement is evaluated by standardized achievement tests

developed for a specific course. Various drivers are predicting academic achievement including self-efficacy, motivation, and goal orientations. Renzulli (2015) uses learning skills course (LSC) strategies as against traditional study skills (TSS) for academic performance of university students on academic probation. The study reveals that placing students on academic probation resulted in time loss, wasted talent and resources while one half of all students who began the education failed to complete their degrees. The research provided empirical support for the use of various advising strategies, entailing direct, specific study-skills instruction for students facing academic challenges and struggling upon matriculation. The research discovered that advising strategies were able to improve the academic achievement of the students already on academic probation.

Conceptual Framework

Figure 2

Conceptual Framework

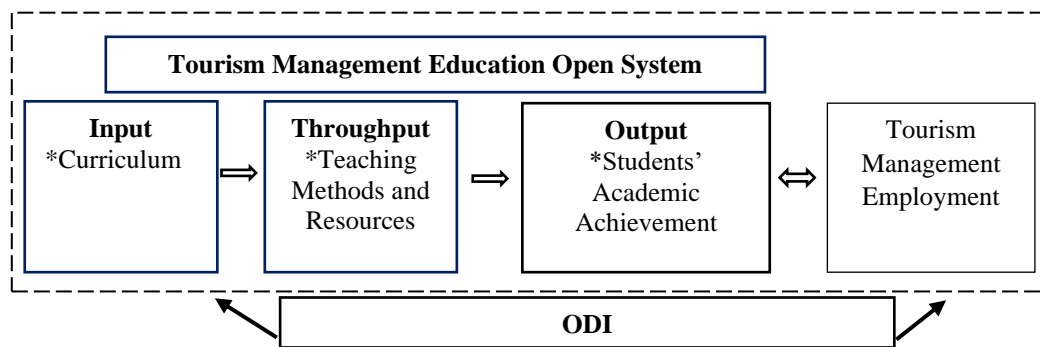


Figure 2 presents the conceptual framework for this paper. Employability of the tourism management graduates is affected by the academic achievement. As people cooperate in implementing strategies that they are part of, if the education system stakeholders actively through ODI explore possible strategies for curriculum and teaching method and resources delivery, implement the strategies, students graduating with degrees meeting employment condition will increase. Thereby, bridging existing gaps between academic grades upon graduation and tourism management employment.

Research Methodology

The study in ODI perspective employed action research and survey feedback approach and utilized mixed methodology entailing qualitative and quantitative methods. It uses a lottery method which involves of blind folding to pick a geo-political zone. The study employs a convenience sampling, a non-probability sampling to select the study organization for the research and venue for strategy development. The study further adopts cluster sampling, a non-probability sampling to draw and arrive at the sample size.

Research Participants

Sample size focus groups and participants for data collection comprise of 525 tourism management students with 13 staff in three phases but in four steps. First, pre-intervention. Next, intervention and lastly, post-intervention. The four steps covered consenting and agreement, diagnosis, intervention, and strategy development and post data evaluation.

Research Instrument

The semi-structured questionnaires utilized for data gathering from two focus groups entailing students and staff comprised three sections.

The Five-Point Likert scale closed ended sections ranged from strongly disagree to strongly agree between levels 1 and 5. The design and development of the instruments is a result of inability of the research to discover tested research instrument that best suits the study from past researchers' works reviewed. The development of the instrument is informed by the related studies during literature review. The instrument was submitted to experts for modifications for validity, further remodified and pretested using PSPP Cronbach's alpha to ascertain the reliability of the instruments. An agenda and a strategic checklist are developed and guided the strategy development in one-day strategic meeting held at the venue agreed upon by the researchers, study organization leadership and the staff.

Data Collection Procedures and Techniques

The data collection procedures observed during three phases of the study.

Phase One: Pre-ODI. The study begins by reviewing literature on the research topic from journal articles, books, and internet sources. At the study organization, a letter was presented to the leadership of the study organization and meeting held with the entire staff to discuss the purpose and type of the research. Diagnosis of the current status of tourism management education is conducted through administration of the approved semi structured survey questionnaire to the students. Students are invited level by level for briefing on the research. Survey questionnaire are distributed to the students and collected back immediately. The duration for administration and collection of the survey questionnaire for each level is between one hour and thirty minutes and two hours.

Writing pens are provided for the students in order to curb challenges of lack of writing pens by some students. It also serves as an incentive for the student. This is necessary in order to avoid stress of tracking students to return the questionnaire forms. A feedback meeting with the staff is organized and held to present the outcome of the diagnosis of the current situation of the educational system to the leadership and staff. Strategic intervention was recommended to explore and develop strategies to improve on the current academic performance of the students. The participants were informed of and introduced the research approach at the meeting. Then, the agenda was also presented and distributed to the leadership of the organization. The step necessitates comprehension and expected contribution,

participation and collaboration during the intervention process.

Phase Two: ODI. The strategy development meeting was scheduled and conducted at an agreed venue, day, date, and time with the participants to develop strategies for the students' academic achievement improvement. In a participatory manner, the research anchors the strategic meeting while the participants are divided into four groups. In order to group the groups, the projection was on 21 staff. Thus, arrangement was made for four groups and tables, three groups or tables is to have five participants each, then group four or table is to contain 6 participants, 21 cards are cut, where 1 is written on four, 2 written on four, 3 written on four and 4 written on five. On the meeting day, before the arrival, the cards were placed on the entrance table, four tables are arranged for the meeting and numbered 1 to four with table numbers. Numbers are allocated to participants as they arrive in a cycle of 4. The first person is given number one, the second person is given number 2, the third person number 3 and the fourth person number 4. The participants are urged to sit on the table with corresponding numbers to the numbers allotted to them at the entrance. After the cycle of four, in the same method, one of the participants start all over again from number 1 to allocate the numbers accordingly to the subsequent participants on arrival. Each group unanimously appoints a facilitator, secretary while others serve as members as decided among themselves. There was a provision for agenda, strategic check list, writing pens, markers, small rectangular shaped cut cardboards on each table while flip charts and paper tapes were placed on a table for use by the participants during the meeting. There is also a provision for refreshment. The agenda serves as compass during the strategy development processes which include defining and clarifying the vision, mission and goal of the institution and tourism management education system analysis. The activities further include development of possible strategies for the academic achievement improvement from the perspective of input and process (Edgell & Swanson, 2013; Voloshina, 2014). The strategic check list was employed to make sure that each item identified in the agenda is covered. The study, therefore, segmented the presentation and analysis of the findings into four categories.

Phase Three: Post-ODI. After the strategic meeting, the researcher re-administers the survey questionnaire administered to the staff during the pre-intervention phase for post ODI evaluation. to compare pre-intervention with post-intervention data in order to evaluate the influence of the intervention on strategy development. The technique aided easy distribution of the questionnaires in the sense that it gives all the respondents equal chance of being selected and provides understanding of the situation and to discover the areas that need improvement (O'Reilly & Parker, 2013).

Data Presentation, Findings and Analysis

The study presents qualitative data at pre-intervention phase on tables and charts and analyzes utilizing thematic analysis on MS Excel spread sheet in six stages. At the intervention stage, the research applies Strength, Weakness, Opportunity, Threats, Aspirations and Results (SWOTAR) analytical tool to analyze the education system and presented the analysis using Whole brain Literacy tool. Quantitative pre- and post-data are presented on tables and pie charts and explored PSPP program frequency distributions and descriptives, comprising percentages

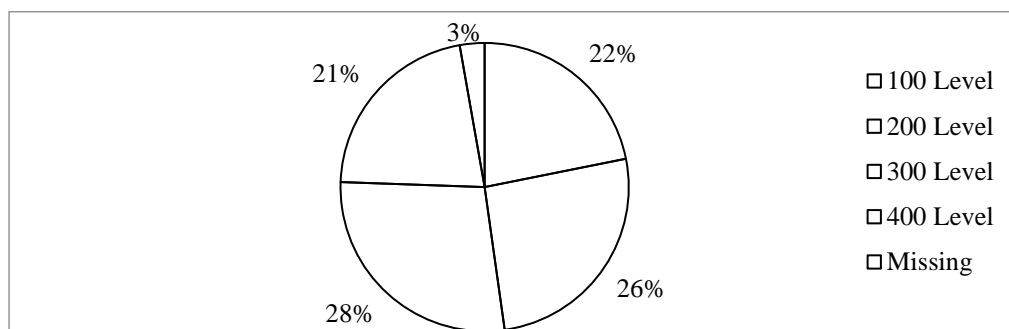
and means to analyze the data. The findings were broken down into three according to the phases of the research. First consisted of the pre-intervention findings related to the first and third research question. Next, was related to the second research question and reports the education analysis and strategies developed during ODI phase. Up next was concerned with the post ODI findings in relation to the third research question.

Pre-ODI Phase I

Profiles of the first group of the participants Figures 3 and 4 present the profiles of the focus participants. A total of 525 participants across 100 level, 200 level, 300 level and 400 level comprised 118, 140, 150, and 117 respectively actually participated in the study

Figure 3

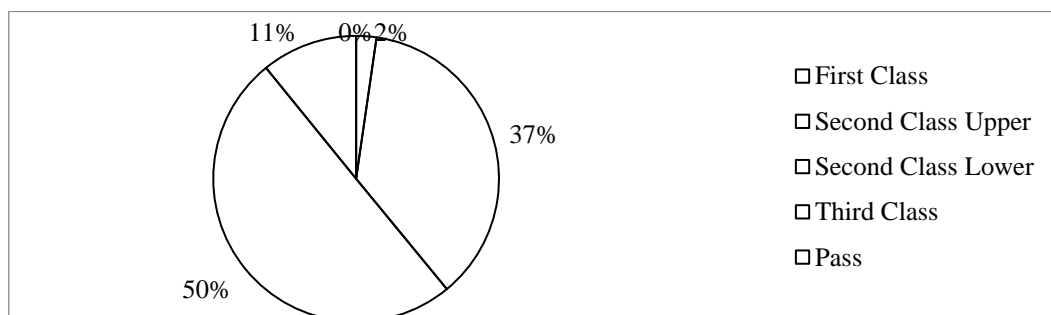
Percentage Distribution of the Expected and Actual Participants



Source: Field Survey, 2018.

Figure 4

Percentage Distribution of the Present CGPA of the Actual (Participated) Participants



Source: Field Survey, 2018.

The results above show the present CGPA of the participants. None (0%) of 525 participants have a first class CGPA, 12 participants (2%) obtained second class upper, 193 participants (37%) possessed second class lower, 263 participants (50%)

obtained third class while 57 participants (11%) obtained pass. About 98% of the students are graduating with grades below second class upper which is the employment degree grade is set as the standard by the Nigerian labor recruiters.

Considering Table 1 below, the responses on curriculum displayed on the table below disclosed agree on item 1.1.1 ($M = 3.76$) but strongly disagree on the items 1.1.2, 1.1.3 where (M range between 1.22 and 1.33). The findings on educational processes disclosed strongly agree on items 3.2.2 ($M=4.84$). It further displayed disagree responses on items 2.1.1 having ($M = 2.11$).

Table 1

Diagnosis of Tourism Education System: Input, Process and Output

No	Label	N	Mean	Rating Level
1	Inputs to the Education System			
1.1	Curriculum			
1.1.1	Curriculum is commercial in nature.	525	3.76	Agree
1.1.2	Curriculum is noncommercial in nature.	525	1.33	Strongly Disagree
1.1.3	Curriculum is both commercial and non-commercial in nature	525	1.22	Strongly Disagree
2	Processes of the Education System			
2.1	Teaching-Learning Methods and Resources			
2.1.1	Instructors always demonstrate knowledge of the courses	525	2.11	Disagree
2.1.2	Two or more instructors sometimes co-teach a course	525	4.84	Strongly Agree
2.1.3	Course work load is appropriate for the students	525	1.30	Strongly Disagree
2.1.4	Instructors use relevant materials and technology during teaching	525	1.27	Strongly Disagree
2.1.5	Instructors complement non-electronic sources with electronic methods	525	1.27	Strongly Disagree
3	Output			
3.1	My present CGPA is second class upper and above	525	1.20	Strongly Disagree
3.2	I will be able to meet labor academic degree awards requirement upon graduation	525	1.25	Strongly Disagree

Source: Field Survey, 2018.

For items 2.1.3, 2.1.4, 2.1.5, the results displayed strongly disagree ($M = 1.27$ to 1.30). Significantly, findings on output revealed strongly disagree on items 3.1 and 3.2 ($M = 1.20$ and 1.25) in that order. The Table shows that participants strongly disagreed with most of the parameters on input, processes, and output. The curriculum is commercial oriented in nature. This is not in line with the recent trend in the tourism management education sector and employment. Meanwhile, teachers' course outline development, plans and delivery are significant tool to enable and encourage students to gaining knowledge. The educators need to give proper attention to the education input, processes and the outputs. Thus, the results of the diagnostic data serve as a prerequisite for the intervention phase of the study.

Pre-ODI Phase II. Table 2 below discloses that the results on pre-evaluation of the significant influence of intervention on strategies development for tourism management students’ academic achievement improvement records Means (*M* range between 1.31-1.54) on items 1.1, 1.2, 1.3 and 1.4. The results strongly disagree with the study’s view on planned change intervention projects. The results further show Means (*M* range between 1.38 and 1.69) on items 2.1, 2.2 and 2.3 in respect to ODI and strategies development. The stakeholders strongly disagree with influencing capability of ODI on strategies development.

This is an indication that the intervention approach in solving issues or improving effectiveness and achievement in the education context is still underexplored in Nigeria even though it is a known application to solving issues or improving effectiveness and performances in Asia, America, Australia, and Europe.

Table 2

Pre-Evaluation: Influence of ODI on Strategies Development Intervention

Pre-Valid cases = 21; cases with missing value(s) = 8

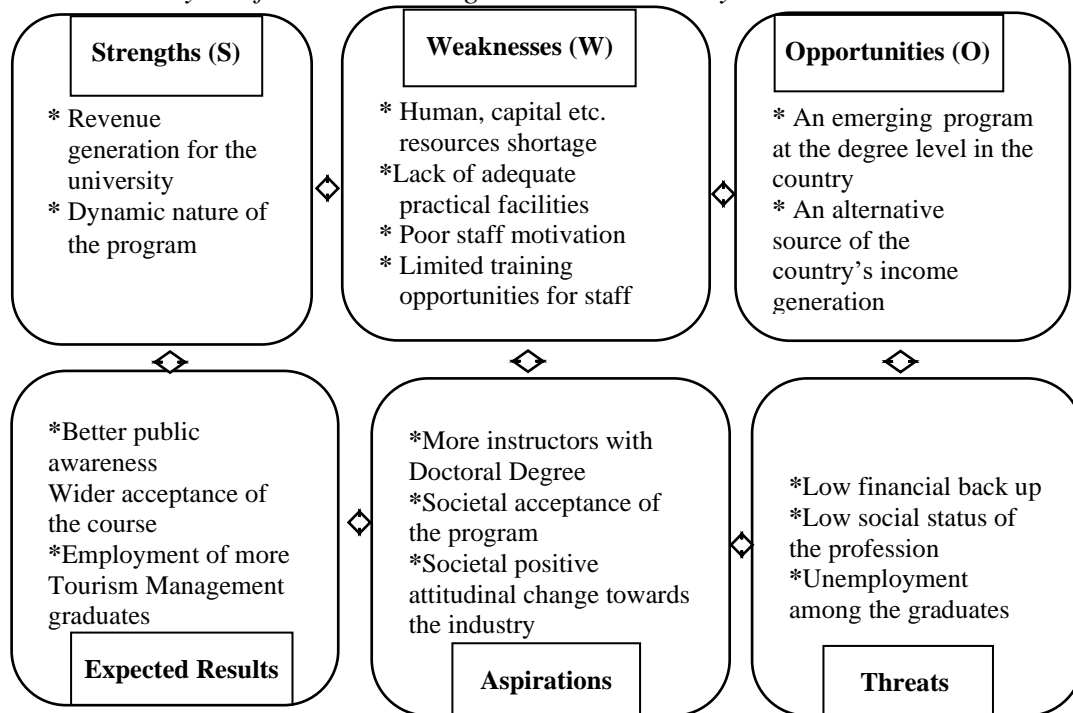
	ITEMS	N	Pre-ODI Mean	Pre-ODI Ratings
1	Intervention			
1.1	I have heard about ODI project in tourism management education context during an action research and survey feedback approach.	13	1.31	Strongly Disagree
1.2	I participated in ODI project in tourism management education context.	13	1.54	“
1.3	I collaborated with the researcher during ODI for strategies development for academic achievement improvement in tourism management education context.	13	1.54	“
1.4	I was assigned responsibility(s) during the project.	13	1.38	“
2	Strategies Development			
2.1	ODI project is capable of influencing success of strategy development for students’ academic achievement improvement in tourism management context.	13	1.69	“
2.2	I would recommend ODI for researchers in nonindustrial settings including tourism management education context.	13	1.54	“
2.3	I would recommend ODI for researchers in nonindustrial and industrial settings.	13	1.38	“

Source: Field Survey, 2018.

Tourism Management Education System Analysis. The participants identified and analyzed education system using SWOT/SOAR (SWOTAR) analytical tool as presented in the figure below.

Figure 3

SWOTAR Analysis of Tourism Management Education System

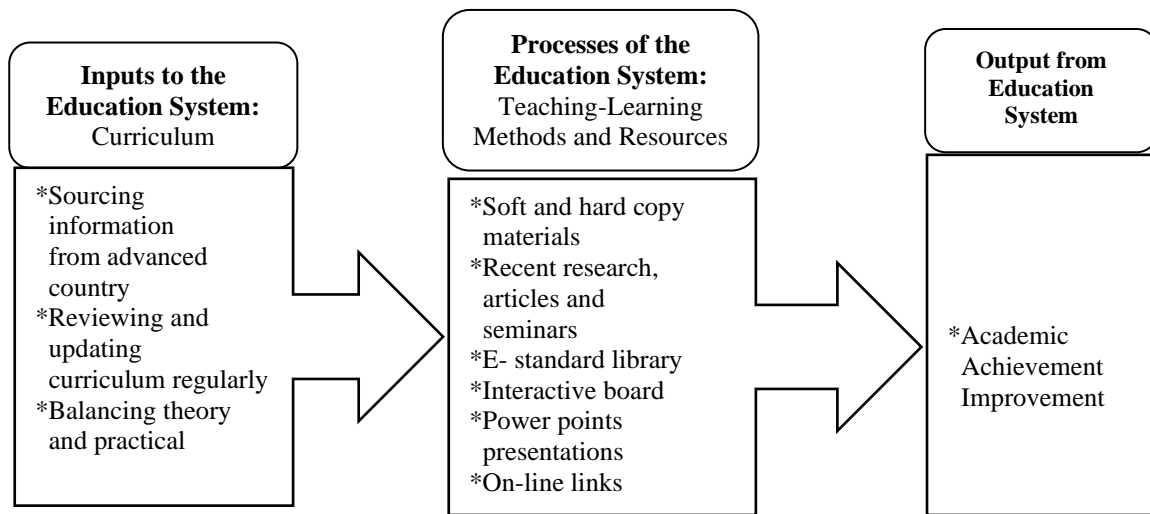


Source: Field Survey, 2018.

Strategies Developed for Academic Achievement Improvement of Tourism Management Students. The figure below showcases strategies explored for improving academic achievement. Academic achievement improvement of the students can be attained in respect to the curriculum, the system needs to source information from advanced countries on contents reviewing and updating the curriculum regularly to accommodate both theory and practical aspects will help in achieving improved output in the system. There is need to adopt method of assessment and grading that is suitable for the courses, allowing oral and written exercises and discussions and review of past assessments systems to establish the learning capacity of the students. There is need for provision of soft and hard copy materials, recent research articles and seminars, and standard E-library. The use of interactive boards and power points or poster presentations as methods of teaching will also improve the outputs.

Figure 4

Developed Strategy for Academic Achievement Improvement of Tourism Management Students



Source: Field Survey, 2018.

Post Intervention

Table3 below presents the results of the post-intervention phase. It discloses that Means (*M* range between 4.00-4.54) on items 1.1, 1.2, 1.3 and 1.4. The results strongly agree with the study’s view on planned change intervention projects. The results further show Means (*M* range between 4.31 and 4.62) on items 2.1, 2.2 and 2.3 in respect to ODI and strategies development. The stakeholders strongly agree with influencing capability of ODI on strategies development. Although, the intervention in the education context is still underexplored in Nigeria but the responses show that the approach is capable of influencing success of planned change interventions in solving issues or improving well beings, effectiveness, and performances in the Nigerian context.

The responses indicated that tourism staff are now informed about, participated, collaborated and assigned responsibility during this study in tourism context. Intervention possesses the capability to influence success of strategy development for students’ academic achievement improvement. The participants recognize the intervention as a viable approach to influence success of strategy development for academic achievement improvement and can be recommended for such projects in industrial and non-industrial settings

Table 3

Post- Evaluation of the Intervention on strategies development

Valid cases = 21; cases with missing value(s)=8

Variables	N	Post-ODI Mean	Post Intervention Ratings
1 Intervention			
1.1 I have heard about ODI project in tourism management education context during an action research and survey feedback approach.	13	4.54	Strongly Agree
1.2 I participated in ODI project in tourism management education context.	13	4.38	“
1.3 I collaborated with the researcher during ODI for strategies development for academic achievement improvement in tourism management education context.	13	4.08	Agree
1.4 I was assigned responsibility(s) during the project.	13	4.00	“
2 Strategies Development			
2.1 ODI project is capable of influencing success of strategy development for students' academic achievement improvement in tourism management context.	13	4.62	Strongly Agree
2.2 I would recommend ODI for researchers in nonindustrial settings including tourism management education context.	13	4.38	“
2.3 I would recommend ODI for researchers in nonindustrial and industrial settings.	13	4.31	“

Source: Field Survey, 2018.

The outcomes insinuated that the approach is still under explored in the country but can be a significant tool to developing strategies for improvement. Hence, there is a need for tourism management researchers in Nigeria introduce this innovation to improve organization, groups and individuals' well-beings, effectiveness and output. The responses at the post-intervention phase based on the positive difference show that the intervention is a recommendable tool for planned change.

Conclusions

The findings of the study displayed on the table below prior to the intervention are lower than the post intervention results as showcased in the table below. This is because the concept was new to the participants. However, after the intervention they accepted hearing of the intervention approach, participation, and collaboration with the researcher and are engaged in one activity or the other during the intervention phase. The positive difference between pre- and post - results indicates that ODI project is a unique approach engaging stakeholders to team together to formulate purpose, pursue a common goal and fulfill a desired result. The positive variances between pre and post phases show that the intervention is a recommendable tool for strategy development for organizations, groups' and individuals' well-beings, effectiveness

and improvement. The intervention is capable of influencing success of strategy development for the students' academic achievement improvement in tourism management education context. The approach enables participation and collaboration during the research process and was instrumental to pursuing research objectives and achieve the end results.

Table 4*Pre and Post Intervention Results Compared*

No	Items	N	Mean			Rating Levels	
			Pre	Post	Difference of Means	Pre	Post
1	Intervention						
1.1	I have heard about ODI project in tourism management education context during an action research and survey feedback approach	13	1.31	4.54	3.23	Strongly Disagree	Strongly Agree
1.2	I participated in ODI project in tourism management education context.	13	1.54	4.38	2.84	“	“
1.3	I collaborated with the researcher during ODI for strategies development for academic achievement improvement in tourism management education context.	13	1.54	4.08	2.54	“	Agree
1.4	I was assigned responsibility(s) during the project	13	1.38	4.00	2.62	“	“
2	Strategy Development						
2.1	ODI project is capable of influencing success of strategy development for students' academic achievement improvement in tourism management context.	13	1.69	4.46	2.93	“	Strongly Agree
2.2	I would recommend ODI for researchers in non-industrial settings including tourism management education context	13	1.54	4.77	2.84	“	“
2.3	I would recommend ODI for researchers in non-industrial and industrial settings	13	1.38	4.54	2.93	“	“

Source: Field Survey, 2018.

Recommendations

The study organization educators are encouraged if possible, in collaboration with the researcher of this study to implement the strategies developed to help the students improve on their academic grades for possible increase in number of graduates securing jobs in the industry upon graduation.

1. The article serves as a compass to education regulatory bodies in the country comprising the ministry of education, National University Commission and National Board for Technical Education to collaborate to have a wholistic regulation and

policy which covers inputs in terms of curriculum, throughput comprising teaching learning methods during accreditation exercises and specially to produce a unified curriculum for the tourism management higher education sector.

2. Tourism education researchers are to replicate this study in different contexts in Nigeria and other regions so as to increase number of tourism management graduates managing tourism destinations in public and private sectors.

3. Tourism and ODI researchers should conduct further study in other countries and continents in ODI perspective in similar studies by including a larger sampling frame involving more schools and stakeholders in the education sector.

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