

**TOWARDS A COMPLEXITY STUDENT-CENTERED APPROACH TO THE TEACHING OF  
HOSPITALITY BUSINESS-RELATED COURSES ACROSS UNIVERSITIES**

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## **ABSTRACT**

Most universities and colleges are still failing to produce the career-focused graduates who are ready to be interactively transformed into the needed human resources for the job market. This study focused on exploring the student-centered teaching approach through the right theories that address the industry's evolving complexities.

A qualitative methodology which is founded in the interpretivist philosophy was used in order to inductively construct out the concepts hence variables that can explain the shift towards the complexity student-centered teaching approach. The resulting findings generally showed that the complexity student-centered teaching approach benefits the different hospitality business (industry) stakeholders.

The findings revealed the practical transformational learning and career-focus benefits, the pedagogical reasons for increased complexity between the internal and external learning ecosystems, and the needed improvements for the teaching approach's continuous success.

In conclusion, the views and opinions of the students, lecturers and other key stakeholders were generally positive towards the complexity student-centered teaching approach in both case studies. Their positivity was partly revealed in terms of the perceived mutually benefits that they experienced and/or observed in line with the pedagogical, career-orientation and complexity-readiness objectives under the respective hospitality business-related courses.

Key-words: *Complexity, hospitality, students, teaching: Mutumba. A & Kibirango. M*

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