

**CHALLENGES FACING HOSPITALITY INDUSTRIAL
ATTACHMENT AS A LEARNING EXPERIENCE IN SELECTED
INSTITUTIONS IN NAIROBI- KENYA.**

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DECLARATION

This thesis is my original work and has not been submitted for a degree in any other university.

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DEDICATION

To my caring parents, Mr. Joshua Kamunzyu Nzau and Mrs. Lydia Kavuo Kamunzyu and my loving siblings, Kaleli, Lai, Nzau, Muthama and Mwendwa.

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ABBREVIATIONS/ACRONYMS.

CTDLT	- Catering and Tourism Development Levy Trustees.
DIT	- Directorate of Industrial Training.
KPCU	- Kenya Polytechnic University College.
KU	- Kenyatta University.
KUC	- Kenya Utalii College.
NCBD	- Nairobi Central Business District
USIU	- United States International University.
SPSS	- Statistical Package for Social Sciences.

ABSTRACT

It is a well known fact that practice clarifies theory and any learning activity, especially technical oriented must be backed by both theory and practice. It is therefore important for students in various technical disciplines to undergo industrial attachment for a better understanding of the tasks and practices performed by industry professionals, improve self-confidence and have the opportunity to apply classroom theories to practical issues in the actual business setting. However, the provision of experiential learning activity such as hospitality industrial attachment does not necessarily provide a meaningful learning experience (Zopiatis, 2007a). The main objective of this research was to investigate the challenges facing hospitality industrial attachment as a learning experience. The study aimed at determining whether theory and practice in the hospitality curriculum relate. It also sought to establish the role of the immediate on-the-job supervisors in the hospitality industrial attachment. This study was a descriptive research with the target population being all students pursuing an accredited degree or diploma in hospitality in selected institutions in Nairobi-Kenya, their educators as well as their immediate on-the-job supervisors in 3, 4 and 5-star hotels in Nairobi where the students usually undertake their attachment. A sample of 194 respondents comprising of 122 students, 32 hospitality educators and 40 immediate on-the-job supervisors was drawn from the target population. Purposeful sampling was used in selecting the sample for students and their educators while cluster sampling was used in selecting the immediate on-the-job supervisors. Data for this research was collected using semi-structured questionnaires and an interview schedule. The validity and reliability of the instruments were enhanced by pre-testing the instruments before using. Data collected was analysed using both qualitative and quantitative techniques. Chi square tests were used to establish the significance of relationships between variables. The findings of the study were that the main challenges that were facing hospitality industrial attachment included lack of adequate guidance and support to students during the industrial attachment, lack of adequate funds and time allocated for industrial attachment visits and reversed priority of the roles played by the immediate-on-the-job supervisors of the students on attachment. There was no significant statistical relationship between gender of the students, the star rating of the hotels in which they were attached and the challenges they faced during the attachment. The study concluded that hospitality industrial attachment was facing challenges that compromised its quality as a meaningful learning experience. In this connection the researcher recommends that industrial attachment should be planned and implemented as a genuine learning experience right from the start. This could be done by allocating adequate funds to support the student interns and to enable the educational institution to maintain the vital link with the student interns and the industry. The immediate on-the-job supervisors should also be trained on what is expected of them during the industrial attachment. This calls for a closer working relationship between the educational institutions and the industry to ensure hospitality industrial attachment is a meaningful learning experience for the benefit of all those involved.

CHAPTER ONE

INTRODUCTION

This chapter discusses the background of the study, the statement of the problem, the objectives of the study, research questions, significance and anticipated output, conceptual framework, assumption of the study, limitation of the study and operational definition of terms.

1.1 Background to the Study

Society poses many different training problems. In order to solve these training problems efficiently, the study of training and delineation of its subject matter need to be encouraged. Despite some notable contributions, further progress is necessary in developing the study of training and articulating the evidence on which training principles are based. This is increasingly necessary as both politicians and industrialists are becoming more aware of the importance of good training practice in a rapidly changing technological society (Patrick, 1992).

A wide range of terminology is used to describe the phenomenon of work experience as part of formal education. This terminology includes ‘placement’, ‘internship’, ‘industrial attachment’ and ‘industrial training’ among others. For purposes of this study, the terms internship and industrial attachment have been adopted and are used interchangeably. In general terms, an internship is viewed as a short-term practical work

experience in which students receive training and gain experience in a specific field or career area of their interest. For their contributions, students may or may not earn money depending upon the specific situation. The internship experience enables students to apply classroom theory within the actual world of work thus bridging the gap between theory and practice (Zopiatis, 2007a)

Damonte and Vaden (1987) traced the origins of hospitality experiential learning to Stalter (1863-1928), the father of the American Hotel, who emphasized the need for hospitality students to experience the demands of management in the real world, via a “hands-on” learning experience. According to Thiel and Hartley (1997), the University of Cincinnati's Cooperative Education Program developed the first college-endorsed internship program in the USA in 1906. The programme was developed based on the premise that college students pursuing a professional programme of studies needed to find a way to finance their education. The first framework of managing the practical experience element was adapted from the field of education where a major requirement of the teaching certification is practice.

A study by Petrillose and Montgomery (1998), outlines the value and variety of the benefits enjoyed by those students participating in internships, including a better understanding and knowledge of the tasks and practices performed by industry professionals, improved self-confidence, enhanced employment and professional growth opportunities, the ability to network within the industry by creating personal contacts, exposure to management activities, and the development of skills relevant to

their particular career choice. Furthermore, internships provide an opportunity for students to apply classroom theories to practical issues in the actual business setting, and most importantly to evaluate whether their career choice is compatible with their interests and personality. Nevertheless, the provision of any experiential learning activity, such as hospitality internship, does not necessarily provide a meaningful learning experience (Zopiatis, 2007a).

Experiential learning is defined as learning that occurs when changes in judgment, feelings, knowledge or skills results, for a particular person, from living through an event. It cannot be assumed, however, that experience and learning are axiomatic. The content of the learning and the amount which one learns is a function, not only of the particular type of placement that one participates in, but also of the personal learning style of the participant (Goldsmith, 1997).

According to Garavan and Murphy (2001), there is a considerable body of evidence to suggest that the organizational socialization process experienced by the student, the types of expectations they have prior to entry and the supports, surprises and shocks which students encounter over the duration of the work experience, will significantly influence the overall quality of the internship programme. Organizational socialization can be defined as the process by which newcomers come to understand and appreciate the values, abilities, expected behaviours and social knowledge essential for assuming an organizational role and for participating as an organizational member.

In Kenya, the Directorate of Industrial Training (D.I.T.) in the ministry of labour deals with industrial attachments. D.I.T. was instituted in 1979 under the Industrial Training Act. Its main purpose is to retrain already working staff in the industries so as to improve their productivity. It also has an apprentice scheme where companies bring potential employees to D.I.T. to be trained before they are employed. This was a response by the government to a cry from employers that training institutions were producing 'half-baked' graduates who could not be absorbed directly into the industry. The employers acknowledged that this was due to lack of adequate and up-to-date training equipment in the institutions. The government therefore pooled equipment together at the D.I.T. for purposes of training (Directorate of Industrial Training, 2007).

The latest development at the D.I.T. is the industrial attachment scheme for students. This was as a result of a symposium on enhancement of linkage between Training Institutions and Industry (1999) at Imperial Hotel, Kisumu, which recommended the establishment of the National Industrial Attachment Co-ordinating Committee, to promote and sustain linkages between industry and institutions, specifically through industrial attachment (Industrial Training Magazine, 2007).

In the industrial attachment scheme, D.I.T. in collaboration with the training institutions and the industry, places students in the industry. Educational institutions are responsible for overseeing student interns by conducting on-site visits to the industries and through consultations with their on-the-job supervisors. As a major requirement, students are responsible for maintaining an up-to-date diary and for compiling a report, which

partially describes the role and contribution made by them during their internship practice (Industrial Training Magazine, 2007).

In the year 2002, through a legal notice No.68, the Catering and Tourism Development Levy Trustees (CTDLT) was added the mandate to develop standards in the training for the hospitality and tourism industry, following the mushrooming of tertiary institutions training personnel for the industry. CTDLT also requires institutions involved in hospitality industrial attachment to submit a copy of the objectives of the attachment as well as the remarks from the industry after the attachment (The Kenya Gazette Supplement No. 45, 2002).

However, due to the diversity of courses offered in these institutions, it has been difficult to develop standard syllabi for the courses. Also, very few institutions cooperate in this matter making it difficult to streamline hospitality industrial attachment in the country. All these new developments are in line with the chapter entitled 'Education and Training' in the Vision 2030 which says that Kenya will provide globally oriented competitive education, training and research development which will be attained through strengthening partnerships with the private sector (Republic of Kenya,2007). To make this possible in the hospitality sector, the challenges facing hospitality industrial attachment need to be investigated and dealt with.

1.2 Problem Statement.

Hospitality industrial attachment has become an integral component of all hospitality programmes offered in Kenya. Despite the institutions involved agreeing in principle to incorporate internship components in their hospitality curricula, differences as to the

content, structure, and administration of the internship experience do exist, yet students from these institutions are attached in the same hotels.

The major role of D.I.T. in the industrial attachment for students scheme is to streamline and oversee industrial attachment for students following concerns from the industry that students are ‘damped’ at the industries as the industry is seldom informed of what to do with the students. The students also complain of being ‘exploited’ by the industry who view them as ‘cheap labour’. Other issues of concern are the nature of work given to the students, their supervision during the attachment, and length of the attachment period as well as the timing of the industrial attachment (Directorate of Industrial Training, 2007).

This implies that industrial attachment and as such hospitality industrial attachment as conducted in Kenya is facing challenges that range from getting the ‘right’ hotels to the mode of evaluating the experience. These challenges are felt indiscriminately among the students involved, their lecturers as well as the industry professionals, and may compromise industrial attachment as a meaningful learning experience.

Studies done in Cyprus and Ireland have showed that the provision of experiential learning activities such as hospitality industrial attachment do not necessarily provide a meaningful learning experience due to various challenges that significantly affect the overall quality of the internship programme.

Coupled by the fact that no known study has been done in this country on hospitality industrial attachment, it was important to undertake this study in order to investigate these challenges within the distinct environment of the hospitality industry in Kenya with

a view to making hospitality industrial attachment a meaningful learning experience for the students involved and to the benefit of all the stakeholders.

1.3 Purpose of the Study.

The purpose of this study was to investigate whether hospitality industrial attachment provides a meaningful learning experience to the students involved. The study hoped to achieve this by investigating the challenges faced by the students during their industrial attachment, lecturers visiting the students on attachment and the immediate on-the-job supervisors of the students on attachment. Also to be investigated was the extent to which theory and practice in the hospitality curriculum relate.

1.4 Research Objectives

The general objective of this study was to investigate the challenges facing hospitality industrial attachment as a learning experience for hospitality students. To accomplish this, the study was guided by the following specific objectives:

- i) To determine the extent to which theory and practice in the hospitality curriculum relate.
- ii) To identify the challenges faced by lecturers in conducting industrial attachment.
- iii) To establish the role of the immediate on-the-job supervisor in the hospitality industrial attachment.
- iv) To investigate the problems experienced by students during their industrial attachment.
- v) To find out whether hospitality industrial attachment provides a meaningful learning experience to the students involved.

1.5 Research Questions

The research aimed to provide answers to the following questions:

- i) How relevant to the industry are the skills acquired by the students prior to the attachment?
- ii) What are the challenges faced by lecturers' in conducting industrial attachment?
- iii) What is the role of the immediate on the job supervisor in the hospitality industrial attachment?
- iv) What are the problems experienced by students during their industrial attachment?
- v) Does hospitality industrial attachment provide a meaningful learning experience to the students involved?

1.6 Significance of the study.

Industrial attachment is an integral component of the hospitality programmes offered in many institutions in Kenya. The findings of this study were therefore expected to be of great use to technical education planners and policy makers by giving them a picture of the challenges facing hospitality industrial attachment. The findings of this study would also assist educational planners in developing a new and innovative approach to hospitality industrial attachment involving all the stakeholders. This would call for a strong working relationship between hospitality students, the industry and the institutions offering hospitality programmes. Apart from adding to the world of knowledge in

industrial attachment, this study would also act as a provocation and a springboard from which other researchers can carry out further research in the field of industrial attachment.

1.7 Delimitations of the study.

- i) This study was confined to hospitality industrial attachment at selected institutions in Nairobi- Kenya.
- ii) The selected institutions were all public educational institutions as opposed to private ones.
- iii) The selected institutions were also of high educational status as opposed to technical institutes and others of low status.
- iv) The students included in the sample were those in session in the selected institutions by the time of the study. Those absent and those who had completed their course were not included in the sample even though they would have had interesting inputs.

1.8 Limitations of the study.

- i) This research investigated the challenges facing industrial attachment practice as a learning experience in selected institutions in Nairobi, Kenya. Therefore generalizations elsewhere should be done with caution.
- ii) It was also not possible to cover opinions of all the stakeholders in hospitality industrial attachment due to time and money constraints.
- iii) This study was also limited by the scarcity of literature on industrial attachment.

1.9 Assumptions of the study.

The following assumptions were made in this study:

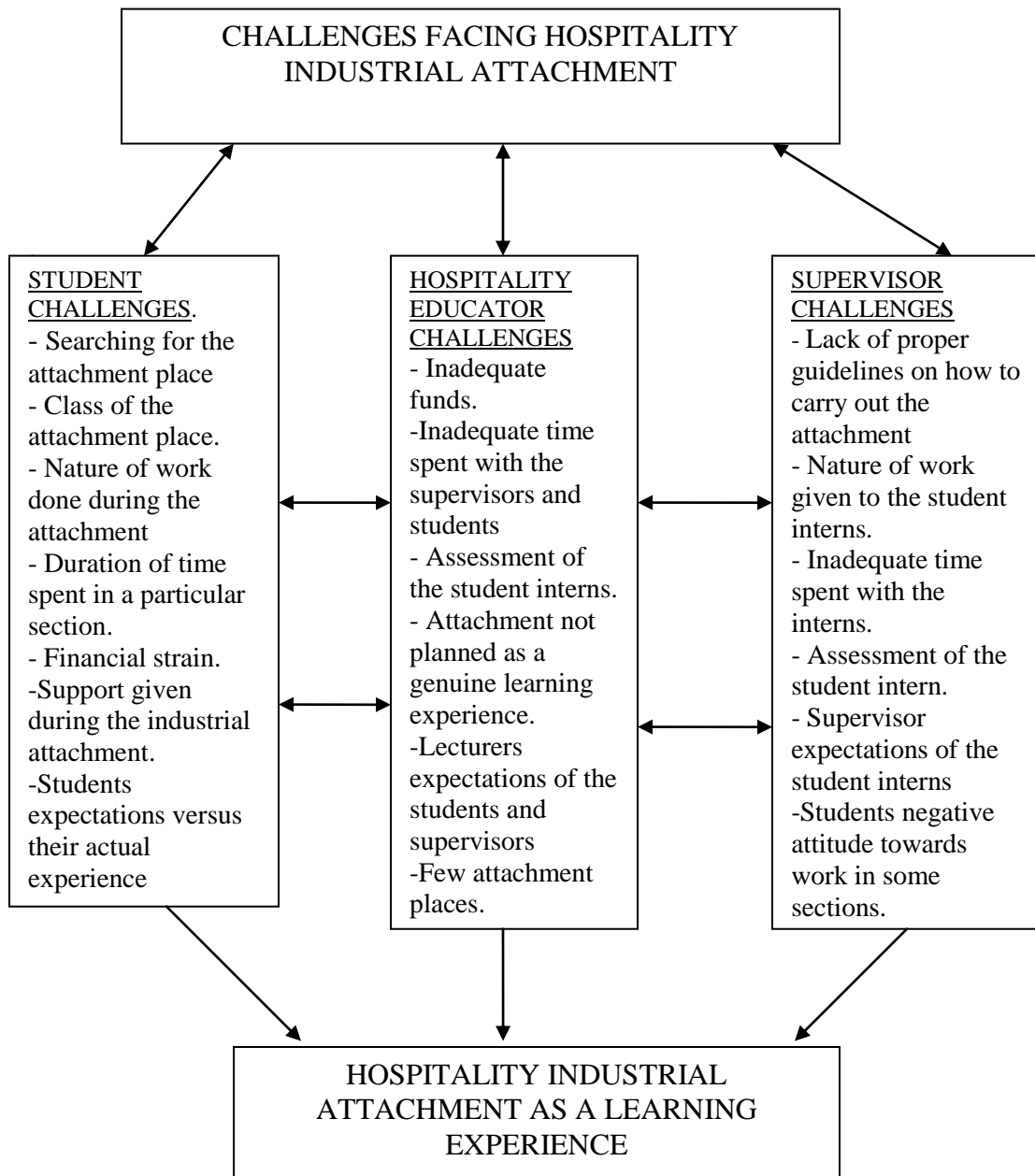
- i) Respondents were likely to be unable to divulge pertinent information due to suspicion.
- ii) That student interns and hospitality educators experienced similar problems and challenges during industrial attachment regardless of the educational institution they came from.
- iii) That the immediate on-the-job supervisors experienced challenges as they dealt with internships irrespective of the hotel they were working in.

1.10 Conceptual Framework.

The conceptual framework for this study is illustrated in figure 1.10.1. This model indicates that challenges facing hospitality industrial attachment are experienced by the student interns, hospitality educators and immediate on-the-job supervisors in various forms. These challenges were the composite variables identified in this study to have an influence on hospitality industrial attachment as a learning experience. These composite variables influence each other directly and indirectly to ultimately affect the quality of the industrial attachment as a learning experience. For example, when the hospitality educators fail to plan for the industrial attachment adequately, the immediate on-the-job supervisors' are not instructed on how to conduct the industrial attachment and

consequently they overwork the student interns thereby compromising the quality of the attachment experience.

Figure 1.10.1 Conceptual Framework



Developed from Zopiatis, (2007b)

1.11 Operational definition of terms.

- **Hospitality Industrial Attachment** – In this study, this term is used to mean a supervised programme of work and study in the hospitality industry (specifically in the hotels), which gives the students involved an opportunity to apply knowledge from the classroom as well as learn new knowledge in a job setting.
- **Learning Experience** – In this study, this term is used to refer to all those experiences in a job setting that produce a positive change in the performance of the students involved in the experience.
- **Immediate on-the-job supervisor** – This term is used here to refer to a person working in the hospitality industry who is closely involved with the students to educate and mentor them on the job at hand.
- **Hospitality Educator** – This term here refers to the individuals involved in facilitating the learning of the hospitality students in the academic setting. They include lecturers and industrial attachment coordinators.
- **Theory** – In this study, this term is used to mean information, concepts and skills learned in the academic setting.
- **Student Intern** – This term in this study refers to the student participating in industrial attachment or internship.
- **Debrief** – This term in this study refers to a meeting session between the students from attachment, their industrial attachment coordinator and their lecturers to evaluate the industrial attachment.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.

This chapter reviewed literature related to industrial attachment according to the objectives of the study. However, due to the limited studies done locally in this area, most of the literature was cited from foreign studies. In particular, issues discussed include an overview of psychological approaches to learning and their implications for training, the educational purpose of industrial attachment, benefits of industrial attachment, the student intern, the hospitality educator and the immediate on-the-job supervisor in the hospitality industrial attachment.

2.2 An Overview of Psychological Approaches to Learning and their Implications for Training.

Training is the acquisition of skills, concepts or attitudes that result in improved performance in an on-the-job situation (Goldstein, 1980). Essentially, training is concerned with the learning or acquisition of new skills. Therefore, understanding how people acquire new skills or adapt old ones is central to training. It was in the light of this that psychological theories and studies that cover this topic were reviewed. Patrick (1992) divides psychology of learning into three periods as follows:

2.2.1 The early period

This period was dominated by the behaviourists tradition and principles of reinforcement. From a training perspective, a key feature of the reinforcement position is that learning involves the strengthening of Stimulus(S) – Response(R) connections which occur automatically when followed by a satisfying state of affairs after the occurrence of a correct response (positive reinforcement). Training was seen as arranging the circumstances for appropriate stimuli, responses and reinforcers to become linked and inevitably learning ensued. The responsibility of learning therefore fell upon the trainer for convening the appropriate training situation which was imposed on a relatively “passive” trainee (Patrick, 1992).

A substantial number of empirical studies of verbal and motor learning suggested that what the learner required to master a task was information. Reinforcement was important not so much because of its motivational value as argued by reinforcement theorists, but because of its informational content. Reinforcers such as “good” and “right” provide information concerning the correctness of a response. It also became evident that information given to a trainee does not have to be provided after the execution of a response in order to facilitate learning. Demonstrations of what should be done in task or in guiding the trainee were found to be equally successful methods of training (Chance, 2003).

2.2.2 The middle period.

The most important feature of this period from a training perspective was the information-processing model of skill. It brought together the two concepts of information and feedback control. Information is input via a person's sense organs and is then processed through stages of perception, memory, decision making before some behaviour is initiated via the effector organs (arms, vocal cords, etc). Different tasks or skills will vary in their requirements at different stages. Therefore, the trainer has to be aware of which stage or stages will be problematic in learning the new task. Training of tasks with high perceptual component will focus on helping the trainee to attend to, discriminate and interpret relevant information (Patrick, 1992).

Feedback control is the means by which a system is regulated. Consequently, the output of the system is used to control the input to the system. Feedback has been labeled knowledge of results, information feedback and reinforcement to cite but a few terms. Feedback is central to both the learning process and the control of skilled performance. An important distinction for training purposes is that between intrinsic and extrinsic feedback. Intrinsic feedback may involve internal or external feedback and refers to information which is available to the person as a consequence of normal execution of the task. It is important in enabling adjustments to be made both during and between actions. Extrinsic feedback as the name implies is feedback which is not normally available but is

introduced to facilitate training. Extrinsic feedback may be supplied by another person, a machine or both. It is withdrawn after training (Cunia, 2005).

2.2.3 The last period

The role of the learner changed. He/she was conceptualized as being active, not in the sense of performing, but by bringing to bear different strategies, perspectives and interpretations on the subject matter in the search for a coherent understanding. During training, the learner will bring old and develop new cognitive strategies which will determine the effectiveness of both learning and subsequent performance of new task. Hence training has to ensure that appropriate cognitive strategies are developed during training which support performance for new task situations after training (Patrick, 1992).

These developments are important for trainers both in the academic setting and in the industry who use demonstrations and guiding as training methods. Trainers should also use reinforcement and feedback to motivate as well as provide useful information to the trainees. Trainers should also recognize that the trainees are active participants in the learning process and acknowledge their different strategies, perspectives and interpretations on the subject matter in the search for a coherent understanding.

2.3 The Educational Purpose of Industrial attachment.

The placement of students in various organisations as trainees is an academic requirement to foster the work experience so the students will attain the necessary skills to supplement their theoretical training (King, 1994). Industrial attachment may be a feature that

distinguishes courses giving them a distinctive niche in the market. Attachment also provides a valuable contact with industry for the academic. Objectives of industrial attachment appearing in course documentations are very varied and include:

- Linking theory and practice
- Developing personal maturity
- Exercising skills of thinking in a practical context
- Gaining work experience generally and within a particular job function
- Gaining personal insight including career preferences
- Entering into a professional role and identifying with it
- Developing professional attributes
- Gaining knowledge of the working of a particular organization

According to Ashworth and Saxton (1992), the first three of the above objectives are of central importance both to the industrial and academic partner as they fulfill a purpose which is genuinely developmental on the individual as an educated worker. The three are discussed below:

2.3.1 The Theory – Practice Link.

Scholars investigating the status of the hospitality industry-education relationship have argued that it is a complex one. Airey and Tribe (2000) inform us that, the basis of knowledge about hospitality originally drew strongly from studies generated directly from the industry and the world of work rather than from the many disciplines or other fields of enquiry which help explain hospitality. Even today, it is difficult to define hospitality internships in absolute terms because each academic programme requires

some flexibility due to its unique nature, variations in curriculum design, resources, and mission.

Connolly and McGing (2006) argue that the hospitality industry has a strong preference to hire people with strong practical skills and “soft” people management skills. To ensure survival, the challenge, therefore, for the designers of curriculum and the providers of courses is firstly to meet the needs of industry in order to have a robust discipline that will survive. This must remain a priority and can be achieved by more placements, more practical skills training, more case study work based on the world of hospitality, and by industry representatives being closely involved in all aspects of course development.

The attachment experience enables students to apply classroom theory within the actual world of work thus bridging the gap between theory and practice. A positive perception occurs when practical knowledge gained by students during their industrial placement can be applied to classroom theory and vice versa. A negative perception develops when students start to realize that many operational issues and practices, which have been learned in the classroom, are different from what they have experienced in practice. Such a perception causes student frustration and disappointment when they realize that one of the two elements of their professional hospitality development is ineffective. This discrepancy may damage students' hopes, dreams, and long-term aspirations in pursuing a hospitality career (Zopiatis, 2007a).

According to Ashworth and Saxton (1992), the theory-practice link is much more dynamic, and there are many more ways in which academic and workplace experience relate than the idea of ‘application’ implies. For example, work experience can be merely

‘lived-through’ experience, involving the unreflective day to day enactment of the work role; but it should be ‘reflected-on’ experience. At the same time, theoretical knowledge can merely involve ‘detached theory’, unconnected with the student’s life in the real world; but it should be ‘engaged’ theory. It was in the light of the above that this study set out to find out whether theory and practice in the hospitality curriculum as taught in Kenya relate.

2.3.2 Developing personal maturity

By allowing the maximum participation of students in setting the parameters of the attachment, and their genuine involvement in the management of the placement, students can be given the opportunity to see that they have responsibility, some autonomy, and must cope, cooperate, show creativity and develop competence (Ashworth and Saxton, 1992).

2.3.3 Exercising skills of thinking in a practical context

One way in which the attachment can facilitate the development of critical but pragmatic thinking occurs when a student does manage to fulfill the roles of worker and learner. The two sidedness of this position of the student intern can be stressful, but it is an essential feature of a good attachment experience. A certain personal distance is required so that the student is able to reflect on the role in a creative way (Ashworth and Morrison, 1989).

2.4 Benefits of Industrial Attachment.

Industrial attachment is beneficial to the students involved. However, it is important not to overlook the significant benefits that internships provide both to the hospitality properties that employ student interns and the educational institutions that are involved in such practices as discussed below:

2.4.1 Benefits of industrial attachment to the student interns.

Internship-related research studies such as Casado (1992) and Tas (1988) reveal that hospitality educators strongly support the inclusion of an experiential learning component in the hospitality curriculum since such training develops students' managerial skills, improves their self-confidence, self-concept and social skills. Industry professionals share the views and opinions of educators in supporting the notion that internship practices develop students' leadership, problem solving, and customer relations competencies (Williams, Sternberg, Rashutte and Wagner, 1993).

Hospitality students view the internship as an opportunity to gain in practical knowledge and skills, enhance their personal and interpersonal communication skills, gain a better understanding of the organizational issues that surround the hospitality industry and enhance their employment opportunities (Sharma, Mannell and Rowe, 1995). However, according to Walo (2001), the students' ability to attain these competencies will depend on a number of factors such as the type of placement, level of work experience and the quality of supervision in the workplace.

2.4.2 Benefits of industrial attachment to the hospitality industry.

Hospitality establishments enjoy such benefits as the ability to educate and mentor the next generation of hospitality industry leaders by demonstrating career potential and

opportunities, easy access to seasonal and inexpensive labour markets, and the opportunity to employ someone without any long-term employment obligations and legal commitments (Zopiatis, 2007a).

Scott (1992) argues that internships provide the organization with a cost-effective vehicle for meeting strategic recruitment, selection, training, and retention goals, while Thiel and Hartley (1997) advocate that practices such as these provide an avenue through which hospitality establishments may enhance their image and thus become socially responsive to the needs of the community.

2.4.3 Benefits of industrial attachment to the educational institutions.

According to Leslie (1991), internship involvement imparts substantial advantages to educational institutions and their faculty members. The increased contact and cooperation between educators and the hospitality industry could enrich the industry's input in course development and assist educators to keep abreast of hospitality trends and future developments. Such relationships may provide channels for testing the compatibility and relevance of academic theory with the operational requirements of industry. In addition, improved relationships may be extended with further cooperation to other fields of mutual concern (e.g. college advisory boards, training seminars, mentoring programmes, student field trips, job fairs, and industrial visits). Finally, successful internship programmes may generate invaluable publicity by reiterating with tangible evidence an institution's commitment and contribution towards the local economy.

2.5 The Student in Industrial Attachment.

The student is the central character in industrial attachment and it is his/her workplace learning that the attachment is almost entirely about. It is important to realize that learning does not take place in a vacuum but within the organization. However, the student is in a strange situation which has unique difficulties and dilemmas. Therefore, the position of the student within the organization needs to be very soundly grasped, if learning is to be effectively managed (Ashworth and Saxton, 1992).

2.5.1 Nature of work experience.

According to Mulcahy (1999), the notion of work experience can be seen as a triangle incorporating three parties: the educator, the employer, and the learner. The fact that three separate components are involved (each with its own agenda and goals) signals a complex nature. For example, the teacher may regard work experience in investigative terms as an opportunity to learn more about the structure of the industry, whereas the student may view it as a career opportunity, and the employer as an opportunity for cheap labour. This perspective can be viewed at many different levels in a dualistic way. Examples could include that of industry versus education; the role of being a worker (being in production) versus that of being a trainee (learning); the function of a trainer versus that of an employer.

Inherent in these dualistic natures are tensions that can act in a positive or negative manner, not necessarily in concert, nor with equal power. It may be possible that the systematic management of these tensions facilitates effective work experience. Supervisors must monitor and regulate a tension as they guide the newcomer's

developmental trajectory. They must determine if the newcomer's grasp of accepted practice is sufficient to allow them the space to act independently, or at least semi-autonomously, and then they must scaffold or support that practice so that neither the newcomer nor her patient, client or student is threatened (Fenwick, 2000).

2.5.2 The ambiguous role of the student.

Ashworth and Saxton (1992), provide definitions of two kinds of ambiguity in the role of students during attachment: Essential and Accidental. Essential ambiguities involve those problems of the attachment role which are intrinsic to the design of the course incorporating attachment. They arise from the need to both work and reflect, to produce whilst consciously learning and to apply knowledge to real situations. Students on attachment experience the world of work in all its variety and mundanity; boredom and pressure; injustice and helpfulness; comradeship and ill-articulated demands.

It is supposed that it is to the great advantage of the students to become vividly aware of the world of work, and thereby come to understand the context in which academic learning is applied. Yet this virtue necessarily entails a set of difficulties for the student. If there were no difficulties in the attachment role, this would imply that there is no real gap between academia and industry, and the whole rationale of work experience within education would be lost. Attachment should therefore enthusiastically encourage gritty comparisons and contrasts (Jahoda, 1963).

The other kind of ambiguity in the student's attachment role is accidental ambiguity. This refers to the circumstances of attachment that bring about unintended effects, e.g. the

length of attachment is limited in a way which it is not for ordinary employees, which makes the role of the students in the organization anomalous; the student has an unclear organizational position, an unfitting background for the work being done and so on (Ashworth and Saxton, 1992)

The practical implication is that management of the attachment experience should aim at minimizing the stress which students feel as a result of the ambiguity of their role. However, this should be done without destroying the essential ambiguities. As Uzzell (1969) pointed out, for this to happen, the work place supervisor should develop ways of emphasizing to an over-academic student the realities of the work place, or encouraging the student who is unreflectively caught up in the work to stand back and reflect.

Similarly, the academic institution in preparing students for attachment, in tutorial assistance during attachment and in debriefing sessions after attachment, lecturers should draw their attention to the necessary ambiguities of the attachment situation, and thereby assist the process of accommodating these dilemmas. This study was designed to investigate the problems faced by students during their industrial attachment with a view to looking into ways of minimizing the accidental ones as well as enthusiastically encouraging the essential ones for purposes of learning.

2.5.3 Students' expectations versus their actual experience.

Studies, such as those conducted by Jenkins (2001), O'Leary and Deegan (2005) and Raybould and Wilkins (2005) suggest that students' expectations on entering the industry

are mismatched with the realities. Students enrolling in degree programs in hotel or hospitality management are motivated by anticipated vocational and career outcomes.

Students have also been criticised for having unrealistic expectations of the types of responsibilities they may be given and consequently the types of skills they will be expected to exercise on entering the industry. Meeting both industry and student expectations of hospitality education is an ongoing challenge which may best be met by further stakeholder involvement in the design and improvement of course curricula (Zopiatis, 2007b).

According to Purcell and Quinn (1996), vocational degree programs, including those in hotel and hospitality management, are intended to satisfy an industry need for skilled future employees and, as a result, there is a need to ensure the academic curriculum not only meets educational expectations but also industry and student expectations regarding the skill sets needed in the workplace. Whilst it is to be expected there will be changes in curriculum content and industry needs over time, for example in respect of information technology, there continues to be a distinction between industry and student perceptions of what skills and roles are appropriate for graduates entering the industry.

Charles (1992) surveyed the hospitality and tourism management students in the University of the West Indies. He found that the students' preferences on employment were predominantly the opportunity for professional growth. They liked the excitement, stimulation, creativity and flexibility of their future jobs but disliked the disruptive nature of the careers on their personal life. Furthermore, the students were generally satisfied with their career choice, although their satisfaction appeared to be decreasing with time,

and they had been most influenced in their views by their internship experience. Knutson (1989) also found out that hospitality and tourism students are concerned with the issues associated with working in these industries, such as lack of challenge and lack of management involvement.

In another study, Barron and Maxwell (1993) surveyed three groups of students: first year hospitality management course students; students returned from their cooperative education placements to complete the course and newly graduated employees from the same academic institution. They found that overall, first year students held positive views of their future placement organisations, such as that the hospitality industry offers career opportunities, the prospect of training, financial rewards, and job satisfaction. However, the students returning from their cooperative education placements held generally negative views in all these areas. Newly graduated employees showed the same negative views as the post-placement students. The authors concluded that the difference between students' expectations and experience of the industry could be attributed not only to the educational institutions' socialization methods, but also to the way the industry structures the induction programs, and attempts to socialize newly recruited employees.

According to Waryszak (1999), the social climate of the organizational work environment is the most relevant in the detailed assessment of students' expectations from their placements in hospitality industry. Therefore, the understanding of the social climate of the work environment of students through its assessment can give educational institutions and the industry alike insight into students' expectations from the work

environment they will be exposed to. This can be a valuable resource for helping these students in the work experience process.

2.6 The Hospitality Educator in Industrial Attachment.

The hospitality educator refers to the member of staff from the students' educational institution who is responsible for the students during the industrial attachment.

2.6.1 Functions of the hospitality educator in industrial attachment.

According to Saxton and Ashworth (1990a), the role of the hospitality educator in industrial attachment is unclear and there are usually meager guidelines laid down for the lecturers visiting students on attachment. Nevertheless, the hospitality educators have a key role in the management of industrial attachment and lack of any clear specification of their task can mean that the educational purposes of the attachment are subverted.

While courses may state that lecturers are required to make certain visits during the attachment, they rarely go any further in terms of detailed recommended practices and procedures. Smith (1985) found out that many students felt that the visits by the college tutors were not as profitable as far as they were concerned or as they would wish them to be as the visits were described as 'casual'. In an attempt to clarify the hospitality educator's role in the industrial attachment, Ashworth and Saxton (1992) discuss three functions which are fundamental to the attachment visit as follows:

2.6.1.1 Specify the potential of the particular attachment.

This would entail drawing together information about the placement organization, the actual work done by the student, the nature of the supervision and any other relevant factors. This provides a tangible starting point for the attachment as a whole and is absolutely essential if the tutor is expected to provide an assessment of the attachment performance. Ideally, the tutor should negotiate the type and level of work involved in the attachment with the employer before the student actually starts.

2.6.1.2 Maximise the potential for learning from the attachment.

Students are extremely reluctant to view anything other than the acquisition of discipline-related knowledge as qualifying as 'learning' (Ashworth and Saxton, 1992). Much of the learning achieved on attachment is acquired almost unconsciously and it is an important aspect of the hospitality educator's function to help the student interns recognize this learning. Discussion along the following lines would help to broaden out the students' perception of learning:

- Discuss programme of work with the student and establish the relationship of the subject area and techniques to be used with theory in as much detail as possible.
- Point out that the student will be learning about industrial procedures and that these may differ from what has been taught in class.
- Point out that the student is expected to acquire general practical expertise and specific technique expertise, and that this can never be obtained to the same extent from practical work at college.

- Point out that the student is expected to think about the work (particularly so if it is routine and repetitive); enquire why the particular procedures/techniques are being used and about the wider aspects of the work.
- Point out that the student is expected to read up about the particular industry in which they are attached, specifically on the company structure and function of the various departments/sections, administrative procedures, social; responsibilities of the industry and scientific, technological developments.
- Point out that at the end of the attachment the student is expected to have a good working knowledge of the employing industry and to have thought deeply whether it would appeal as a full-time career (Ashworth and Saxton, 1992).

2.6.1.3 Setting up and assisting with the attachment monitoring procedure.

This should involve both the student and the work place supervisor and may give rise to some kind of formative assessment. Assessment is the process of gathering and providing information on the learner's performance on a learning task through observing, recording and evaluating performance (Were, 2003). In the early stages of the attachment, the hospitality educator would be required to explain to the supervisor how the procedure works and point out its benefits. If the same person must mentor and evaluate the newcomer, they must be trained in these roles, evaluation guidelines must be clearly defined, and dialogue is of prime importance (Le Maistre, Boudreau and Dare, 2006). It was in this understanding that this study was designed to investigate the challenges hospitality educators faced as they performed their functions in the industrial attachment.

2.6.2 The Educational Institutions Control over the Students' Industrial

Attachment.

Traditionally, educational institutions have limited power in the actual hospitality environment since operational imperatives most often supersede other activities. Nevertheless, it is very important to consider the psychological effects when the students, especially those without any prior hospitality experience, feel abandoned and unprotected in the actual workplace. Students' assimilation in the actual workplace will be smoother if they receive guidance and support from their educators as through this control, the institutions are able to oversee their students' industrial placement, protect them from any employer misconduct, and guide them towards the achievement of particular pre-established goals and objectives (Zopiatis, 2007b)

2.7 The Immediate on-the-job Supervisor in the Hospitality Industrial Attachment.

The person within the hotel/institution who is directly responsible for the student's supervision during the attachment is the immediate on-the-job supervisor or simply the work-place supervisor. The conduct of placements (geographically removed from college) can hardly be controlled by the academic staff responsible for the student's course. This is because their visits are infrequent and generally of short duration necessarily limiting the amount of counseling that they are able to give. In consequence, it is the industry-based supervisor who is called upon to allay student's anxiety about their progress and the relevance of their work (Cohen 1971).

2.7.1 Aspects of supervision which have an impact on the attachment.

According to Saxton and Ashworth (1990b), the work-place supervisor can very often be the unknown in the placement package, yet this person plays a centrally important part in determining the direction and eventual outcome of the placement. They discuss the specific aspects of supervision which have an impact on the attachment as summarized below:

2.7.1.1 Frequency and quality of contact with the student.

The frequency of supervisor-student contact can vary from daily to weekly or monthly meetings or even less. Fairly frequent contact is to be desired, but what is even more important is the quality of the contact in terms of useful feedback, instruction, support, discussion and so on.

2.7.1.2 Experience and expertise of the supervisor.

Years of 'supervisory practice' should not be translated as 'supervisory expertise'. There should be more considerations such as the individual's attitude towards students, time available, willingness to be involved and the like.

2.7.1.3 Hierarchical proximity of supervisor to student.

On placement, a student may find that their supervisor is their direct supervisor, or it may be that the supervisor is hierarchically distant from the student. So, one placement student named supervisor will have close daily involvement with the work the student is doing whereas another may only have a vague idea of what is going on. Close involvement with the student's work has many advantages but it may also make it difficult for the

supervisor to stand back and look objectively at what the student is doing and see how relevant and appropriate it is.

2.7.1.4 The supervisor's own educational background.

A supervisor who has higher educational experience tends to be generally sympathetic to the ideas of higher education and the needs of students. However, there is no evidence to suggest whether or not supervisors who are not graduates are especially unsympathetic to the position and needs of placement students.

2.7.1.5 Resources available to the supervisor.

Resources allocated to supervision of student interns vary from the comprehensive training package offered by a graduate training programme to no extra time or support at all. Those supervisors who have appropriate organizational support themselves are more likely to have time and energy needed to supervise a placement student effectively.

2.7.1.6 General demeanour of the work place supervisor.

This has to do with the supervisor's attitudes, prejudices, approachability, friendliness and so on. Students see it very important that their supervisor is 'there for them', that he/she is willing and able to listen and support when needed and that they are happy to do so. Thus, the attitudes and prejudices held by the supervisor can have a profound effect on the placement. This study was designed to investigate the roles the immediate on-the-job supervisors' of students on attachment play to make the attachment a meaningful learning experience.

2.8 Summary of Literature Review.

The literature reviewed leaves no doubt about the importance of industrial attachment to all the stakeholders in the training programmes that incorporate them. Most of the studies reviewed in the literature review dealt with challenges faced by educational institutions in meeting the needs of the industry. In an attempt to develop a robust discipline that would survive, the educational institutions incorporated industrial attachment into their curricula. Studies that had been done in other countries found out that experiential learning such as industrial attachment does not necessarily provide a meaningful learning experience. This study was intended to investigate challenges within the distinct environment of the hospitality industry in Kenya which may compromise the ability of the hospitality industrial attachment to provide a meaningful learning experience.

CHAPTER THREE

METHODOLOGY

3.1 Introduction.

This chapter describes the procedures that were followed in conducting the study. Here, the researcher gives a description of the Research design, Study variables, Location of the study, Target population, Sampling techniques and Sample size, Study instruments, Pre-testing of the instruments, Data collection techniques and Data analysis.

3.2 Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with research purpose. It is the blueprint for collection, measurement and analysis of data (Kombo and Tromp, 2006). The researcher used a descriptive research design in this study. According to Gay (cited in Mugenda and Mugenda, 1999) a descriptive study is where data is collected in order to test hypothesis or to answer questions concerning the current status of subjects in the study.

This study described the challenges facing hospitality industrial attachment in selected institutions in Nairobi-Kenya. The relationship between theory and practice in the curriculum was also explored to establish its possible contribution towards the challenges facing hospitality industrial attachment in the selected institutions. The study included the following steps which according to Mugenda and Mugenda (1999) are necessary in every descriptive study: formulation of objectives, designing the methods of data collection, selecting the sample, data collection and analysing the results.

3.3 Study Variables

The research variables in this study included both independent and dependent variables. Dependent variables are those that change as a result of changes in the independent (Miller, 1991). The dependent variable in this study was hospitality industrial attachment as a learning experience. The independent variables in this study were the challenges affecting hospitality industrial attachment with regard to the following:-

- duration of time a student is attached,
- nature of work given to student interns,
- expectations of students, hospitality educators and immediate on-the-job supervisors,
- entry behaviour of the students, hospitality educators and immediate on-the-job supervisors into the attachment programme,

- Assessment of the performance of student interns by hospitality educators and immediate on-the-job supervisors. hospitality educators and immediate on-the-job supervisors.

3.4 Location of the study

The research was carried out in selected institutions in Nairobi and in five, four and three star hotels within Nairobi where the students are usually attached. The three institutions selected were Kenyatta University (K.U.), Kenya Utalii College (K.U.C) and Kenya Polytechnic University College (K.P.U.C). K.U. and K.U.C. are located along Thika road approximately 16 and 6 kilometres respectively from the city centre. K.P.U.C is located in the Nairobi Central Business District (NCBD) off Haile Selassie highway along Workshop road. The three institutions were selected because they have industrial attachment as a mandatory requirement for the award of degree or diploma of their hospitality courses, are recognized, established and have been in operation for long compared to the recently mushrooming ones.

3.5 Target Population.

The target population of the study was composed of three categories namely:

- Hospitality students pursuing a degree or diploma in hospitality in the selected institutions. From the official class lists in these institutions, they were as follows: Kenyatta University – 380, Kenya Utalii College – 128 and Kenya Polytechnic University College – 210, giving a total of 718 students.

- Immediate on-the-job supervisors of the students in three, four and five star hotels in Nairobi where the students do their attachment. From the Kenya Gazette of 13th June 2003 (See Appendix), there are 11 three-star hotels, 1 four-star hotel and 8 five-star hotels in Nairobi, making a total of 20 hotels. Each of these hotels has five major sections with at least one supervisor in each section. This gives a total of 100 immediate on-the-job supervisors of students on attachment.
- Hospitality educators at the selected institutions. From the records obtained from the institutions, they were as follows: Kenyatta University – 7, Kenya Utalii College – 10 and Kenya Polytechnic University College – 15, giving a total of 32 hospitality educators.

3.6 Sampling Techniques and Sample Size.

3.6.1 Sampling Techniques

- (i) The students' sample.

The population of students pursuing either a degree or a diploma in hospitality in the selected institutions was a total of 718 students. The sampling procedure for the student sample from these institutions was purposive where only students who had completed at least one hospitality industrial attachment were included in the study. This was because of their availability after the attachment. They were as follows: Kenyatta University -40, Kenya Utalii College – 32 and Kenya Polytechnic -50, giving a total of 122 students.

Official class lists were used as the sampling frame. Most students go for their second attachment in their final year of study and therefore it was difficult to get them in the institutions after the attachment. This is why they were not included in this study. According to Ary, Jacobs, and Razavieh (1972), 10-20% of the total accessible population is considered adequate in a descriptive research such as this. The total of 122 students selected represents 17% of the accessible population of 718 students in the selected institutions. The researcher therefore considered the sample adequate.

(ii) The hospitality educators' sample.

The hospitality educator sample included all the 32 hospitality educators in the selected institutions. The researcher decided to include all of them in the study because they were few.

(iii) The immediate on-the-job supervisors' sample.

These are individuals employed in three, four and five star hotels where students are usually attached and who are closely involved with the students to educate and mentor them on the job at hand. The sampling procedure used was cluster sampling, the clusters being the star ratings of the hotels where the students are usually attached. These are three, four and five star hotels. There are 11 three-star hotels, 1 four-star hotel and 8 five-star hotels in Nairobi (The Kenya Gazette, 2003). (See Appendix).

The students on attachment usually rotate in five sections of the hotel, namely, kitchen, restaurant, front office/reception, accommodation and stores, thus meeting five immediate on-the-job supervisors in each hotel. This gives a total of 100 immediate on-

the-job supervisors, clustered as follows: 55 in three-star, 5 in four-star and 40 in five-star hotels. According to Ary, Jacobs, and Razavieh, (1972), 10-20% of the total accessible population is considered adequate in a descriptive population such as this. However, the researcher decided to use 40% of these supervisors as they were key respondents in the research.

Forty percent of 100 = 40 immediate-on-the-job supervisors represented in each cluster as follows: in three-star hotels = $55/100 \times 40 = 22$, in four-star hotels = $5/100 \times 40 = 2$ and in five-star hotels = $40/100 \times 40 = 16$. Since there are five immediate on-the-job supervisors in each hotel, the researcher required to randomly select 4 three-star hotels in order to get 20 immediate on-the-job supervisors from the three-star hotels and 3 five-star hotels in order to get 15 immediate on-the-job supervisors from the five-star hotels. Therefore, a list of all the hotels in each cluster was drawn and numbers assigned to them. The numbers were then placed in a container and one picked at random. The hotel corresponding to the number picked was selected. This was repeated until the desired number of hotels in each cluster was attained.

Thus, the 4 three-star hotels selected were Six Eighty, Marble Arch, Nairobi Safari Club and Utalii Hotel and the 3 five-star hotels selected were Norfolk, Nairobi Serena and Safari Park. Fairview hotel which is the only four-star hotel in Nairobi was purposively selected. All the five (one for each section) immediate-on-the-job supervisors in each of the selected hotels were then included in the sample giving a total of 40 immediate-on-the-job supervisors.

3.6.2 Sample Size.

The following table gives the size of the sample used in the study according to the category of the respondents.

TABLE 3.1: Summary of the sample size

RESPONDENTS	INSTITUTIONS			HOTELS			TOTAL
	K.U.C	K.P.U.C	K.U	3-STAR	4-STAR	5-STAR	
Immediate on-the-job supervisors				20	5	15	40
Hospitality Educators	10	15	7				32
Students	32	50	40				122
						TOTAL	194

3.7 Research Instruments

Data for this research was both quantitative and qualitative and was collected using questionnaires and interviews.

3.7.1 Questionnaires

Questions, both structured and open ended were used to collect data from the students, their lecturers and immediate on-the-job supervisors. Structured questions were used because they were easier to administer, analyse and economical in terms of time and money. Open-ended questions included in the questionnaires helped to stimulate the respondents to a greater depth of responses about their experiences during industrial attachment (Mugenda and Mugenda, 1999).

3.7.2 Interviews

Face-to-face interviews using a semi-structured interview schedule were used to collect data from the industrial attachment coordinators. The researcher used interviews to

collect in-depth data which was not possible to get using the questionnaire (Mugenda and Mugenda, 1999).

3.8 Pre –testing

The main purpose of the pre-testing was to increase the validity and reliability of the research instruments. During the pre-testing, the questionnaires and interview were administered to a selected sample which comprised of five hospitality students from the United States International University (USIU), one of their hospitality lecturers, their industrial attachment coordinator and five immediate on-the-job supervisors from Panafric hotel.

The results of the pre-testing were that some of the questions were vague in the sense that the respondents interpreted them differently, others had unclear instructions and the students' questionnaire was too long taking between 45-60 minutes to fill. The interview took between 15-20 minutes to conduct which was alright for the interviewer and the interviewee. After pre-testing, the research instruments were modified as was necessary before being administered to the actual study respondents in order to enhance its validity and reliability as explained below.

3.8.1 Validity

Validity is concerned with establishing whether the questionnaire content is measuring what it is supposed to measure (Orodho, 2004). The questionnaire was drawn from the available literature to ensure content validity. To enhance validity of the research

instruments, the researcher rephrased the vague questions so that they could convey the same meaning to all the respondents. The researcher also had to structure some of the unstructured questions in order to get the expected responses. The students' questionnaire was scaled down by removing some questions which were not key and their responses were implied in other key questions.

3.8.2 Reliability.

Reliability of measurement concerns the degree to which the questionnaire gives similar results over a number of repeated uses (Orodho, 2004). The reliability of the research instruments was ascertained by analysing the data obtained from the pre-testing exercise. A reliability coefficient of 0.8 was obtained.

3.9 Data Collection Techniques

Permission was sought from the relevant authorities to conduct the study. Data from each of the respondents was collected as follows:

3.9.1 Students

The students' questionnaires were group-distributed personally by the researcher because it was a convenient and low cost technique for administering the questionnaires. The students filled the questionnaires on the scene and handed them over to the

researcher after filling. The researcher worked closely with the industrial attachment coordinator in each institution to make this possible.

3.9.2 Lecturers

The lecturers' questionnaires were also personally given to one or several lecturers available at the institution at the time of visit. Those lecturers who had the time filled the questionnaire at that time and handed it back to the researcher while the others filled them later and handed them over to the industrial attachment coordinator or secretary in their institution from whom the researcher collected the filled questionnaires at an agreed date.

3.9.3 Immediate on-the-job supervisors

Five immediate on-the-job supervisor questionnaires were distributed personally to the personnel or training manager in each of the selected hotels. The personnel or training manager was then requested to give a questionnaire to each supervisor in each section of the hotel who works closely with students on attachment. A date when the completed questionnaires could be collected was then agreed upon.

3.9.4 Industrial attachment coordinators

A face-to-face interview schedule was personally conducted with each of the industrial attachment coordinators at an agreed place and time. Probing was used to gather more information about the challenges they were facing as they coordinated industrial

attachment in their respective institutions. The researcher remembered to thank all the students, lecturers and supervisors for their co-operation.

3.10 Data analysis

The raw data collected was edited and cleaned by checking for any inconsistencies. Pre-coding had already been done for the closed-ended questions whereas coding for the open-ended questions was done after data collection. The coded data was then entered into spreadsheets and analysed thematically using the Statistical Package for Social Sciences (SPSS). Cross tabulations were used to establish relationships between different variables. Chi- square tests were used to establish the significance of the relationships between the variables. The confidence level was set at 0.05 (95%) as recommended by Field (2005) for most descriptive researches. Descriptive statistics such as percentages and frequencies were used to describe the data while tables, bar charts and pie charts were used to present the results as shown in the following chapter.

3.11 Logistical and Ethical Considerations.

Necessary protocol was sought from Kenyatta University and the Ministry of Science and Technology. Consent was also sought from the respondents before the questionnaires were given out and the interviews carried out. Confidentiality of the information given by the respondents was upheld and used for the purposes of the study only.

CHAPTER FOUR.

FINDINGS AND DISCUSSION.

4.1 Introduction.

The purpose of this study was to investigate the challenges facing hospitality industrial attachment as a learning experience in selected institutions in Nairobi. To achieve this purpose, the study was guided by the objectives outlined in chapter one. Data for this research was gathered using questionnaires and interviews carried out in three selected institutions and in the various hotels where students usually go for their industrial attachment. A total of 192 respondents took part in this study. The sample size comprised of 120 students (two of the students' questionnaires were returned unanswered), 40 immediate on-the-job supervisors and 32 hospitality educators. The response counts were varied for different variables.

This chapter presents the findings of the study discussed as per the objectives and research questions of the study under the following sub-topics: Demographic characteristics of the respondents, extent to which theory and practice in the hospitality curriculum relate, challenges faced by hospitality lecturers in conducting industrial attachment, the role of the immediate on-the-job supervisor in the hospitality industrial attachment, problems experienced by students during their industrial attachment and an inquiry into whether hospitality industrial attachment provides a meaningful learning experience to the students involved.

4.2 Demographic characteristics of the respondents.

In the first part of the questionnaire and interview schedule, the researcher sought to find out the demographic characteristics of the respondents. The demographic factors included gender, age, marital status and highest academic qualification. Table 4.2.1 shows the distribution of the demographic characteristics among the respondents.

Table 4.2.1: Demographic characteristics of the respondents.

DEMOGRAPHIC CHARACTERISTICS		TYPE OF RESPONDENT		
		STUDENTS	SUPERVISORS	LECTURERS AND COORDINATORS
GENDER	Male	(41) 35%	(20) 50%	(10) 31%
	Female	(75) 65%	(20) 50%	(22) 69%
TOTAL		(116) 100%	(40) 100%	(32) 100%
AGE				
	16-25 Yrs	(107) 89%		
	26-35Yrs	(13) 11%	(30) 75%	(2) 6%
	36-45Yrs		(10) 25%	(17) 53%
	46-55Yrs			(13) 41%
	Above 55Yrs			
TOTAL		(120) 100%	(40) 100%	(32) 100%
MARITAL STATUS				
	Single	(112) 93%	(5) 13%	(5) 16%
	Married	(8) 7%	(35) 88%	(25) 78%
	Separated			(2) 6%
TOTAL		(120) 100%	(40) 100%	(32) 100%
HIGHEST QUALIFICATION				
	Certificate		(19) 47%	(3) 9%
	Diploma		(4) 10%	(3) 9%
	Higher National Diploma		(6) 15%	(1) 3%
	Bachelors Degree		(4) 10%	(5) 16%
	Masters Degree		(5) 13%	(17) 53%
	PhD			(3) 9%
	Others		(2) 5%	
TOTAL			(40) 100%	(32) 100%

From Table 4.2.1, it can be seen that four of the students did not answer the question on gender. Of the students who responded to the questionnaires, 75 (65%) were female while 41 (35%) were male. Twenty (50%) of the immediate on-the-job supervisor's used in this study were male while the other 20 (50%) were female. This may seem to suggest that at low level management in the hospitality industry, women are well represented. Only 10 (31%) of the hospitality educators were male while 22 (69%) were female.

The majority of the students, 107 (89%) were aged between 16-25 years while the remaining 13 (11%) were aged between 26-35 years of age. Thirty (75%) of the supervisors were aged between 26-35 years and the remaining 10 (25%) were aged between 36-45years. Slightly more than half, 17 (53%) of the hospitality educators were aged between 36-45years, 13 (41%) were aged between 46-55% and only 2 (6%) were aged between 26-35 years. This shows that the industry employs the young and energetic

due to the nature of work. As expected, almost all 112 (93%) of the students were single and only 8 (7%) of them were married. Thirty five (88%) of the supervisors were married and only 5 (13%) were single. Twenty five (78%) of the hospitality educators were married, 5 (16%) were single while 2 (6%) were separated.

It can also be seen that almost all the categories of the academic qualifications were represented both in the academic setting and in the industry. However, majority of the supervisors 19 (48%) had attained a Certificate as their highest academic qualification while 17 (53%) of the hospitality educators had a Masters Degree as their highest academic qualification. This is worth noting as it depicts the kind of industry the students (pursuing a diploma or a degree) are sent to. The low level of education attained by the majority of the immediate on-the-job supervisors could mean that the quality of the industrial attachment experience is compromised.

The remaining part of the questionnaire and interview schedule was on information on hospitality industrial attachment and was analysed according to the objectives of the study as follows.

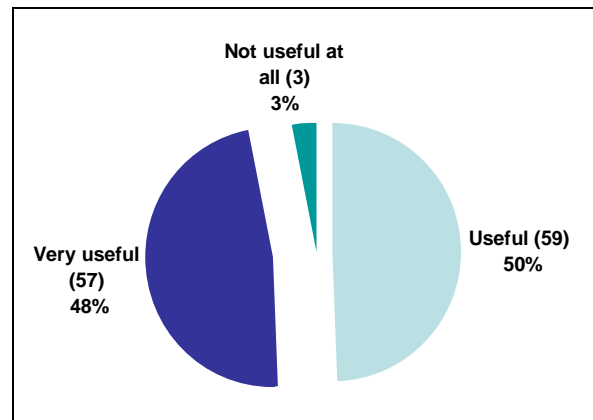
4.3 Objective (i): To determine the extent to which theory and practice in the hospitality curriculum relate.

The study sought to answer the question ‘how relevant to the industry are the skills acquired by the students prior to the industrial attachment?’ To answer this question, the students’ and their supervisors’ perspectives were investigated through the questions discussed below.

4.3.1 Usefulness of the skills taught at learning institution.

Students were asked to rate the usefulness of the skills they were taught at the institution in performing the duties they were given during industrial attachment. Their responses were as shown in Figure 4.3.1.1 below.

Figure 4.3.1.1: Rating usefulness of skills taught at learning institution



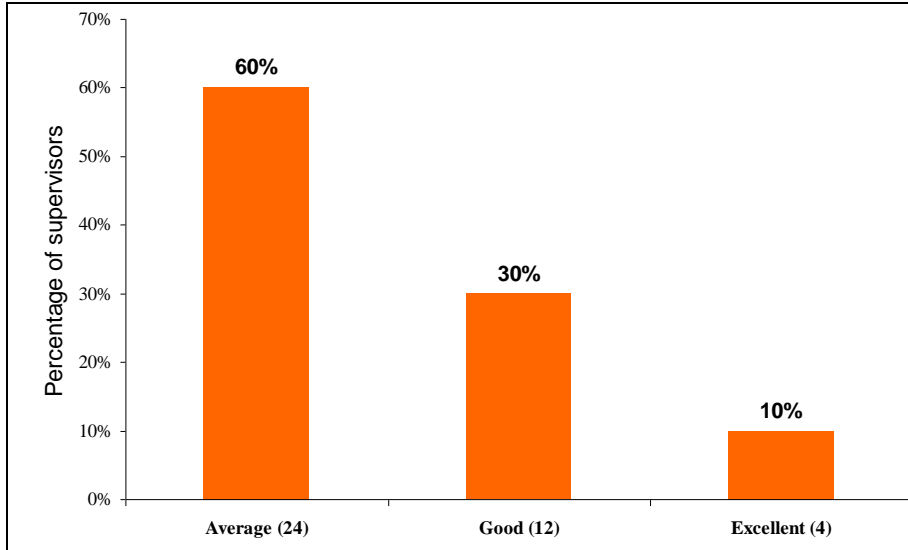
Base n=120 (All students)

Figure 4.3.1.1 above shows that, 59 (50%) of the students rated the skills they were taught in the institution as useful, 57 (48%) as very useful while only 3 (3%) said the skills were not useful. This implies that the skills taught at the educational institutions are relevant and useful to the industry for the majority of the students.

4.3.2 Students' mastery of basic technical skills.

When the students' immediate on-the-job supervisors during attachment were asked how the students' mastery of basic technical skills was by the time they came for attachment, they responded as shown in Figure 4.3.2.1.

Figure 4.3.2.1: Students' mastery of basic technical skills



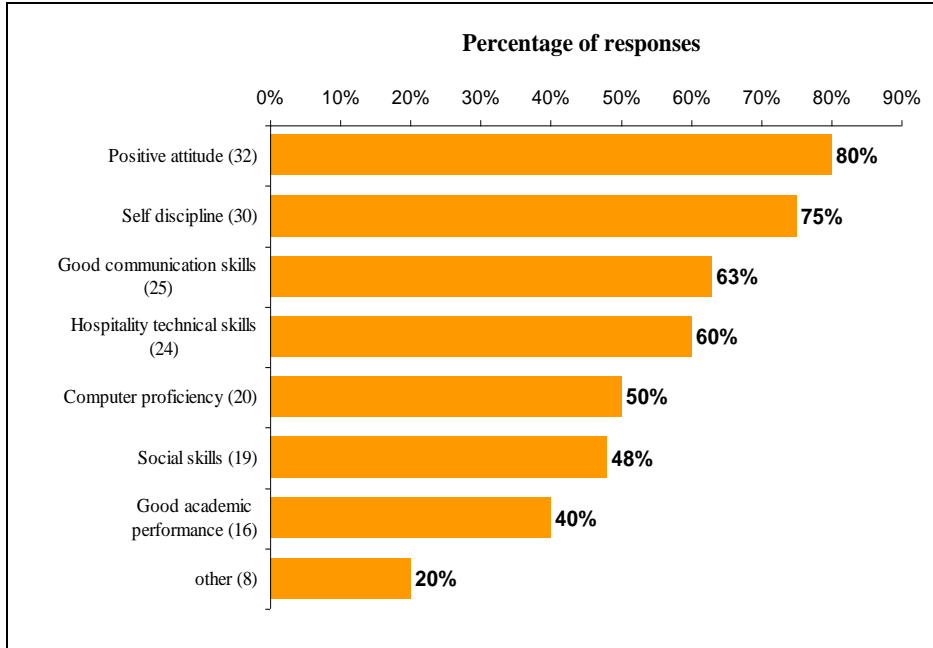
Base n = 40 (All on the job supervisors)

From figure 4.3.2.1, 24 (60%) of the supervisors said the students' mastery of basic technical skills was average, 12 (30%) said it was good and only 4 (10%) said it was excellent. Being rated as 'average' by the majority of the supervisors implies that the industry was not happy with the students' mastery of the basic technical skills. The reason why the students' mastery of basic technical skills was rated as average could be due to inadequate time allocated for practice in the curriculum. With less time allocated for practical skills training, the students cannot be able to master the basic technical skills to the expectations of the industry.

4.3.3 Qualities students must possess by the time they go for attachment.

The qualities students must possess by the time they go for the industrial attachment according to their immediate on-the-job supervisors are shown in Figure 4.3.3.1

Figure 4.3.3.1: Qualities to be possessed by students



Base n = 40 (All on the job supervisors)

This was a multi-response question where the supervisors were allowed to select more than one quality. This explains why the responses were more than 100%. A majority of the responses, 32 (80%) were on positive attitude as a quality hospitality students must possess, followed by self discipline which elicited 30 (75%) of the responses. It is important to note that only 16 (40%) of the responses were on good academic performance as a quality students must possess. This finding fits into the explanations of Zopiatis, (2007a) that students with high academic achievements fail to adjust to the volatile hospitality environment due to the unrealistic level of their expectations. Other skills not in the list but which were given by the respondents included foreign language and responsibility and amounted to 8 (20 %) of the responses.

4.3.4 Students' weakest areas during attachment.

The immediate on-the-job supervisors of students on attachment were also asked to cite what they noticed to be the students' weakest areas during attachment. This was a multi-response question where the supervisors were allowed to cite more than one area of weakness. This explains why the responses were more than 100%. Their responses were as shown in Table 4.3.4.1 below.

Table 4.3.4.1: Students' weakest areas

Students' weakest areas	Count(n)	Percentage of Responses
Lack of technical skills	17	43%
Negative attitude towards training in some sections	11	28%
Lack of knowledge on hospitality industry e.g. customer care and menu planning	8	20%
Interacting with staff	6	15%
Lack of confidence	6	15%
Lack of computer skills	5	13%
Lack of product awareness	4	10%
Lateness	2	5%
Lack of willingness to go an extra mile	1	3%
Desire to specialize only in what they learn in college	1	3%

Base n = 40 (All on the job supervisors)

Lack of technical skills was cited as the students' weakest area by the majority 17 (43%) of the supervisors. Interacting with staff and lack of confidence received equal emphasis each of 6 (15%) of the responses. This concurs with Connolly and McGing (2006) who argue that the hospitality industry has a strong preference for people with strong practical skills and 'soft' people management skills. This also explains why the supervisors in an earlier question (4.3.2) labeled the students' mastery of basic technical skills as average,

meaning not strong enough. Negative attitude towards work in some sections was cited by 11(28%) of the supervisors.

It is important to note that lack of computer skills was cited as a students' weakest area by 5 (13%) of the supervisors. This shows that the hospitality curriculum is lagging behind in incorporating the technology that the industry requires. The students' lack of willingness to go an extra mile and their desire to specialize only in what they learn in college were cited each by only 1 (3%) of the supervisors. This implies that to the majority of the supervisors, this was not a weakness on the part of students.

4.3.5 Skills supervisors would train students on.

When the immediate on-the-job supervisors were asked what skills they would train students in bearing in mind the kind of industry they were to work in, they responded as shown in Table 4.3.5.1. This was a multi-response question where the supervisors were allowed to cite more than one skill. This explains why the responses were more than 100%.

Table 4.3.5.1: Skills supervisors would train students on.

	Count (n)	Percentage of responses
Communication skills	8	22%
Social /interpersonal skills	6	16%
Computer skills	6	16%
Positive attitude	6	16%
Technical skills	6	16%
Customer care	5	14%
General tourism knowledge	4	11%
Self discipline/integrity	4	11%
Supervisory skills	4	11%
Product knowledge	4	11%
Attention to detail	4	11%
Students to undergo mini attachment for a feel before deciding to take the course	2	5%
Courage/endurance	1	3%
Multi- skilling	1	3%

Base n = 40 (All on the job supervisors)

Table 4.3.5.1 shows that the majority of the responses 8(22%) were on communication skills as a skill the supervisors would train the students on. Social/interpersonal skills, computer skills, positive attitude and technical skills received equal emphasis, each being cited by 6 (16%) of the supervisors. These findings continue to concur with Connolly and McGing's (2006) assertion that the hospitality industry has a strong preference for people with strong practical skills and 'soft' people management skills. The implication of this therefore is that the learning institutions need to revise upwards the strength of the practical skills and 'softness' of the people management skills taught to the students. In addition, the learning institutions need to incorporate computer skills in their curriculum so as to address the changing needs of the industry.

Multi-skilling received the least 1(3%) of the responses. This implies that the industry is not keen on training the students on multiple skills which the educational institutions

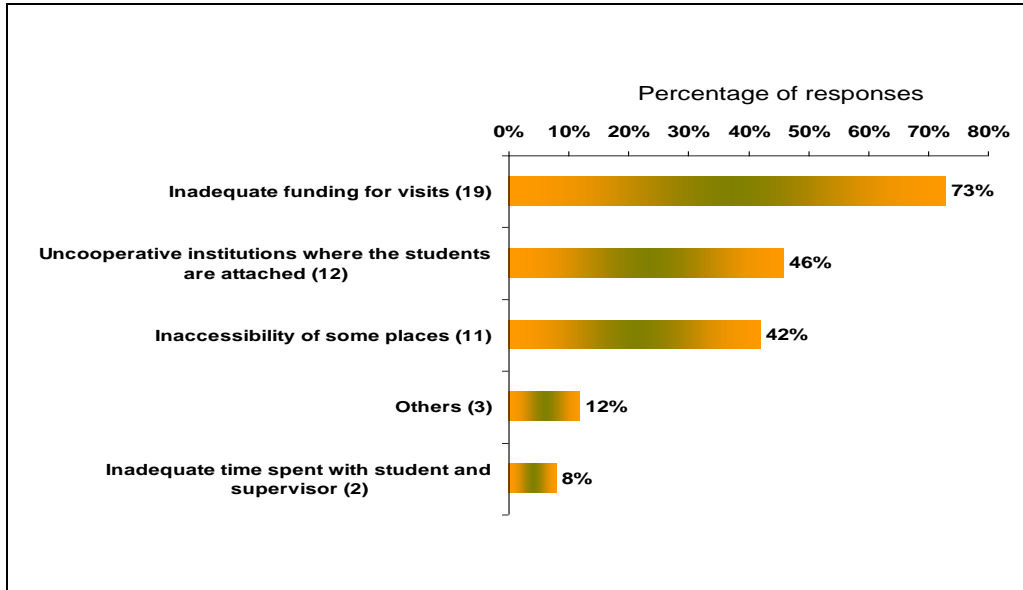
seem to emphasize as depicted by the courses offered, such as catering and accommodation management, hotel management, hospitality and tourism management to mention but a few.

4.4 Objective (ii): To identify the challenges faced by lecturers in conducting industrial attachment.

As stated earlier, the challenges facing hospitality industrial attachment were thought to be faced by all the major stakeholders among whom are hospitality lecturers including the attachment coordinators. Hospitality lecturers are supposed to visit students on attachment, talk to the students' immediate on-the-job supervisors, and assess the students' performance during the attachment and also after the attachment by marking the reports compiled by the students. To identify the challenges faced by the lecturers and coordinators in conducting industrial attachment, the questions discussed below were asked.

4.4.1 Problems lecturers encountered during their visits of the students on attachment.

When asked what problems they encountered during their visits of the students on attachment, lecturers responded as depicted in Figure 4.4.1.1. This was a multi-response question where the lecturers were allowed to give more than one problem. This explains why the responses were more than 100%.

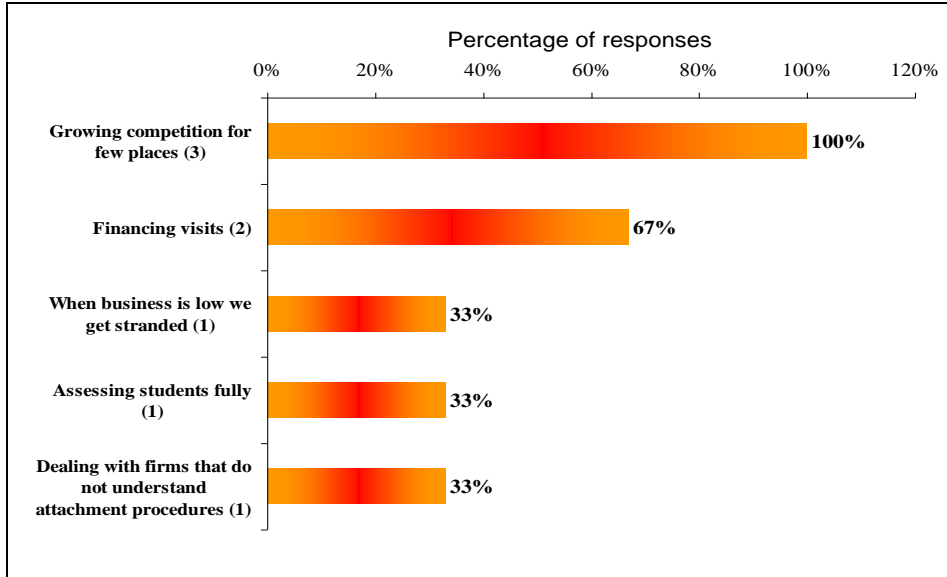
Figure 4.4.1.1: Problems encountered by lecturers during visit

Base n= 29 (All lecturers)

From Figure 4.4.1.1, it can be seen that 19 (73%) of the lecturers cited inadequate funding for visits, 12 (46%) cited uncooperative institutions where the students are attached, 11(42%) cited inaccessibility of some places and only 2 (8%) cited inadequate time spent with student and supervisor. Inadequate funding for the visits was the problem encountered by the majority of the lecturers and could be the reason why majority of the lecturers visited the students only once and not twice (Fig. 4.6.6.1) as they were supposed to. Uncooperative institutions where the students were attached as a problem encountered by lecturers is a pointer to the poor working relationship between the educational institutions and the industry.

4.4.2 Challenges faced by the industrial attachment coordinators.

The industrial attachment coordinators from the institutions visited faced challenges concerning industrial attachment as shown in Figure 4.4.2.1.

Figure 4.4.2.1: Challenges of coordinating industrial attachment

Base n= 3 (All coordinators)

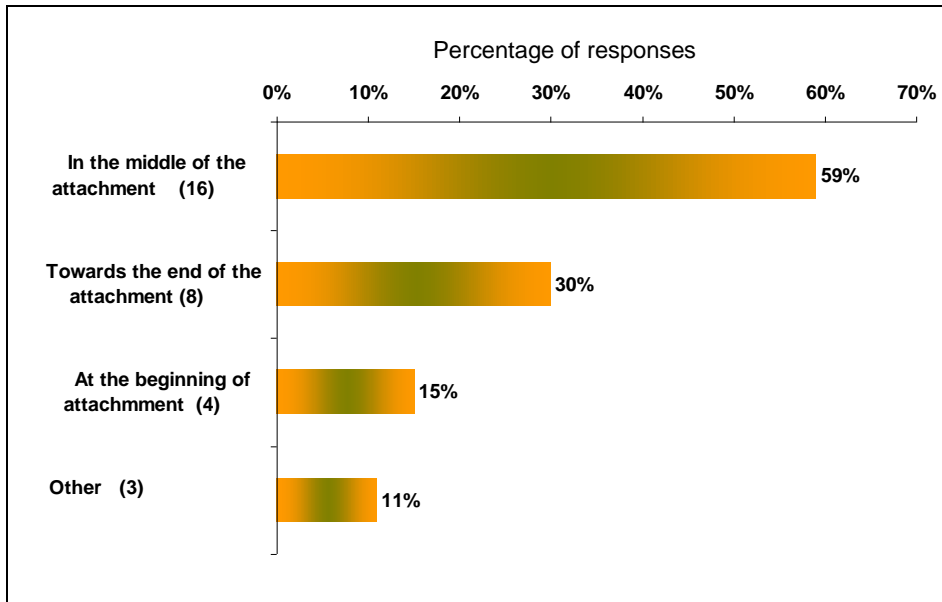
From Figure 4.4.2.1 above, it can be seen that the coordinators faced challenges such as growing competition for few attachment places, lack of funds for visits, low business in the industry, assessment of students and having to deal with firms that do not understand attachment procedures. These problems seem to reaffirm those experienced by the lecturers during their visits of the students during the industrial attachment. Other questions contained in the lecturer's questionnaire were about how the lecturer conducted his or her visit of the student on attachment as the researcher felt that this had an impact on the outcome of the attachment as a meaningful learning experience.

4.4.3 When lecturer undertook the visit of the students on attachment

Responding to the question on when they undertook the visit of the students on attachment, 16 (59%) of the lecturers said in the middle of the attachment, 8 (30%) said

towards the end of the attachment and only 4 (15%) at the beginning of the attachment as shown in Figure 4.4.3.1 below.

Figure 4.4.3.1: When the student on attachment was visited



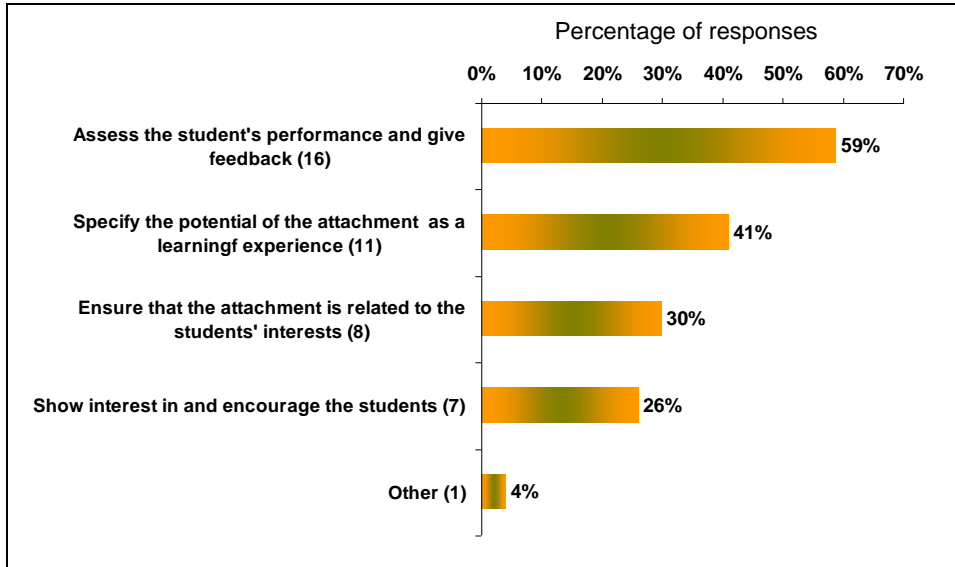
Base n= 29 (All lecturers)

From Figure 4.4.3.1, it can be seen that most of the lecturers visited the students on attachment in the middle of the attachment. The implication of this is that the lecturers missed the opportunity to see how the students settled down and to vet the adequacy of the attachment afforded by an earlier visit. This could affect the outcome of the industrial attachment when the student does not start on the right footing. The lecturers also missed the opportunity to see more clearly the students' progress made during the attachment which is afforded by a later visit. It is important to visit the student intern at the beginning, in the middle and at the end of the attachment as recommended by Ashworth and Saxton (1992).

4.4.4 What the lecturer does during the visit of the student intern.

Lecturers responded as shown in Figure 4.4.4.1 when asked what they did during their visit of students on attachment.

Figure 4.4.4.1: What the visiting lecturer does during industrial visit



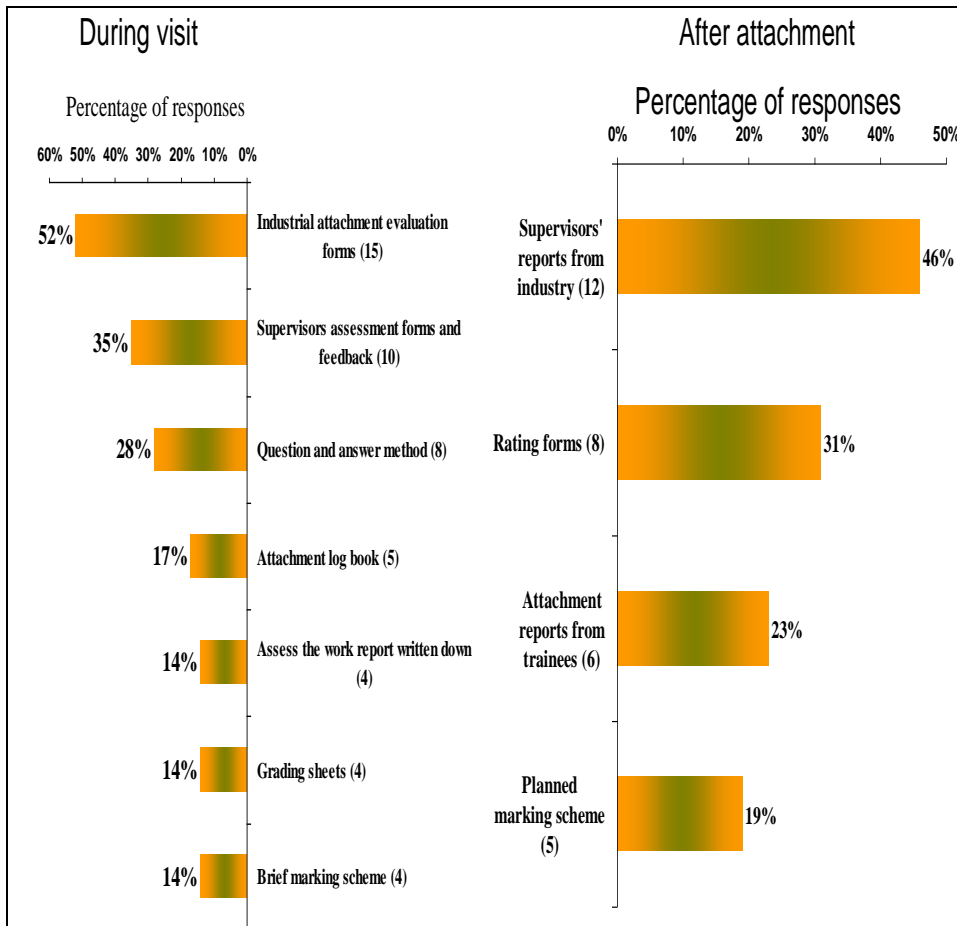
Base n= 29 (All lecturers)

Figure 4.4.4.1 above shows that 16 (59%) of the lecturers assessed the students' performance and gave feedback, 11 (41%) specified the potential of the attachment as a learning experience, 8 (30%) ensured that the attachment was related to the students' interests and only 7 (26%) showed interest in and encouraged the students during their visit of the students on attachment. This serves to show that visiting lecturers have their priorities wrong as they should be interested in the plight of the student interns in the industry as this will affect the performance they so much seek to assess.

4.4.5 How lecturers assessed the students' performance during and after the attachment.

When asked how they assessed the students' performance during and after the attachment, their responses were as shown in Figure 4.4.5.1.

Figure 4.4.5.1: What the visiting lecturer uses to assess students' performance during and after the attachment



Base n = 29 (All lecturers)

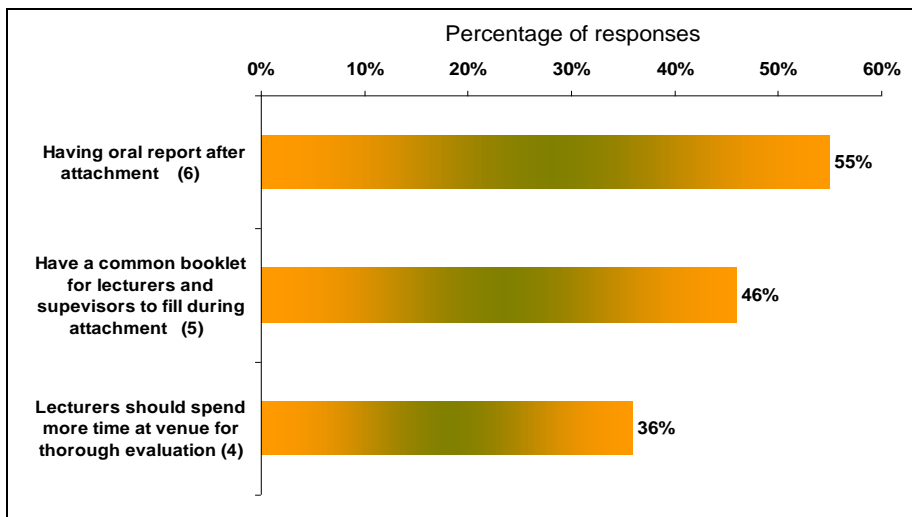
During the attachment, 15 (52%) of the lecturers used industrial attachment evaluation forms, 10 (35%) used supervisors assessment forms and feedback while 8 (28%) used question and answer method. After the attachment, 12 (46%) of the lecturers used supervisors' reports from the industry, 8 (31%) used rating forms while 6 (23%) used attachment reports from the trainees (student interns). This variety of instruments used

for the assessment of the students' performance during and after attachment shows how unstructured the attachment programme is, and that the evaluation guidelines are not clearly defined as advocated by Le Maistre, Boudreau and Dare (2006).

4.4.6 Whether the instruments used to assess the students' performance on attachment were adequate.

On responses to the adequacy of the instruments used to assess students' performance on industrial attachment, 26 (88%) of the lecturers said these instruments were adequate while only 3 (12%) said they were not. Eleven (38%) of the lecturers suggested other ways on how the students could be assessed adequately. Multiple responses were allowed here. This is shown in figure 4.4.6.1.

Figure 4.4.6.1: How to adequately assess students



Base n= 11 (Lecturers who suggested other ways to adequately assess students)

From Figure 4.4.6.1, 6 (55%) suggested an oral report about the attachment presented to a forum, 5 (46%) suggested a common booklet for use by the supervisor and visiting

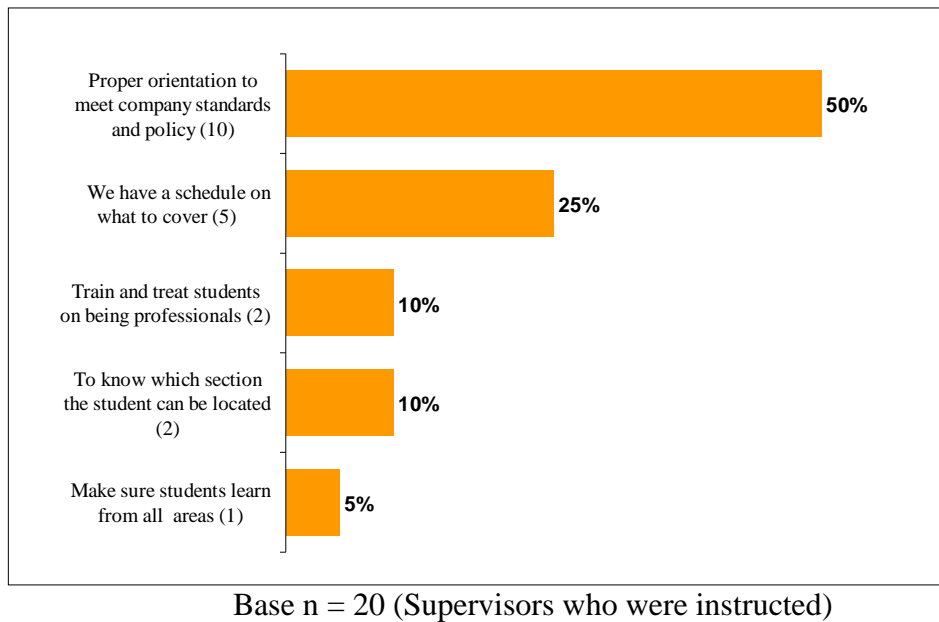
lecturer to assess the student interns during the attachment and 4 (36%) suggested the lecturer to spend more time at the place where the student is attached for a thorough assessment of the student's performance. The oral report suggested here would also help consolidate the students' experiences during attachment and serve as a basis for improving subsequent attachments.

4.5 Objective (iii): To establish the role of the immediate on-the-job supervisor in the hospitality industrial attachment.

The immediate on-the-job supervisor refers to a person working in the hospitality industry who is closely involved with the students to educate them on the job at hand. This study sought to establish the role of the immediate on-the-job supervisor because according to Ashworth and Saxton (1992), the work-place supervisor can very often be the unknown in the placement package, yet this person plays a centrally important part in determining the direction and eventual outcome of the attachment. To establish their role, the following questions discussed below were asked.

4.5.1 Instructions on how to treat student interns.

In order to perform their role effectively, the immediate on-the-job supervisors need to be instructed on what is expected of them as they supervise the student interns. When asked whether they were instructed on what was expected of them concerning students on attachment, 28 (70%) of them said yes while 12 (30%) of them said no. Out of the 28, only 20 immediate on-the-job supervisors explained the kind of instructions they were given as shown in Figure 4.5.1.1.

Figure 4.5.1.1: Instructions on how to treat student interns.

From Figure 4.5.1.1 above, it can be seen that 10 (50%) of the supervisors were instructed to orientate the students well so as to meet the company standards and policy, 5 (25%) had a schedule on the sections to cover and 2 (10%) were instructed to train the students on being professionals. It is clear that these instructions are not detailed enough to enable the immediate on-the-job supervisors to do a good job. In-fact, the emphasis seemed to be on the sections to cover rather than on the work to be covered in these sections.

The industrial attachment coordinators confirmed that they did brief the industry personnel on what is expected of them concerning the attachment. Further probing revealed that the coordinators dealt with training managers or human resource managers of the hotels or institutions they were seeking attachment places in and not the immediate

on-the-job supervisors who are in direct contact with the student interns. This information may not always trickle down to the supervisors and hence some end up not being informed on what to do. There is therefore need to instruct the immediate on-the-job supervisors directly for the supervisors to conduct the industrial attachment well.

4.5.2 Role of supervisor in the industrial attachment

When the immediate on-the-job supervisors of students on attachment were asked to select from a list what they felt were their roles in the hospitality attachment, their responses were as shown in Table 4.5.2.1 below. This was a multi-response question where the supervisors were allowed to select more than one role. This explains why the responses were more than 100%.

Table 4.5.2.1: Role of supervisor in the industrial attachment

Role of supervisor in the attachment	Count(n)	Percentage of responses
Assessing students on attachment	39	98%
Giving the students feedback about their performance	39	98%
Correcting the students where necessary	35	88%
Helping students to reflect on their attachment experiences	34	85%
Instructing students on what to do	33	83%
Allocating meaningful work to the students	32	80%
Being there to help the students when required to	31	78%
Others e.g. guiding and counseling the students	16	40%

Base n = 40 (All on the job supervisors)

It is important to note that almost all 39 (98%) of the supervisors selected assessing students on attachment and giving feedback about the students' performance as their roles

in the attachment while only 31 (78%) selected being there to help the students when required to. This confirms the students allegations that most of their supervisors in the industry were uncooperative and that they were unwilling to assist when required to. This also shows that the supervisors' priorities are not in the right order because if they were, they would be able to allocate meaningful work to the students before assessing and giving them feedback. This wrong order of the supervisors' priorities may be due to the fact that the supervisors are not given enough details on how to treat the student interns as seen earlier in figure 4.5.1.1.

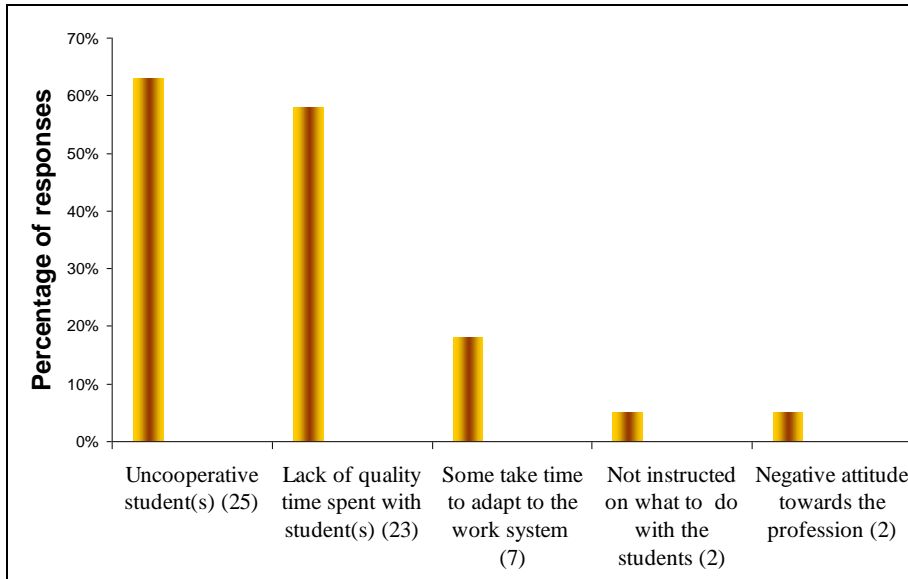
These findings concur with Le Maistre, Boudreau and Dare (2006), who advise that if the same person must mentor and evaluate, they must be trained in these roles, evaluation guidelines must be clearly defined and dialogue is of prime importance. The immediate on-the-job supervisors should therefore be properly trained in their roles as mentors and evaluators of the student interns.

4.5.3 Challenges faced by immediate on-the-job supervisors of the student interns.

The main objective of this study was to investigate the challenges facing hospitality industrial attachment as a learning experience. These challenges are faced indiscriminately by the three major stakeholders, among whom is the industry, represented here by the immediate on-the-job supervisors of the student interns. When asked what challenges they faced as they supervised students on attachment, 25 (63%) cited uncooperative students while 23 (58%) cited lack of quality time spent with the

students as shown in Figure 4.5.3.1 below. Multiple responses were allowed in this question.

Figure 4.5.3.1: Challenges faced by supervisors



Base n = 40 (All on the job supervisors)

Lack of quality time spent with the student interns affects the outcome of the industrial attachment as explained by Ashworth and Saxton (1992), that fairly frequent contact between the supervisor and the student is to be desired, but what is even more important is the quality of that contact in terms of useful feedback, instruction, support, discussion and so on.

4.5.4 Negative experiences of supervisors with students.

When asked whether they had had negative experiences with students on attachment, 28 (70%) of the immediate on-the-job supervisors said yes and explained their negative experiences as shown in Table 4.5.4.1 below. Multiple responses were allowed in this question.

Table 4.5.4.1: Negative experiences of supervisors with students

Negative experiences of supervisors with students	Count(n)	Percentage of responses
Students' lack of discipline	16	57%
Some university students consider housekeeping a dirty job	4	14%
Students finding it hard to adapt to new learning environment	4	14%
Some students not understanding what they came to do	2	7%
Students not willing to follow to follow rules	2	7%
Students' high expectations	2	7%
Students' negative attitude towards the profession	2	7%

Base n = 28 (Supervisors with negative experiences)

It is important to note that 16 (57%) of the supervisors cited students' lack of discipline as a negative experience. This may be because the students are aware that their lecturers are not there to punish them and for this reason it is high time the academic staff acknowledged their lack of control over the student during the attachment and vest more authority and responsibility with the industry, as advised by Ashworth and Saxton, (1992). This can only be possible with the two parties working closely.

4.5.5 Benefits of having student interns in the industry.

Despite the negative experiences they had with the students on attachment, majority of the supervisors 39 (98%) said there were benefits of having student interns in their sections and explained the benefits as shown in Figure 4.5.5.1. This was a multiple response question where the supervisors were allowed to cite more than one benefit and this is the reason why the responses were more than 100%.

Table 4.5.5.1: Benefits of having students in the industry

Benefits of having students in the industry	n (%)
--	--------------

Students get to acquire practical skills from the hotel	15 (41%)
Interacting with students help improve the trainers training skills	13 (35%)
Students back us up when we have high volume of business	13 (35%)
Reduce labour force verses costs i.e. cheap labour	2 (5%)
Bring freshness (new energy) to the industry	2 (5%)
Some students get employed by our hotel after studies	1 (3%)

Base n = 40 (All on the job supervisors)

From the table above, it can be seen that 15 (41%) of the supervisors said they benefit when students get to acquire practical skills from the hotel while 13 (35%) said that interacting with students helps the supervisor to improve on his/her training skills and another 13 (35%) said that students back the industry during seasons of high volume of business. True to the allegations of students that they are used as cheap labour, 2 (5%) of the supervisors said they benefited by having students in their sections by reducing their regular labour force and thus cost.

4.6. Objective (iv): To investigate the problems experienced by students during industrial attachment.

Students experience many problems during their industrial attachment which start right from getting the attachment place, continue throughout the attachment period and even to compiling the after attachment report. These are discussed below.

4.6.1 How the attachment place was sought.

When asked how they got their industrial attachment place, it was found out that 61 (51%) of the students had been sent to the place of attachment by their industrial

attachment coordinators, 57 (48%) had got the place of attachment through their own initiative while 2 (2%) had got the place of attachment through other ways such as through friends and relatives.

Further probing of those who had sought for the attachment places themselves revealed that 46 of them experienced the challenges shown in Table 4.6.1.1.

Table 4.6.1.1: Challenges faced by students as they sought for attachment place.

Challenges faced by students as they sought for attachment place	Count(n)	Percentage of responses
Discrimination on the basis of college, marital status, tribe, age, health status and the person you knew in the organization	14	30%
Being patient for a long time before being attached	11	24%
Search expenses were high	7	15%
Being turned down by harsh personnel citing the college should have looked for attachment place for the students	7	15%
Limited chances in the institutions due to low season	5	11%
Had to go for interviews without being prepared by college where it was difficult to convince the interviewers that I could be efficient and effective	4	8%
Difficult reaching training manager due to high beauracracy	2	4%
Having to yield to sexual demands to be offered a place	1	2%

Base n = 46 (Students who had challenges)

This was a multi-response question where the students were allowed to give more than one challenge. This explains why the responses were more than 100%. From table 4.6.1.1, 14 (30%) of the students said they were discriminated on the basis of the college they came from, marital status tribe, age, health status and on the person they knew in the organization where they were seeking attachment. This may have resulted from a poor working relationship between the industry and the educational institutions.

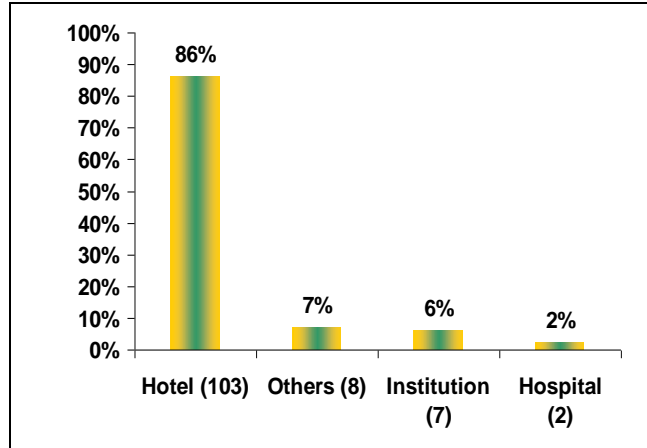
Eleven (24%) of the students said they had to wait for long before being attached while 7 (15%) said search expenses were high. It is important to note that another 7 (15%) of the students were turned down, the industry citing that the educational institution not the student should have sought for the attachment place. This implies that the industry is ready to deal with the educational institutions for the benefit of the students.

It is regrettable that 1 (2%) of the students had to yield to sexual demands to be offered the attachment place. This shows the depths to which the students go in order to just secure an attachment place. By establishing a close working relationship between the educational institutions and the industry, it would be possible to place all the students without the students having to go through all the challenges they cited.

4.6.2 Place where the student was attached.

Regardless of how they got their attachment, the students ended up in various institutions ranging from hotels to hospitals as shown in Figure 4.6.2.1.

Figure 4.6.2.1: Places where the students were attached

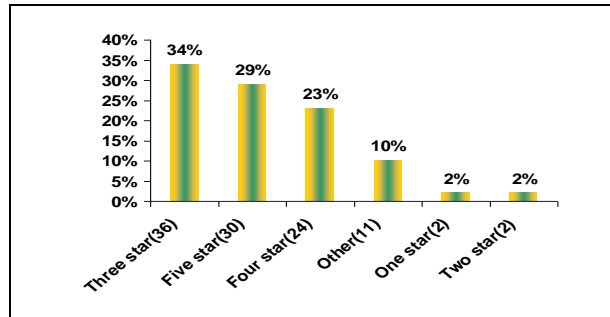


The majority 103 (86%) of the students had done their attachment in hotels, 7 (6%) in institutions such as schools, colleges and universities, 2 (2%) in hospitals and 8 (7%) in other areas not among the ones specified such as guesthouses. Where the students were attached was important in this study as it is believed that where the student is attached influences the industrial attachment experience due to the nature of opportunities availed by different work places.

4.6.3 Star rating of the hotels where students were attached.

Among the students attached in hotels, 36 (34%) were attached in 3 star hotels, 30 (29%) in 5 star hotels, 24 (23%) in 4 star hotels, 11 (10%) in hotels that were not rated, 2 (2%) in 2 star hotels and another 2 (2%) in 1 star hotels as shown in Figure 4.6.3.1.

Figure 4.6.3.1: Star rating of the hotels where the students were attached



Base n=105 (Students attached in hotels)

A cross-tabulation between how the attachment place was sought and the star-rating of the hotel where the student was attached revealed that 2 (1.9%) and 1 (0.95%) of the students who did their attachment in 1-star hotels were sent there by their industrial attachment lecturers as shown in Table 4.6.3.2.

Table 4.6.3.2: A cross-tabulation between how the attachment was got and the star-rating of the hotel where the student was attached.

How attachment was got	Star rating of the hotel					
	One star	Two star	Three star	Four Star	Five star	Other
Through own initiative	0 (0%)	1 (0.95%)	14 (13.33%)	15 (14.28%)	15 (14.28%)	4 (3.8%)
Sent there by industrial attachment lecturer	2 (1.9%)	1 (0.95%)	21 (20%)	9 (8.57%)	14 (13.33%)	7 (6.66%)
Other	0 (0%)	0 (0%)	1 (0.95%)	0 (0%)	1 (0.95%)	0 (0%)
Total	2 (1.9%)	2 (1.9%)	36 (34.28%)	24 (22.85%)	30 (28.56%)	11 (10.46%)

As can be guessed right, the 1 and 2 star hotels may not offer the desired experience to a student pursuing a diploma or a degree in hospitality due to the level of facilities and exposure found in these hotels. This shows a lack of commitment on the part of some of

the educational institutions to plan the industrial attachment as a genuine learning experience right from the start.

The interviews with the industrial attachment coordinators revealed that they all vetted the adequacy of the attachment before the students were subjected to the rigours of a particular workplace. This they did through previous experience with institutions offering the attachment and by checking the reports brought back by the students to see what was covered. This is not enough as it leaves a loophole for the institutions offering attachment for the first time not to be vetted. The researcher suggests that vetting could be pegged on the fact that institutions benefit by having students on attachment and therefore they must not give the students a raw deal.

4.6.4 Negative experiences of students during attachment.

During the industrial attachment, students get attached at different sections in the hotel. More than half, 75 (66.40%) of the students said they had negative experiences in the sections they were attached at. On further probing, the students who had had negative experiences during industrial attachment explained their experiences as shown in Table 4.6.4.1.

Table 4.6.4.1: Negative experiences of students during attachment

	Count (n)	Percentage of responses
Some staff were unqualified and thus felt threatened hence becoming uncooperative.	26	39%
Discrimination by guests and staff	12	19%
Overwork	9	13%
Staff lacked professionalism e.g. they stole and wasted materials	8	12%
Trainees were not allowed to contribute new ideas	7	11%
Inadequate cleaning equipment and materials	7	11%
Unstructured attachment program	6	10%
Sexual harassment from male staff	4	6%
High bureaucracy	3	5%
Adjusting to new learning environment	2	3%
There were few guests	2	3%
I lacked computer skills hence could not be placed in some sections	1	2%
There was no food for staff	1	2%

Base n= 76 (students with negative experiences)

This was a multi-response question where the students were allowed to give more than one negative experience. This explains why the responses were more than 100%. From Table 4.6.4.1, 26 (39%) of the students said some of the staff in the sections they were placed were unqualified and thus felt threatened hence becoming uncooperative. Discrimination by both staff and guests was cited again here by 12 (19%) of the students. Other negative experiences cited again here were sexual harassment by male staff and high bureaucracy cited 4 (6%) and 3 (5%) of the students respectively. This emphasizes the magnitude of these negative experiences by the student interns which should not be ignored.

Six (10%) of the students were frustrated by an unstructured attachment programme as they were placed in a section for too long before being changed or were changed from one section to another without notice. This reveals some form of exploitation of the

student interns as these changes suggest that the industry deployed the student interns where they were needed most rather than where the students were supposed to be. Two (3%) of the students said there were few guests implying that the students lacked work to do and hence the practical experience they were seeking. This was caused by the political instability in the country during the year in question (2007/2008) which saw many hotels especially at the coast close due to lack of business.

All these challenges concur with the explanation by Ashworth and Saxton (1992) that the student on attachment experiences the world of work in all its variety and mundanity; boredom and pressure; injustice and helpfulness; comradeship and ill-articulated demands.

A cross tabulation between gender of the student and whether the student had any negative experiences in the areas they were attached at during the industrial attachment revealed that 51(45.10%) of the female students had negative experiences while only 24(21.2%) of the male students had negative experiences. This is shown in Table 4.6.4.2.

Table 4.6.4.2: A cross tabulation between gender of the student and whether the student had any negative experiences in any of the areas they were attached.

	Did you have any negative experience in any of the areas you were attached?		Total
	yes	no	
Gender of respondent			
Male	24(21.2%)	16(14.20%)	40(35.40%)
Female	51(45.10%)	22(19.50%)	73(64.60%)
Total	75(66.40%)	38(33.60%)	113(100%)

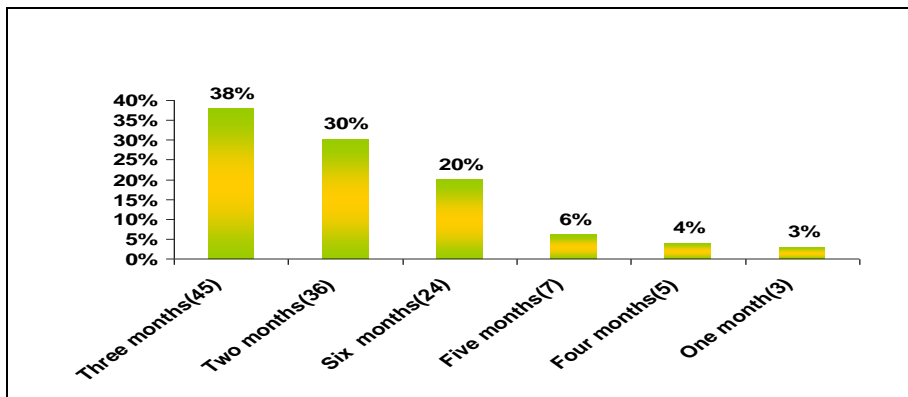
Chi-square value = 1.126, df = 1, p = 0.289, no responses (7).

However, the Chi-square test revealed that there was no significant statistical relationship between gender of the student and the student having negative experiences during the attachment as the p value = 0.289 was greater than the critical value of 0.05 at 95% confidence level.

4.6.5 Duration of the industrial attachment.

The duration of the industrial attachment depends on the length of the course and ranges between three and six months according to the industrial attachment coordinators interviewed. However, students revealed that they were on attachment for a period which ranged between one and six months as shown in Figure 4.6.5.1. One month of industrial attachment for a course of between two and four years is obviously too short for the student to learn anything meaningful.

Figure 4.6.5.1: Length of the attachment.

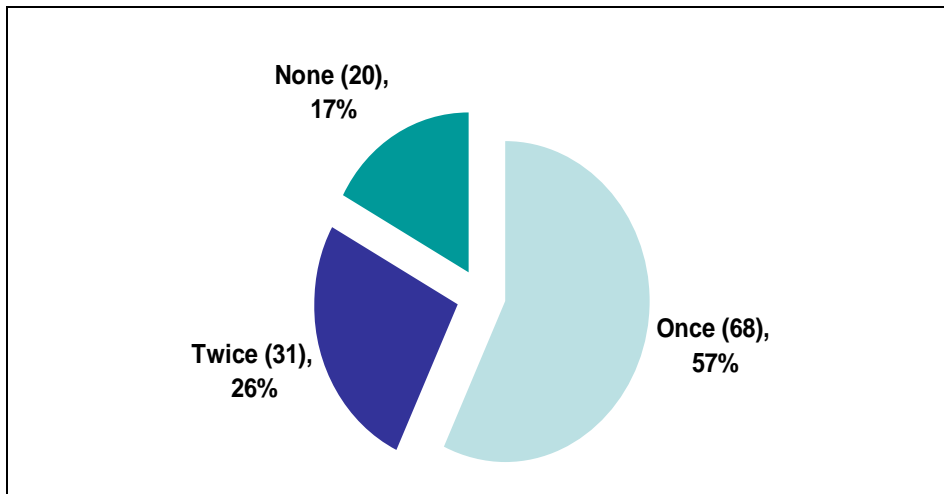


Base n=120 (All students)

4.6.6 Students' visiting during the industrial attachment.

During the industrial attachment, the student interns are supposed to be visited by their lecturers at least twice according to the attachment coordinators interviewed. When asked how many times they were visited, the students responded as depicted in Figure 4.6.6.1.

Figure 4.6.6.1: Number of times the student was visited



Base n=120 (All students)

It is worthy to note that 20 (17%) of the students were never visited during their industrial attachment, 68 (57%) were visited only once and only 31 (26%) were visited twice. This visiting is important as the visiting lecturer is often the only link the student has with their educational base with respect to the learning benefit students derive from the attachment, to their general well-being and to the relationship with the industry (Ashworth and Saxton 1992). Thus if not visited, this vital link is severed and the student misses the guidance of the educational institution necessary to make the industrial attachment meaningful.

4.6.7 Students' difficulties in compiling report.

During the industrial attachment also, students are supposed to compile a report or keep a diary about the work they are involved in and relevant information (such as management structure, staff and their duties) about the sections of the hotel they get attached at. When asked whether they experienced difficulties in compiling their report, 58 (49%) of the students said they experienced difficulties in compiling their reports while 61 (51%) said they did not experience any difficulties compiling their report. Further probing of those who had difficulties compiling their reports revealed the nature of their difficulties as shown in Table 4.6.7.1. Multiple responses were allowed in this question.

Table 4.6.7.1: Students' difficulties in compiling report.

	Count (n)	Percentage of responses
The place was very busy thus long working hours leaving no time to compile the report	16	32%
It was very expensive to compile the report	9	18%
Some sections wouldn't give any information and staff were strict when issuing items to trainees	9	18%
I wasn't able to train in all areas as was expected in the report	7	14%
Some sections had no clearly defined roles	5	10%
Many staff were untrained so could not answer questions	4	8%
I wasn't shown how to compile attachment report	4	8%
Working with different people who gave conflicting information	2	4%
No computer for typing	1	2%

Base n= 58 (students with difficulties compiling report)

From Table 4.6.7.1, 16(32%) of the students said there was no time to compile the report as they worked for long hours during the attachment leaving no time to compile the report. Seven (14%) of the students said they were not able to train in all sections as was expected in the report. With proper structuring of the attachment programme, students could be placed in all the expected sections of the hotel and given ample time to reflect on their experiences so as to compile a good report.

4.6.8 Other problems encountered by students during attachment

A general question on what other problems students encountered during the industrial attachment revealed that the students experienced a myriad of other problems which touched on the attachment itself as well as on the general welfare of the student interns as shown in Table 4.6.8.1.

Table 4.6.8.1: Other problems encountered by students during attachment

Other problems encountered by students	Count (n)	Percentage of responses
Financial strain as there was no monetary compensation	36	35%
Transport was not available	15	15%
Language barrier	11	11%
Harsh climatic conditions	9	9%
High rent rates and no accommodation offered	6	8%
Being engaged in petty work	5	5%
Poor coordination with college department	4	4%
The attachment was not relevant to the course I was taking	1	1%
The hotel was small so I missed exposure found in larger hotels	1	1%

Base n= 88 (Students who encountered other problems)

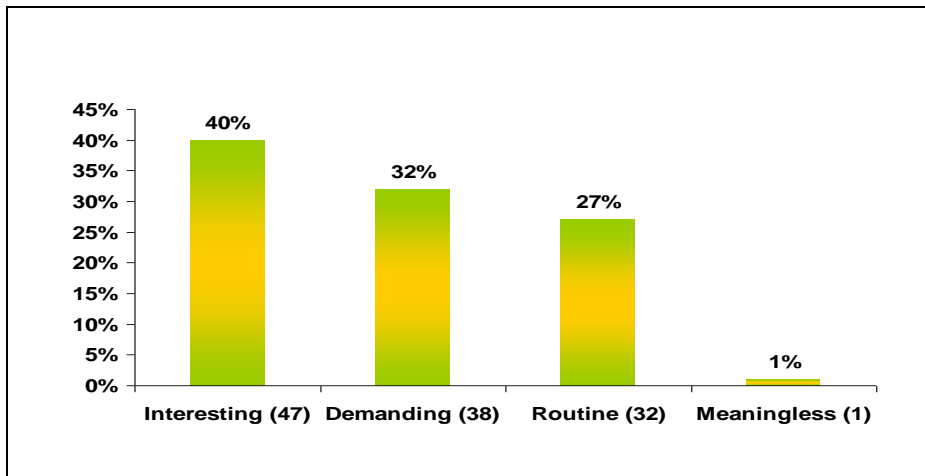
On problems on the general welfare of the students, 36 (35%) of the responses were on financial strain. This was made worse by the fact there was no monetary compensation for the work done. The students on attachment require funds for various reasons which include searching for the attachment place, to settle down in a new residential area necessitated by the attachment, transport to and from the attachment place among other reasons. Finances were therefore key in contributing to the overall quality of the hospitality industrial attachment.

On problems on the attachment itself, 5 (5%) of the responses were on being engaged in petty work while 4 (4%) were on poor coordination from college department. This could be solved by properly structuring the attachment programme such that the nature of work to be given to the student interns would be known by their immediate on-the-job supervisors. The number of times a student intern would be visited would be known and adhered to so as to maintain the vital link with the educational institution.

4.6.9 Students' summary of nature of work done during industrial attachment.

To conclude this objective, the students were asked to summarise the nature of work they were given to do during the industrial attachment. They responded as shown in Figure 4.6.9.1 below.

Figure 4.6.9.1: Students' summary of nature of work done during attachment



Base n=120 (All students)

From figure 4.6.9.1, it can be seen that 47(40%) of the students said the work was interesting, 38 (32%) said the work was demanding while 32 (27%) said the work was routine. This suggests that despite all the challenges they faced, majority of the students

found the work they were engaged in to be interesting and this contributed positively to their overall attachment experience.

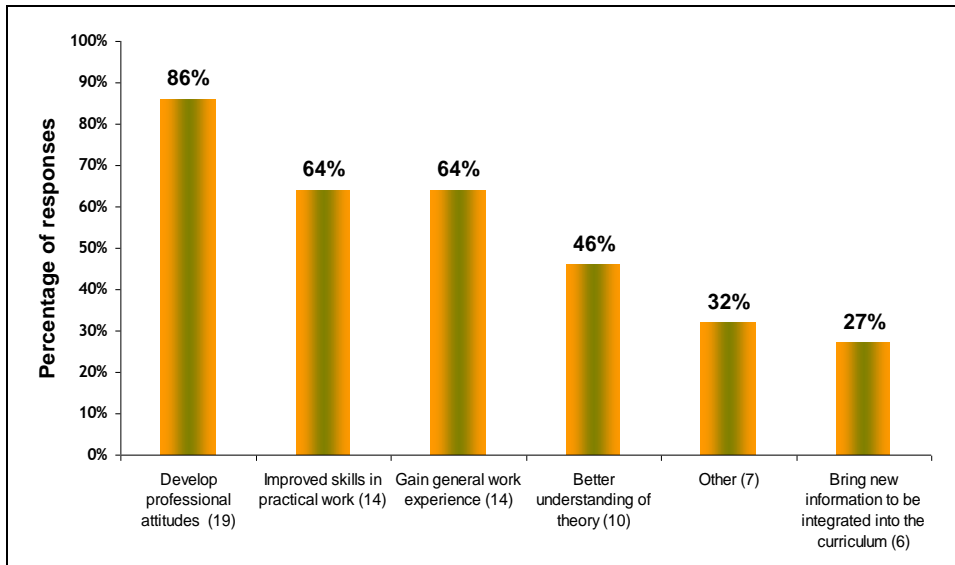
4.7 Objective (v): To find out whether hospitality industrial attachment provides a meaningful learning experience to the students involved.

It was in the interest of this study to inquire whether hospitality industrial attachment provided a meaningful learning experience to the students involved. To do this, various questions were posed to the lecturers, attachment coordinators, immediate on-the-job supervisors and the students. These are discussed below.

4.7.1 Lecturers' expectations of the students after attachment.

When asked what they expected of the students after the industrial attachment, lecturers gave their responses as shown in Figure 4.7.1.1. This was a multi-response question where the lecturers were allowed to tick more than one expectation from the list provided. This explains why the responses were more than 100%.

Figure 4.7.1.1: Lecturers' expectations for students after attachment



Base n=29 (All Lecturers)

The majority of the lecturers, 19 (86%) expected the students to develop professional attitudes. Improved skills in practical work and gaining general work experience received equal emphasis of 14 (64%) while only 10 (46%) expected the students to better understand theory. This implies that the majority of the hospitality educators saw the industrial attachment experience as a merely ‘lived-through’ experience, involving the unreflective day to day enactment of the work role. This may explain why educational institutions may not plan the industrial attachment as a genuine learning experience right from the start.

4.7.2 Extent to which students achieved objectives of the industrial attachment.

For the attachment to be said to be meaningful, the students should be able to achieve the laid down objectives by the end of the industrial attachment. When asked to tick the extent to which they felt they had achieved the given objectives by the end of the attachment, the students responded as shown in Table 4.7.2.1.

Table 4.7.2.1: Extent to which students achieved objectives

Objectives	To a very limited extent	To a limited extent	To a large extent	To a very large extent
Gain general work experience	3% (3)	15% (18)	41% (48)	42% (49)
Gain a better understanding of theory	8% (9)	20% (24)	44% (52)	29% (34)
Acquire confidence for future work	1% (1)	10% (12)	35% (41)	53% (62)
Create networks with potential employers	8% (9)	24% (28)	36% (43)	32% (38)
Improve skills	3% (3)	16% (19)	37% (44)	44% (52)
Become familiar with new technologies in the industry	14% (16)	20% (24)	34% (40)	32% (38)
Help integrate the new developments into the curriculum	19% (22)	33% (39)	29% (34)	19% (23)

Base n=120 (All students)

From Table 4.7.2.1, almost all the students 97 (83%) gained general work experience both to a large and to a very large extent. A good number, 33 (28%) gained a better understanding of theory both to a limited and to a very limited extent. For these students, it seems that their work experience was merely lived through without being reflected upon to bring a better understanding of theory as advised by Ashworth and Saxton, (1992). This may have been due to the myriad of challenges cited earlier on such as uncooperative staff and not being visited among others.

Almost all the students, 103 (88%) acquired confidence for future work both to a large and to a very large extent while 37 (32%) created networks with potential employers both to a limited and to a very limited extent. This could be attributed to the high level of bureaucracy (cited in Table 4.6.1.1) in the hospitality industry which kept most managers out of reach of the students. Almost all the students, 96 (81%) improved their skills during the industrial attachment both to a large and to a very large extent

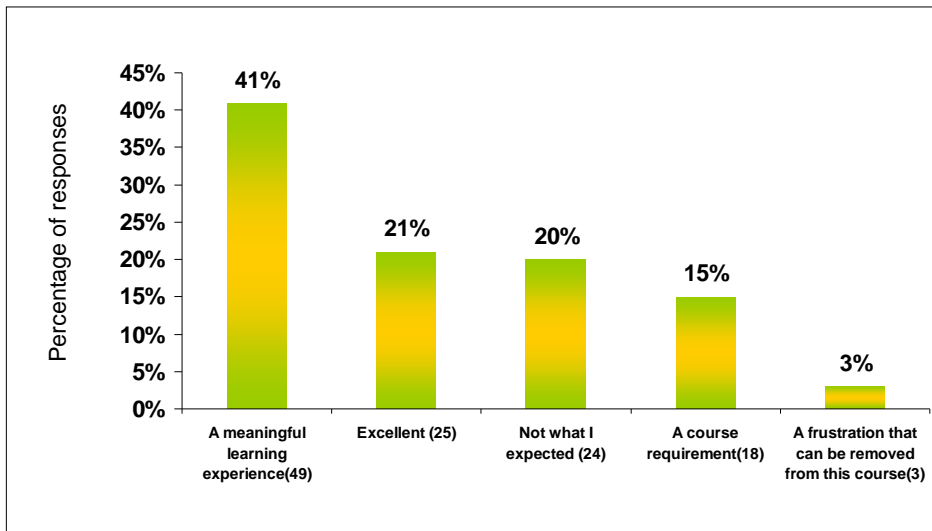
A substantial number of students, 40 (34%) became familiar with new technologies in the industry to a limited and to a very limited extent and this could be attributed to the place of attachment not having these new technologies. This serves to emphasize the importance of the place of attachment with regard to the level of opportunities afforded to the student intern.

A majority of the students 61 (52%), helped integrate the new developments in to the curriculum both to a limited and to a very limited extent. This may be because the students are not given the opportunity as 73 (61%) of the students did not have a debriefing session with their lecturers after the industrial attachment. It would be important to provide a forum where students from industrial attachment can exchange ideas and share their experiences for the benefit of all. A form of assessment could also be incorporated in such a forum as suggested by some lecturers.

4.7.3 Students' summary of the attachment experience

The students' summary of their industrial attachment experiences as shown in Figure 4.7.3.1.

Figure 4.7.3.1: How the students summed up attachment experience



Base n=120 (All students)

As can be seen from Figure 4.7.3.1, 49 (41%) of the students said it was a meaningful learning experience, 25 (21%) said it was excellent, 24 (20%) said it was not what they expected, 18 (15%) said it was a mere course requirement and 3 (3%) said it was a frustration that could be removed from the course. A cross tabulation between gender and the students summary of the industrial attachment experience revealed that more females 17 (14.78%) than males 6 (5.21%) summarized the experience as not what they had expected. On the same note, 12 (10.43%) of the females said the attachment experience was merely a course requirement compared to 4 (3.47%) of the males who were of the same opinion. This is shown in the table 4.7.3.1.

Table 4.7.3.1: A cross tabulation between gender and the students' summary of the industrial attachment experience

Summary of industrial attachment experience						
Gender	Excellent	Not what I expected	A frustration that can be removed from this course	A course requirement	A meaningful learning experience	Total
Male	14 (12.17%)	6 (5.21%)	1 (0.86%)	4 (3.47%)	15 (13.04%)	40 (34.75%)
Female	11 (9.56%)	17 (14.78%)	2 (1.73%)	12 (10.43%)	33 (28.69%)	75 (65.19%)
Total	25 (21.73%)	23 (19.99%)	3 (2.59%)	16 (13.90%)	48 (41.73%)	115 (99.94%)

Chi-square = 6.670, df = 4, p = 0.154, no responses (5)

However, a chi square analysis depicted that there was no significant statistical relationship between the two variables. This is because p = 0.154 is greater than the critical value of 0.05 at 95% confidence level.

Another cross tabulation between star rating of the hotel where the students were attached and their summary of the industrial attachment experience is shown in Table 4.7.3.2.

Table 4.7.3.2: A cross tabulation between star rating of the hotel where the students were attached and their summary of the industrial attachment experience.

Summary of industrial attachment experience					
Star rating of hotel	Excellent	Not what I expected	A course requirement	A meaningful learning experience	Total
One star	0 (0%)	1 (0.96%)	0 (0%)	1 (0.96%)	2(1.92%)
Two star	0 (0%)	2 (1.92%)	0 (0%)	0 (0%)	2(1.92%)
Three star	7 (6.73%)	5 (4.8%)	5 (4.8%)	19 (18.26%)	36(34.59%)
Four star	4 (3.84%)	5 (4.8%)	5 (4.8%)	10 (9.61%)	24(23.05%)
Five star	12 (11.53%)	4 (3.84%)	3 (2.88%)	10 (9.61%)	29(27.86%)
Other	1 (0.96%)	3 (2.88%)	1 (0.96%)	6 (5.76%)	11(10.56%)
Total	24 (23.06%)	20 (19.20%)	14 (13.44%)	46 (44.2%)	104(99.9%)

Chi square value = 20.145, df = 15, p = 0.166, no responses (16)

The results in Table 4.7.3.2 confirm that the experience was not what they expected for the students who were attached in both the 1 and 2 star hotels. However, a chi square test

performed on the two variables revealed that there was no significant statistical relationship between the star rating of the hotel where the student was attached and the way the student summarized his/her attachment experience. This is because $p = 0.166$ is greater than the critical value of 0.05 at 95% confidence level.

4.7.4 What the students would like to see changed concerning industrial attachment

Despite the majority of the students saying that the industrial attachment was a meaningful learning experience, when asked to state the most important thing they would like to see changed concerning industrial attachment, they responded as shown in Table 4.7.4.1 below. Multiple responses were allowed.

Table 4.7.4.1: What students would like to see changed about industrial attachment

	Count (n)	Percentage of responses
The educational institution should look for good attachment places (not only in hotels) early enough for the students	55	45%
Allowance should be given to trainees to motivate them	23	22%
Lecturers should follow up students on attachment to discuss their problems, to assess and give them feedback	18	18%
Trainees should not be overworked and /or harassed	11	11%
Attachment should be done during peak times	6	6%
Students to be attached only in sections of their interest.	6	6%
Reduce or increase attachment period to 3 months	6	6%
Hotels to give room for creativity	5	5%
Food for staff should be provided	5	5%
University to cater for trainees insurance	4	4%
Students to search for attachment places on their own	4	4%
Equal treatment of students irrespective of their college	3	3%

Base n= 120 (All students)

As can be seen from Table 4.7.4.1, 55 (45%) of the students would like to see the educational institutions look for good attachment places (not only in hotels) early enough for the students and 23(22%) would like to see allowance given to student trainees to

motivate them. It is important to note that 6 (6%) of the students would like to be allowed to be attached only in the sections of their interest as emphasized by their immediate on-the-job supervisors in Tables 4.3.4.1 and 4.3.5.1.

These suggestions show that a lot needs to be done about hospitality industrial attachment ranging from where the student is attached (i.e. the attachment place), how this attachment place is got, the nature of work done during the attachment to problems experienced by the students outside the attachment place. To address these concerns, it is important to cultivate a closer working relationship between the learning institutions and the industry.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.1 Introduction.

In this chapter, the researcher gives a summary of the major findings and their implications according to the objectives of the study, a conclusion of the study and recommendations for policy and for further research.

5.2 Summary and implications of the major findings

5.2.1 The extent to which theory and practice in the hospitality curriculum relate.

It was found out that almost all the students 116 (98%) were happy with the usefulness of the skills they had been taught at their learning institutions in performing the industry tasks (Figure 4.3.1.1). However, majority 24(60%) of the supervisors in the industry rated the students' mastery of basic technical skills as only average (Figure 4.3.2.1). In fact, 17 (43%) of these supervisors cited students' lack of basic technical skills as their weakest area. Another outstanding weakness in the students was a negative attitude towards work in some sections of the hotel (Table 4.3.4.1). The industry also through the supervisors would rather train the students on communication skills, social/interpersonal skills, computer skills, positive attitude, technical skills among other skills as opposed to multi-skilling which the educational institutions seem to emphasize (Table 4.3.5.1).

The implications of these findings are that the practical/technical skills as well as the people management skills taught at the educational institutions are relevant to the industry which prefers people with strong practical skills and soft people skills. However,

the level of 'strongness' and 'softness' of these skills respectively was not up to the expectations of the industry. Also, the hospitality curriculum was lagging behind in incorporating the technology (computer skills) that the industry requires. In addition, there seems to be a conflict between the academia and the industry on whether to specialize or to multi-skill with the industry keen on specialization perhaps so as to achieve the level of 'strongness' and 'softness' in the skills it requires. A persistent negative attitude towards work in some sections of the industry could be due to the educational institutions emphasis on multi-skilling.

5.2.2 Challenges faced by lecturers in conducting industrial attachment.

The most important challenge faced by almost all lecturers 19 (73%) in conducting industrial attachment was inadequate funding for the visits of the students on attachment (Figure 4.4.1.1). This necessitated that the number of times the student intern was visited were reduced from at least two to one and sometimes the student was not visited at all (Figure 4.6.6.1). The implication of this is that the students miss the guidance of the educational institution necessary to optimize the learning benefit students derive from the attachment. On the same note the industry feels short-changed when the educational institution does not honour its part of the agreement. This is manifested when the industry laments that students are 'damped' at the industry. Another challenge was uncooperative institutions where the students were attached. This indicates a lack of a close working relationship between the educational institutions and the industry.

5.2.3 Role of the immediate on-the-job supervisor in the hospitality industrial attachment.

It was found out that the immediate on-the-job supervisors of students on attachment had their priorities wrong as far as their roles in the hospitality industrial attachment were concerned. They were pre-occupied with assessing the student interns consequently neglecting their most important role of being there to help the students when required to (Table 4.5.2.1). This could be attributed to the fact that the instructions given to the supervisors were not detailed enough to enable the supervisors to do a good job (Table 4.5.1.1).

5.2.4 Problems experienced by students during their industrial attachment.

Students experienced many problems during their industrial attachment which started right from getting the attachment place, continued throughout the attachment period and even to compiling the after attachment report. The three most important problems were the following:

5.2.4.1 Financial strain.

Many of the students' responses 36 (35%) on problems they experienced during the industrial attachment were on financial strain (Table 4.6.8.1). Financial strain was a key problem to the students during industrial attachment as attachment brought with it a lot of changes such as change of residence which required finances to meet. The implication of this finding is that educational institutions sending their students for attachment needed to give them some financial assistance or to revise this assistance upwards for the

institutions already giving this assistance. Moreover, the hotel/institution where the student is attached could give a token either in terms of transport, accommodation or cash to the student interns to help ease this financial strain.

5.2.4.2 Discrimination.

Students responses to various questions revealed that they were discriminated against in terms of the college they came from, gender (the industry preferring male to female), marital status (the industry preferring unmarried females), tribe and age as shown in Table 4.6.1.1 This finding is important as it shows the students' need to belong and to be accepted in the industry regardless of their college, gender, tribe and age.

5.2.4.3 Unstructured attachment programme.

This resulted in students being supervised by uncooperative staff, being overworked and being engaged in petty work, which were cited by 26 (39%), 9 (13%) and 5 (5%) of the students who had negative experiences during their industrial attachment in that order (Table 4.6.4.1 and Table 4.6.8.1). This implies a lack of commitment on the part of both the educational institutions and the industry to plan and implement the industrial attachment as a genuine learning experience right from the start.

These three problems become worse when the students on attachment 20 (17%) (Figure 4.6.6.1) are not visited by their lecturers from the educational institutions to give them the necessary guidance and reiterate the learning opportunities afforded by some of the challenges the students faced.

5.2.5 Whether hospitality industrial attachment provided a meaningful learning experience to the students involved.

Hospitality industrial attachment was a meaningful learning experience to the majority 74 (62%) of students involved despite the challenges facing it (Figure 4.7.3.1). However, the remaining 45 (38%) of the student interns who were of a different opinion could not be ignored. This implies that the challenges facing hospitality industrial attachment were significantly affecting the overall quality of the attachment to the extent of not providing a meaningful learning experience even if to a minority of the students.

5.3 Conclusion.

From this study, it was concluded that hospitality industrial attachment as conducted in Kenya was facing many challenges which were felt indiscriminately by the students, lecturers as well as the immediate on-the-job supervisors of the students in the industry. The most important challenge was a lack of a close working relationship between the industry and the educational institutions.

Stemming from this challenge, the industry was not given proper instructions on how to conduct the industrial attachment through a structuring of the attachment programme and clearly defining the assessment guidelines. Consequently the immediate on-the-job supervisors overworked the students, engaged them in petty work, discriminated against them and were pre-occupied with assessing the student interns while neglecting their most important role of being there for the students. There was also a conflict in the areas of emphasis between the educational institutions and the industry with the industry keen on specialization and the educational institutions keen on multi-skilling.

Another challenge was lack of enough funds allocated for the industrial attachment in the educational institutions. This meant that the students could not settle down smoothly for the industrial attachment due to financial strain. The students also missed the necessary guidance from the educational institution to make the industrial attachment meaningful as they were not visited by their lecturers due to lack of funds.

5.4 Recommendations.

From the preceding conclusion, the researcher recommends a new and innovative approach to hospitality industrial attachment, one that will provide a meaningful learning experience beneficial to all the stakeholders involved.

5.4.1 Recommendations for policy.

To achieve the above recommendation, the following could be done as a matter of policy:

- The educational institutions incorporating industrial attachment into their hospitality programmes should increase contact and cooperation with the industry to enrich the industry's input in course development and assist educators to keep abreast with hospitality trends and future developments. This could be done through seminars and workshops, appointment of industry representatives in college advisory boards, more industrial visits and so on. Through this cooperation, it could be possible for the educational institutions to get attachment places for the students.
- The curriculum developers in the hospitality discipline should revise the curriculum to address the needs of the industry fully. This could be done by

stepping up the strength of practical skills and ‘softness’ of the people skills taught. To achieve this, more practical hours need to be allocated both in the academic institution as well as in the industry. In addition, the students could be allowed to specialize so as to master the skills required in the chosen section of the hotel to the expectations of the industry.

- The educational institutions incorporating industrial attachment into their hospitality programmes should consider introducing financial assistance or revising upwards the amount given in order to afford the students a smooth transition into the attachment. The hotels/institutions engaging students on attachment should also consider giving them a token in terms of transport, accommodation or even cash in order to ease their financial strain while on attachment.
- The educational institutions incorporating industrial attachment into their hospitality programmes should take it upon themselves to search for the attachment place on behalf of the students. This can be achieved through a closer working relationship with the industry.
- The attachment programme should be structured and harmonized by the various educational institutions incorporating it into their hospitality courses. The educational institutions should strive to structure and harmonize issues like the sections the students should cover while on attachment depending on the course they are pursuing, the duration of time to spent in each section, nature and amount of work to be performed by the student interns, mode of assessment during and

after the attachment, duration of the attachment period, number of times the students are to be visited and so on.

- The immediate on-the-job supervisor of the students on attachment should be given more authority and responsibility for the students' education during the attachment. To make this viable, the hotel as well as the educational institution should provide these supervisors with the appropriate resources for managing the student intern experience. In addition, these supervisors should be trained through specific pre-attachment seminars, the cost of which could be subsidized by the government through the Catering and Tourism Development Levy Trustees. (CTDLT).
- Educational institutions offering hospitality courses should commit themselves to the industrial attachment by allocating enough funds essential for effectively managing the required industrial visits.
- The hospitality lecturers visiting the students on attachment should be given basic guidelines on how to conduct the visit.
- The educational institutions together with the industry should collaborate to clearly define the attachment evaluation guidelines for use by the hospitality lecturers and the immediate on-the-job supervisors.

5.4.2 Recommendations for further research.

During the study, it came out that very little research on industrial attachment had been done locally. Because of this, it was difficult to get reference materials on this topic. The

researcher therefore recommends that more research on industrial attachment should be encouraged. Specifically:

- A case study on each of the institutions covered could be done to show the challenges specific to each institution.
- A similar research could be done using other institutions and in other areas other than Nairobi.
- A similar research on the same topic and in the same location could be replicated with inclusion of other stakeholders in the hospitality industrial attachment such as parents.

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APPENDIX I

QUESTIONNAIRE FOR HOSPITALITY STUDENTS.

Dear student,

I am a student at Kenyatta University pursuing a Master of Science degree in Hospitality and Tourism Management. My research is on challenges facing hospitality industrial attachment as a learning experience. Below are some questions to help me in the collection of data for this research. I kindly request you to respond to them as genuinely as possible. Your cooperation in answering the questions will be highly appreciated. Note that the information you give will be kept confidential and used for the purpose of this research only. Do not indicate your name anywhere in this form.

Instructions.

- Please tick [✓] against the appropriate answer.
- Fill where there are open ended dots. -----
- Explain where required to.

A. Demographic Data.

1. Gender of student. 1) Male [] 2) Female []

2. Age of student in years.

- 1) 18-20 []
- 2) 21-24 []
- 3) 25-35 []
- 4) Above 35 []

3. Marital Status.

- 1) Single []
- 2) Married []
- 3) Any other (specify) -----

B. Industrial Attachment Information.

4. Were you briefed by your attachment coordinator about what was expected of you during the attachment?

- 1) Yes [] 2) No []

5. a) Where were you attached?

- 1) In a hotel []
- 2) In a hospital []
- 3) In an institution e.g School, College, University []
- 4) Others (specify) -----

b). If you were attached in a hotel, what was the star rating of the hotel?

- 1) One star []
- 2) Two star []
- 3) Three star []
- 4) Four star []
- 5) Five star []
- 6) Other (specify) -----

6. a) How did you get this attachment?

- 1) Through own initiative []
- 2) Was sent there by my industrial attachment lecturer. []
- 3) Others (specify) -----

b) If through own initiative, what challenges did you face while trying to get this attachment? -----

7. How long was your attachment?

- 1) One month []
- 2) Two months []
- 3) Three months []
- 4) Four months []
- 5) Other (specify) -----

8. a). Did you have any negative experiences in any of the areas you were attached?

- (1) Yes []
- (2) No []

b). If Yes explain-----

9. Tick one of the following to summarize the nature of work done during the attachment.

- 1) Interesting []
- 2) Demanding []
- 3) Meaningless []
- 4) Routine []

10. Rate the usefulness of the skills you were taught at your institution in performing the duties you were given during your industrial attachment.

- 1) Not useful at all []
- 2) Useful []
- 3) Very useful []

11. How many times were you visited officially from your institution?

- 1) Once []
- 2) Twice []
- 3) Thrice []
- 4) Other (specify) -----

12. Were you given feedback about your performance at the hotel/institution during the industrial attachment period? 1) Yes [] 2) No []

13. a). Did you encounter any difficulties in compiling your report file/diary during the attachment?

- 1) Yes [] 2) No []

b). If Yes explain. -----

14. What other problem(s) did you encounter during your industrial attachment?

15. Did you have a debriefing session with your industrial attachment coordinator after the attachment?

- 1) YES [] 2) NO []

16. Tick the extent to which you had achieved the following objectives by the end of the industrial attachment.

OBJECTIVE	1-To a very Limited extent	2- To a limited extent	3- To a large extent	4- To a very large extent
i) Gain general work experience				
ii) Gain a better understanding of theory				
iii) Acquire confidence for future work				
iv) Create networks with potential employers				
v) Improve skills				
vi) Become familiar with new technologies in the industry				
vii) Help integrate the new developments into the curriculum				

17. What is the most important thing you would like to see changed concerning industrial attachment?-----

18. How can you sum up your industrial attachment experience? Tick one only.

- a) Excellent []
- b) Not what I expected []
- c) A frustration that can be removed from this course []
- d) A course requirement []
- e) A meaningful learning experience []
- d) Other (Explain). -----

Thank you for taking time to fill this questionnaire. Your information is greatly appreciated.

APPENDIX II

INTERVIEW SCHEDULE FOR THE HOSPITALITY INDUSTRIAL ATTACHMENT COORDINATOR.

Dear Sir/ Madam

I am a student at Kenyatta University pursuing a Master of Science degree in Hospitality and Tourism Management at. My research is on challenges facing hospitality industrial attachment as a learning experience. Below are some questions to help me in the collection of data for this research. I kindly request you to respond to them as genuinely as possible. Your cooperation in answering the questions will be highly appreciated. Note that the information you give will be kept confidential and used for the purpose of this research only.

Instructions.

- Please tick [✓] against the appropriate answer.
- Fill where there are open ended dots.-----
- Probe where required to get more information.

A. Demographic data of the coordinator.

1. Gender of coordinator 1) Male [] 2) Female []

2. Age of the coordinator

- | | |
|-----------------|-------|
| 1) 25-35 yrs | [] |
| 2) 36-45 yrs | [] |
| 3) 46-55 yrs | [] |
| 4) Above 55 yrs | [] |

3. Marital Status.

- | | |
|------------------------------|-------|
| 1) Single | [] |
| 2) Married | [] |
| 3) Any other (specify) ----- | |

4. What is your highest academic qualification?

- | | |
|----------------------------|-------|
| 1) Certificate | [] |
| 2) Diploma | [] |
| 3) Higher National Diploma | [] |
| 4) Bachelors degree | [] |
| 5) Masters degree | [] |
| 6) PHD | [] |
| 7) Other (specify) ----- | |

B. Information on Hospitality Industrial Attachment.

5. a) Name of course requiring industrial attachment. -----

b). Duration of the course. -----

6. At what point in their course do students go for attachment?

1) After 1 year []

2) After 2 years []

3) After 3 years []

4) After 4 years []

5) Other (specify) -----

7. a). Do you find places for attachment for the students?

1) YES [] 2) NO []

b). If yes what challenge(s) do you encounter in trying to find attachment places?

8. a). Do you vet the adequacy of the attachment work before the student(s) is subjected to the rigours of a particular workplace?

1) YES [] 2) NO []

b). If Yes/No explain. -----

9. a). How long is the attachment period?

1) 1 month []

2) 2 months []

3) 3 months []

4) 4 months []

5) Other (specify) -----

b). Is this duration adequate for the student to achieve the objectives of the attachment? 1) YES [] 2) NO []

c). If NO explain. -----

10. a). Do you brief the students going out for attachment on what is expected of them during the industrial attachment?

1) YES [] 2) NO []

b). If Yes /No explain. -----

11. a). Do you brief the industry personnel on what is expected of them concerning the attachment ?

- 1) YES [] 2) NO []

b). If Yes/No explain.-----

12. a). How many times are the student interns supposed to be visited during the attachment?

- 1) Once []
2) Twice []
3) Thrice []
4) Other (specify). -----

b). At what point(s) is the visit(s) supposed to be undertaken?

- 1) At the beginning of the attachment []
2) In the middle of the attachment []
3) Towards the end of the attachment []
4) Other (specify) -----

13. a) Do you review the industrial attachment with the students after the industrial attachment?

- 1) YES [] 2) NO []

b). If Yes/No explain.-----

14. What challenges concerning industrial attachment do you face as the industrial attachment coordinator in your institution?

15. a). At the end of the industrial attachment, could you say the objectives of sending the students on attachment have been achieved?

- 1) YES [] 2) NO []

b). If NO how do you think the objectives of attachment could be fully achieved?

Thank you for taking time to help me fill this questionnaire. Your information is greatly appreciated.

APPENDIX III

QUESTIONNAIRE FOR THE IMMEDIATE ON-THE-JOB SUPERVISOR.

Dear Supervisor,

I am a student at Kenyatta University pursuing a Master of Science degree in Hospitality and Tourism Management. My research is on challenges facing hospitality industrial attachment as a learning experience. Below are some questions to help me in the collection of data for this research. I kindly request you to respond to them as genuinely as possible. Your cooperation in answering the questions will be highly appreciated. Note that the information you give will be kept confidential and used for the purpose of this research only. Do not indicate your name anywhere in this form.

Instructions.

- Please tick [✓] against the appropriate answer.
- Fill where there are open ended dots. -----
- Explain where required to.

A. Demographic Data.

1. Gender of the supervisor 1) Male [] 2) Female []

2. Age of the supervisor

- | | |
|-----------------|-------|
| 1) 18-20 yrs | [] |
| 2) 21- 24 yrs | [] |
| 3) 25-35 yrs | [] |
| 4) 36- 45 yrs | [] |
| 5) 46- 55 yrs | [] |
| 6) Above 55 yrs | [] |

3. Marital status

- | | |
|--------------------------|-------|
| 1) Single | [] |
| 2) Married | [] |
| 3) Other (specify) ----- | |

4. Highest academic qualification of the supervisor

- | | |
|----------------------------|-------|
| 1) Certificate | [] |
| 2) Diploma | [] |
| 3) Higher National Diploma | [] |
| 4) Bachelors degree | [] |
| 5) Masters degree | [] |
| 6) PHD | [] |

7) Other (specify) -----

B. Information on Hospitality Industrial Attachment

5. a). Are you instructed on how to treat the student(s) on attachment?

- 1) Yes []
- 2) No []

b). If Yes explain. -----

6. How are the students' mastery of basic technical skills by the time they come for attachment?

- 1) Excellent []
- 2) Average []
- 3) Good []
- 4) Poor []

7. a). According to you, which of the following qualities must hospitality students possess by the time they come for attachment?

- 1) Positive attitude []
- 2) Good communication skills []
- 3) Social skills []
- 4) Self discipline []
- 5) Hospitality technical skills []
- 6) Good academic performance []
- 7) Computer proficiency. []
- 8) Other (specify) -----

b). From your observation of the students you have supervised, which are their weakest area(s)? -----

c). If you were the trainer in the institution, what skills would you train the student on bearing in mind the kind of industry they will work in? -----

8. a). Are there benefits of having students in your section?

- 1) Yes []
- 2) No []

b). If Yes, what are the benefits. -----

9. What is your role(s) in making the attachment a meaningful learning experience for the student(s)? Tick as many as apply.

- 1) Allocating meaningful work to the student(s) []
- 2) Instructing the student(s) on what to do []
- 3) Correcting the student(s) where necessary []
- 4) Assessing students on attachment []
- 5) Giving the student(s) feedback about his/her performance []
- 6) Being there for the student to help when required to []
- 7) Help students reflect on their experiences making them meaningful []
- 8) Other (specify) -----

10. a) What challenge(s) do you face as a supervisor of students on attachment in your section?

- 1) Uncooperative student(s) []
- 2) Lack of support for the attachment by the management []
- 3) Not instructed on what to do with the student(s) []
- 4) Lack of quality time spend with the student(s) []
- 5) Other (specify) -----

11. a) Have you ever had any negative experience(s) with students on attachment?

- 1) YES []
- 2) NO []

b) If Yes explain. -----

Thank you for taking time to fill this questionnaire. Your information is greatly appreciated.

APPENDIX IV

QUESTIONNAIRE FOR HOSPITALITY LECTURERS.

Dear Lecturer,

I am a student at Kenyatta University pursuing Master of Science degree in Hospitality and Tourism Management. My research is on challenges facing hospitality industrial attachment as a learning experience. Below are some questions to help me in the collection of data for this research. I kindly request you to respond to them as genuinely as possible. Your cooperation in answering the questions will be highly appreciated. Note that the information you give will be kept confidential and used for the purpose of this research only. Do not indicate your name anywhere in this form.

Instructions.

- Please tick [✓] against the appropriate answer.
- Fill where there are open ended dots. -----
- Explain where required to.

A. Demographic data of Respondent.

1. Gender of lecturer

- 1) Male [] 2) Female []

2. Age of lecturer.

- 1) 25- 35 yrs []
 2) 36- 45 yrs []
 3) 46- 55 yrs []
 4) Above 55 yrs []

3. Marital status

- 1) Single []
 2) Married []
 3) Any other (specify) -----

4. a). Highest academic qualification of the lecturer

- 1) Certificate []
 2) Diploma []
 3) Higher National Diploma []
 4) Bachelors degree []
 5) Masters degree []
 6) PHD []
 7) Other (specify) []

10. a).What expectation(s) do you have of the students after the industrial attachment?

- 1) Better understanding of theory []
- 2) Improved skills in practical work []
- 3) Develop professional attitudes []
- 4) Gain general work experience []
- 5) Bring new information to be integrated into the curriculum. []
- 6) Other (specify). -----

b). Do the students meet the above expectation(s) in their class work and practicals after the industrial attachment?

- 1) YES []
- 2) NO []

11. a). Do you think industrial attachment is a meaningful learning experience for the students involved in your institution?

- 1) Yes []
- 2) No []

b). If Yes explain.

c). If No explain.

Thank you for taking time to fill this questionnaire. Your answers are greatly appreciated.

