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Stakeholders' Perceptions on Industrial Internship: The Case of
Botswana Accountancy College's Hospitality Management and
Tourism Management Programmes

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Statement of Declaration

The work contained in this dissertation was completed by the author at the University of Botswana between September 2017 and December 2019. It is original work except where due reference is made and neither has been nor will be submitted for the award of any other University.

Signed:

Date:

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Abstract

Industrial internship is vital for exposing the students to the real-work environment by allowing them an opportunity to learn and gain experience from the industry. This study aimed to evaluate stakeholders' perceptions on an industrial internship for a higher academic institution's tourism management and hospitality management programmes, Botswana Accountancy College.

A sample of 313 participants comprising of host organisations, tourism and hospitality professional bodies, Botswana Accountancy College (BAC) represented by students, graduates and academic staff in the area of Tourism Management and Hospitality Management responded to the self-administered questionnaires and semi-structured interviews. Mixed research methods and approaches were used on this study. Statistical Package for Social Sciences (SPSS) was used as the data analysis tool. The findings were presented using percentages and figures in descriptive statistical and inferential statistical analysis which included among others ANOVA with post-hoc multiple comparisons using Tukey HSD test analysis, tabular presentations, charts and graphs.

The study found out that stakeholders perceived the BAC tourism management and hospitality management programmes' industrial internship benefited the higher academic institution, students and host organisations. It did not benefit the tourism and hospitality professional bodies as they were not engaged in the internship processes. The stakeholders generally had expectations on the BAC TM and HM industrial internship. However, the stakeholders perceived the BAC TM and HM industrial internship to be not properly administered nor organized based on its duration, supervision, monitoring, planning and administration. The

stakeholders perceived that BAC TM and HM industrial internship should be formalized and restructured for it to be effective and beneficial to the stakeholders.

There was significant perception difference between level 5 and 6 TM and HM students; level 5 TM and HM students and TM and HM graduates; level 6 TM and HM students and TM and HM graduates towards the administrating and organizing of Botswana Accountancy College tourism management and hospitality management industrial internship. There was also significant perception difference between level 5 and 6 TM and HM students; level 5 TM and HM students and TM and HM graduates towards Botswana Accountancy College tourism management and hospitality management industrial internship benefits.

The planning, organisation and management of an industrial internship should be well-organized to ensure that all parties obtain the benefits that should accrue to them. BAC should build relationship and liaise with the tourism and hospitality industry and tourism and hospitality professional bodies. This will assist the College to set standards expected of a graduate in the field.

The study did not consider the socio-psychological effects and benefits of industrial internship. Future research could consider the social effects and benefits to TM and HM students of industrial internship by asking how TM and HM students' industrial internship affects how they relate with family and friends.

Key words: hospitality management and tourism management programmes, industrial internship, perceptions, stakeholders, Botswana Accountancy College

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List of Abbreviations

BAC	Botswana Accountancy College
BTO	Botswana Tourism Organization
HAI	Higher Academic Institution
HATAB	Hospitality and Tourism Association Botswana
HM	Hospitality Management
HO	Host Organization
HRDC	Human Resource Development Council
SPSS	Statistical Package for Social Sciences
TAHPB	Tourism and Hospitality Professional Bodies
TM	Tourism Management
UoD	University of Derby

CHAPTER 1

INTRODUCTION

1.1 Introduction

Industrial internship programme is reflected as an essential learning experience by higher academic institutions, students, host organisations and potential employers (Mgaya & Mbekomize, 2014). It is a critical part of an academic curriculum in tertiary education as it bridges the gap between institutional learning and real-world learning (Gault, Leach, & Duey, 2010; Renganathan, Karim, & Li, 2012). Different higher academic institutions (HAI) have implemented industrial internship programmes which require attaching students to different organizations, and they have different industrial internship policies (Owusu-Mintah & Kissi, 2012).

This chapter is organized into several sections. It starts with an introduction, background to the study, problem statement, brief literature review, key research questions, objectives of the study, hypothesis of the study, significance of the study, scope of the study, definition of terms, structure of the dissertation and conclusion.

1.2 Background of the Study

1.2.1 Background of Industrial Internship

The origin of industrial internship was traced to Second World War by Davies (1990). The Percy Report (1945) indicates that the graduate lacked practical skills that is needed in the work environment which leads to slow settling in of graduates in the work environment. This lack of

practical skills resulted to introduction of industrial internship. Most institutions offer industrial internship as a formal and compulsory part of their curriculum while some offer an informal voluntary industrial internship (Mayo, 2008 cited in Owusu-Mintah & Kissi, 2012). A modern and well-managed industrial internship programme caters for the roles of the stakeholders and parties involved in an industrial internship, these include the students, the academic institution, the professional bodies and the host organisation (Dodge & McKeough, 2003) and manages the tensions that each of these roles entail.

Industrial internship have been studied internationally by researchers (Dodge & McKeough, 2003; Jackling & Natoli, 2015; Gault et al., 2010; Lappia, 2015; Liviu & Ana-Andreea, 2013; Renganathan et al., 2012). International universities and colleges consider industrial internship a significant aspect of the academic curriculum of the higher academic institutions (Jackling & Natoli, 2015; Gault et al., 2010; Renganathan et al., 2012). Studies conducted in countries like Canada, Malaysia, Netherlands, United States of America indicated that industrial internship bridges the gap between classroom learning and the work environment and it benefits the stakeholders (Dodge & McKeough, 2003; Jackling & Natoli, 2015; Lappia, 2015; Renganathan et al., 2012).

Studies have been conducted in Africa regarding industrial internship by Adjei, Nyarko & Nunfam (2014); Ishengoma & Vaaland (2016); Owusu-Mintah & Kissi (2012). Industrial internship links the industry with the HAI, reduce organizations' cost of recruitment and selection, provide students with practical skills and is a source of employment for the graduates (Adje, et al., 2014; Owusu-Mintah & Kissi, 2012). However, some students perceive industrial

internship as a punishment as they work long hours without any monitoring nor supervision while the workers of the host organization are doing nothing (Owusu-Mintah & Kissi, 2012).

Researches regarding perceptions of stakeholders on industrial internship have been conducted in Southern African by researchers like Chileshe & Haupt (2007); Deen & Tichaawa (2016); Jugmohan (2010); Munyoro, Nyandoro, & Musekiwa (2016); Nhuta, Tawanda, Regina & Abednigo (2015). Industrial internship gives the students an opportunity to apply what they learned at classroom into the real work environment (Jugmohan, 2010; Munyoro et al., 2016; Nhuta et al., 2015). Even though industrial internship bridges the gap between theory and real work environment there are worries concerning assessing and administering the industrial attachment programme (Chileshe & Haupt, 2007; Deen & Tichaawa, 2016; Munyoro et al., 2016). Munyoro et al. (2016) recommended that university should have a unit which manages the industrial internship programme and liaise with the industry.

Studies were conducted on local Universities; Botho University, Limkokwing University University of Botswana on perceptions of stakeholders on industrial internship by Mahachi et al. (2015); Mahachi & Shemi (2014); Mgaya & Mbekomize (2014). Mahachi & Shemi (2014) showed that students regarded industrial internship as a way of developing their knowledge, operational, self-management and social related skills. However, Mahachi et al. (2015) highlighted that some students indicated that industrial internship does not develop their managerial skills. Mgaya and Mbekomize (2014) indicated that industrial internship should have guidelines for the students and their academic supervisors, be a “For Credit” internship, be monitored and supervised.

1.2.2 Background of Botswana Accountancy College

The main aim of this study is to evaluate stakeholders' perceptions on the industrial internship focusing on the case of Botswana Accountancy College Hospitality Management and Tourism Management programmes. BAC is a business school in Botswana, which offers utmost high-quality educational courses and qualifications in 4 schools namely; (1) School of Finance and Professional Studies (2) School of Business and Leisure (3) School of Computing and Information Systems (4) School of Postgraduate and Corporate Learning and The Industry Skills Center (Botswana Accountancy College Prospectus, 2018).

School of Business and Leisure designed an industrial internship programme for the tourism management and hospitality management students which attaches them to different tourism and hospitality organizations at the end of the academic year. These programmes are run in partnership with the University of Derby (UoD) and are offered in the two BAC campuses, viz. Gaborone and Francistown campus. The TM and HM industrial internship is a local partner initiative (by BAC) and not that of UoD, which is the degree-granting overseas partner institution.

Practical application of what is learnt in the lecture room does not always correspond to expectations of learners, academics or even host organizations (HO). The lecture room may emphasize theory on concepts while workplace practice might focus on innovation, problem solving and adaptability. BAC TM and HM level 5 students are required to undertake a 'not-for-credit' academic-driven industrial internship at the end of the academic year (May – August) to try and limit the differences between theory and practice. The BAC TM and HM industrial internship is also designed to develop work-ready students by introducing them to the

practical part of their programmes of study, demands, culture and expectations of the formal work environment. Students are expected to do their practical in different departments in the tourism and hospitality industry, such as; Banqueting, Front Desk, House Keeping, Reservations, Food and Beverages, Marketing, Finance Department, Customer Relations and Tour Guiding.

A proposed manual for TM and HM industrial internship has been drawn up at BAC and while it appears as a good start, it has not been formally adopted by BAC and it is not part of the assessment processes of the University they are collaborating with, UoD. Renganathan et al. (2012) aver that industrial internship helps the learners to merge work-related experience and knowledge into their formal education in a university by going for officially planned and arranged work in a real-world professional environment. Regarding Renganathan et al. (2012) assertion, it is a concern regarding how effective and beneficial BAC's informal industrial internship is to the stakeholders as it is not formally planned, nor properly monitored and supervised. For approximately more than 1,000 students who have enrolled for TM and HM level 5 and level 6 (third year) for the past 5 years there is no evidence of how many students went for an industrial internship, where they were attached, nor evidence of monitoring and supervision of this industrial internship.

The Gaborone campus is the main campus and had the largest number of leisure students (more than 200 students) but did not have a designated industrial internship office or officer. The Francistown campus with the smaller number of students (168 students) had a designated officer, but this was not formally communicated and neither did this officer cover the students in Gaborone. This has since changed by the time this research was finalized and an Industrial Internship Coordinator for the whole college covering both campuses is now in place. However,

the Industrial Internship Coordinator is now based in Gaborone and the Francistown campus now does not have a full-time coordinator.

Industrial internship also intends to connect the students and the industry (Renganathan et al., 2012) but with BAC's TM and HM industrial internship, students as the central party to the industrial internship and other parties namely; industry, employer and professional bodies, were not consulted prior to the rolling out of this initiative (Botswana Accountancy College Internal Information, 2015). One pivotal ideal that transpired in successful strategies on industrial internships is to include the stakeholders throughout the process (Canadian Institute of Health Research, 2008 as cited in Hynie, Jensen, Johnny, Wedlock, & Phipps, 2011).

Studies had focused on the students' perceptions of industrial internship and very few of them have been conducted in Botswana on this topic (Adjei, Nyarko & Nunfam, 2014; Ishengoma & Vaaland, 2016; Maelah, Mohamed, Ramli, & Aman, 2014; Munyoro et al., 2016; Renganathan et al., 2012). Those studies which have been done in Botswana were focused on Universities only excluding University-Colleges and Colleges and therefore the study will fill in the research gap.

1.2.3 Background to Botswana Tourism Industry

Tourism and hospitality are highly considered as a sources of employment widely and a fast growing industry (Mahachi et al., 2015). The tourism and hospitality sector of Botswana is faced by competition from other countries like South Africa, Namibia etc, (Mahachi & Shemi, 2014). Botswana Tourism Board (2009) (as cited in Mahachi et al., 2015) indicated that there is a shortage of qualified and experienced Batswana in the tourism sector. In 2006, Botswana

introduced its first Hospitality and Tourism Programmes in order to address the shortage of skilled people in this sector (Mahachi et al., 2015).

Furthermore, Botswana Tourism Board (2009) explained that there was a need to improve the skills and expertise of these sectors' human resources. The higher academic institutions adopted industrial internship as a way of developing and cultivating the skills and expertise of the tourism and hospitality sector (Mahachi & Shemi, 2014) and bridge the gap between the lecturer room theory and industry expectations.

1.3 Problem Statement

Botswana Accountancy College offers an industrial internship to the Level 5 tourism management and hospitality management students (second year students) at the end of the academic year. However, this industrial internship is informal, as it has not been formally adopted by BAC. It is also 'not-for-credit' industrial internship. There is no evidence of how many TM and HM students went for attachment for the previous years and where they were attached nor monitoring and supervisions of the students. Students as the central party to the industrial internship and other parties namely; industry, employer and professional bodies, were not consulted prior to the rolling out of the BAC TM and HM industrial internship. It is therefore appropriate to investigate how stakeholders perceive the BAC TM and HM industrial internship programme.

1.4 Brief Literature Review

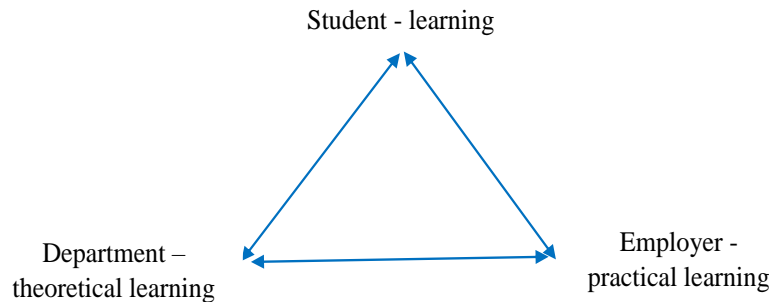
1.4.1 Theoretical Framework

Various models have been used to study industrial internships (Cord, Bowrey & Clement, 2010; Divine, Miller, Wilson & Linrud, 2008; Neumann & Banghart, 2001). Some theoretical frameworks have common features Cord et al. (2010); Divine et al. (2008) with a *tripartite of stakeholders* in the industrial internship relationship being; (1) the organisation for practical learning, (2) the student for learning and (3) the faculty/department for the theoretical learning.

However, despite lacking empirical evidence to support the model advocated for design of the industrial internship, Divine et al. (2008) model nevertheless proposes that certain overlapping areas of interest are found at the intersection of the parties to their model. Between the department and students, who each focus on career goals, objectives, making logistical arrangements and evaluating experiences (students), and establishing program and processes, monitoring experience and managing crises (department), opportunities can be communicated at the intersection of student and department concerns and responsibilities. On the other hand, while the employer focuses on providing opportunities and evaluating the process, at the intersection with the department lie development of alliances and evaluating of students.

This tripartite of stakeholder's model by Cord et al. (2010); Divine et al. (2008) shows that there is a relationship between students, department and employer as they link with each other in the process of industrial internship. This model is focused on the student application of theoretical learning into practical application and the academic department supports students through the provision of theoretical learning, while employers provide students with the practical learning. The figure below shows the three parties' relationship.

Figure 1: Three Parties' Relationship



The tripartite of stakeholders' model by Cord et al. (2010); Divine et al. (2008)

While Divine et al. (2008) proceed to propose that the common areas at the intersection of the student, department and employer are; communicating needs, matching students with employers and evaluating experience, the model falls short of highlighting what is at the intersection of the employer and students' interests, separate from the common areas linked to the department. This gap in this model could be addressed in this research by adding a fourth party to the relationship, being the professional bodies so that a matrix relationship is modeled. Students and the employers might have common interests that are not core to the department, for example early or accelerated membership to a professional body for promising students undergoing internship. For these reasons, Divine et al. (2008) model will not be used as a theoretical framework for this research and a proposal is to have a hybrid model that has four parties/stakeholders to the relationship by adding a professional body as an additional stakeholder and party to the industrial internship.

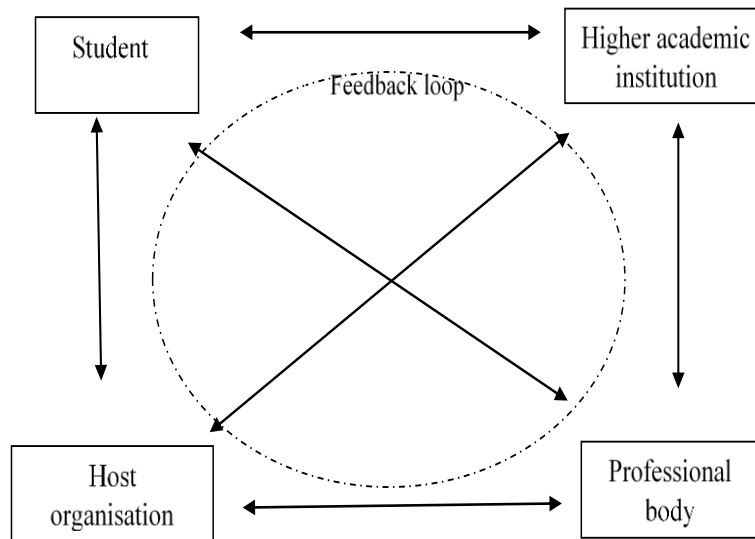
While Cord et al. (2010) model has been praised by Maelah et al. (2014) as dynamic and evolving by having feedback loops between the organisation, student and faculty, and in addition to having at its core graduate outcomes mediated by attributes (of the student),

flexibility (of the organisation) and quality (of the faculty), this model still is a tripod like the Divine et al. (2008) model.

To disrupt this trinity of stakeholders, this research used a four-way relationship that includes professional bodies, host organization, higher academic institution and students. This framework make it easier to cater for the '*social responsibility*' motive highlighted by Dodge & McKeough (2003) and Sharma, Sharma & Devi (2009). Organisations have been considered as the beneficial partners in the communities in which they operate, (Sharma et al., 2009). The society is concerned about the existence of organisation and their role (Sharma et al., 2009) as a result of this, organisations are forced to take a role towards Corporate Social Responsibilities (CSR).

CSR "constitute a strong commitment to social obligations" (Sharma et al., 2009, pg 207). CSR have an important role in organisations and has become a strategic issue across organisational departments. HAI, HOs and professional bodies working together to develop industrial internship and attach the TM and HM students would contribute to social responsibility. These stakeholders will be giving back to the society as they will be helping students to learn the practical part of their programmes of study. We the practical part the students when they graduate, they will be able to serve the community properly. The framework is visualized in the figures below.

Figure 2: The Four-way Stakeholders Relationship



The Four-way Stakeholders Relationship (Source: Own)

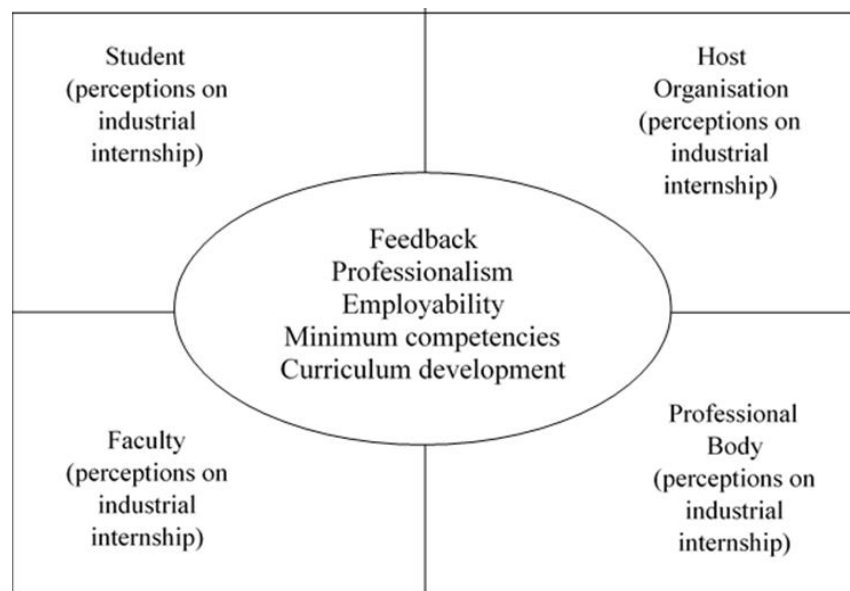
This four-way stakeholder relationship shows a relationship between the 4 parties to industrial internship namely; students, higher academic institution, host organization and the professional bodies. The first three parties are as stated by Cord et al. (2010); Divine et al. (2008) while the fourth party is a newly party introduced by the researcher.

The role of the HAI would be to provide theoretical learning to the TM and HM students before industrial internship (Cord et al. 2010 and Divine et al. 2008). HAI would also monitor and supervise the students during industrial internship and liaise with the TM and HM industry to review the TM and HM industrial internship (Dodge & McKeough, 2003; Mgya & Mbekomize, 2014; Walsh & Byrne, 2013a). The HOs' role during industrial internship would be to provide the TM and HM students with practical learning (Cord et al. 2010 and Divine et al. 2008). Just like the HAI, HOs would also monitor and supervise the students during industrial internship. The HOs would also provide feedback to the HAI after industrial

internship. The students' roles during industrial internship would be to apply the theory they learned from classroom into practice at the host organizations (Cord et al. 2010 and Divine et al. 2008).

The professional bodies' role would be to work with the HAI to evaluate the TM and HM curriculum. It would evaluate it through being a link between the TM and HM industry and the HAI. Professional bodies as they work together with the TM and HM industry, they have knowledge and experience of what skills and knowledge are required by the industry. Professional bodies would work with the HAI to match the TM and HM industry requirements with the TM and HM curriculum. With TM and HM curriculum that is matched with the requirements of TM and HM industry students will be able to learn the right skills from class and apply them to practice during industrial internship.

Figure 3: Theoretical Framework



Theoretical framework (Source: Own)

The theoretical framework comprises four parties namely; the student, the host organisation, the higher academic institution and the professional body. With the above 4 stakeholders being the parties to industrial internship they will be an effective industrial internship due to the links they have. At the intersection of these parties are core common goals centered on feedback to all parties, professionalism in administering industrial internship. At the intersection there is also employability of the student, minimum competencies leading to the addressing of learning outcomes that are a central concern to the faculty and additionally curriculum development that leads to benefits for all parties involved.

1.4.2 Theories

Based on Scott (1995) (as cited in Knörr, Alvarez, & Urbano, 2013) outline three pillars of the environment within which humans function as; (1) regulative, (2) normative and (3) cultural-cognitive. While the first two attempt to explain and model certain behaviours and restrict others through laws, regulations, rules, government policies, social norms, values, beliefs and assumptions about human nature and behaviour, commonly known as culture, they all deal with individuals in groups (Scott, 1995 as cited in Knörr et al., 2013). Perception on the other hand, while it may be influenced and moderated by the first two pillars, is situated much more in the internal processes for interpretation and sense-making at the individual level that allow for the construction of social reality and lenses through which meaning is made and attached to phenomena by individuals.

Industrial internship stakeholders are informed by different theories. Theories that inform organisations and how they are part of society include theories of the firm, organisational behaviour theories and legitimacy theory (Wilmshurst, & Frost, 2000). Theory of the firm

explain that the firm exists and make decisions to maximize profits. Legitimacy theory explain that organisations are constrained by the social contract in which the organisation concur to perform different socially desired activities in return for support of its objectives and other rewards, and this eventually ensures its continued existence (Wilmshurst, & Frost, 2000). Organisational behaviour theories are theories which deals with behaviour of human in organizational settings, the interface between human behavior and the organization, and the organization itself (Wilmshurst, & Frost, 2000). For HOs, legitimacy theory was used for the conducted study as through attaching students during industrial internship, organizations are contributing to the society as they are helping the students to develop their practical skills.

These can still be situated in the pillars outlined above, especially the regulative pillar as organisations are legal creations under various precedents of common law and acts of parliament. The Companies Act (Chapter 42:01) of Botswana for example is the enabling regulation through an act of parliament under which most organisations are established, while specific acts of parliament are used to establish other institutions and professional bodies like Hospitality and Tourism Association Botswana (HATAB) and Botswana Tourism Organization (BTO) that were the focus of this research.

Education and learning theories inform the students. Theories under these can be subsumed under the pillar of 'normative' theories. This is because education and learning are social endeavours that are influenced by culture and the nature of what is called 'knowledge' by any society and therefore worth knowing. These epistemological and ontological dimensions are not universal (Saunders, Lewis, & Thornhill, 2009). Even in the social sciences, in which this research and the researched (TM and HM students) reside, there is no universally accepted theory regarding education and learning.

There are different education and learning theories; behaviorism, social cognitive, constructivism, experiential, sociocultural (Dalton & Dalton, 2015). Behavioral learning theory explain that the behaviour of human is observable and measurable while social cognitive theory explains that individual's gain knowledge through directly observing others within the context of social interactions, experiences, and outside media influences (Dalton & Dalton, 2015). Constructivism learning theory explain that people actively form their own knowledge and that reality is determined by the experiences of the learner (Dalton & Dalton, 2015). Experiential learning theory is “a direct encounter with the phenomenon being studied rather than merely thinking about the encounter, or only considering the possibility of doing something about it” (Bozark, 1981; Brookfield, 1983 as cited in Munyoro et al., 2016, p. 3). Experiential learning theory was used for the students for the conducted study because through industrial internship students do the actual work, they apply theory they learned from classroom into practice at the host organization therefore experiencing the real work.

1.5 Research Questions

The research questions were as follows:

1. What are the stakeholders’ perceptions regarding Botswana Accountancy College’s tourism management and hospitality management industrial internship?
2. Are there significant perception differences between TM and HM level 5 and 6 students; between TM and HM level 5 students and TM and HM graduates; between TM and HM level 6 students and TM and HM graduates towards Botswana Accountancy College tourism management and hospitality management industrial internship?

1.6 Objectives of the Study

The following objectives were developed from the research questions:

1.6.1 General Objective

The main aim of the study was to evaluate the perceptions of stakeholders on tourism management and hospitality management industrial internship at Botswana Accountancy College.

1.6.2 Specific Objectives

Objective 1: To evaluate perceptions of stakeholders on tourism management and hospitality management industrial internship at Botswana Accountancy College. The perceptions of the stakeholders, for the study, were classified into:

- 1.a General perceptions of the stakeholders on the BAC TM and HM industrial internship;
- 1.b Perception of the stakeholders on the benefits of BAC TM and HM industrial internship;
- 1.c Perceptions of the stakeholders on the administrating and organizing of the BAC TM and HM industrial internship and
- 1.d Perceptions of the stakeholders on the structure of the BAC TM and HM industrial internship.

Objective 2: To determine whether there are significant perception differences between TM and HM level 5 and 6 students; between TM and HM level 5 students and TM and HM graduates; between TM and HM level 6 students and TM and HM graduates towards Botswana Accountancy College tourism management and hospitality management industrial internship.

1.7 Hypotheses of the Study

In order to answer the research questions and to achieve the objectives of the study, the following null hypotheses were developed:

Null Hypothesis: (H01): There is no statistically significant perception difference between the level 5 and 6 TM and HM students towards Botswana Accountancy College tourism management and hospitality management industrial internship benefits.

Null Hypothesis: (H02): There is no statistically significant perception difference between the level 5 and 6 TM and HM students towards the administrating and organizing of Botswana Accountancy College tourism management and hospitality management industrial internship.

Null Hypothesis: (H03): There is no statistically significant perception difference between the level 5 TM and HM students and the TM and HM graduates towards Botswana Accountancy College tourism management and hospitality management industrial internship benefits.

Null Hypothesis: (H04): There is no statistically significant perception difference between the level 5 TM and HM students and TM and HM graduates towards the administrating and organizing of Botswana Accountancy College tourism management and hospitality management industrial internship.

Null Hypothesis: (H05): There is no statistically significant perception difference between the level 6 TM and HM students and the TM and HM graduates towards Botswana Accountancy College tourism management and hospitality management industrial internship benefits.

Null Hypothesis: (H06): There is no statistically significant perception difference between the level 6 TM and HM students and TM and HM graduates towards the administrating and organizing of Botswana Accountancy College tourism management and hospitality management industrial internship.

1.8 Significance of the Study

Tourism and hospitality in Botswana are considered important economic areas to enhance the diversification of the country's economy away from reliance on diamonds (Mahachi & Shemi, 2014). There is a gap identified by Human Resource Development Council (HRDC) between theoretical learning and practical learning in tourism management and hospitality management. In November 2014, the HRDC produced the final report for the Tourism Sector Human Resource Development Plan (Human Resources Development Council Report, 2014). This report summarized the Strategic Plan into five strategic priority activities. While improving the quality and delivery of tourism-related learning programmes featured prominently as the strategic priority number one; including (1) ensuring that education institutions provide learning programmes to address occupations in high demand and skills gaps, (2) enabling improved productivity and employability, (3) promoting effective teaching and learning (4) developing the business sector (with) programme criteria and standards with practitioner participation and (5) promoting range of input among others. Strategic priority number 2, 3 and 4 are relevant and support the problem statement for this research.

Industrial internship programmes address skills gaps that higher academic institutions might not fully cover in their curricula, thereby enhancing holistic teaching and learning of programmes in joint effort by academic institutions and host-organizations, thereby additionally addressing the practitioner participation as highlighted above in the HRDC strategic priority areas. With industrial internship the students will effectively apply the classroom theory into real-work environment. BAC will produce employable graduates and HOs will have an opportunity of employing graduates who fit into the real work environment. The study provides information on the benefits and effectiveness of industrial internship to the stakeholders. This study will also assist as a future reference for researchers on the issue of industrial internship.

1.9 Scope of the Study

The study focused on School of Business and Leisure which was designed into 2 portfolios of honours degree programmes; (1) Business programmes and (2) Leisure programmes. The portfolio which the study focused on was the leisure programmes. These programmes were BA (Hons) International Tourism Management (referred to as Tourism Management in the study) delivered at both Gaborone and Francistown campuses and BA (Hons) International Hospitality Management (referred to as Hospitality Management in the study) delivered at Francistown campus only, (www.bac.ac/factandfigures.html).

The study was conducted from September 2017 and data gathering and writing up were completed by December 2019. The student respondents were from both Gaborone and Francistown campus who were enrolled on the tourism management and hospitality management programmes. The programme experts; academic and administration staff were also sampled from the two campuses. The graduates who have already completed the program and have some experience of the industrial internship were also sampled from both Francistown and Gaborone campuses. The host organization from urban and semi-urban areas were also sampled for the study to allow for good exposure of both types. The study focused on 2 professional bodies, 1 from private and public professional bodies. The 2 were Hospitality and Tourism Association of Botswana, which is a private body and the Botswana Tourism Organization a public body.

1.10 Definition of Key Terms

Hospitality Management and Tourism Management Programmes:

Hospitality Management and Tourism Management programmes are programmes developed to improve “the skill and expertise of the Tourism sector” (Mahachi & Shemi, 2014, p. 61). Mahachi and Shemi (2014)’s definition was adopted for the study carried out.

Industrial Internship: Industrial internship is hard to quantify. Notwithstanding this, different attempts have been made to define it. According to Maertz-Jr, Stoeberl and Marks (2014, p. 126) “internships are a bridge between the theory of classroom and the world of practice”. “Internships are defined as ‘any carefully monitored work or service experience in which a student has intentional learning goals and reflects actively on what is being learned throughout the experience” (Abeysekera, 2006 as cited in Jackling & Natoli, 2015). Even though Abeysekera (2006) (as cited in Jackling & Natoli, 2015) explained that internship is carefully monitored did not explain its duration and the best time when students should do it, whether during the academic year, as a ‘sandwich’ between semesters or academic years or at the end of the programme. For the purpose of this paper, the researcher defined an industrial internship as a formal placement of an undergraduate student to an organization in the relevant industry to integrate the practical experience and the classroom learning and additionally also whereby the intern student receives no payment for the work done for a period of 2 – 4 months at the end of academic year.

Perceptions: In their studies Gault et al. (2010); Maelah et al. (2014); Renganathan et al. (2012) perception is explained as the way in which industrial internship is regarded, understood, or interpreted. The research carried out adopted this definition.

Stakeholders: Freeman (2007) explains that it is difficult to quantify stakeholders as many researchers have defined it as a person, group, organisation who have the authority and control to influence an organisation, programme or project in some way and can affect or is affected by an organisation, project, programme or strategy. For the purpose of this paper stakeholders are people, organisations and professional bodies who have the power to impact industrial internship, affect and affected by industrial internship. These stakeholders are the higher academic institution, host organisations, students and tourism and hospitality professional bodies.

- **Higher academic institution:** Botswana Accountancy College represented by academic and support staff in the area of Tourism and Hospitality Management
- **Host organisations:** Places which attach the students for industrial internship. The host organizations were both urban-based and semi-urban based organizations. Dividing them into urban and semi-urban allowed for good coverage of both organizations in towns, cities and tourist resorts.
- **Students:** According to this study students are the learners who are doing Second Year (level 5 students) and Third Year/final year (level 6 students) and the former students of Hospitality Management and Tourism Management Programmes. Level 5 students were those students who were about to undergo industrial internship, level 6 students had already participated in industrial internship, while former students were those who have graduated. The use of level 5 students in the study provided a view of what students expect from BAC TM and HM industrial internship and level 6 students reflected on their experiences. This model provided perceptions before and after the industrial internship. The inclusion of graduates (former students) helped to get the perception(s) after completing the studies (graduation).

- **Tourism and hospitality professional bodies:** These included both private and public professional bodies viz. The Hospitality and Tourism Association of Botswana, which is a private body and the Botswana Tourism Organization, which is classified as a quasi-public body. These professional bodies participated in programme structure development and award professional membership to students upon completion of study.

1.11 Structure of the Dissertation

This study is structured into five Chapters. Chapter one includes the introduction, background of the study, problem statement, brief literature review, key research questions, objectives of the study, hypotheses of the study, significance of the study, scope of the study, definition of terms, structure of the dissertation and conclusion. The second chapter includes literature review, which discusses the past study by different researchers on industrial internship and the literature gap. Chapter three is the methodology, which includes research philosophy, research approach, research design, research methods, reliability, validity and trustworthiness of data collection tools used, ethical considerations and gaining access. The fourth chapter of the study includes data presentation and analysis of the results or findings of the study. The last chapter of the study, chapter five includes summary of the research findings, recommendations, limitations of the study and implications of the study to both theory and practice, direction for future research and the conclusion of the study.

1.12 Conclusion

This chapter introduced the topic of industrial internship, outlined the problem statement, the research questions, objectives and hypothesis, models and frameworks as revealed by the initial review. While some prior models involve three parties in the industrial internship relationship,

research in Botswana has so far been focused on universities, leaving a gap of research not conducted at colleges, which are prevalent in Botswana compared to universities. Since the college chosen already has some arrangements for some form of industrial internship, though informally managed, the current research may shed some light on the efficiency and effectiveness of the industrial internship that may assist BAC to produce industry ready graduates.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This Chapter covers theoretical review, empirical review and gaps in the literature.

2.2 Theoretical Perspectives on Industrial Internship

The study was informed by Experiential Learning Theory and Stakeholder Theory, which are discussed below.

2.2.1 Experiential Learning Theory

Experiential learning refers to “a direct encounter with the phenomenon being studied rather than merely thinking about the encounter, or only considering the possibility of doing something about it” (Bozark, 1981; Brookfield, 1983 as cited in Munyoro et al., 2016, p. 3). This theory indicates that students should go for industrial internship as they will have the opportunity to apply the lecture room theory into practice in a real work environment (Brookfield, 1983). It is called experiential learning to stress the essential role that experience has in the learning process. Experience differentiates it from other learning theories like cognitive and behavioral theories.

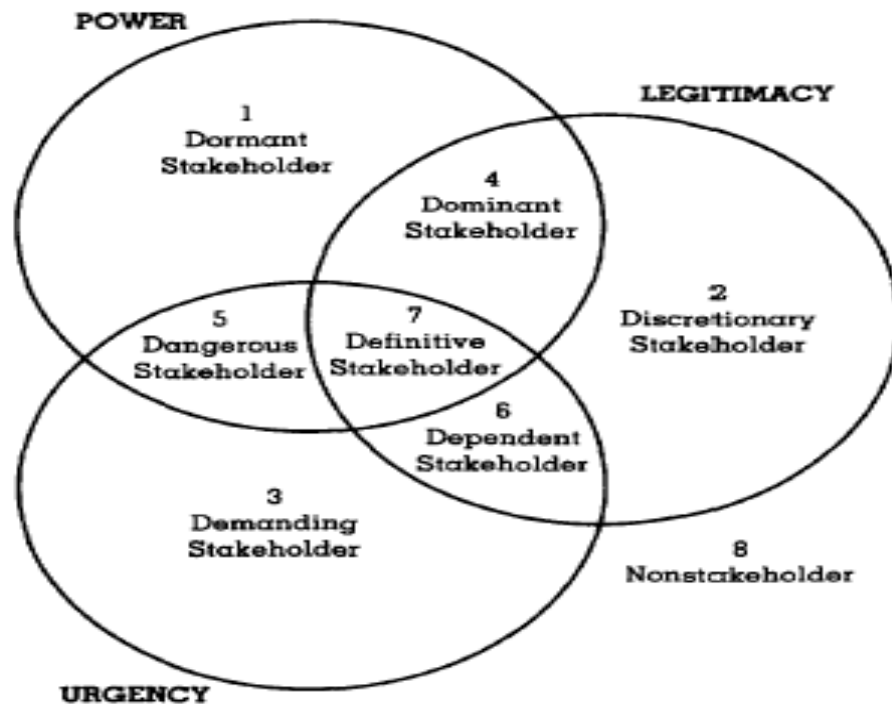
Experiential learning is cyclical. Kolb’s experiential learning theory explains that experiential learning is cyclical with four stages which are abstract conceptualization, active experimentation, concrete experience and reflective observation (Healey & Jenkins, 2000). It

has two elements, which are grasping and transforming information. However, Roberts (2006) shows that experiential learning process is cyclical and requires the students to be focused, then interaction with the phenomenon being studied, experience reflection, developing generalizations and testing them. He further describes that circumstance in which experiential learning occurs is explained by four elements: “the level, the duration, the intended outcome, and the setting”. These models show that through well-managed industrial internship, students will learn the concepts, then apply them in real world and give feedback.

2.2.2 Stakeholder Theory

The stakeholder theory originated around 1930 and it's development was improved by Freeman in 1984 (Flak & Nordheim, 2006). Freeman (2007) explains that it is difficult to quantify stakeholders as many researchers have defined it as a person, group, organization who have the authority and control to influence an organization, programme or project in some way and can affect or is affected by an organization, project, programme or strategy. Flak and Nordheim (2006) proposed a stakeholder model which identified that some stakeholder might have power, legitimacy or urgency or none of them. In industrial internship some stakeholders might have the power, legitimacy and urgency to influence the programme. The figure below indicates the stakeholder model by Flak & Nordheim (2006).

Figure 4: Stakeholder Model 1



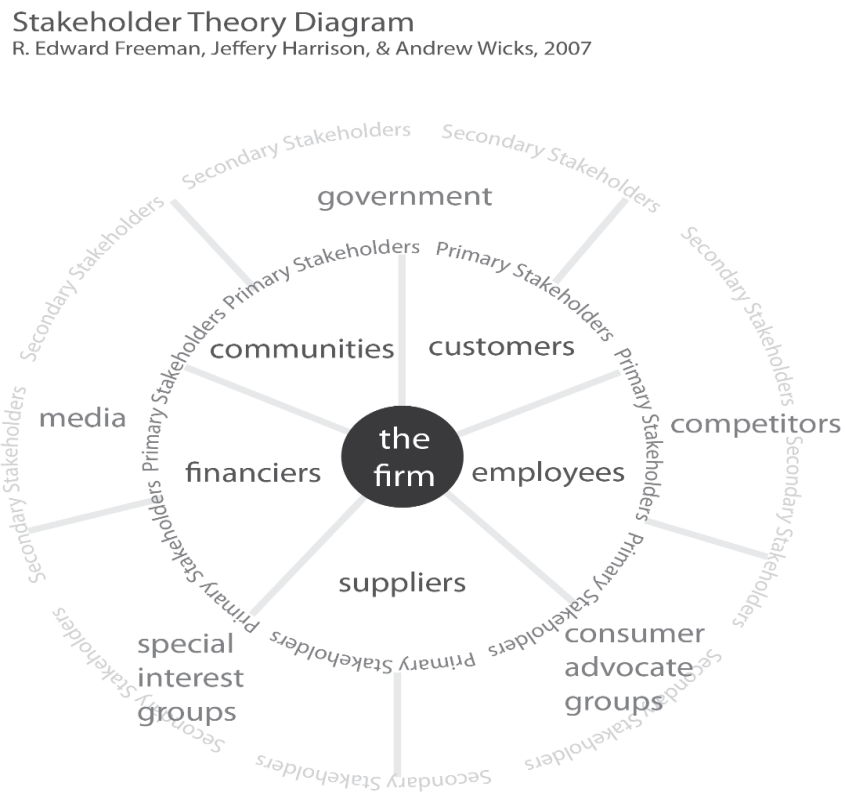
Stakeholder Typology: One, two or three attributes present by Flak and Nordheim (2006)

Freeman, Harrison, and Wick (2007) developed a stakeholder theory which indicated that there are primary and secondary stakeholders. The primary stakeholders which are the main stakeholders include customers, employees, suppliers, communities and financiers. For BAC tourism management and hospitality management industrial internship, the primary stakeholders are the customers who are the students, employees of higher academic institutions, host organizations, professional bodies and the communities which are the tourism and hospitality industry.

Furthermore, Freeman et al. (2007) explained that there are secondary stakeholders who include media, government, competitors, special interest groups and consumer advocate groups. For tourism management and hospitality management industrial internship the secondary

stakeholders will be Department of Tertiary Education Finance which represents government, the media and other higher academic institutions which are competitors. The figure below explains the stakeholder model by Freeman et al. (2007).

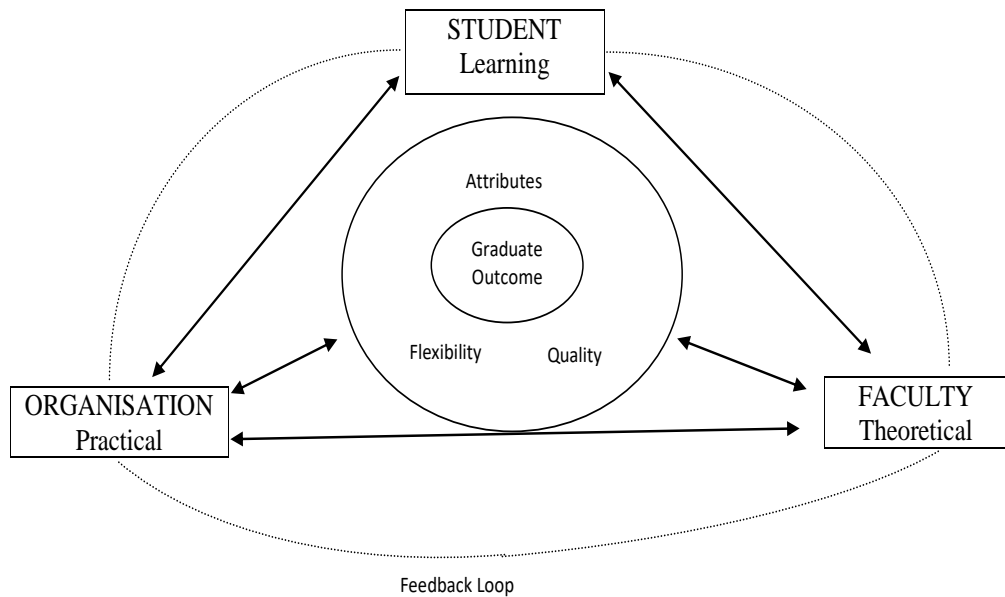
Figure 5: Stakeholder Model 2



Stakeholder model by Freeman et al. (2007)

Cord et al. (2010); Divine et al. (2008) support the relationship between the three main stakeholders by developing *Internship Model* which explains the need for their relationship.

Figure 6: Internship Model



Source: Cord et al., (2010)

To encourage involvement of main industrial internship stakeholders in the process of industrial internship, Neumann & Banghart (2001) proposed what they term ‘consulternship’ as an innovative approach employed through a partnership between industry-academic institution collaboration. These are a blend of professional consulting arrangements, student internship and faculty internships that typically last for longer than a single academic term and are supported by the organization financially. These intensive project-like arrangements would involve the organization’s staff, student teams and university faculty members to bridge the gap between industry needs and graduate skills. By focusing on students that have little to no real-work experience to practice their communication and problem-solving skills, working in such consulternships teach the much-needed initiative, persistence and integrity of the members of the student teams.

2.3 Empirical Review

The general perceptions of stakeholders on industrial internship, perceptions regarding the administrating, organizing and benefit of industrial internship to the stakeholders and perceptions of stakeholders on the structure of industrial internship were explained by different scholars like Adjei et al. (2014); Deen & Tichaawa (2016); Ishengoma & Vaaland (2016); Maelah et al. (2014); Owusu-Mintah & Kissi (2012). The study also found out whether there were any significant differences in the perception of stakeholders on industrial internship.

2.3.1 Empirical Review (General)

Studies on stakeholder perceptions on industrial internship have been conducted for numerous years and is still ongoing. The perceptions of stakeholders on industrial internship and whether there were any significant differences on the perceptions of the stakeholders were explained and determined by the previous studies; Adjei et al. (2014); Jugmohan (2010); Maelah et al. (2014); Munyoro et al. (2016); Renganathan et al. (2012). In a study of “Curriculum responsiveness in Tourism programmes” done by Jugmohan (2010) a sample of 3 HAI in a Southern African country South Africa, 20 academics from the 3 HAI, 14 managers from the tourism industry and 49 graduates were used. The findings of this study indicated that the main challenge facing HAI offering tourism programmes is establishing the essentials and requirements of the tourism industry and engaging the industry in tourism program design.

Renganathan et al. (2012) conducted a study which was only focused on students’ perceptions of industrial internship offered by Universiti Teknologi Petronas, a private university in Malaysia excluding other stakeholders like industrial supervisors and lecturers. The programme is compulsory and is for a period of eight months which seems long enough for practical

learning. The main aim of this study was to investigate the effectiveness of the eight-month long industrial internship which was the longest industrial internship compared to other universities. Renganathan et al. (2012) found that the students benefited from the long industrial internship as 81% of them showed a positive perception regarding their learning experience.

However, there was a distress regarding the structure of this industrial internship and the results emphasized that it was essential to have a well-structured industrial internship (Renganathan et al., 2012). In supporting the recommendations by Renganathan et al. (2012), the findings from Maelah et al. (2014) study stressed the need to well organize industrial internship through monitoring, having policies which are well known and observed when attaching students. A survey questionnaire was their data collection tool, which did not allow the researcher to observe behavior and feelings of the respondents and, therefore, solicited limited information.

Holyoak (2013) while examining whether all industrial internships are a beneficial learning experience used an interview which is a good tool of collecting data. From the targeted population of the study, 56 supervisors and 55 interns, a small sample of 6 interns and 6 supervisors were interviewed. Two male and 4 female interns were interviewed. One of the interviewed interns had completed his course, two had completed their second year, two were in their first year and one was completing the final element of a course with being an intern (Holyoak, 2013). Even though an unfair representative of gender and a small sample were used, the research revealed that characteristics of the interns and the intern supervisors can reduce or improve the learning experience, growth and progress that are attained during industrial internship.

Adjei et al. (2014) in their study of Perceptions of Stakeholders on the Industrial Attachment Programme of Ghanaian Public Polytechnics, sampled 594 respondents which included

students, lecturers, administrators and professional associations. The students' sample was only third year students and students who have already gone for industrial internship. The results from their study showed that industrial internship helped in developing and enhancing students' communication skills, human relation skills, problem solving skills, job related skills and job placement as all the above-mentioned skills were rated above 70%. Furthermore, the results of the study revealed that industrial internship improves higher academic institution-industry relationship, incorporates practical knowledge into theory and allowed companies the chance to help in the development of the structure of higher academic institutions' curriculum.

Virtual internship was examined by researchers like Bayerlein (2015); Debora & Carolyn (2014); Franks & Oliver (2012). Bayerlein (2015) criticized traditional undergraduate accounting internship programme and introduced virtual internships as a contemporary teaching ideal. Virtual internship depends on information infrastructure to support e-interns (Debora & Carolyn, 2014; Franks & Oliver, 2012). Even though virtual internships may be an inappropriate contemporary teaching model as the students are not physically at the work place, Bayerlein (2015) found that virtual internship enable those students that did not have the ability to go for traditionally internship like rural area online students an opportunity to the practical aspects of their programme of study. Franks & Oliver (2012) found that virtual internship programme is vital as they explain that it is a new element to the traditional internship experience as it allows the ability for sharing knowledge internationally, in various settings.

Munyoro et al. (2016) evaluated student internship programme at a University in Zimbabwe. Focus group interviews, semi-structured interviews and self-administered questionnaires were used for a sample of 87 participants which included lecturers, students and parents. Their study revealed that industrial internship "helps to bridge the gap between theory and practice" (p. 1).

Even though they found that it bridges the gaps they also found that there was a mismatch between university and industry equipment and that there are programme administration issues.

2.3.2 Empirical Review (Specific)

2.3.2.1 Stakeholders' General Perception on Industrial Internship

Various stakeholders' perception on industrial internship were explained by Adjei et al. (2014); Deen & Tichaawa (2016); Ishengoma & Vaaland (2016); Maelah et al. (2014); Owusu-Mintah & Kissi (2012). These stakeholders are students, higher academic institution, host organizations and professional bodies.

Students' Perceptions on Industrial Internship

Students' perceptions on industrial internship is that it offers them a chance to enhance their tourism and hospitality careers (Deen & Tichaawa, 2016). Industrial internship enhances their careers as they acquire industry culture through it and help them to fit in the industry. They also perceive it as a way of increasing their chances of job placement, develop their skills like communication skills, job related skills, problem solving skills, human relation skills, improve chances of graduate employment and earning of academic credit (Adjei et al., 2014; Maelah et al., 2014).

To support the above scholars, Mahachi & Shemi (2014) indicated that students perceived industrial internship as a way of developing their operational skills and knowledge, self-management skills, social related skills and work based general knowledge. However, students' views in Owusu-Mintah & Kissi (2012) regarding industrial internship improving their chances of employment after graduation are mixed; some showed that it helped them to get a job, others

indicated that it did not help them while some indicated that they are unemployed even though they went for industrial internship.

Even though students' perceptions regarding industrial internship are positive, some have negative perception regarding it as they indicated that it does not develop their managerial skills (Mahachi et al., 2015). They believe that it should develop their managerial skills like coordination, delegation and controlling. Some students perceive industrial internship as a punishment as they have to work long hours without any supervision while the employees of the organization of attachment are doing nothing (Owusu-Mintah & Kissi, 2012). Students regard industrial internship to be effective a year before their graduation because they had already learned a lot from their programme of study unlike during their first years of study (Liviú & Ana-Andreea, 2013).

Host Organizations' Perceptions on Industrial Internship

Host organizations indicated that the industrial internship programme is relevant to the industry as it bridges the gap between classroom theory and the real work environment. Students apply the theory they learnt from class into practice at different organizations during industrial internship. These perception are supported by Jackling & Natoli, (2015); Svoúwa, Rudhumbu, & Chikari, (2014) as they showed that most of the industry sector indicated that the industrial internship is relevant.

Most of the HOs have positive perception on industrial internship. They expressed that it links the industry with the HAI, help and reduce organizations' cost of recruitment and selection, source of employees and new ideas for the HO, and provide students with practical skills (Adje, et al., 2014; Owusu-Mintah & Kissi, 2012; Svoúwa, et al., 2014). They also indicated that host

organizations use it for their corporate social responsibility and to improve their image in the society, helps to improve the curriculum and industry support to the HAI and bridges the gap between theory and work environment (Gault et al., 2010).

Some host organizations perceive industrial internship to be not that beneficial because when students are becoming settled in the organization it will be already time for them to leave (Owusu-Mintah & Kissi, 2012). Some HOs in Owusu-Mintah & Kissi's (2012) study expressed that industrial internship is used by some students as an opportunity "to take advantage of male clients instead of coming there to sharpen their service skills learnt at the college" (p. 534). When students use industrial internship for their personal interest instead of learning purposes industrial internship ended up not serving its purpose and not being beneficiary to the students.

Higher Academic Institutions' Perceptions on Industrial Internship

Higher academic institutions perceive industrial internship very important and valuable to the institution, industry and to the student (Mahachi & Shemi, 2014). Maelah et al. (2014) also assert that HAIs regard industrial internship as a benefit to students as through it, students gain technical and soft skills needed by the industry. Institutions perceive that industrial internship helps in the development of their curriculum as through it, a link is established between industry and HAI. Industry-institution link improves innovation (Ishengoma & Vaaland, 2016) in the processes and procedures of industrial internship.

Professional Bodies' Perceptions on Industrial Internship

Adje, et al. (2014) explained that professional bodies' perceptions differ with that of host organizations and of the higher academic institutions on the perception about industrial

internship. They indicated that industrial internship does neither link the stakeholders, save host organizations' selection and recruitment cost, nor provide them with a source of employees for different projects. Adje, et al. (2014) further explained that according to professional associations, industrial internship does not link higher academic institution with the industry. However, HRDC and BTO perceived industrial internship as a way of introducing the students to the industry (Human Resources Development Council, 2014).

2.3.2.2 Perceptions on the Benefits of Industrial Internship to the Stakeholders

Studies have revealed that industrial internship is beneficial to its stakeholders. Dodge & McKeough (2003), highlighted the benefits of industrial internship to the students, to the higher academic institution and to the host organization. Their review of internship and the Nova Scotia government experience showed that some host organizations may take on interns as part of their corporate citizenship efforts.

Chileshe & Haupt (2007) stated that higher academic institutions are anticipated to offer career-oriented academic programmes aimed to accomplish the needs of the industry. They highlighted that HAIs' tactic to learning is applied and outcomes-based, with the commitment that their students are immediately absorbed by the industry when they graduate. Chileshe & Haupt (2007), showed that there are major differences between what the industry and the academics identify as appropriate and significant regarding skills and anticipated attributes in education. They identified industrial internship as appropriate in bridging this gap and an essential element of the programme of study.

Callanan & Benzing (2004); Gault et al. (2010) investigated the employer's perception on the effectiveness of business internship on job marketability and found that undergraduates with industrial internship experience are perceived to be better prepared and more marketable to employers than those without this experience. Gault et al. (2010), indicated that even average-performing interns are more highly to find full-time job offers than non-interns. Gault et al. (2010), further indicated that high performing interns have high possibilities of receiving high starting salaries. Owusu-Mintah and Kissi (2012), emphasized that industrial internship helps the students to meet the requirements of the industry and become employable after graduation. They conclude that industrial internship should be part of the tourism curriculum. They explained that to ensure enough time for industrial internship, which will give students practical training and enable them employment with industry after graduation, innovative ways should be found.

Industrial internship offers a "risk free" chance to the host organization to identify prospective employees (Callanan & Benzing, 2004; Hurst, Good, & Gardner, 2012; Lain et al., 2014; Maertz-Jr et al., 2014; Walsh & Byrne, 2013a). Furthermore, Gault et al. (2010); Maertz-Jr et al. (2014) show that interns are used to provide low cost labour, which is beneficiary to the HO. Ishengoma and Vaaland (2016) highlighted that industrial internship are recommended for both local and foreign companies as a way for increasing employability.

Maertz-Jr et al. (2014), identified the industrial internship benefits which were classified into career-related, job-related and networking benefits. Their research allows industrial internship parties to find the benefits and costs of industrial internship from other participant viewpoints. It was revealed that industrial internship costs are minimal for interns and employers while academic institutions can experience higher costs. The HAI benefits from industrial internship as it helps it to evaluate the relevance of their curriculum to the industry and modify it where

necessary (Maelah et al., 2014). However, they identified that there are potential pitfalls as the employers and interns often have inconsistent or unshared expectations concerning the industrial internship.

Students can gain work experience through industrial internship (Wilton, 2014). Students through industrial internship acquire some competencies that employers expect from prospective employees like analytical and problem-solving skills, computer skills, confidence, leadership, communication and time management skills. These competencies make the students fit both for the job and the organization (Wilton, 2014).

Work integrated learning (industrial internship) is a vital component of the hospitality program as it helps to integrate theories learned in lecture rooms with practices at the real-world (Deen & Tichaawa, 2016). Students benefit from industrial internship as they observe and apply theory from lecture room learning in a real-work setting and receive feedback. Deen and Tichaawa (2016), study shows that students were very much motivated about going for industrial internship. However, they indicated that students faced some challenges like lack of financial resources, moving to a place of placement and changes in their lifestyle.

2.3.2.3 Perceptions on the Administrating, Organizing and Structure of Industrial Internship

Industrial internship should be well administered, organized and have a proper structure in order for it caters for the roles of the stakeholders and parties involved in an industrial (Dodge & McKeough, 2003; Lain et al., 2014; Maertz-Jr et al., 2014; Nhuta et al, 2015). There is a clear indication that under some circumstances industrial internship may not generate its expected

benefits (Maertz-Jr et al., 2014), especially where there is no formal relationship between the three main industrial internship stakeholders viz. higher academic institution, students and the host organization. Walsh and Byrne (2013b), reveal that internship is a three-way partnership between the host organization, the student and the higher academic institution.

Furthermore, Walsh & Byrne (2013b, p. 141) explain that “anecdotal knowledge of a college from local and national media may also colour an employer’s perception of a college” but this is not enough as compared to direct interaction of the college and the organizations. Without direct interaction and involvement of the two parties, there is no way a long-lasting relationship can be built. Ellis and Moon (1998b) (as cited in Walsh & Byrne, 2013b) stated that once the host organization has built trust with the college, many organizations move from a transaction approach to placement to a long-term relationship between the organization and the HAI.

Lappia (2011) explained that a relationship between industrial internship stakeholders is important to decide what must be learned by the students even though she didn’t explain what kind of relationship should exist. While evaluating industrial internship in terms of governance structures, contract, agreement duration and partnership, Lain et al. (2014) identified the relationship between industrial internship stakeholders. They also made a distinction between educational, open market and active labour market policy internships. They further indicated that educational and active labour market policy internships are more successful than open market industrial internship as they have governance structures whose benefits are focused on a 3-way industrial internship relationship.

There is a worthy relationship between higher academic institutions and host organizations in the organization and management of industrial internship (Mgaya & Mbekomize, 2014). To indicate this relationship Cord et al. (2010) (as cited in Mgaya & Mbekomize, 2014) highlighted

that in Australia “host organizations are more involved in internships management and selection of students to undergo industrial attachment” (p. 129). However, Mgaya & Mbekomize (2014) stated that in developing countries, for example Botswana and other Southern African countries, higher academic institutions have not established a relationship with the industry.

Nhuta et al. (2015) on their research on tourism education in Zimbabwe, a developing and Southern African country explained that tourism programmes are not designed to encounter the enormous needs of the tourism industry. Another mismatch between tourism programme and the needs of the tourism industry in a developing and Southern African country was found by Jugmohan (2010) at a University in South Africa. To overcome this mismatch Jugmohan (2010) recommended collaboration between academic institutions and the industry while Nhuta et al. (2015) recommended industrial attachments that would allow the students to have real work experience.

Structure of Industrial Internship

Industrial internship can be educational or academic driven industrial internship (Dodge & McKeough, 2003) and non-academic driven industrial internship. They identified academic driven industrial internship as introduced by HAI as part of their curriculum aimed at introducing students to the practical part of their programme in the workplaces. Furthermore, they classified industrial internship as “for credit” and “not for credit” industrial internship. Dodge and McKeough (2003), highlighted that “for credit” industrial internship is a well-structured, monitored and supervised industrial internship and the grades are allocated.

To emphasize “for credit” industrial internship Kim, Kim, & Bzullak (2012) based on their research on survey of internship programmes for management undergraduates in AACSB

accredited institutions suggested that an industrial internship should be a required course or a required elective course to make it more valuable. Kim et al. (2012)'s suggestion raised important points on compatibility and matching of industrial internship programmes with programmes that have been introduced by HAI. "For credit" industrial internship can be divided into phases. Mahachi and Shemi (2014) assert that industrial internship can be into phase by specifying that industrial internship at University of Botswana was "divided into three phases". The first year of study was the first phase, second and third years were the second and third phases respectively.

Liviu and Ana-Andreea (2013), reveal that students do not have considerable real-world knowledge and skills because of poor organization of industrial internship and students' lack of interest to go for industrial internship. Poor organization of industrial internship may be due to lack of professionalism in some organizations and some organizations not willing to work with the students and neither with the HAI. It may also be due to poor grading system of industrial internship and the national education law not having conditions and requirements regarding industrial internship.

Mgaya and Mbekomize (2014), in their study of industrial internship at the University of Botswana indicated that industrial internship has guidelines for the students and their academic supervisors. The students at the end of their industrial internship are supposed to submit a report which is part of the assessment of industrial internship (Mahachi & Shemi, 2014; Mgaya & Mbekomize, 2014). In their studies, they stated that there is an industrial internship coordinator who is a lecturer and is responsible for placement of students to host organizations.

Furthermore, Mgaya & Mbekomize (2014) showed that faculty supervisors are allocated to the students who regularly visits students to the industrial internship places. Log sheets or journals

are used as the monitoring tools and students complete them weekly to show the work they have done for that week. The host organization supervisor sign and stamp the log sheet to indicate that what is written is true and evaluate student performance at the end of the industrial internship period by completing a student evaluation form (Mgaya & Mbekomize, 2014).

Zopiatis (2007) indicated that the current industrial internship at Cyprus lack adequate motive and clarity. Jackling and Natoli (2015) highlighted that a more organized and structured approach to industrial internship should be implemented. Lappia (2011) indicated that there should be a common interpretation of industrial internship between industrial internship stakeholders in order to indicate what the students must learn and construct a HAI that have similarity with the industry. Mahachi and Shemi (2014) highlighted that to improve industrial internship the question of when, what, who and how should be addressed. As an example, in order to improve industrial internship, the question of who should do what should be clearly highlighted.

Chileshe and Haupt (2007); Jugmohan (2010), noted a gap in the tourism and hospitality curriculum and Owusu-Mintah & Kissi (2012), highlighted that industrial internship should be part of the curriculum and be given priority in order to fill this gap. The tourism and hospitality industry should be part of the curriculum development (Svotwa et al, 2014). The innovative ways should be found to develop industrial internship in a way that meets the demand and needs of the tourism and hospitality sector and increase the employment chances of graduates who went for industrial internship (Svotwa et al, 2014). Owusu-Mintah and Kissi's (2012) study highlighted that industrial internship should be compulsory to allow all students to have industrial experience.

A study was carried out by Munyoro et al. (2016) in Zimbabwe which evaluated “industrial attachment”. Even though Munyoro et al. (2016) found that industrial attachment “helps to bridge the gap between theory and practice” (pg. 1) they indicated some concerns regarding assessing and administering the industrial attachment programme and recommended “the need for the University to establish a Unit to coordinate the programme and foster closer liaison with the industry, monitor quality assurance procedures, upgrade equipment and technology in addition to regular reviews of the student attachment programme” (p. 1).

Munyoro et al. (2016) further indicated that there should be regular review of the industrial internship. Some studies indicated that the period of industrial internship should be more than 3 months to allow students adequate time to learn the practical part of their studies (Jackling & Natoli, 2015; Munyoro et al., 2016; Owusu-Mintah & Kissi, 2012). Student found it difficult to secure an internship place (Munyoro et al., 2016) and the HAI should help them to find internship place through developing relationship with the industry. There is lack of resources like accommodation, transport, food during industrial internship and the HAI should help students to secure finances to cover these resources (Deen & Tichaawa, 2016; Munyoro et al., 2016).

When assessing industrial internship aspects of artistry, tacit knowing and intuition should be assessed as they are often disregarded, (Ram, 2008). Kim et al. (2012); Mahachi and Shemi, (2014) suggested that journals and assessment portfolio forms should be used which show evidences of student learning. This form will help to evaluate students’ internship achievement and enhance students’ skills. The administration and organization of industrial internship should be improved like inducting students before going for internship. HAIs should indicate to the HO specific areas which students should cover (Owusu-Mintah & Kissi, 2012).

There should be regular supervision of students during industrial internship, HAI and HO interaction regarding student progress and give students a chance to specialize during internship (Mahachi & Shemi, 2014; Owusu-Mintah & Kissi, 2012). Students should be encouraged to attach with other tourism and hospitality sectors apart from the accommodation service providers (Mahachi & Shemi, 2014). This will give them the opportunity to gain experience and specialize in other parts of the tourism and hospitality sector like tour operators, travel agencies.

2.3.3 Comparison of Perceptions of Stakeholders on Industrial Internship

Whether there are any significant differences in the perceptions of the industrial internship programmes among the industrial internship stakeholders was examined Adje, et al. (2014); Alpert, Heaney & Kuhn (2009); Zopiatis (2007); Zopiatis & Constanti (2007).

Adje, et al. (2014) while assessing the perceptions of stakeholders on the industrial attachment programme of Ghanaian Public Polytechnics discovered that there is significant difference in the perceptions of the industrial internship programmes among the stakeholders. These stakeholders were students, senior members, industry and professional associations. However, these disparities were moderate.

Alpert, et al. (2009) through their study established both differences and similarities on the perceptions of industrial internship among stakeholders. They compared the views of the stakeholders about what the internship program should be achieving. Their results showed that the stakeholders had significant differences of views on what internship should achieve. However, the stakeholders strongly agreed that “purpose of internships is to enhance students’ placement opportunities, internship programs are a way to develop and maintain relationships

between business and universities, and final semester students are almost as ready as new graduates to take on work” (Alpert et al. 2009, p. 13).

Alpert et al. (2009) also found out if there is any significant difference among industrial internship stakeholders on their opinions regarding how students should be assessed for their industrial internship. There was only one significant difference among industrial internship stakeholders on weekly student reflective journal. There was no significant difference amongst the stakeholders for the assessment items namely: interim report by mid-semester, oral presentation by student to other students, evaluation of oral presentation by academic supervisor and company supervisor, evaluation from host organization supervisor based on work performance and university grading scale and class participation.

Alpert et al. (2009) further investigated to find whether there is any significant difference on the perceptions of industrial internship among stakeholders. Their assessment focused on the stakeholders’ views regarding the structural aspects of the industrial internship. The study found some differences amongst the stakeholders, but mostly their opinions were the same. The students varied from academic and industry participants, whereby the student participants indicated that a higher minimum Grade Point Average should be required for a student to take part in industrial internships. The industry indicated that the higher Grade Point Average is not needed for industrial internship. The student also varied from industry and academic respondents in terms of number of students that should be allowed to work on an internship project. Students believed that a higher number of students, two, must work on an industrial internship project together while the industry and academics believed that it should be an individual project.

The stakeholders did not differ on their perceptions regarding the number of days per week that student should be at the company during the semester to cover their internship credits (duration of internship) (Alpert et al., 2009). They all believed that they should be an internship coordinator from the host organization and the higher academic institution, the academic internship supervisor only required to visit the HO monthly although students were expected to “check in” with the supervisor at the HAI weekly to monthly. The stakeholders did not differ on the opinion of establishing policies and procedures that cover the needs and roles of all the internship stakeholders (Alpert et al., 2009).

Zopiatis (2007) on his study discovered significant differences between the stakeholders namely: students, educators and hospitality professionals in some of the internship-specific variables. These variables were “the arrangement of the intern’s placement, monetary rewards, internship reporting requirements, legal administration and intern’s rotation” (Zopiatis 2007, p. 69). Conversely, no significant differences were found in variables such as the length of the industrial internship, the responsibilities of the internship coordinator and how regular should the faculty do an on-site visit (Zopiatis, 2007).

Zopiatis and Constanti (2007) while investigating the hospitality industry-education relationship in Cyprus showed that in the past it was indicated that to participate in industrial internship international students were mainly driven by money while the local students were driven more by the actual experience. However, on their study Zopiatis & Constanti (2007) found no significant difference between the local and international students on their motive to take an industrial internship.

2.4 Literature Gap

The literature reviewed shows that research had been conducted globally, continentally, regionally and locally in developing and developed countries on different stakeholders perceptions on tourism and hospitality industrial internship but the samples of students was focused on a *formal internship on university students* (Jugmohan, 2010; Liviu & Ana-Andreea, 2013; Mahachi et al., 2015; Mahachi & Shemi, 2014; Nhuta et al., 2015; Owusu-Mintah & Kissi, 2012; Renganathan et al., 2012). This research will fill the gap found in the reviewed literature by focusing on *informal industrial internship on college students* at Botswana Accountancy College. BAC is in the process of converting into a university college before transitioning into a full university and therefore this research will assist to benchmark practice that can be improved upon as BAC begins granting tertiary qualifications in its own right. Even though studies have been done on Stakeholders' perceptions on internship they are only few which is a motivating factor.

The literature is focused on a three-way industrial internship relationship and perspectives of three stakeholders namely: students, higher academic institution and the host organization and a little on the professional bodies. This research will fill this gap by developing a four-way industrial internship relationship of students, higher academic institution, host organizations and professional bodies. The reviewed literature population and sample were the students who have already gone for internship and the current research will sample both students who have gone for internship, those who are still to go for internship and those who have already graduated to find their perceptions before and after internship and after graduation.

2.5 Conclusion

The literature review above has revealed that a three-way internship model is mostly used in empirical research with no prominence given to professional bodies as a crucial stakeholder in the industrial internship arrangement. The role of the professional bodies in industrial internship, including contextualizing the research to a college that is already running a form of industrial internship while in the process of converting into a university college will add some dynamics to knowledge and empirical research from an African perspective. Botswana is a country that has the distinction of being one of the few in the African region to attain middle-income status. This research will assist to provide empirical knowledge that will assist the knowledge-society goals of the country as it moves into the next phase of its economic development.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was used to conduct the study. This includes; research philosophy, research approach, research design, research methods, variables and measures used. The methodology also covers the reliability, validity and trustworthiness of data collection tools used, ethical consideration, gaining access and conclusion.

3.2 Reinstatement of Research Questions

The research questions were as follows:

1. What are the stakeholders' perceptions regarding Botswana Accountancy College's tourism management and hospitality management industrial internship?
2. Are there significant perception differences between TM and HM level 5 and 6 students; between TM and HM level 5 students and TM and HM graduates; between TM and HM level 6 students and TM and HM graduates towards Botswana Accountancy College tourism management and hospitality management industrial internship?

3.3 Research Philosophy

There are 4 broad and basic research philosophies to guide research namely; positivism, interpretivist, realism and pragmatic (Saunders et al., 2009). In taking a particular philosophical stance, the researcher is influenced by a particular epistemological and ontological position. Epistemology refers to the assumptions about what we can know about the world, how we can

know it, what constitutes tolerable, lawful and real knowledge while ontology refers to the assumption about the nature of the world (Saunders et al., 2009). Positivism is linked to epistemological position that advocates working in an observable social reality while interpretivists is linked to epistemological position that advocates the necessity to understand differences between humans in their roles as society actors. Realism is linked to objects that exist independently of our knowledge of their existence and pragmatic approach can use either or both epistemological position of positivist and interpretivist positions based on the research question(s) (Johnston, 2014; Saunders et al., 2009).

Based on the ontological position, interpretivist holds that reality is constructed by humans as social actors within particular contexts (Johnston, 2014). In positivism, reality is independent of humans, as social actors are objective and external; realism is objective and interpreted through critical realist, and pragmatism is external, multiple, and based on the research question (Saunders et al., 2009). Saunders et al. (2009) asserts that pragmatic approach offers rich and respected insights and contribute to debate regarding phenomenon under study and gesture can also be used to provide feedback. Since perceptions and feelings can exist independent of the reality that could exist (Johnston, 2014) this research would follow the pragmatic approach. Pragmatic approach was also followed because the conducted study used mixed research approach and pragmatic is regarded appropriate for both qualitative and quantitative data.

3.4 Research Approach

There are two approaches of conducting a research namely: quantitative and qualitative research (Dawson, 2009; Kelemen & Rumens, 2012). Quantitative research is focused on numerical data analysis and standard procedures while qualitative research focuses on discovering behaviour,

attitude and experiences (Dawson, 2009). Since this research had a pragmatic philosophy underpinning, the appropriate approach was to combine quantitative and qualitative approach, mixed method (Creswell & Tashakkori, 2007). Mixed methods approach was used because it extended and strengthened the findings of the study.

Mixed method was also used because conducted research intended to gather facts and figures which rely on numbers and gather in-depth data on the phenomena which was perception(s) of stakeholders regarding industrial internship and this can be achieved when using both qualitative and quantitative approach (Arendt et al., 2012; Johnston, 2014). Using mixed methods approach, both trustworthiness and validity was addressed as qualitative approach addressed the trustworthiness of the data while quantitative approach addressed the validity of data (Arendt et al., 2012).

3.5 Research Design

There are different types of research design which are descriptive, experimental, correlational, diagnostic and explanatory research design (Helen, 1993). Descriptive research design describes the characteristics of persons and situations and the occurrence of certain phenomenon through observation, describing, exploring and documenting aspects of the situation as it naturally occurs (Helen, 1993). Experimental research design establishes a relationship between the cause and effect of a situation, the researcher observes the effect caused by the independent variable on the dependent variable (Saunders et al., 2009). Correlational research design the researcher establish a relationship between two closely connected variables and 2 different groups are required to conduct correlational research design (Helen, 1993). Diagnostic research designs the research persuaded for evaluating the root cause

of a specific phenomenon (Helen, 1993). Explanatory research design establish, describe and clarify relationships between variables (Saunders et al., 2009).

According to Helen (1993) “the type of research design will be influenced by the available knowledge in the specific area being researched” (p. 154). The researcher found it appropriate to use descriptive research design as the conducted research gathered facts and figures to gain familiarity and achieve new insight with BAC TM and HM industrial internship. Descriptive research design was also used because the researcher gathered these facts and figures through observation, describing, exploring and analyzing characteristics of the stakeholders.

3.6 Research Methods

The research methodology covered source of data, sample population, sample size, sample method, data collection tools and data analysis methods.

3.6.1 Sources of Data

Sources of data for the research were primary data from the following industrial internship stakeholders viz, higher academic institution, academic and non-academic staff and host organizations, Botswana Accountancy College tourism management and hospitality management students and graduates and officials from tourism and hospitality professional bodies.

3.6.2 Sample Population

The targeted population consisted of 201 leisure students namely; tourism management and hospitality management students from the selected higher academic institution (Botswana Accountancy College). These were level 5 and 6 (second year and third/final year) students. The 201 leisure students were obtained from the BAC registration data base. Another form of the targeted population of the conducted research was 292 TM and HM graduates. The graduates were identified from the BAC graduation data base. Higher academic institution (Botswana Accountancy College) and host organizations were also part of the targeted population. For the higher academic institution, all experts knowledgeable in the process, practice, and teaching of tourism management programme and hospitality management programme were part of the targeted population. These experts included TM and HM portfolio manager, TM programme leader, HM programme leader, industrial attachment coordinator, 7 TM and HM lecturers, 3 TM and HM programmes administrators.

From the host organizations, 140 officials who worked closely with the students during the industrial internship period were part of the targeted population. To identify the 140 officials, the researcher used the lists from the TM and HM programme leaders which shows the supervisors and organizations which the college usually recommend the students to attach with. The study targeted 2 tourism and hospitality professional bodies; 1 body being a public one and the other 1 being a private, in order to have a representative from both public and private professional bodies. These professional bodies have standards regarding what the students are expected to know in order to practice in the field.

3.6.3 Sample Size

Sample size determination is an essential main step in the research design (Suresh & Chandrashekara, 2012). “Appropriately-sized samples are essential to infer with confidence that sample estimated are reflective of underlying population parameters. Inadequately sized studies often result in investigator's unrealistic assumptions about the effectiveness of study” (Suresh & Chandrashekara, 2012, pg 7). Using big enough sample size together with high quality data collection efforts will result in more reliable, valid and generalizable results, it could also result in saving resources (Suresh & Chandrashekara, 2012).

The researcher sampled more than 1 third of the targeted population of TM and HM students, TM and HM graduates and the host organization as Dilliman (2000) considered more than 1 third of a big targeted population to be big enough to be the sample size. Tourism management and hospitality management students sampled were 140. Out of this 140, 60 students were level 6 (final year) students and 80 were level 5 (second year) students. The reason why the researcher sampled 60 level 6 students and 80 level 5 students was that level 5 students were more (129) than level 6 students (72) therefore could not sample them equally. The inclusion of Level 5 and 6 students provided perceptions before the industrial internship and after the industrial internship.

A total of 90 TM and HM graduates were sampled. This helped to get the perception(s) after completing the studies (graduation). A total of 70 host organizations consisting of both urban-based and semi-urban based organizations were sampled from a correspondingly smaller sample drawn from sampled students. Some TM and HM students' hosting organizations are in the towns and cities while some are in the tourist resorts in the semi-urban areas. Dividing them into urban and semi-urban allowed for good coverage of both types.

The staff at the higher academic institution is knowledgeable about the course requirements, and how the industrial internship is supposed to enhance practical learning. Both academic and administration staffs were sampled. The staff consisted of the following TM and HM programmes experts viz, TM programme leader, HM programme leader, industrial attachment coordinator, 6 TM and HM lecturers, 2 TM and HM programme administrators. All the staff members were sampled as they were small in numbers. For tourism and hospitality professional bodies the 2 bodies were sampled; 1 quasi-public “Botswana Tourism Organization” (BTO) and 1 private “Hospitality and Tourism Association Botswana” (HATAB). Both the public and private professional bodies were sampled in order to get a policy and practical view of the requirements and standards from both public and private bodies.

3.6.4 Sample Method

There are two types of sample method, probability or random sampling and non- probability or non- random sampling (Taherdoost, 2016). Probability sampling the researcher makes inferences from the sample about the sample population in order to address the research objectives and the research questions (Saunders et al., 2009). Every member of the population has an equal chance of being selected as the sample would be selected randomly (Saunders et al., 2009; Taherdoost, 2016). Non-probability sampling aim to investigate a real-life phenomenon and not to make statistical inferences in relation to the wider population (Taherdoost, 2016). A sample of participants or cases does not need to be representative, or random, but a clear rationale is needed for the inclusion of some cases or individuals rather than others (Taherdoost, 2016).

The conducted study used non-probability sampling as a real-life phenomenon was examined. Non-probability sampling has 4 types which are convenience sampling, quota sampling,

judgement sampling and snowball sampling (Taherdoost, 2016). Convenience sampling the researcher select the respondents on the basis that they are often readily and easily available (Saunders et al., 2009; Taherdoost, 2016). Quota sampling the researcher choose a certain characteristics of the population to represent the sample (Saunders et al., 2009). Judgement sampling a certain settings, persons or events are chosen purposely in order to provide essential information that cannot be attained from other groups (Taherdoost, 2016). Snowball sampling a subsequent participants are attained from information given by initial participants (Saunders et al., 2009).

Convenience sampling was used to sample the TM and HM students and the TM and HM programme experts for the conducted study as they were often readily and easily available. A model used by Zopiatis (2007) was adopted for convenience sampling. By using this model, the class lists of both level 5 and level 6 TM and HM students were used to make sure that they are the correct sample group. The researcher met the TM and HM students immediately after class. The researcher used the class timetables of both level 5 and level 6 TM and HM students in order to know the room where they were attending the class at. Snowball sampling was used to sample the host organizations which were working closely with the students during the internship period were. To sample the host organization using snowball sampling, the researcher used the information provided by the TM and HM students, graduates and programme experts to sample the HOs from a correspondingly smaller sample drawn from sampled students. Both the 2 tourism and hospitality professional bodies were selected in order to have a representative from both public and private professional bodies.

3.6.5 Data Collection Tools

There are different methods of data collection which are interviews, observations and questionnaire (Dawson, 2009; Saunders et al., 2009). Interview is a “face-to-face verbal exchanges in which one person, the interviewer, attempts to acquire information from and gain an understanding of another person, the interviewee” (Rowley, 2012, p.260). Observation is the systematic recording, description and interpretation of events and behaviours (Saunders et al., 2009). Questionnaire is a data collection tool which each participant respond to the same set of questions in prearranged order (Saunders et al., 2009). Questionnaires can be self administered, interview, online and postal questionnaires (Saunders et al., 2009).

Most researchers affirm that interviews are vital data collection tools in qualitative research (Qu & Dumay, 2011; Rowley, 2012; Singh, 2014; Zhou & Nunes, 2013) therefore the researcher found it appropriate to use interviews as one of the data collection tools for the conducted mixed methods research. Rowley (2012); Cachia & Millward (2011) aver that even though interviews are more challenging compared to other data collection tools planning an interview schedule, is much easier and need less pre-knowledge than planning a well-construct survey and provide rich recorded data. Interviews are also effective and efficient (Saunders et al., 2009; Zhou & Nunes, 2013).

“Interviews can be conducted either with one person, individual interviews, or with a group of people, focus groups” (Rowley, 2012, p. 261). For this research, the researcher interviewed a few stakeholders from the sampled population as interviews are expensive and time consuming. The stakeholder interviews were concentrated on tourism management and hospitality

management programmes experts and officials from tourism and hospitality professional bodies.

For the conducted research, the researcher found it appropriate to use more than two methods of data collection to converge the same findings. Palakshappa and Gordon (2006); Tarí and Juana-Espinosa (2007) affirm that the use of a triangulation technique reduces the problems related with respondent bias. Therefore, in addition to interviews, self-administered questionnaire survey was used for the conducted research. It was used as it is easy to administer and analyze and the researcher was able to collect large amount of information within a shorter time compared to interviews` (Tella, 2015). A self-administered questionnaire survey was administered to tourism management and hospitality management face to face by hand. For graduates and officials at host organization the questionnaire was emailed to them.

3.6.5.1 Interview

There are three common types of interview which are unstructured, semi-structured and structured (Dawson, 2009; Fisher, Buglear, Lowry, Mutch, & Tansley, 2010; Rowley, 2012; Saunders et al., 2009).

3.6.5.1.1 Unstructured Interviews

Unstructured interviews which are normally called in-depth interviews are used to discover in depth a general area the research is concerned about (Saunders et al., 2009). Interviewees are free to talk about procedures, behaviour and views in relation to the topic as there is no pre-arranged list of questions (Saunders et al., 2009). This type of interview was deemed

inappropriate for the research conducted because it does not allow flexibility as it uses only a predetermined set of questions.

3.6.5.1.2 Structured Interviews

Prearranged list of questions are used for structured interviews to collect quantifiable data and this type of interview is suitable for quantitative research interviews (Dawson, 2009; Saunders et al., 2009). The researcher found this method inappropriate for the research conducted because the research conducted was mixed methods research.

3.6.5.1.3 Semi-structured Interviews

Semi-structured interviews have a list of themes and questions to be covered even though they can vary from interview to interview (Saunders et al., 2009). Moore and Stokes (2012, p. 451) affirm that “semi-structured interviews are deemed to be the most appropriate data collection method because they are congruent with the interpretive approach in that they enable contributors to “tell their own story”, allowing the researcher to obtain a much deeper appreciation of the respondents’ world. The research considered this method more appropriate for the research conducted as it allowed flexibility since it used both predetermined set of questions as well as follow-up questions unlike structured which uses only a predetermined set of questions and unstructured where there is no predetermined list of questions. Using of list of themes and at the same time allowing respondents to talk freely about industrial internship allowed the researcher to pose follow up questions and queries which allowed the interviewees to reflect on explanation to their initial response. Please see attached appendix 1 and 2 for the interview questions.

3.6.5.1.4 Conduct of Interviews

Interviews can either be conducted by telephone, face to face, internet (Saunders et al., 2009). No research assistants were used in carrying out the interviews. The researcher herself conducted face-to-face interviews with all the interviewees who were in Gaborone, the place of base of the researcher. The researcher conducted telephone interviews with the interviewees outside Gaborone. Face to face interview allowed the research to observe non-verbal communication (Dawson, 2009). Various equipment are used to record data during the interview, these include box-ticking, audio recording equipment, visual recording equipment and note taking (Dawson, 2009). Audio recording equipment was used and allowed the researcher to obtain and use a complete record of interview for analysis and allowed eye contact. The interviewees were not nervous as compared to visual recording. Note taking was also used for telephone interviews.

3.6.5.2 Self-Administered Questionnaire

Open-ended questionnaire and closed ended questionnaire are the two common types of self-administered questionnaires (Reja, Manfreda, Hlebec, & Vehovar, 2003). These types of questionnaires differ in the roles of the respondents when responding to the questions. Closed ended questionnaires respondents are restricted to select answers from set of answers provided while open-ended questionnaire the respondents are able to construct the answer as it fit without the influence of the researcher (Reja et al., 2003). Open ended questionnaire allows the respondents to answer in detail, clarify complex issues and express themselves and avoid bias which may occur as a result of suggested answers to the respondents which may be an issue for closed questionnaire. For the research conducted, open and closed ended questionnaires were used to develop a questionnaire. Closed questions were used for questions which did not need

detailed and clarified information and open questions were used for questions which needed to be answered into details and clarified.

The researcher can self-design or adopt the questionnaire (Boynton & Greenhalgh, 2004). Adopting the questionnaire is less costly and saves time as they have already been tested at the time of their first use while self-designing the questionnaire its expensive and time consuming (Boynton & Greenhalgh, 2004). Even though self-designing of questionnaires its expensive and time consuming, the researcher self-designed the questionnaire of the conducted study because the researcher was not able to access questionnaires of the previous studies. Please see attached appendix 3, 4, 5 and 6 for self-administered questionnaires.

3.6.5.2.1 Administration of Self-Administered Questionnaire

A self-administered questionnaire was administered to TM and HM students and graduates and officials at host organizations who worked closely with the students. The researcher made face-to-face administration of the questionnaire to the TM and HM students immediately after their lecture while they were still in the lecture room. The researcher searched for the cellphone numbers of the graduates from the colleges' registration data base and called them requesting for their email addresses. The researcher used the lists from the TM and HM programme leaders which shows the organizations which the college usually recommend the students to attach with to get the telephone or cell phone numbers of the host organizations. The researcher called the host organization requesting for their email addresses. The researcher emailed the questionnaire to the host organizations and the TM and HM graduates. Each group of participants had its own survey questionnaire. students.

3.6.6 Data Analysis

A mixed research method was employed and this method has a number of analytical procedures for analysing both qualitative and quantitative data namely: template analysis, grounded theory, thematic analysis, analytic induction, data display and analysis, narrative analysis and discourse analysis (Saunders et al., 2009). However, as the bulk of data gathered was from questionnaires and interview responses, ‘thematic analysis’ was utilised to analyse the responses from the students and the other participants. Thematic analysis allowed the identification, analysis and reporting of patterns within the text (Basford, 2014; Langley, Kakabadse, & Swailes, 2007; Schwarz, 2015).

Template analysis and thematic analysis (Basford, 2014; Langley et al., 2007; Schwarz, 2015) were used to analyse results from lecturers, host organisations, professional bodies and students. The process involved classifying data into meaningful codes, themes or categories. The codes were used based on the purpose of the research as expressed by the research questions. Emerging themes were derived from the actual responses, in addition to the initial themes modelled on the semi-structured interview guide.

After classifying data into codes and themes, the IBM version 24 Statistical Package for Social Sciences (SPSS) was used as the data analysis tool. The quantitative data questions and codes from qualitative data responses used in the interview and questionnaire were imported to SPSS (Bright & O’Connor, 2007). SPSS was used because it is a powerful tool that can conduct almost any type of data analysis. It is also data-base software that offers data analysis tools and charting functions.

Using SPSS, the quantitative data was presented using percentages and figures in descriptive analysis and inferential analysis including tabular analysis and graphical presentations. Analysis of Variance (ANOVA) was employed to determine whether stakeholders significantly differed in their perceptions regarding the industrial attachment and human resource development dimensions at 0.05 significant level and the p-value. The Post Hoc Test was also conducted, using Tukey's HSD Test to determine exactly where the differences among the groups occurred (Adjei et al., 2014).

3.7 Reliability, Validity and Trustworthiness of Data Collection Tools Used

To ensure reliability, validity and trustworthiness of the interviews and self-administered questionnaires so as to minimize the risks associated with them, the researcher addressed the following viz, participant error, participant bias, observer error and observer bias and adopted some measures to minimize the risk attached to each area. The measures used to minimize risk lead the tools to being considered reliable, valid and trustworthy.

The risk linked to participant error was the risk that wrong participants will complete the questionnaires or be interviewed. To reduce this risk, at the beginning of the interview process the researcher confirmed whether the interviewees were TM and HM programmes experts who were programme leaders, lecturers, industrial internship coordinator, and programme administrators. The researcher also confirmed before issuing the questionnaires whether the students were level 5 and 6 BAC TM and HM students.

The graduates were also checked before being issued the questionnaires whether they were BAC TM and HM graduates to avoid participant error. Participant error was linked to the risk that participants give responses that they feel the research wants to hear (social desirability bias

– SD bias) (Randall, Huo & Pawelk, 1993). To minimize this risk, the researcher used semi-structured interviews and mixed self-administered survey questionnaire for participants that formed a homogenous group.

The research also conducted a pilot testing of the interview and survey questionnaire prior to their launch. This preventative approach is advocated by Randall et al. (1993). Through pilot testing the researcher was able to identify errors, ideas and approaches which she had foreseen. The interview and survey questions were given to the experts to review them prior to their launch. The experts were the 2 lecturers of Business Research Methods who were also Dissertation supervisors at undergraduates and postgraduate level at BAC. These approaches helped to ensure reliability, validity and trustworthiness of the conducted research data collection tools.

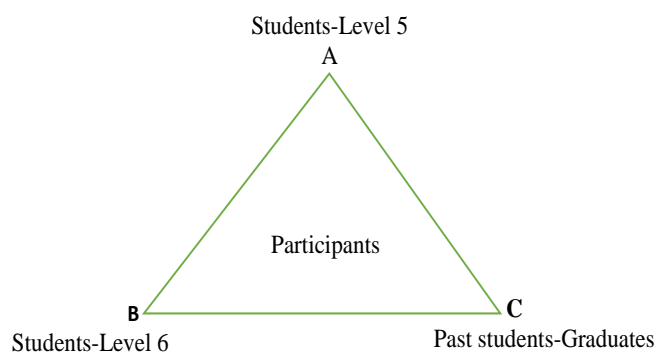
The risk linked to observer error was that the researcher might observe behaviour that does not indicate the actual manifestation of phenomena being measured. As Beyes (2005, p. 451) points out, ‘any observation is relative to an observer’s point of view; how we perceive the world is our invention’. This circularity between the researcher as an observer (who is a student, though at postgraduate level), and the observed (TM and HM programmes experts and officials at tourism and hospitality professional bodies), can be compared to what Glanville (1988) highlighted as a situation in which inside every white box there are two black boxes attempting to get out. The researcher as an observer might make an error of interpreting certain responses as representing true perception (on the industrial internship experience), however, cybernetics, particularly the Foerster’s ‘*second order*’ cybernetics in social research raises the paradox of a researcher who cannot observe his/ her observing. This is also known as reflexivity, but at the other extreme ‘radical reflexivity’ (Orr & Bennett, 2009) might lead to paralysis and inaction.

For this research however, an acknowledgement that observer error might occur in the co-construction of research between the researcher and the researched was adequate, and standard measures like review by the researcher's supervisors (student's research supervisors) and the institutional (university) processes were deemed adequate to minimize observer error.

The observer bias is associated with the risk that the researcher's subjectivity predisposes them to view responses in a biased way. Borrowing from work by Berg (1989) (as cited in Barford, 1997) suggests a pragmatic approach that relies on what is *possible* rather than what is *preferable* as a way to minimize the limiting factor of researcher. For this research, while it was preferable to research perceptions of stakeholders using research assistants so as to minimize the '*blind spots*' of the researcher, it was only possible that the researcher conducts all the interviews herself.

Triangulation was used to find the perceptions of students before going for industrial internship, after industrial internship and after completing the course.

Figure 7: Triangulation



Triangulation (Source: Own)

3.8 Ethical Considerations

As in any research, ethical issues expected were dealt with throughout the research. These involved ethical truthfulness and strong moral principles from the researcher, research site or location and the respondents (Saunders et al., 2009). Dawson (2009), asserts that researchers are unable to carry out their research effectively if they do not get the help of other people. Dawson (2009) further explains that for research to be successful the participants together with the information they give should be treated with integrity.

The researcher considered the informed consent as the major issue of research ethics as Fisher et al. (2010, p. 74) affirms that “no one should be a participant or a source of information in a research project unless they have agreed to be so on the basis of complete understanding of what their participation will involve and the purpose and use of the research”. The respondents were briefed about the research and made aware of the aim and objectives of the research and their rights to participate at a time suitable for them before participating. This ensured that they were free to withdraw or ask for that information they had provided be withdrawn at any time if they wish to do so, except when the data have been analyzed and report written. For confidential purposes, the respondents’ names were not exposed, but code numbers were used.

To further support the confidentiality of the source, the consent form was used “appendix 8”. This written agreement (consent form) was signed by both the researcher and the respondents and this helped to make sure that data was obtained constantly. The consent form covered anonymity, confidentiality, the right to comment, and the right to have sight of the final report and the right to data protection (Dawson, 2009). For confidentiality of information from the research site (BAC), BAC and University of Botswana (institution of study) will have a confidential agreement on publication of the research if there is a need to publish.

3.9 Gaining Access

“The first level of access is physical access or entry” (Gummesson, 2000) (as cited in Saunders et al., 2009). It can be difficult to gain access because “organizations and individual may not be prepared to engage in additional, voluntary activities because of time and resources required” (Saunders et al., 2009, p. 170). Saunders et al. (2009) further explain that most of the organizations get many student requests for access and cooperation and will find it difficult to approve access for all or even some of these. Regarding accessing the BAC TM and HM graduates, students and lecturers, physical access for the research conducted was requested from the Botswana Accountancy College management and the respondents in their personal as individual capacity. Accessing host organizations and professional bodies’ physical access was requested from their management.

The researcher used different approaches to gain access. A letter of request and consent form were sent a month before the survey and interviews to have sufficient time as Saunders et al. (2009) assert that physical access may take time to organize. This letter also provided a clear account of purpose and type of access required (Appendix 8). This letter was on University of Botswana letterhead and included the researcher and supervisor’s contact details for validity reasons. This letter introduced the researcher and the research and explained why the respondent was chosen. The period which the interview will be conducted, estimated time for each interview, issues of confidentiality were briefly covered in this letter. For both written and oral communications, the researcher used appropriate language which was determined by the type of person interview. Existing contacts were used to gain access to the BAC TM and HM graduates, students and the programmes experts. Their knowledge of the researcher made it

simple for them to trust the researcher's intents and guarantee given by the researcher about the use of data provided (Saunders et al., 2009).

The student can be accessed at college, at the host organizations or at home, even though for this research they were accessed at the college because that is where the researcher found many of them during the semester. This took place when level 6 students had come back to the college from the host organizations, and level 5 students were about to go for industrial internship. The programme experts can be accessed at home, at the cafeteria or in their offices. For this research, the programme experts were accessed in their offices because that was where they had access to documents they used to provide information and answers to questions posed during the interviews. Sampled host organizations were invited to reflect on their perceptions on hosting students on attachment and they were accessed at their base stations. The available professional bodies namely; Hotel and Tourism Association Botswana and Botswana Tourism Organization were accessed at their official places of business.

Cognitive access is access to thought, processes and feelings of a person so that you can ascertain their true perceptions regarding the issue at hand (Saunders et al., 2009). This access is more difficult to obtain as it depends on a kind of 'psychological agreement' and a meeting of the minds. One way to gain cognitive access was by ensuring that the environment in which the research-exchange took place was friendly and conducive for the interviewee to allow them to relax and give answers that are a true reflection of their perceptions regarding the industrial internship (Dawson, 2009). For the questionnaires, pilot-testing with senior academic researchers at the college was done to validate that the questionnaire was asking questions relevant to the research as understood by the researchers if they considered themselves as participants.

3.10 Conclusion

This chapter highlighted and justified the philosophy, approach and design used in the research. It continued with reasons for the methods chosen to operationalize the research. Matters of population and sampling were also discussed and choices justified. Data collection methods and measures to ensure the trustworthiness of these were discussed, together with the tools used for data analysis.

CHAPTER 4

RESULTS

4.1 Introduction

This chapter covers the analysis, presentation and interpretation of the data collected. This chapter is organized into 4 sections. It first covers this introduction, followed by questionnaires response rate and the interviews participation rate, the data presentation, analysis, interpretation and conclusion. The findings of the study are presented and analysed based on the objectives of the study. The findings were presented using percentages and figures in descriptive statistical and inferential statistical analysis which include among others tabular presentations, charts and graphs.

4.2 Questionnaires Response Rate and Interviews Participation Rate

The total number of questionnaires distributed to level 5 tourism management and hospitality management students (second year students) was 80 and 61 (76.3%) completed questionnaire were returned. The number of questionnaires distributed to level 6 TM and HM students (final year students) was 60 out of which 46 (76.7%) completed questionnaires were returned. The number of questionnaires distributed to the TM and HM graduates was 90 and 56 (62%) completed questionnaires were returned. The total number of questionnaires distributed to the host organisations was 70 out of which 39 (56%) completed questionnaires were returned. The researcher regarded these numbers to be satisfactory except for host organisations as Dilliman (2000) indicated that researchers should strive to attain at least a 60% return rate of research instruments.

The researcher intended to interview Botswana Accountancy College tourism management and hospitality management programme experts whom were TM and HM Programmes Portfolio Manager, TM Programme Leader, HM Programme Leader, Industrial Attachment Coordinator, 7 TM and HM lecturers, and 2 Leisure Programmes Administrators. The researcher managed to interview all the experts except the portfolio manager and 1 lecturer. The researcher intended to interview 2 Tourism and Hospitality Professional Bodies namely; Botswana Tourism Organisation and Hospitality and Tourism Association Botswana but managed to interview 1 and the other one responded to the questions through a letter.

4.3 Demographic Characteristics

4.3.1 Demographic Information of the TM and HM Students and Graduates

This section discusses the demographic characteristics of the TM and HM students and graduates. The characteristics discussed are gender, programme of study, campus of study and year of completion of TM and HM graduates.

4.3.1.1 Gender of the TM and HM Students and Graduates

Table 1: Gender of TM and HM Students and Graduates

Gender	Level 5		Level 6		Graduates	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Female	47	77	41	89	43	77
Male	14	23	5	11	13	23
Total	61	100	46	100	56	100

Table 1 above indicates that for Level 5, 6 TM and HM students and graduates more than 76% of the respondents were female. This shows gender imbalance in tourism management and hospitality management students.

4.3.1.2 Programme of study for the TM and HM Students and Graduates

Table 2: Programme of study for the TM and HM Students and Graduates

Programme of study	Level 5		Level 6		Graduates	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
TM	49	80	37	80	45	80
HM	12	20	9	20	11	20
Total	61	100	46	100	56	100

The majority (80%) of the TM and HM students and graduates have studied or are studying Tourism Management. These results illustrate disparity in programmes of study.

4.3.1.3 Campus of Study of the TM and HM Students and Graduates

Table 3: Campus of Study of the TM and HM Students and Graduates

Gender	Level 5		Level 6		Graduates	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Gaborone	30	49	31	67	36	64
Francistown	31	51	15	33	20	36
Total	61	100	46	100	56	100

The two campuses are in the capital city and the second largest city in the country. The two cities are more than 400 kilometres apart. Students studying at one campus are likely to seek host organisations that are close to the campus/city. The demographic characteristics indicate that more than half (64% for the graduates and 67% for level 6 students) were studying at

Gaborone. These results show disparity based on campus of study for level 6 students and graduates. However, for level 5 TM and HM students the characteristics indicate that almost equal numbers of students were studying at Francistown (51%) and Gaborone (49%).

4.3.1.4 Year of Completion of the TM and HM Graduates

Table 4: Year of Completion of the TM and HM Graduates

Year of Completion	Frequency	Percent
2015	20	36
2016	22	39
2017	14	25

A 36 % of the graduates graduated by the year 2015 while 39 % graduated by the year 2016 and 25 % graduated by the year 2017. This shows fair sampling by year of graduation as the margins were very small.

In conclusion, the study shows gender imbalance in tourism management and hospitality management students and the disparity in programmes of study. It further shows disparity based on campus of study for level 6 TM and HM students and graduates. However, for level 5 TM and HM students the characteristics indicate that almost equal numbers of students were studying at Francistown (51%) and Gaborone (49%). The study shows fair sampling by year of graduation as the margins were very small.

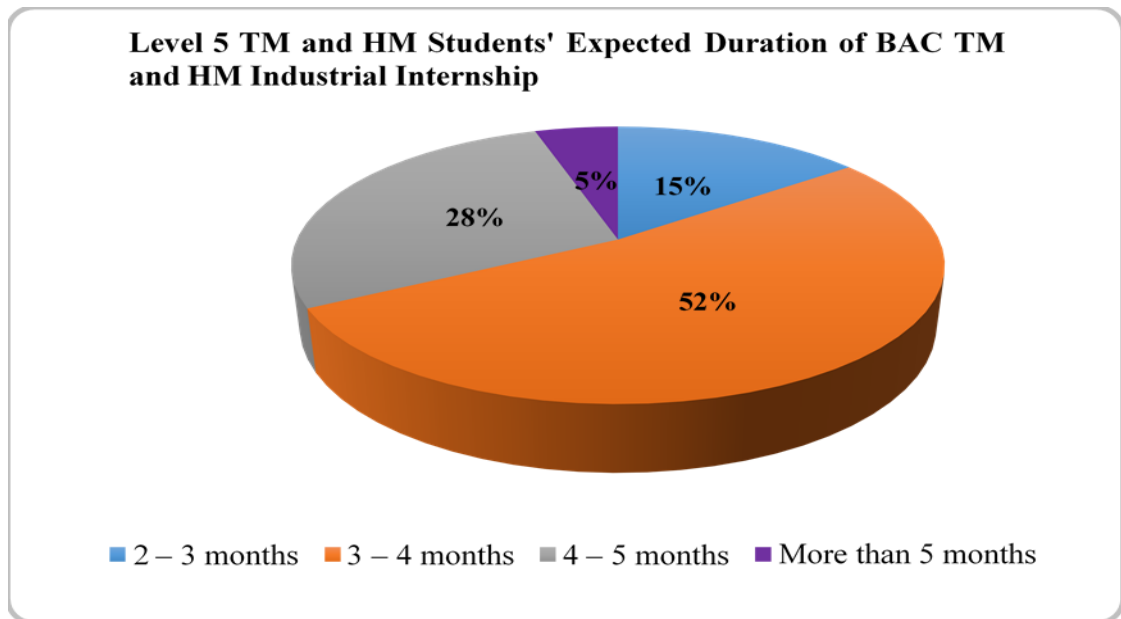
4.4 Perceptions of Stakeholders on Botswana Accountancy College Tourism Management and Hospitality Management Industrial Internship

The study sought to evaluate perceptions of stakeholders namely the TM and HM students, higher academic institution (BAC), host organisations and tourism and hospitality professional bodies on industrial internship at Botswana Accountancy College. The study found out the stakeholders' general perceptions on BAC TM and HM industrial internship, the stakeholders' perceptions on the administrating, organizing and beneficial of the BAC TM and HM industrial internship and stakeholders' perceptions on the structure of the BAC TM and HM industrial internship.

4.4.1 General Perceptions of the stakeholders on BAC TM and HM industrial internship

The general perceptions of level 5 TM and HM students, host organisations, programmes experts and professional bodies on duration, behaviour, dress code, work ethics and skills, exposure to real work environment and development in professional practise were established. These are illustrated by pie charts, bar charts and tables below.

Pie Chart 1



The study evaluated the perceptions of the Level 5 TM and HM students regarding the duration of BAC TM and HM industrial internship. The study found out the number of months the level 5 TM and HM students expect to take at industrial internship. The findings on Pie Chart 1 above indicated that more than a half (52%) of the level 5 TM and HM students expect the duration of BAC TM and HM industrial internship to be between 3 to 4 months with slightly over a quarter of them (28%) expect it to be between 4 to 5 months. These findings further illustrated that lower number of the TM and HM students (15 %) expect it to be less than 3 months. In overall, the level 5 TM and HM students' expectation is that BAC TM and HM industrial internship should take 3 to 4 months which is in line with the assertion made by Jackling & Natoli, (2015); Munyoro et al., (2016); Owusu-Mintah & Kissi, (2012) that the period of industrial internship should be more than 3 months to allow students adequate time to learn the practical aspect of their studies.

Table 5: Level 5 TM and HM Students' Perceptions of Roles to be Played by BAC and Host Organisations during Industrial Internship

Organisation	Roles	SA%	A%	N%	D%	SD%	Mean
BAC	Visit the student	80,3	11,5	3,3	3,3	1,6	1.3
	Visit the organisational supervisor	55,7	31,1	8,2	3,3	1,6	1.6
	Liaise with the host organisation	47,5	32,8	13,1	3,3	1,6	1.8
	Monitor the student progress	57,4	23,0	13,1	4,9	0	1.7
Host Organisation	Appropriately introduce student(s) to all the department(s) and people that the student will be working with	83,3	13,3	1,7	0,0	1,7	1.2
	Oriente the student	66,7	33,3	0,0	0,0	0,0	1.3
	Provide a supervisor from the organisation to whom the student will be reporting to during the entire industrial internship	70,7	22,4	5,2	1,7	0,0	1.4
	Develop an internship plan for the student so that the student has a complete picture of what his/her internship will entail	76,7	21,7	0,0	1,7	0,0	1.3
	Provide educational, supportive and administrative instructions throughout the internship and ensuring that the supervisor from the organisation has enough time to give the student effective instructions and guidance.	66,7	26,7	3,3	3,3	0,0	1.4
	Monitoring student progression during internship	68,3	21,7	8,3	1,7	0,0	1.4

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree, % = Percentage

The study wanted to find out what the level 5 TM and HM students expect to be the roles of higher academic institution (BAC) and host organisations during industrial internship. The study found out that most of the level 5 TM and HM students were of the view that BAC should play the following roles: visit the student (91.8%), visit the organisational supervisor (86.8%), liaise with the host organisation (80.3%) and monitor the student progress (80.4%) during the industrial internship period. The study also revealed that majority; more than 85% of the level

5 TM and HM students expect HOs to play all the roles stated on Table 5 above. The findings show that the TM and HM students expect both BAC and HOs to play some roles during industrial internship for it to be effective and beneficial. The findings support the affirmation by Dodge & McKeough (2003); Mgaya & Mbekomize (2014); Walsh & Byrne (2013a) that internship should be monitored, supervised and students being visited by their supervisors to their places of attachments.

Table 6: The Monitoring Mechanisms Level 5 TM and HM Students Expect BAC to Use during TM and HM Industrial Internship Period

Respondents	Monitoring Mechanisms	SA%	A%	N%	D%	SD%	Mean
Level 5 TM and HM Students	Physical follow up visit	42,6	29,5	21,3	6,6	0,0	1.9
	Email follow up	26,2	42,6	23,0	8,2	0,0	2.1
	Phone call follow up	34,4	32,8	27,9	3,3	1,6	2.0
	Being a requirement for student to have log sheet/ journal and the host organisation to check them on weekly basis	41,0	29,5	21,3	4,9	3,3	2.0

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree, % = Percentage

Table 6 above highlights the monitoring mechanisms that level 5 TM and HM students expect BAC to use during industrial internship. The study revealed that more than 64% of the level 5 TM and HM students regard physical follow up visit, email follow up, phone call follows up, being a requirement for student to have log sheet/ journal and the host organisation check them on weekly basis as the monitoring mechanism to be used by BAC during industrial internship. These findings support the assertion made by Kim et al. (2012); Mahachi & Shemi, (2014); Mgaya & Mbekomize (2014) that supervisors should visit the students at their internship place and log sheets or journals are used as the monitoring tools of industrial internship.

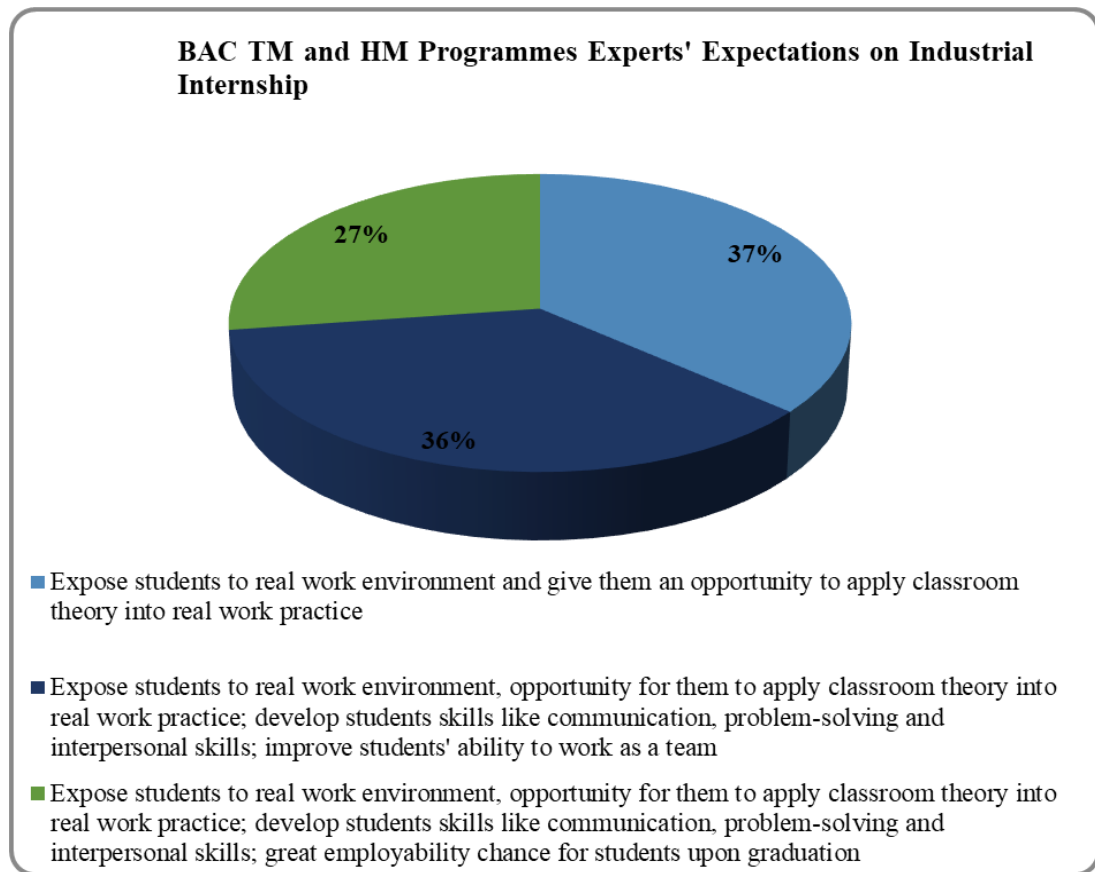
Table 7 : Expectations of Host Organisations on the BAC TM and HM Students regarding their Behaviour, Dress Code, Work Ethics and Skills

	Exceed Expectations	Just Meet Expectations	Cannot Tell	Did not Meet Expectations	Below Expectations
Behaviour	23,1	53,8	23,1	0,0	0,69
Dress code	43,6	41,0	15,4	0,0	0,72
Work ethics	20,5	38,5	33,3	0,0	0,89
Skills	30,8	41,0	20,5	2,6	0,98

The study wanted to find out the perceptions and expectations of the host organisations regarding the behaviour, dress code, work ethics, skills and conduct of the TM and HM students during industrial internship. The findings on the HOs' expectations are shown on Table 7 above. The findings illustrated that the HOs' expectations regarding the TM and HM students' behavior during industrial internship were to meet the HOs' expectations (more than 50%). Some of the HOs, 41.0% expected the TM and HM students to meet the expectations while some of them, 43.6% expected them to exceed expectations regarding the dress code.

HOs had mixed expectations regarding the work ethics of the TM and HM. Some of them, 20.5% expected the students to exceed expectations, 38.5% just meet the expectations while 33.3% could not tell what they expect from the students. Some of the HOs, 30.8% expected the TM and HM students to exceed the expectations while 41.0% expected them to just meet the expectations of the HOs regarding their skills. The findings indicate that the HOs had different expectations regarding the behaviour, dress code, work ethics and the skills of the TM and HM students during industrial internship. The findings contradict the affirmation made by Munyoro et al. (2016) that HOs have very high expectations on the students during industrial attachment which becomes a challenge to them.

Pie chart 2



To further evaluate the general perceptions of the stakeholders the study established the expectations of BAC TM and HM programmes experts on industrial internship. The findings illustrated by Pie Chart 2 above showed that BAC TM and HM programmes experts had different expectations on the BAC TM and HM industrial internship. Some of them, 37% expected it to expose students to the real work environment and give them an opportunity to apply classroom theory into the real work practice only. A 27% expected it to expose students to the real work environment, give them an opportunity to apply classroom theory into the real work practice, develop their skills and great employability chances for the students upon graduation. A 36% expected it to expose students to the real work environment, give them an opportunity to apply classroom theory into the real work practice, develop their skills and improve students' ability to work as a team.

Even though the study found that experts had different expectations these findings support affirmation made by Adjei et al. (2014); Deen & Tichaawa (2016); Maelah et al. (2014); Mahachi & Shemi (2014); Wilton (2014). These scholars showed that industrial internship bridges the gap between classroom learning and real work environment and develop student's skills. The findings are also in line with the assertion made by Callanan & Benzing (2004); Gault et al. (2010); Owusu-Mintah & Kissi (2012) that students with industrial internship experience are perceived to be better prepared and become employable after graduation.

The study also found out the TAHPB's expectations on industrial internship and what they understand about the BAC TM and HM industrial internship. The TAHPB which responded during an interview indicated that it expects the students to learn from them, expect students to help the professional bodies to keep abreast with latest developments as students learn recent things from classroom and are also advanced in technology. It also indicated that through being involved in industrial internship they will help the institution to align its curriculum to the relevant and current requirements of the industry.

These observations show that TAHPB perceive an industrial internship as a way of bridging the gap between theory and practice, helping the HAI to address the issue of mismatch of what the institution is offering and what the industry require. The findings modify Cord et al. (2010)'s internship model which shows that industrial internship is a three-way partnership by adding a fourth partner which is Professional Bodies. The findings also supports the assertion made by Lappia (2011) that a relationship between industrial internship stakeholders is important in deciding students' curriculum.

In conclusion, based on the general perception of the stakeholders on the BAC TM and HM industrial internship the level 5 TM and HM students expect the duration of BAC TM and HM

industrial internship to be between 3 to 4 months. The level 5 TM and HM students expect both BAC and HOs to play some roles during industrial internship for it to be effective and beneficial. The level 5 TM and HM students regard physical follow up visit, email follow up, phone call follows up, being a requirement for student to have log sheet/ journal and the host organisation to check them on weekly basis as the monitoring mechanism to be used by BAC during industrial internship.

HOs felt that students met expectations regarding behaviour, dress code, work ethics and skills during industrial internship. All the BAC TM and HM programmes experts expected the industrial internship to expose students to the real work environment and give them an opportunity to apply classroom theory into the real work practice, 63% of the programme experts expected students also to develop skills like communication, problem-solving and interpersonal skills and improve students' ability to work as a team, and 27% of the programme experts expected greater employability chances for students upon graduation.

TAHPB perceive an industrial internship as a way of bridging the gap between theory and practice, helping the HAI to address the issue of mismatch of what the institution is offering and what the industry requires.

4.4.2 Perceptions of the Stakeholders on the Benefits of BAC Tourism Management and Hospitality Management Industrial Internship

The perceptions of TM and HM students and graduates, host organisations, TM and HM programmes experts and professional bodies on how BAC TM and HM industrial internship benefit its stakeholders were established. The findings of the study are illustrated by the tables and charts below.

Table 8: Level 5 TM and HM Students' Expected BAC TM and HM Industrial Internship Benefits

Benefits	SA %	A %	N %	D %	SD %	Mean
Gain knowledge and job experience through involvement in the work process	95,1	4,9	0,0	0,0	0,0	1.0
Expose to organizational culture and systems	70,5	23,0	3,3	3,3	0,0	1.4
Opportunity to apply classroom theory into real work practice	79,7	13,6	5,1	1,7	0,0	1.3
Personal development	86,9	9,8	3,3	0,0	0,0	1.2
Improve ability to work at own initiative and as well as a team member	89,8	8,5	1,7	0,0	0,0	1.1
Develop and improve the ability to coordinate, facilitate, organise, evaluate and monitor processes and events	83,3	13,3	3,3	0,0	0,0	1.2
Improve problem solving and analytical skills	83,6	13,1	3,3	0,0	0,0	1.2
Improve time, stress and conflict management	83,3	11,7	5,0	0,0	0,0	1.2

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree
% = Percentage

The study established how level 5 TM and HM students expected to benefit from the BAC TM and HM industrial internship. The findings demonstrated that the level 5 TM and HM students expected to benefit from industrial internship by gaining knowledge and job experience through involvement in the work process (100%), exposure to organizational culture and systems (93.5%), opportunity to apply classroom theory into real work practice (93.3%) and personal development (96.7%). They also indicated that they will improve ability to work at own initiative and as well as a team member (95.3%), develop and improve the ability to coordinate, facilitate, organise, evaluate and monitor processes and events (96.6%), improve problem

solving and analytical skills (96.7%) and improve time, stress and conflict management (95%) through industrial internship

The findings support the affirmation made by Deen & Tichaawa (2016); Wilton (2014) which explained that students can gain work experience through industrial internship, observe and apply theory from lecture-room learning in a real-work setting. They also explained that through industrial internship students acquire some competencies that employers expect from prospective employees.

Table 9: Benefits of Industrial Internship to TM and HM Level 6 Students and Graduates

Respondents	Benefits	SA%	A%	N%	D%	SD%	Mean
Level 6 TM and HM students	Gained knowledge and job experience through involvement in the work process	82,6	13,0	4,3	0,0	0,0	1.2
	Exposed to organizational culture and systems	47,8	43,5	4,3	0,0	4,3	1.7
	Opportunity to apply classroom theory into real work practice	39,1	34,8	15,2	6,5	4,3	2.0
	Personal development	73,9	23,9	2,2	0,0	0,0	1.3
	Improved ability to work at own initiative and as well as a team	67,4	21,7	8,7	0,0	2,2	1.5
	Developed and improved the ability to coordinating, facilitate, organise, evaluate and monitor processes and events	56,5	30,4	10,9	0,0	2,2	1.6
	Improved problem solving and analytical skills	43,5	39,1	15,2	2,2	0,0	1.8
	Improved time, stress and conflict management	41,3	37,0	15,2	6,5	0,0	1.9
TM and HM Graduates	Gained knowledge and job experience through involvement in the work process	35,7	42,9	21,4	0,0	0,0	1.9
	Exposed to organizational culture and systems	30,4	35,7	32,1	1,8	0,0	2.1
	Opportunity to apply classroom theory into real work practice	30,4	33,9	30,4	5,4	0,0	2.1
	Personal development	50,0	28,6	21,4	0,0	0,0	1.7
	Improved ability to work at own initiative and as well as a team	37,5	41,1	21,4	0,0	0,0	1.8
	Developed and improved the ability to coordinating, facilitate, organise, evaluate and monitor processes and events	32,1	25,0	42,9	0,0	0,0	2.1
	Improved problem solving and analytical skills	33,9	42,9	21,4	1,8	0,0	1.9
	Improved time, stress and conflict management	30,4	32,1	37,5	0,0	0,0	2.1

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree,

% = Percentage

The study established how the level 6 TM and HM students and TM and HM graduates benefited from industrial internship. The findings are shown by Tables 9 above. The findings show that both the TM and HM students and graduates perceived the BAC TM and HM industrial internship to be have benefited them. More than 75% for both TM and HM students and graduates indicated that they benefited from industrial internship as they gained knowledge and job experience through involvement in the work process, personal development, improved ability to work at own initiative and as well as a team and improved problem solving and analytical skills. Between 57% and 67% of the TM and HM students and graduates benefited from industrial internship through being exposed to organizational culture and systems, having opportunity to apply classroom theory into real work practice, developed and improved the ability to coordinating, facilitate, organise, evaluate and monitor processes and events and improved time, stress and conflict management.

The findings support the assertion made by Deen & Tichaawa (2016); Wilton (2014). Wilton (2014) explained that students can gain work experience through industrial internship, acquire some competencies that employers expect from prospective employees like analytical and problem-solving skills, computer skills, confidence, leadership, and communication and time management skills. Deen and Tichaawa (2016) indicated that students benefit from industrial internship as they observe and apply theory from lecture-room learning in a real-work setting. The findings are also in line with the affirmation made by Adjei et al. (2014) that industrial internship helped in developing and enhancing students' communication skills, human relation

skills, problem solving skills, job related skill, job placement and incorporates practical knowledge into theory.

Table 10: Host Organisations' Benefits from BAC TM and HM Industrial Internship

Benefits	SA%	A%	N%	D%	SD%	Mean
Systems or processes improvement	43,6	35,9	17,9	2,6	0,0	1.8
Extra labour from attached students in busy periods	41,0	33,3	23,1	2,6	0,0	1.9
Contribution to improving professional standards	10,3	41,0	35,9	10,3	2,6	2.5
Chance to identify prospective employees	12,8	41,0	28,2	17,9	0,0	2.5
Extra customer service and satisfaction from attached students	59,0	30,8	7,7	2,6	0,0	1.5
Revenue, customer contacts and innovation from attached students	61,5	25,6	12,8	0,0	0,0	1.5

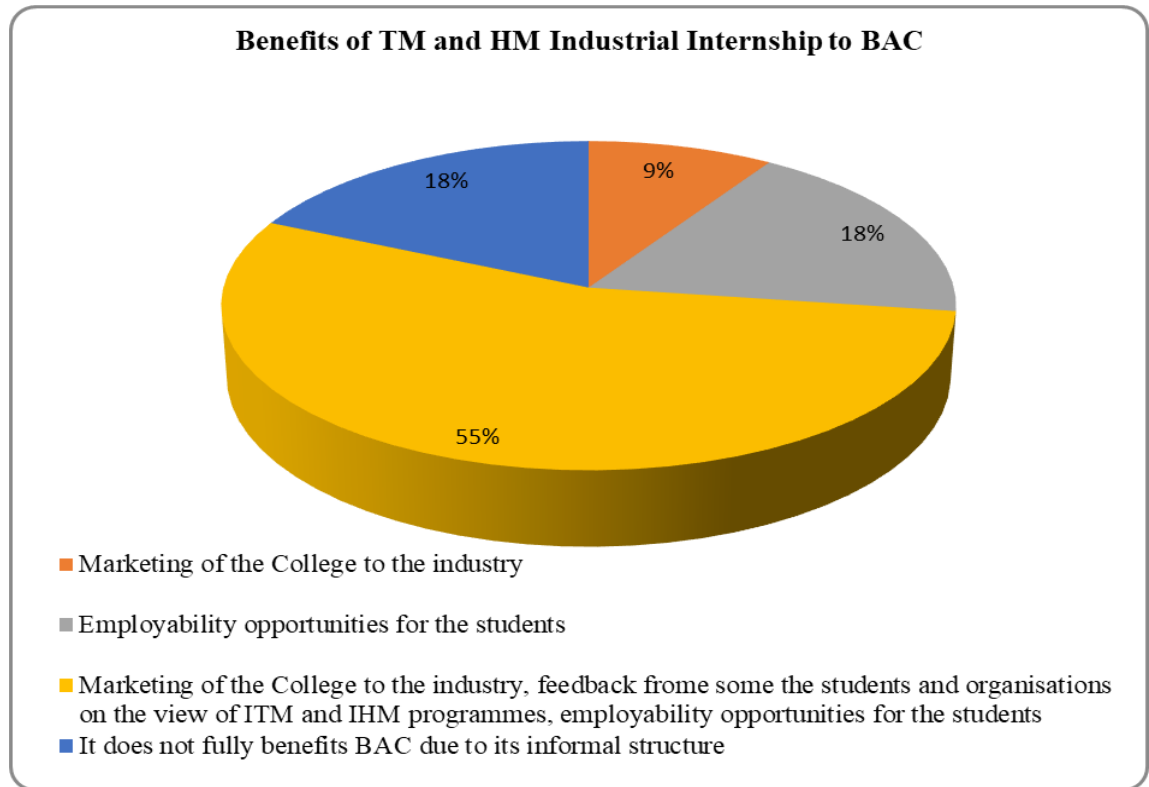
Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree,
% = Percentage

Like the level 6 TM and HM students and graduates, majority of the host organisations had the perception that BAC TM and HM industrial internship benefited them. HO's indicated that they benefited through systems or processes improvement (79.5%), extra labour from attached students in busy periods (74.3%), contribution to improving professional standards (51.3%), had a chance to identify prospective employees from attached students (53.8%), extra customer service and satisfaction from attached students (89.8%), revenue, customer contacts and innovation from attached students (87.1%).

The findings on table 10 above indicate that the host organisations perceived the BAC TM and HM industrial internship to be beneficial to them. The findings are in line with Callanan & Benzing, 2004; Dodge & McKeough (2003); Hurst et al. 2012; Lain et al., 2014; Maertz-Jr et al. 2014; Walsh & Byrne, 2013a studies. These researchers illustrated that interns are used to provide low cost labour which benefits the host organisation. They also indicated that industrial

identify prospective employees; some host organisations may take on interns as part of their corporate citizenship efforts.

Pie Chart 3



More than a half (55%) of the BAC TM and HM programmes experts indicated that BAC benefits from TM and HM industrial internship through marketing of the College to the industry. They also indicated that through industrial internship BAC gets feedback from some TM and HM students and host organisations on the view of TM and HM programmes. The experts also indicated that industrial internship creates employability opportunities to the TM and HM students. However, less than a quarter (18%) indicated that it does not really benefit BAC due to its informal structure. The findings show that BAC benefit from the TM and HM industrial internship even though it needs to be improved and formalised.

These findings support the assertion made by Maelah et al. (2014) that academic institution benefits from internship as it helps it to evaluate the relevance of their curriculum to the industry and modify it where necessary. They also support affirmation by Owusu-Mintah & Kissi (2012) that industrial internship helps the students to meet the requirements of the industry and become employable after graduation. In addition, the study found out that industrial internship is a way of marketing the College to the industry.

The study sought to establish how BAC TM and HM industrial internship benefits Tourism and Hospitality Professional Bodies. One official of the TAHPB interviewed indicated that the BAC TM and HM industrial internship does not benefit them as they are not aware of it nor involved in it. The other TAHPB official responded through a letter and indicated the same results as the interviewed TAHPB. These findings show that BAC TM and HM industrial internship is based on a three-way relationship; BAC, the TM and HM students and HOs which exclude fourth party; the professional bodies. This observation supports the internship model by Cord et al. (2010) that parties to industrial internship are the higher academic institution which provides theory, the students for learning, and organisation for practical.

In conclusion, the host organisations, BAC and TM and HM students perceived the BAC TM and HM industrial internship to have benefited them. However, the Tourism and Hospitality Professional Bodies perceived the BAC TM and HM industrial internship not to benefit them as they were not aware of it nor involved in it.

4.4.3 Perceptions of the Stakeholders on the Administrating and Organizing of the BAC Tourism Management and Hospitality Management Industrial Internship

The perceptions of TM and HM students and graduates, host organisations, programmes experts and professional bodies on the administrating and organizing of BAC tourism management and hospitality management industrial internship were established. To evaluate how the BAC TM and HM industrial internship is administered and is being organized, the researcher examined the duration of the students at industrial internship, monitoring mechanisms used during industrial internship period and the dialogue which existed between the TM and HM students, host organizations, and higher academic institutions on the experience of the TM and HM students. The researcher also examined the problems experienced by the TM and HM students and TM and HM graduates during their industrial internship period.

The study also investigated whether there was supervision during the industrial internship period and whether this supervision benefited the TM and HM students. The study also established the types of organizations and the departments the TM and HM students were attached at and the duties/roles they were engaged in during their industrial internship period. The role of BAC TM and HM programmes experts were also established. The study also examined the relationship between the stakeholders. The study adopted duration, supervision, monitoring, relationship, types of organisation and departments, duties/role as variables explaining administrating and organizing of industrial internship from studies like Dodge & McKeough, 2003; Lain et al., 2014; Lappia, 2011; Maertz-Jr et al., 2014; Nhuta et al, 2015; Owusu-Mintah & Kissi, 2012. The findings are illustrated below.

Table 11: TM and HM Students Level 6 and Graduates' Duration at Industrial Internship

Duration	Level 6 TM and HM Students		TM and HM Graduates	
	Frequency	Percent	Frequency	Percent
Less than 2 months	2	4	10	18
2-3 months	26	57	34	61
3-4 months	16	35	11	20
More than 5 months	2	4	1	2
Total	46	100	56	100

The study established the duration of the TM and HM level 6 students and TM and HM graduates at industrial internship. The study indicated (as in Table 11 above) that a portion (35%) of level 6 TM and HM students and 20% of TM and HM graduates showed that they took 3 to 4 months at industrial internship. The study further illustrated that 57% of level 6 TM and HM students and 61% of TM and HM graduates went for industrial internship for 2 to 3 months. The study also shows that those who went for less than 2 months were less than 19% for both the level 6 students and graduates while those who went for more than 5 months were less than 5% for both the level 6 students and graduates. The findings show that the BAC TM and HM students' takes 2 to 3 months at the industrial internship.

These findings contradicted the assertions made by Jackling & Natoli, (2015); Munyoro et al., (2016); Owusu-Mintah & Kissi, (2012) that the period of industrial internship should be more than 3 months to allow students enough time to learn the practical part of their studies. This observation is also not in line with findings of Renganathan et al. (2012) that the students benefited from a long internship of 8 months as 81% of them showed a positive perception regarding their learning experience. These findings show that the duration of the BAC TM & HM students at the industrial internship is short and does not allow them enough time to apply theory they learned from classroom into practice.

Table 12: The Monitoring Mechanisms BAC Used during TM and HM Industrial Internship Period - TM and HM Level 6 Students and Graduates Response

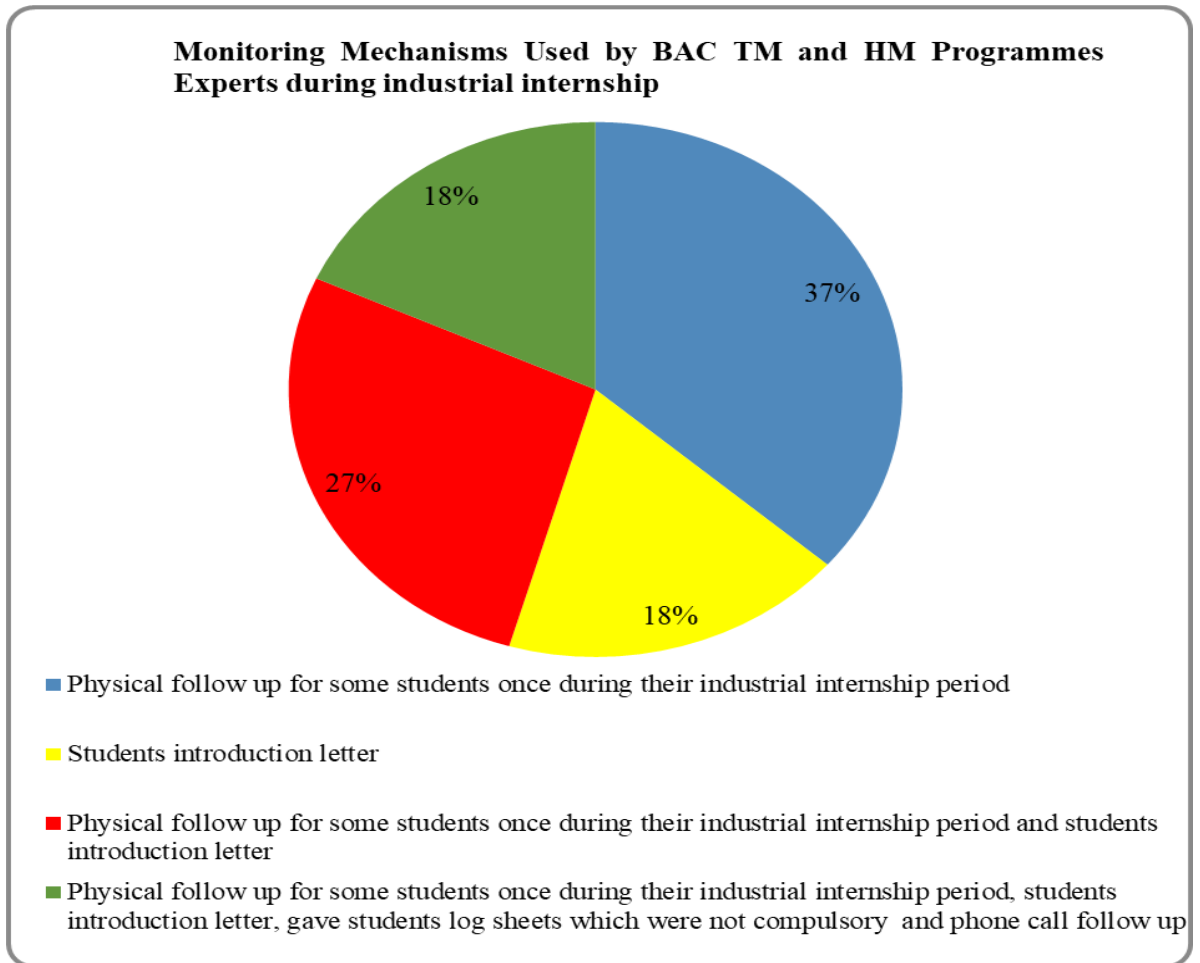
Respondents	Monitoring Mechanisms	SA%	A%	N%	D%	SD%	Mean
Level 6 TM and HM Students	Physical follow up visit	0,0	8,7	6,5	10,9	73,9	4.6
	Email follow up	0,0	9,1	22,7	11,4	56,8	4.1
	Phone call follow up	2,2	15,6	17,8	4,4	60,0	4.1
	Requirement for student to have log sheet/ journal and the host organisation to check them on weekly basis	2,2	4,4	2,2	8,9	82,2	4.7
TM and HM Graduates	Physical follow up visit	0,0	0,0	0,0	0,0	100	5.0
	Email follow up	0,0	13,0	22,2	11,1	53,7	4.1
	Phone call follow up	0,0	10,9	20,0	14,5	54,5	4.1
	Requirement for student to have log sheet/ journal and the host organisation to check them on weekly basis	0,0	5,5	9,1	5,5	80,0	4.6

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree, % = Percentage

Table 12 above highlights the monitoring mechanisms that BAC used during the BAC TM and HM industrial internship. The study revealed that more than 60% of both the level 6 TM and HM students and TM and HM graduates indicated that BAC did not use the above-mentioned monitoring mechanism during their industrial internship period. The findings imply that there is low monitoring of the TM and HM students by BAC during industrial internship as the above-mentioned monitoring mechanisms should be the mainly used ones.

These findings do not support the affirmations made by Kim et al. (2012); Mahachi & Shemi, (2014); Mgaya & Mbekomize (2014) that supervisors should visit the students to their internship place and log sheets or journals are used as the monitoring tools. They explained that students should complete log sheets weekly to show the work they have done for that week and host organization supervisor signs and stamps it to indicate that what is written is true.

Pie Chart 4



The study further found out from the BAC TM and HM programmes experts the monitoring mechanisms used during the BAC TM and HM industrial internship in order to find out how it is administered and being organized. Pie Chart 4 above shows that the programmes experts used different monitoring mechanism. Some of them, 37% physically followed up some TM and HM students once during their internship period, 18% gave TM and HM students' introduction letters. A 27% of the experts combined the monitoring mechanisms used by the 37% and 18% above. The other 18% gave students log sheets which was not compulsory to the TM and HM students and used all other mechanisms indicated above. Overall, an 82% follow up monitoring method was adopted.

The findings show that BAC does not have standard monitoring mechanisms to be used by programmes experts during industrial internship as the experts indicated that they used different mechanisms. These findings therefore show disorganisation in the administration and monitoring of TM and HM students during industrial internship. The findings are in line with the findings of Munyoro et al. (2016) in their study which discovered that there are some concerns regarding the administration and monitoring of students during the industrial internship period. Based on their findings Munyoro et al. (2016) recommended that the University should establish an Internship Unit which will coordinate the programme and regularly review the industrial internship programme.

Table 13: Dialogues Existed between the TM and HM Students, Host Organisations and BAC on the Experience of the TM and HM Students

Dialogues	SA%	A%	N%	D%	SD%	Mean
Monitoring of student progress by the Academic Institution	8,7	23,9	13,0	26,1	28,3	3.4
Monitoring of student progress by the Host Organisation	47,8	43,5	4,3	2,2	2,2	1.7
Practical experience	67,4	21,7	4,3	2,2	4,3	1.5
Academic relevant training	32,6	39,1	13,0	4,3	10,9	2.2
Professional training	58,7	30,4	4,3	4,3	2,2	1.6

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree,
% = Percentage

To how establish BAC TM and HM industrial internship is administered and is being organized the study also evaluated whether the TM and HM students believed that dialogue existed between them, the host organisations and BAC on their experience as interns. The findings are indicated by Table 13 above. The findings demonstrated that majority of the TM and HM students agree that there was monitoring of student progress by the host organisation (91.3%), practical experience (89.1%), academic relevant training (71.7%) and professional training

(89.1%). However, more than a half (54.4%) of the TM and HM students indicated that there was no monitoring of student progress by the BAC.

The finding illustrates that there was no monitoring and supervision of the TM and HM students by BAC for students to gain the experience during industrial internship. These findings also imply that the BAC TM and HM industrial internship is not administered and organized properly based on the monitoring and supervision provided by BAC during industrial internship. The findings negate the assertion made by Walsh & Byrne (2013b) that industrial internship is a three-way partnership between the host organization, the student and the higher academic institution. These findings also contradict Lappia (2011) affirmation that a relationship between industrial internship stakeholders is important to decide what must be learned by the student.

Table 14: Problems Experienced by the TM and HM Level 6 Students and Graduates during Industrial Internship Period

Respondents	Problems experienced during industrial internship	SA%	A%	N%	D%	SD%	Mean
Level 6 TM and HM Students	Lack of close of supervision	10,9	30,4	10,9	13,0	34,8	3.3
	Lack of role clarity	6,5	30,4	10,9	17,4	34,8	3.4
	Roles not linked to my programme of study	28,3	15,2	13,0	17,4	26,1	3.0
	Too much extra working hours	21,7	34,8	15,2	13,0	15,2	2.7
	Did not get a chance to work in other departments	28,3	15,2	6,5	15,2	34,8	3.1
TM and HM Graduates	Lack of close of supervision	1,8	8,9	14,3	32,1	42,9	4.1
	Lack of role clarity	1,8	7,1	10,7	39,3	41,1	4.1
	Roles not linked to my programme of study	10,7	10,7	17,9	26,8	33,9	3.6
	Too much extra working hours	0,0	1,8	10,7	17,9	69,6	4.6
	Did not get a chance to work in other departments	17,9	26,8	32,1	12,5	10,7	2.7

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree, % = Percentage

To establish how BAC TM and HM industrial internship is administered and being organized, the study also sought to find out if there were any problems experienced by the TM and HM students and TM and HM graduates during their industrial internship period. The findings are indicated by Table 14 above. The findings indicate that 41.3% of the students experienced problems of lack of close of supervision and 36.9% lack of role clarity. A 43.5% of the students indicated that their roles were not linked to their programme of study, 56.5% too much extra working hours and 43.5% did not get a chance to work in other departments during industrial internship. However, some of the students did not experience these problems. These findings revealed some TM and HM students experienced some problems during industrial internship while some did not.

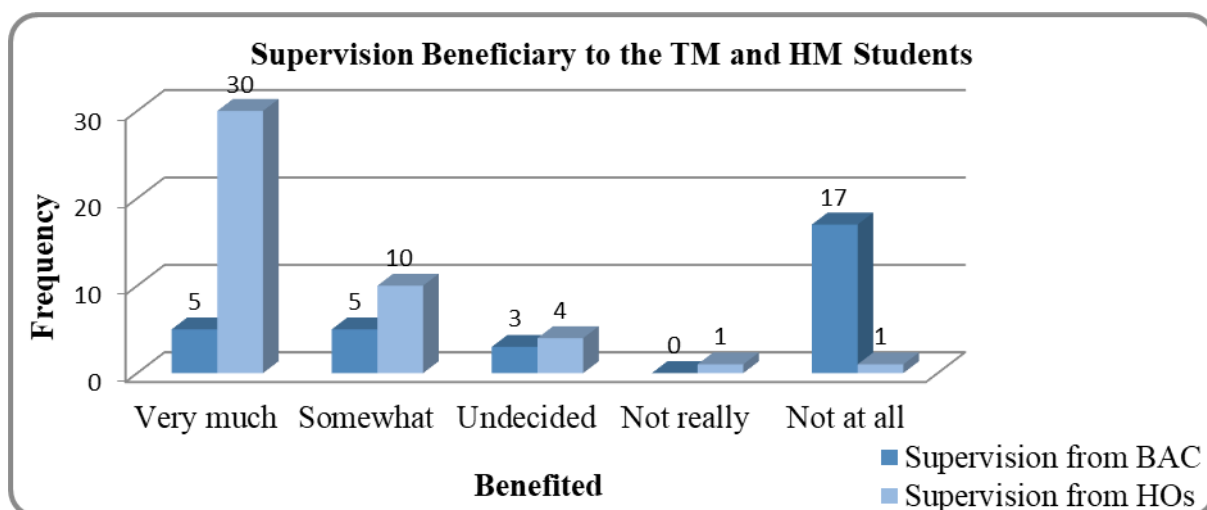
The results on Table 14 above also show that majority of the TM and HM graduates did not experience the problems stated above. More than 75% indicated that they did not experience these problems except the problem of them not getting a chance to work in other departments during industrial internship. The findings show that currently some of the TM and HM students are experiencing problems during industrial internship. These problems might have affected them to gain real work environment knowledge and skills. Students experiencing problems during an industrial internship indicate that the industrial internship is not well administered nor organized. These findings somehow support the assertion by Liviu & Ana-Andreea (2013) that students sometimes experience problems during industrial internship and affect their real-world knowledge and skills because of poor organization of the industrial internship.

Table 15: Supervision from BAC and Host Organizations during Industrial Internship

Supervision	Response	Frequency	Percent
BAC	Yes	15	33
	No	31	67
	Total	46	100
Host organisation	Yes	45	98
	No	1	2
	Total	46	100

To further find out how BAC TM and HM industrial internship is administered and being organized, the study sought to establish from the level 6 TM and HM students whether they were supervised by BAC and the HOs during their industrial internship period. The findings indicated on Table 15 above showed that the TM and HM students were not supervised by BAC as more than half, (67%) responded by saying “No”. However, the findings indicated that the TM and HM students were supervised by HOs as almost all of them, (98%) responded by saying “Yes”. The study further established if this supervision benefited the students.

Bar Chart 1



The study further sought to find out whether the supervision from BAC and HOs during industrial internship was beneficial to the TM and HM students by asking them to indicate how

that supervision benefited them. As illustrated by Bar Chart 1, 17 students showed that supervision from BAC did not at all benefit them while only 5 benefited very much from the supervision from BAC. Based on supervision from HO, 30 indicated that they benefited very much from the supervision while only 1 did not at all benefit from it.

The findings on Table 15 and Bar Chart 1 above revealed that BAC does not supervise the TM and HM students during their industrial internship period nor did the ones supervised benefited from the supervision. These findings indicate that BAC TM and HM industrial internship is not well administered nor organized regarding supervision from BAC. The study findings are not in line with the assertion made by Dodge & McKeough (2003); Mgaya & Mbekomize (2014) that internship should be well organized, monitored and supervised.

However, the study findings on Table 15 and Bar Chart 1 above show that HOs supervised the TM and HM students during their industrial internship period and this supervision benefited them. These findings indicate that BAC TM and HM industrial internship is organized in respect of supervision from HOs. These finding supports the assertion made by Dodge & McKeough (2003); Mgaya & Mbekomize (2014).

Table 16: Perceptions of Host Organisations on Whether the BAC TM and HM students Conducted Themselves Professionally and Performed According to their Expectations

Response	Frequency	Percent
Almost always	18	46
Sometimes	14	36
Occasionally	7	18
Total	39	100

The study also established the perceptions of host organisations on whether the TM and HM students conducted themselves professionally and performed according to their expectations. The study findings are illustrated by Table 16 above. Close to half (46%) of the HOs indicated that the TM and HM students almost always conducted themselves professionally and performed according to the HO expectations. Slightly less than half (36%) illustrated that they sometimes conducted themselves professionally and performed according to the HO expectations while less than a quarter (18%) highlighted that they did that occasionally. The findings show that the TM and HM students conducted themselves professionally and performed per the HO's expectations during industrial internship. The findings imply that during the BAC TM and HM industrial internship the HOs have expectations as indicated by Munyoro et al. (2016) and the students conducted themselves professionally and performed according to these expectations.

Table 17: Types of Host Organisation

Respondents	Type of Organisation	Frequency	Percent	Cumulative Percent
Level 6 TM and HM students	Guest House	3	6	6
	Lodge	11	24	30
	Hotel	17	37	67
	Travel and Tour Agency	6	13	80
	Safaris	9	20	100
	Total	46	100	100
TM and HM graduates	Guest House	11	20	20
	Lodge	13	23	43
	Hotel	18	32	75
	Travel and Tour Agency	6	11	86
	Safaris	8	14	100
	Total	56	100	

Organizations where TM and HM students were attached to were grouped into guest houses, lodges, hotels, travel and tour agencies and safaris. This was to find out the type of industry they were attached to in order to be able to establish how the BAC TM and HM industrial

internship is administered and being organized. Table 17 above shows that for both TM and HM students and TM and HM graduates, more than half, (67%) of the level 6 TM and HM students and 75% of the TM and HM graduates were attached in the accommodation industry which were guest houses, lodges and hotels. This observation shows that BAC TM and HM students mostly attach to the accommodation services providers.

The findings imply that BAC TM and HM industrial internship is perceived to be not administered and organized properly as students are mostly attached to one industry sector and this shows that they do not learn from other industry sectors. The study findings are not in line with the affirmation made by Mahachi & Shemi (2014) that TM and HM students should be attached with other tourism and hospitality sectors apart from the accommodation service providers for them to gain knowledge from different parts of the tourism and hospitality sector.

Table 18: Departments which TM and HM Level 6 Students and Graduates were based at during Industrial Internship

Respondents	Department	Based at Department %	Not Based at Department %	Std. Deviation
Level 6 TM and HM students	Banqueting	39,1	60,9	0,49
	Front Desk	82,6	17,4	0,38
	Housekeeping	76,1	23,9	0,43
	Reservations	65,2	34,8	0,48
	Food and Beverages	67,4	32,6	0,47
	Marketing	19,6	80,4	0,40
	Finance	17,4	82,6	0,38
	Customer Relations	43,5	56,5	0,50
	Tour Guiding	10,9	89,1	0,31
TM and HM Graduates	Banqueting	32,1	67,9	0,47
	Front Desk	78,6	21,4	0,41
	Housekeeping	71,4	28,6	0,46
	Reservations	64,3	35,7	0,48
	Food and Beverages	75,0	25,0	0,44
	Marketing	12,5	87,5	0,33
	Finance	3,6	96,4	0,19
	Customer Relations	37,5	62,5	0,49
	Tour Guiding	3,6	96,4	0,19

Key: % = Percentage

To further establish how BAC TM and HM industrial internship is administered and being organized, the study sought to find out which departments both TM and HM students and graduates were attached to and the duties/roles they performed during their industrial internship period. The results presented on Table 18 above shows that for both the TM and HM students and graduates more than 60% of them were based at front desk, housekeeping, reservations and food and beverages. Less than 45% for both the TM and HM students and graduates were based at banqueting, marketing, finance, customer relations and tour guiding. The findings indicated that majority of the TM and HM students and graduates were mostly based at front desk, housekeeping, reservations and food and beverages.

Individual student being based at only few departments implies that the BAC TM and HM industrial internship is not administered and organized properly as individual students do not have the opportunity to learn from other departments. However, different students being attached to different departments implies that the BAC TM and HM industrial internship is effective as students get varied experience from different departments. The findings contradict the assertion made by Mahachi & Shemi (2014) that TM and HM students should be attached to different tourism sectors so as to get varied experience whereas this study found that varied experience could be gained by the same student body being attached to different departments. Some individual TM and HM students were attached to different departments in one host organization, which assists in them getting a richer and varied experience. The findings add to Mahachi & Shemi (2014)'s findings by showing that varying experience can be obtained within the student body/ cohorts even in the same sector in addition to varied experience by particular TM and HM students within some host organisations.

Table 19: Duties/Roles of the TM and HM Students during Industrial Internship

Respondents	Duties/Roles	SA%	A%	N%	D%	SD%	Mean
Level 6 TM and HM students	Make bookings and reservations	54,5	22,7	4,5	2,3	15,9	2.0
	Waiter/waitress	45,7	17,4	15,2	0,0	21,7	2.3
	Bar attendant	20,0	28,9	6,7	0,0	44,4	3.2
	Tour guide	7,1	4,8	2,4	2,4	83,3	4.5
	Housekeeper	42,2	31,1	4,4	2,2	20,0	2.3
	Catering	15,9	15,9	13,6	9,1	45,5	3.5
	Make quotations	36,4	15,9	9,1	4,5	34,1	2.8
	Stock taking	15,9	15,9	6,8	15,9	45,5	3.6
	Secretarial services	21,4	19,0	4,8	4,8	50,0	3.4
TM and HM Graduates	Make bookings and reservations	44,4	18,5	9,3	7,4	20,4	2.4
	Waiter/waitress	14,8	20,4	22,2	11,1	31,5	3.2
	Bar attendant	1,9	5,7	9,4	3,8	79,2	4.5
	Tour guide	1,9	0,0	0,0	0,0	98,1	4.9
	Housekeeper	55,6	20,4	0,0	1,9	22,2	2.1
	Catering	5,7	13,2	13,2	7,5	60,4	4.0
	Make quotations	13,0	13,0	46,3	13,0	14,8	3.0
	Stock taking	0,0	9,4	26,4	24,5	39,6	3.9
	Secretarial services	57,4	22,2	7,4	3,7	9,3	1.9

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree, % = Percentage

The findings on the duties/role of the TM and HM students and graduates are presented on Table 19 above. The findings illustrated that majority, more than 60% of both the TM and HM students and graduates during industrial internship were mostly engaged on making bookings and reservations and housekeeping. The results further illustrated that 63.1 % of the TM and HM students were waiter/waitress and 73.3% were making quotations while less than 50% were bar attendant, tour guides, catering, taking stock and providing secretarial services. More than 70% of the TM and HM graduates were providing secretarial services while less than 36% were waiter/waitress, bar attendant, tour guide, catering, making quotations and taking stock.

These findings demonstrated that both TM and HM students and graduates were highly engaged on some of the duties while others were not at all engaged on some of the duties. These findings indicate that BAC TM and HM industrial internship is not properly administered and organized as students do not do all the duties. This shows that they gain practical knowledge from some of the duties while they do not at all gain knowledge for some of the duties. However, the reviewed studies like Adjei et al; (2014); Deen & Tichaawa (2016); Dodge & McKeough (2003); Wilton (2014) did not research on the roles the TM and HM students do at the HOs during the industrial internship and the conducted study's findings will add to the existing literature on industrial internship.

Table 20: TM and HM Level 6 Students and Graduates' Perceptions of Roles Played by BAC during TM and HM Industrial Internship

Respondents	Roles of BAC	SA%	A%	N%	D%	SD%	Mean
Level 6 TM and HM students	Visited the student	15,2	37,0	32,6	8,7	6,5	2.5
	Visited the organisational supervisor	8,7	34,8	34,8	13,0	8,7	2.9
	Liaised with the host organisation	10,9	32,6	37,0	10,9	8,7	2.7
	Monitored the student progress	6,5	28,3	37,0	19,6	8,7	3.0
TM and HM Graduates	Visited the student	10,7	28,9	25,0	17,9	17,9	3.1
	Visited the organisational supervisor	7,1	19,6	30,4	14,3	28,6	3.4
	Liaised with the host organisation	3,6	14,3	25,0	19,6	37,5	3.7
	Monitored the student progress	3,6	18,2	21,8	23,6	32,7	3.6

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree, % = Percentage

The study found out as illustrated by Table 20 above the roles played by BAC during TM and HM industrial internship. The findings pointed out that the level 6 TM and HM students perceived that BAC did not fully play its roles during industrial internship. Less than half of the level 6 TM and HM students (43.5%) indicated that BAC visited the organisational supervisor, (43.5%) BAC liaised with the host organisation and (34.8%) BAC monitored the student

progress. Slightly more than a half (52.2%) indicated that BAC visited the TM and HM student during industrial internship.

The TM and HM graduates also indicated that BAC did not fully play its roles during industrial internship as less than a half (40.8%) indicated that BAC visited the TM and HM student during industrial internship while less than 30% indicated that BAC visited the organisational supervisor, BAC liaised with the host organisation and BAC monitored the student progress. The findings negate the affirmation by Dodge & McKeough (2003); Mgaya & Mbekomize (2014); Walsh & Byrne (2013a) that internship should be monitored, supervised and students being visited by their supervisors to their places of attachments.

Table 21: Level 6 TM and HM Students and TM and HM Graduates' Perceptions of Roles Played by Host Organisations during Industrial Internship

Respondents	Roles of HO	SA%	S%	N%	D%	SD%	Mean
HM and HM Level 6 students	Appropriately introduced student(s) to all the department(s) and people that the student worked with	65,2	26,1	2,2	0,0	6,5	1.6
	Orientated the student	54,3	28,3	8,7	2,2	6,5	1.8
	Provided a supervisor from the organisation whom the student reported to during the entire industrial	47,8	28,3	19,6	2,2	2,2	1.8
	Developed an industrial internship plan for the student so that the student has a complete picture of what his/her internship entail	43,5	26,1	15,2	8,7	6,5	2.1
	Provided educational, supportive and administrative instructions throughout the internship and ensured that the supervisor from the organisation had enough time to give the student effective instructions and guidance.	37,0	21,7	21,7	13,0	6,5	2.3
	Monitored student progression during industrial internship	47,8	26,1	17,4	2,2	6,5	1.9
TM and HM Graduates	Appropriately introduced student(s) to all the department(s) and people that the student worked with	53,6	32,1	5,4	5,4	3,6	1.7
	Orientated the student	51,8	26,8	12,5	7,1	1,8	1.8
	Provided a supervisor from the organisation whom the student reported to during the entire industrial internship	46,4	32,1	16,1	5,4	0,0	1.8
	Developed an industrial internship plan for the student so that the student has a complete picture of what his/her internship entail	37,5	26,8	19,6	8,9	7,1	2.2
	Provided educational, supportive and administrative instructions throughout the internship and ensured that the supervisor from the organisation had enough time to give the student effective instructions and guidance.	44,6	21,4	17,9	10,7	5,4	2.1
	Monitored student progression during industrial internship	48,2	12,5	21,4	8,9	8,9	2.2

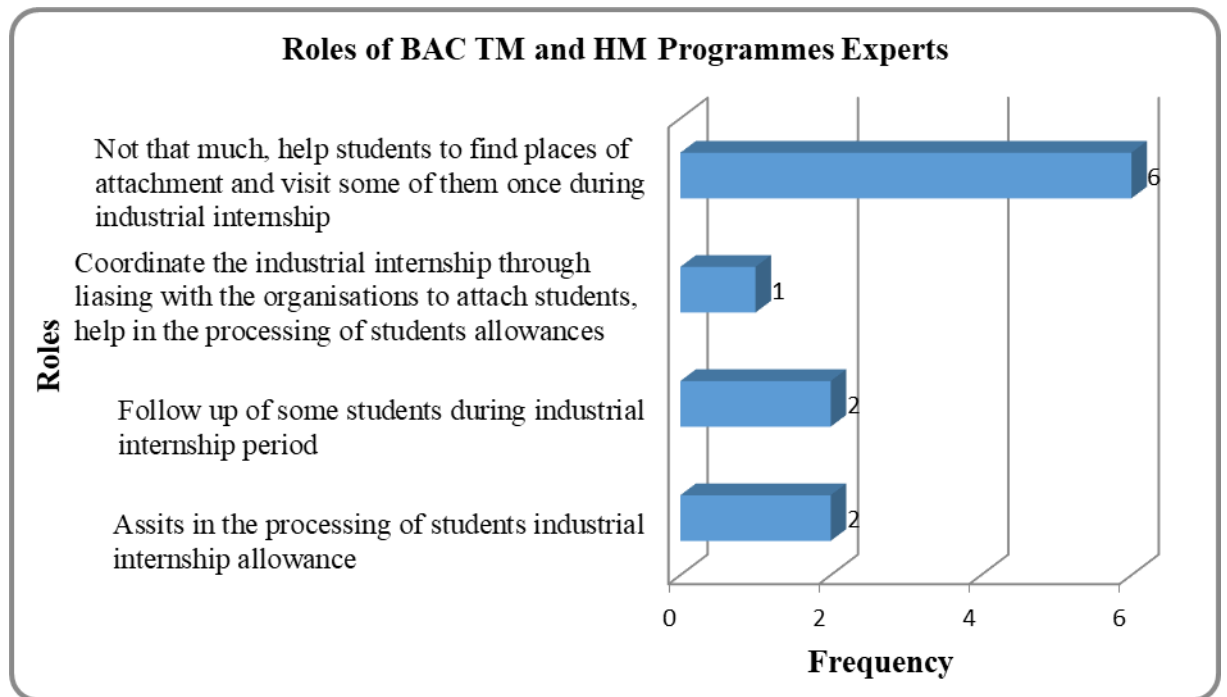
Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree,
% = Percentage

The study further found out the roles played by HOs during the TM and HM industrial internship. The findings indicated that majority of the level 6 TM and HM students agreed that HOs appropriately introduced student(s) to all the department(s) and people that the student worked with (91.3%), orientated the student (82.6%) and provided a supervisor from the organisation whom the student reported to during the entire industrial internship (76.1%).

The findings further indicated that level 6 TM and HM students agreed that HOs developed an industrial internship plan for the student so that the student has a complete picture of what his/her internship entail (69.6%). HOs also provided educational, supportive and administrative instructions throughout the internship and ensured that the supervisor from the organisation had enough time to give the student effective instructions and guidance (58.7%). The findings also indicated that HOs monitored student progression during industrial internship (73.9%).

Just like the TM and HM students, the TM and HM graduates indicated that HOs appropriately introduced student(s) to all the department(s) and people that the student worked with (85.7%), orientated the student (78.6%) and provided a supervisor from the organisation whom the student reported to during the entire industrial internship (78.5%). The findings further indicated that HOs developed an industrial internship plan for the student so that the student has a complete picture of what his/her internship entail (64.3%). HOs also provided educational, supportive and administrative instructions throughout the internship and ensured that the supervisor from the organisation had enough time to give the student effective instructions and guidance (66.0%) and monitored student progression during industrial internship (60.7%). The findings on Table 21 above supports the assertion by Munyoro et al. (2016) that the host organisation should orientate, supervise, monitor and provided educational support to the students during industrial internship.

Bar Chart 2



To investigate how BAC TM and HM industrial internship is administered and being organized, the roles of BAC TM and HM programmes experts were also investigated. The findings are indicated by Bar Chart 2 above. During an interview with the experts the study discovered that most of them, (6 out of 11) explained that they were not much engaged on industrial internship as they only helped TM and HM students to find place of attachment and visited some of them once during the industrial internship period. These findings imply that BAC TM and HM is perceived to be not properly administered and organized as the programmes experts where not much engaged on industrial internship. The findings do not support the observation made by Mgaya & Mbekomize (2014) that faculty supervisors are allocated to the students who regularly visit and supervise students during industrial internship.

Table 22: Were Expectations of BAC TM and HM Programmes Experts Covered by BAC TM and HM Industrial Internship

Expectations Covered	Frequency	Percent
Yes	4	36
Not sure	7	64
No	0	0
Total	11	100

The study also found out if the BAC TM and HM programmes experts believed that their expectations on industrial internship were covered by BAC TM and HM industrial internship. Out of the 11 interviewed respondents, 36% indicated that their expectations were covered while 64% showed that they were not sure about whether they were covered. The study findings are shown on table 22 and show that the experts were not sure whether their expectations were covered.

These findings imply that the programmes experts perceive the BAC TM and HM industrial internship not being able to cover their expectations on industrial internship. The findings do not support the assertion made by Lappia (2011) that there should be a common understanding of industrial internship between the industrial internship stakeholders in order to indicate what the students must learn and construct a higher academic institution that have similarity with the industry.

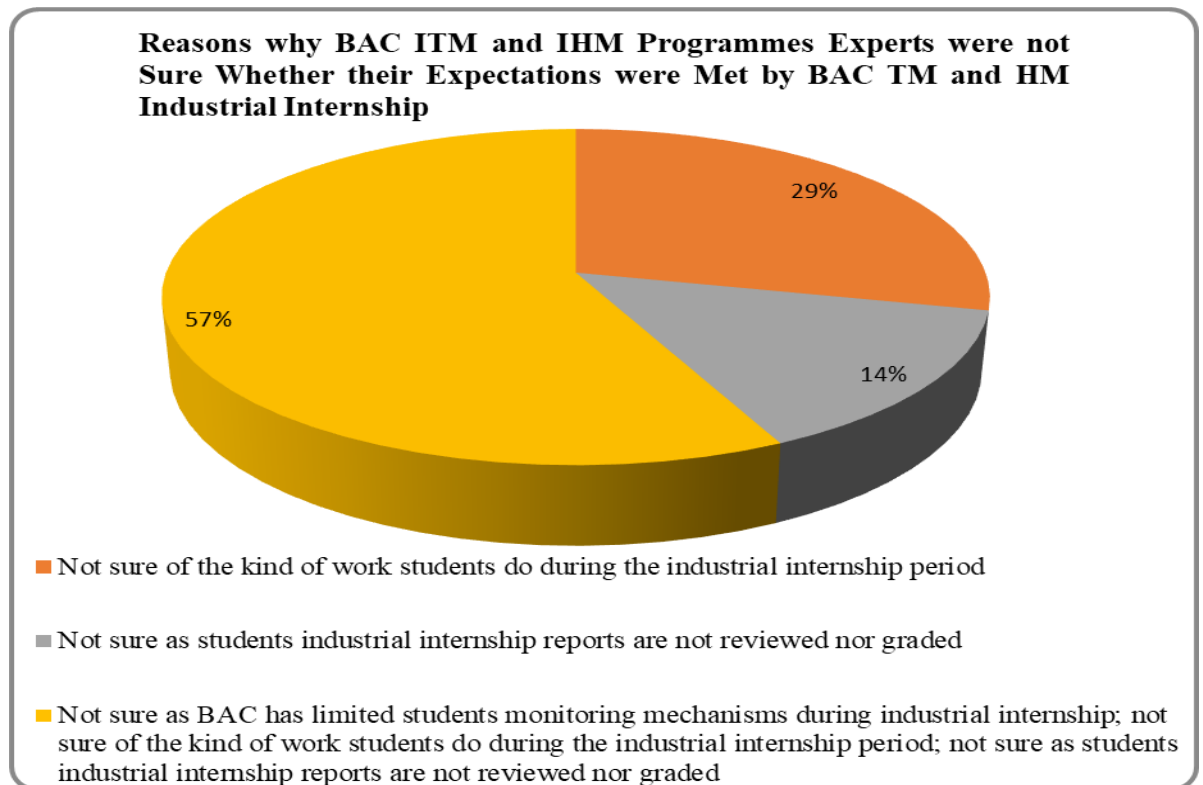
Table 23: How the BAC TM and HM Programmes Experts' Expectations were covered by BAC TM and HM Industrial Internship

Expectations covered how	Frequency
TM and HM students are employed by organisations they were attached to upon graduation	1
Exposed TM and HM students to real work environment and they gained job experience through involvement in the work process. They also had an opportunity to apply classroom learning into real work practice and professional practice	3
Total	4

The study further established the perceptions of the BAC TM and HM programmes experts by finding out how their expectations were covered. Out of the 4 experts shown on Table 23 above 3 of them explained that BAC TM and HM industrial internship covered their expectations as they believed that it exposed TM and HM students to real work environment. They indicated that students gained job experience through involvement in the work process and had an opportunity to apply classroom learning into real work practice and professional practice. The other respondent indicated that his expectations were covered as TM and HM students were employed by organisations they were attached to upon graduation.

Based on the expectations covered programme experts perceive the BAC and TM industrial internship to be exposing students to the real-work environment, bridge the gap between classroom learning and real work environment and creates employment opportunities for them. The findings support the affirmation made by Adjei et al. (2014); Deen & Tichaawa (2016); Maelah et al. (2014); Mahachi & Shemi (2014); Wilton (2014) that industrial internship bridges the gap between classroom learning and real work environment.

Pie Chart 5



The study also found out the reasons why experts were not sure about whether their expectations were covered. Findings illustrated on Pie Chart 5 above showed that the experts had different reasons. Of these experts whom were not sure, more than a half (57%) of them indicated that they were not sure as BAC had limited TM and HM students monitoring mechanisms during industrial internship. They were also not sure of the kind of work TM and HM students did during the industrial internship period. Additionally, the experts were not sure as TM and HM student's industrial internship reports were not reviewed nor graded. These observations show that the programme experts regard the BAC TM and HM industrial internship to be having monitoring and supervision challenges. These observations negate the assertion made by Dodge & McKeough (2003) that internship should be monitored and supervised.

Table 24: Impact of Location of the Host Organization on the BAC TM and HM Students' Performance during Industrial Internship

Expectations Covered	Frequency	Percent
Positive	17	44
Negative	22	56
Total	39	100

In order to further find out the stakeholders' perceptions on BAC TM and HM industrial internship, the study also established the impact of location of the host organization on the TM and HM students' performance during industrial internship. The study also found out the reasons for that impact. The findings on the impact of the location are shown by Table 24 above. The findings indicated that 44% of the host organisations believed that location affected the TM and HM students' performance positively while 56% indicated that location affected them negatively. The findings indicate that the HOs believe that the BAC TM and HM students' performance during industrial internship is negatively affected by the location of their HOs. The study further found out why the location impacted the students' performance negatively or positively.

Table 25: Reasons for Impact of Location of the Host Organization on the TM and HM Students' Performance during Industrial Internship

Reasons		Frequency	Percent
Negative Impact	TM and HM students were not used to the lifestyle of the location of the host organisation and it was not easy for them to adjust	3	14
	Mismatch of the TM and HM students' expectations and the actual work	5	23
	Financial, accommodation and transport challenges as TM and HM students relocated from their place of study	14	64
	Total	22	100
Positive Impact	Easy for the TM and HM students to adjust as they were used to the lifestyle of the location of the host organisation	5	29
	Host organisation on busy location which had different tourism and hospitality activities which motivated the TM and HM students	12	71
	Total	17	100

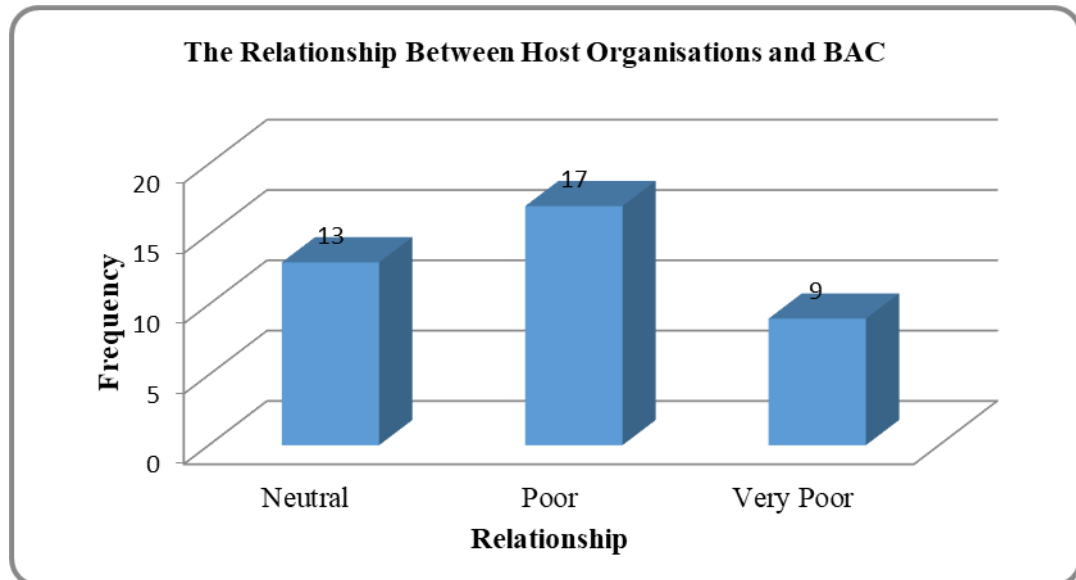
Table 25 above illustrated that more than a half (64%) of the HOs which believed that HO's location affected the TM and HM students' performance negatively regard this impact to be due to financial, accommodation and transport challenges as TM and HM students relocated from their place of study. Close to a quarter (23%) believed that there was mismatch of the TM and HM students' expectations and the actual work. Less than a quarter (14%) believed that TM and HM students were not used to the lifestyle of the location of the host organisation and it was not easy for them to adjust.

The findings imply that the BAC TM and HM students were not prepared to face the challenges of relocating from their place of study and have the disappointment of the work environment during industrial internship. The findings support the affirmation made by Munyoro et al. (2016) that students face financial, accommodation and transport challenges due to relocation from their place of study and there is mismatch of the students' expectations and the actual work. The study also revealed that the location of the HO negatively affected the students' performance as the students were not used to the lifestyle of the location and it was not easy for them to adjust.

The table also indicates that more than a half (71%) of the HOs who believed that the location had positive impact explained that it was due to that the host organisation was in a busy location which had different tourism and hospitality activities which motivated the TM and HM students. A smaller number (29%) believed that it was easy for the TM and HM students to adjust as they were used to its lifestyle of the location of the organisation. The findings show that the HOs regard the TM and HM students during industrial internship to be motivated and perform better in HOs which are in busy locations. The findings also show that TM and HM students adjust easily to HOs which are in locations they are used to its lifestyle leading to them

performing better. In addition, the study discovered the positive impact of the location of attachment on the TM and HM students' performance.

Bar Chart 3



The study also sought to establish the perceptions of the stakeholders on BAC TM and HM industrial internship by finding out whether the stakeholders had any relationships during the internship period. Bar Chart 3 above illustrated how the relationship between the host organisations and BAC was. It indicated that out of the 39 HOs who responded, 13 regarded the relationship to be neutral, 17 regarded it as poor and 9 considered it as very poor. The findings indicated that there is a poor relationship between host organisations and BAC. These findings show that the HOs regard the relations between them and BAC to be little to no relationship at all. This observation supports the assertion made by Mgaya & Mbekomize (2014) that in developing countries like Botswana and other Southern African countries higher academic institutions have not established a relationship with the industry.

Table 26: Ways of Strengthening the Relationship between BAC and HOs

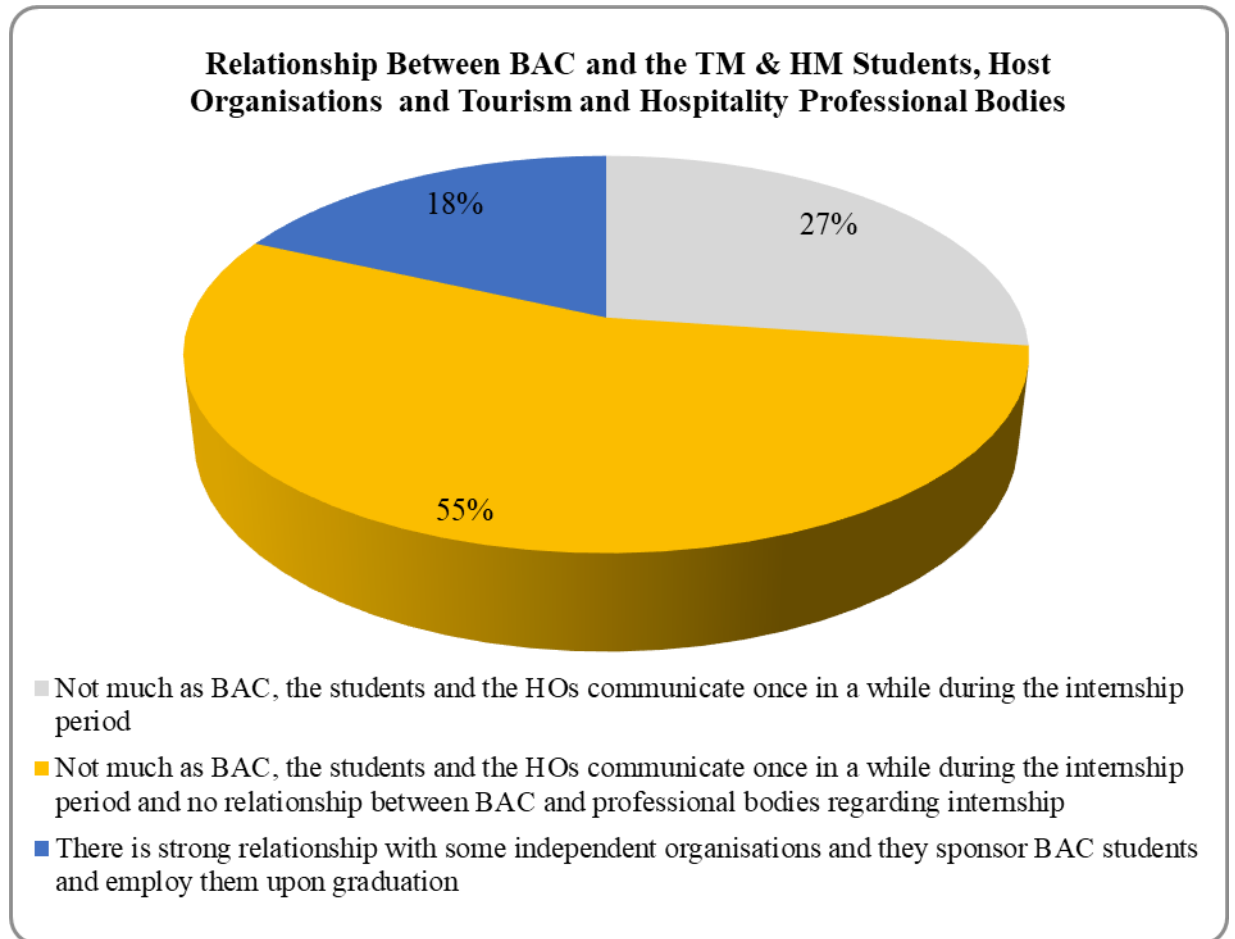
Ways of Strengthening the Relationship between BAC and HOs	Frequency	Percent
BAC should communicate and liaise with host organisations and also clarify the roles of the host organisations during internship	22	56
The tourism and hospitality organisations should be part of the TM and HM industrial internship programme development	3	8
BAC should share its industrial internship policy, guidelines and manual with the host organisations	7	18
Both BAC and the host organisations should monitor the TM and HM students' progress during industrial internship	7	18
Total	39	100

The study further found out how HOs believed the relationship between them and BAC can be strengthened. The findings are presented on Table 26 above which demonstrated that the HOs had different ways on how to strengthen the relationship. More than a half (56%) believed that BAC should communicate and liaise with host organisations and clarify the roles of the host organisations during internship. Less than a quarter (8%) explained that the tourism and hospitality organisations should be part of the TM and HM industrial internship programme development. Slightly close to a quarter (18%) explained that BAC should share its industrial internship policy, guidelines and manual with the host organisations. The other 18% considered that both BAC and the host organisations should monitor the TM and HM students' progress during industrial internship.

The findings show that HOs realised that the relationship between them and BAC need to be strengthened in different ways as indicated above. These findings support the assertion made by Walsh & Byrne (2013b) that there should be direct interaction and involvement of the two parties, in order to build a long-lasting relationship. The findings also support Sivotwa et al. (2014)'s affirmation that the tourism and hospitality organisations should be part of the curriculum development. They also support the assertion made by Lappia (2011) that there

should be a common understanding of industrial internship between the industrial internship stakeholders in order to indicate what the students must learn and construct a higher academic institution that have similarity with the industry.

Pie Chart 6



The study established the views of BAC TM and HM programmes experts regarding the relationship which BAC had with the TM and HM students, host organisations and tourism and hospitality professional bodies during industrial internship period. The findings illustrated on Pie Chart 6 above indicated that more than a half (55%) of the experts explained that the relationship between BAC and the TM and HM students and HOs is not frequent as BAC, the TM and HM students and HOs communicate only occasionally during the industrial internship

period. They also explained that there is no relationship between BAC and TAHPD regarding BAC industrial internship.

A fewer of the respondents (18%) indicated that there was a strong relationship with some few organisations as they sponsor BAC TM and HM students and employ them upon graduation. Slightly more than a quarter (27%) were focused only on that the relationship between BAC and the TM and HM students and HOs is not that much as BAC, the TM and HM students and HOs communicate occasionally during the internship period. The findings therefore show that the relationship between BAC and other industrial internship stakeholders is not that much.

These findings on Pie Chart 6 above imply that programme experts regard a need for BAC to improve the relationship with its TM and HM industrial internship stakeholders and establish a relationship with those stakeholders which it does not have relationship with. The findings contradict the assertion made by Lappia (2011) that a relationship between industrial internship stakeholders is important to decide what must be learned by the students.

The TAHPD indicated that they were not aware of the BAC TM and HM industrial internship nor have any relationship with BAC regarding their industrial internship. One of the TAHPB further indicated that they only attach TM and HM graduates from other institutions under the 2 years government internship. These findings show that the BAC TM and HM industrial internship does not include TAHPB as part of their industrial internship stakeholders. The findings indicate that the TAHPB regard BAC TM and HM industrial internship not to be engaging the professional bodies.

Even though the study found that there is no relationship between BAC and tourism and hospitality professional bodies regarding BAC TM and HM industrial internship, the TAHPB

official interviewed indicated that if they build a relationship with BAC and the TM and HM students this will benefit all the stakeholders. They illustrated that they will be able to assess the institution's curriculum and help the institution to align it with the current requirements of the tourism and hospitality industry which will make it easy for the TM and HM students to be accredited and being recognised by the industry. They further explained that they will help the TM and HM students to learn from them regarding the tourism and hospitality industry standards and requirements and be able to fit in the industry. The study findings show that TAHPB perceived that building a relationship between BAC and the TM and HM students will help in TM and HM curriculum development. The findings support the affirmation made by Deen & Tichaawa (2016) that feedback from the industry informs the curriculum development.

The study wanted to find out the tourism and hospitality professional bodies' expectations on the practical skills required of a graduate to be able to effectively work in the tourism and hospitality industry. The study also wanted to find out whether the BAC TM and HM industrial internship helps the students to meet the expectations of the TAHPB. The TAHPB official interviewed explained that the industry requires multi-knowledgeable tourism and hospitality graduates. They should be able to work in different tourism and hospitality sectors and departments; the tourism management, operational sector, hospitality sector, destination management and sustainable tourism management.

The TAHPB further explained that if BAC establishes a relationship with them regarding their TM and HM industrial internship, they will be able to graduate TM and HM students who are multi-knowledgeable and able to work in different tourism and hospitality sectors. The findings indicate that TAHPB regard a BAC TM and HM industrial internship as a way of developing multi-knowledgeable students who can fit in different tourism and hospitality sectors. The findings are in line with the affirmation made by Mahachi & Shemi (2014) that students should

be encouraged to attach with other tourism and hospitality sectors apart from the accommodation service providers in order to gain knowledge from other sectors of the tourism and hospitality industry.

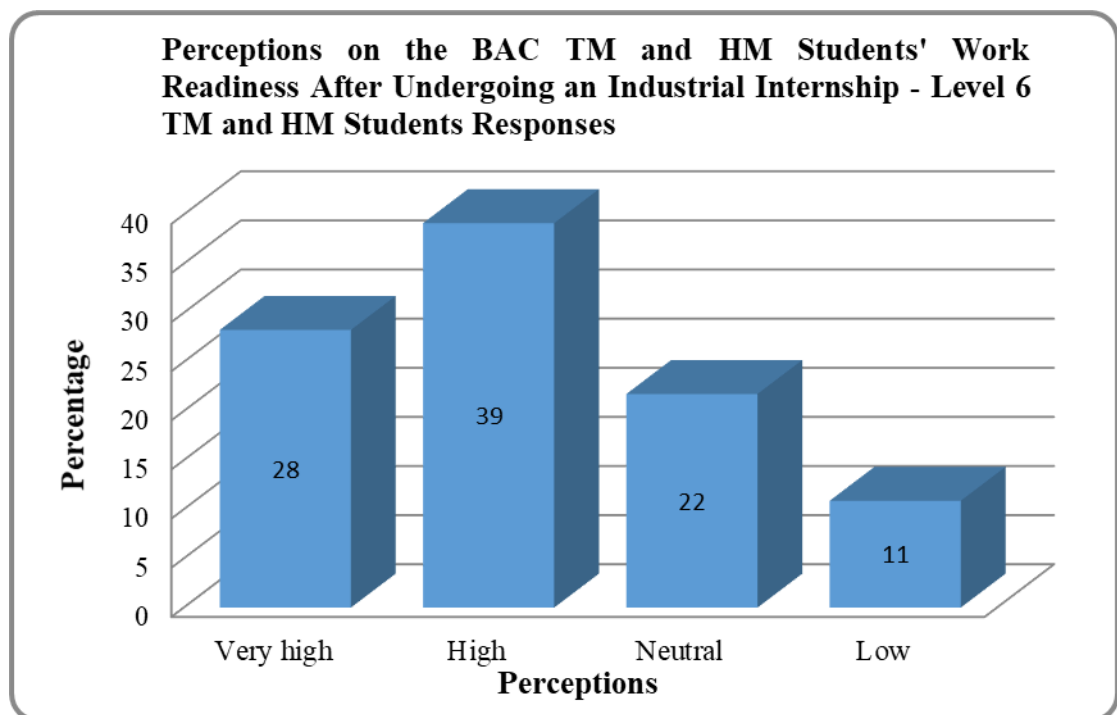
The official also indicated that there are lot of international managers in the tourism and hospitality sector compared to the locals and this may be due to lack of locals' experience. The official explained that engaging TAHPB on the BAC TM and HM industrial internship will help to bridge this gap as they are aware of the local tourism and hospitality needs. The findings show that TAHPB realised that if they are engaged on the BAC TM and HM industrial internship together with BAC, they will be able to educate and empower the BAC TM and HM students about the local markets needs and expectations. These findings are in line with one of the Human Resources Development Council's strategic priority an activity which is to enable improved productivity and employability (Human Resources Development Council Report, 2014).

The study also established from the TAHPB the professional standards and ethical requirements expected of a professional in the tourism and hospitality industry. The study found that the industry requires people of different educational qualifications, knowledge and experience. The official explained that they need to be trained on the tourism and hospitality sector's needs, requirements and basics in order to be able to fit in. The official defined service excellence, self-discipline, professionalism and hygiene as the key ethical requirements for the professionals in the tourism and hospitality sector as they encounter people of different behaviours and motives.

The findings show that TAHPB regard industrial internship as a way of providing the students with the professional standards and ethical requirements expected of a professional in the

tourism and hospitality industry. The findings imply that if BAC engages TAHPD on their TM and HM industrial internship they will be able to provide the college and the students with the professional standards and ethical requirements expected of a professional in the tourism and hospitality industry. These study findings modify Cord et al. (2010)'s internship model which explains the industrial internship as a three-way partnership by adding a fourth partner which is Professional Bodies.

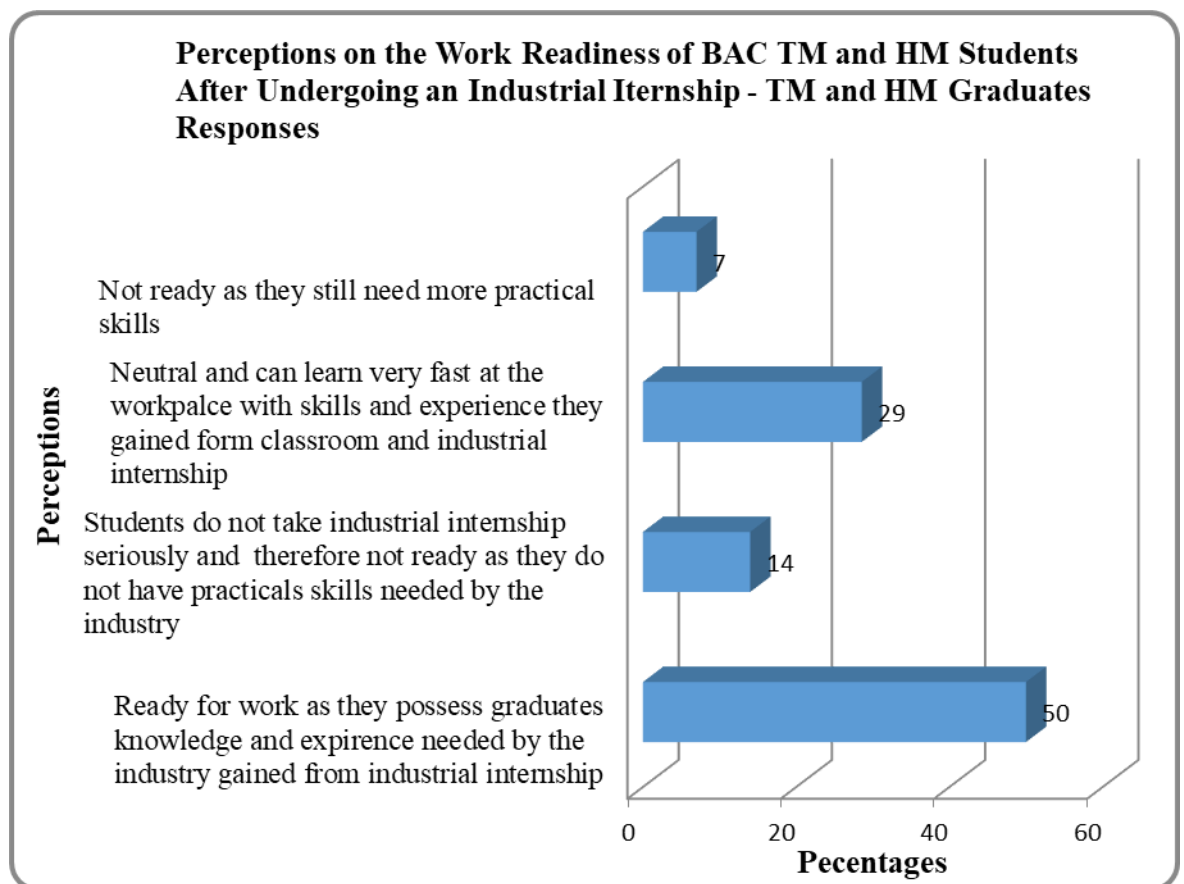
Bar Charts 4



To further establish the stakeholders' perceptions the study found out the perceptions of the level 6 TM and HM students and graduates regarding the work readiness of BAC TM and HM students after undergoing an industrial internship. Bar Chart 4 above shows the findings regarding perceptions of the level 6 TM and HM students. The study findings demonstrated that more than a half (67%) of the TM and HM students indicated that they considered them very highly and highly ready to work. Less than a quarter (22%) of the respondents' perceptions was neutral and only a smaller percent (11%) their perceptions were low on the TM and HM students

work readiness. The findings show that based on the way the BAC TM and HM industrial internship is administered and organized, it develop and prepare some of the TM and HM students for the real-work environment. The findings are in line with the assertion made by Adjei et al. (2014); Deen & Tichaawa (2016); Maelah et al. (2014); Mahachi & Shemi (2014); Wilton (2014) that industrial internship prepares the students for the real-work environment.

Bar Chart 5



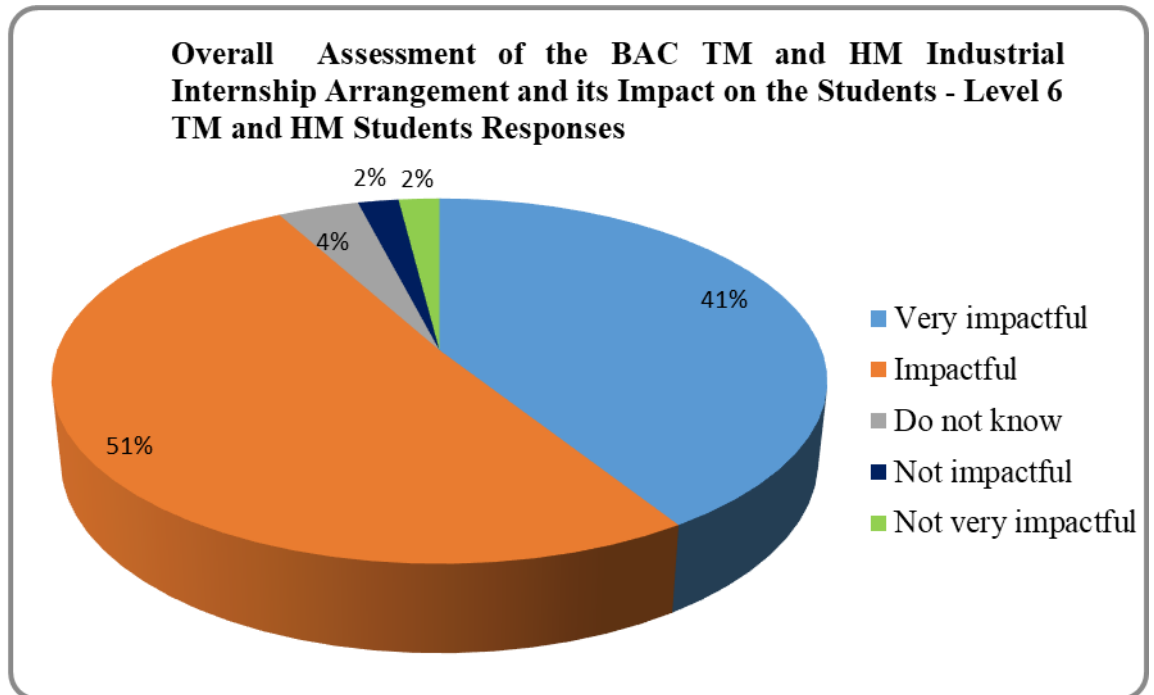
The TM and HM graduates had different perceptions on the work readiness of BAC TM and HM students as highlighted by Bar Chart 5 above. The findings show that a half (50%) of the TM and HM graduates explained that BAC TM and HM students are ready to work as they possess knowledge and experience needed by the industry gained from industrial internship. Slightly more than a quarter (29%) their views were neutral and believed that the TM and HM students can learn very fast at workplace with skills and experience gained from classroom and

industrial internship. Less than a quarter (14%) indicated that BAC TM and HM students do not take industrial internship seriously and therefore they are not ready as they do not have practical skills needed by the industry. The remaining 7% indicated that TM and HM students are not ready as they still need more practical skills.

These findings show that some of the BAC TM and HM students are ready for work after undergoing an industrial internship while others are not ready. The findings imply that BAC TM and HM graduates regard the TM and HM industrial internship to be equipping students with knowledge and experience which make them to be ready for work once they graduate. However, some of the TM and HM graduates considered some of the students not to be taking industrial internship seriously leading to them not being ready for work upon graduation. These findings show that some TM and HM students were able to use the experiential learning theory while some were not. The observation that TM and HM students are ready to work are in line with assertion made by Chileshe & Haupt (2007); Owusu-Mintah & Kissi (2012); Wilton (2014) that industrial internship exposes students to the real-work environment, equips them with the skills and experience needed by the industry and makes them ready to work.

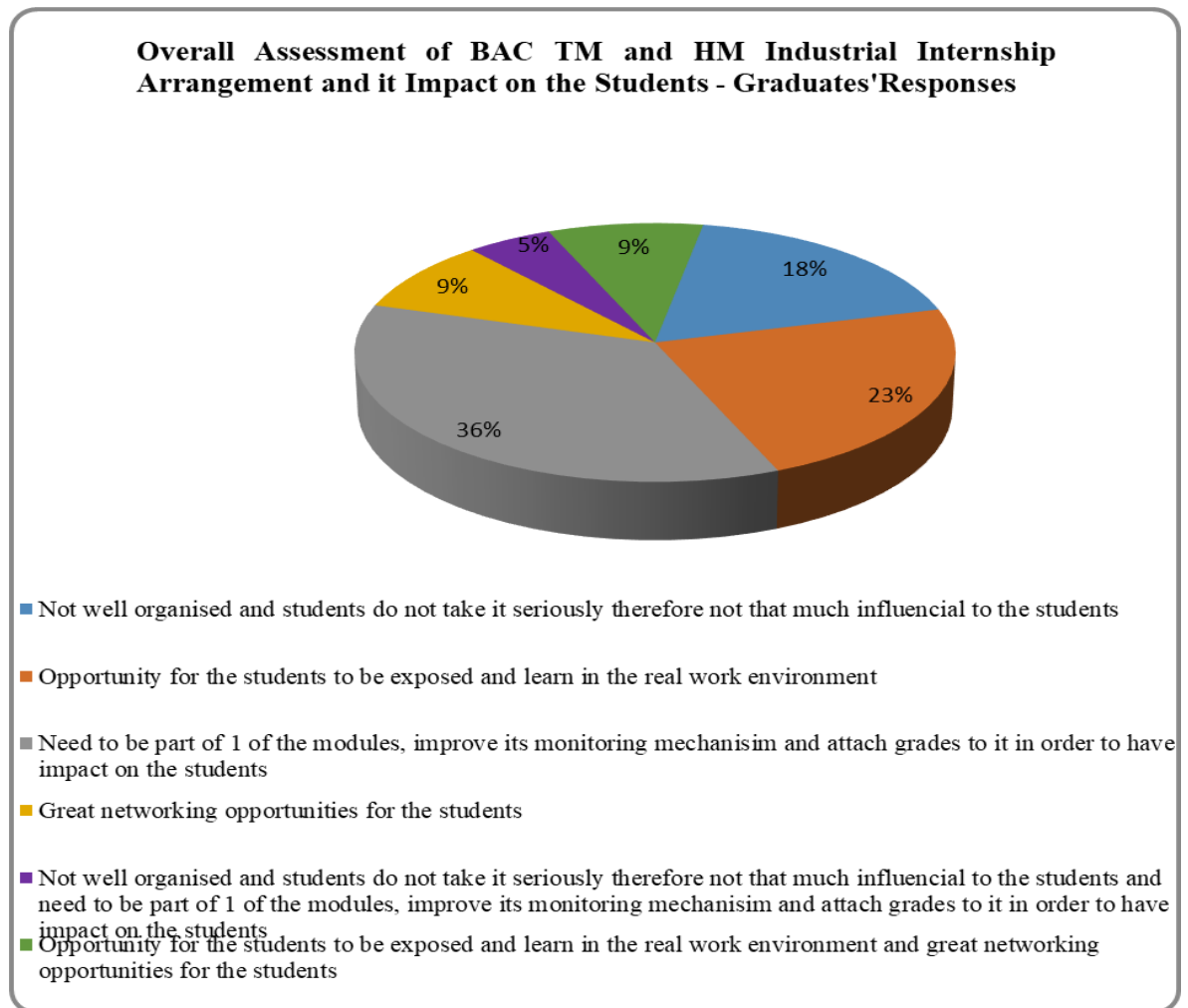
The findings which show that the TM and HM students are not ready for work support the affirmation made by Liviu & Ana-Andreea (2013) that students do not have considerable real-world knowledge and skills because of poor organization of industrial internship and students' lack of interest to go for industrial internship. They explained that poor organization of industrial internship may be due to lack of professionalism in some organizations, some organizations not willing to work with neither the interns nor the higher academic institution. They also explained that it may be due to poor grading system of industrial internship and the national education law not having conditions and requirements regarding industrial internship.

Pie Chart 7



In order to establish the perceptions of stakeholders on BAC TM and HM industrial internship the study also found out the views of the level 6 TM and HM students and graduates on the overall assessment of the BAC TM and HM industrial internship arrangement and its impact on the students. The findings on Pie Chart 7 above indicate that 92% of level 6 TM and HM students regard BAC TM and HM industrial internship to be impactful and very impactful to the TM and HM students. The findings indicate that the TM and HM students perceived the overall arrangement of the BAC TM and HM industrial internship to be very important and beneficial to the TM and HM students.

Pie Chart 8



Pie Chart 8 above illustrates that TM and HM graduates had different views, some negative while some were positive regarding the overall assessment of BAC TM and HM industrial internship and its impact on the TM and HM students. More than a half (59%) of the TM and HM graduates had a negative view as they regarded it to be not well organised and TM and HM students do not take it seriously therefore regarded it to be not that much influential to the TM and HM students. They also indicated that it needs to be part of 1 of the modules, improve its monitoring mechanism and attach grades to it in order to have impact on the TM and HM students. The findings show that even though the TM and HM students indicated that BAC TM and HM industrial internship is impactful to the students it is not impactful as the TM and HM graduates indicated that it is not impactful.

These findings imply that graduates regard it to be not impactful based on their experience of using the knowledge and experience gained from internship for job hunting and at their workplace for those who are already working. The observation supports the assertion made by Mahachi et al. (2015); Munyoro et al. (2016); Owusu-Mintah & Kissi (2012) that students have negative perceptions regarding industrial internship as they consider its administration and monitoring to be disorganised and students do not gain any experience and skills from it. However, 41 % indicated that it has positive impact as it is an opportunity for the TM and HM students to be exposed and learn in the real work environment and great networking opportunities for the TM and HM students. The findings are in line with the affirmation made by Maelah et al. (2014) that industrial internship exposes the students to the real work environment.

In conclusion, stakeholders perceived the BAC TM and HM industrial internship not to be administered and organized properly. The TM and HM programmes experts, students and graduates regarded BAC TM and HM industrial internship not to be administered and organized properly based on the monitoring mechanism, supervision, problems experienced by the students and dialogues which existed between the students and BAC during industrial internship. The BAC TM and HM students took 2 to 3 months industrial internship which was not long enough for the students' practical learning. Most of the students were attached to the accommodation sector with few departments on front desk, housekeeping, reservations and food and beverages. This shows that BAC TM and HM industrial internship is not well administered and organized as the students do not have a chance to learn from different sectors and departments of the tourism and hospitality sectors. Some of the TM and HM students and graduates were highly engaged on some of the duties while others were not at all engaged,

which shows improper administrating and organizing of the BAC TM and HM industrial internship.

Even though HOs played their roles during BAC TM and HM industrial internship, BAC did not play its role which lead to BAC TM and HM industrial internship not being properly administered nor organized. The TM and HM programmes experts explained that they were not sure whether BAC industrial internship covered their expectations as they were not much engaged on industrial internship. They were not sure as BAC had limited TM and HM students monitoring mechanisms during industrial internship. They were also not sure of the kind of work TM and HM students did during the industrial internship period and the students' industrial internship reports were not reviewed nor graded. These show that the BAC TM and HM industrial internship was not properly administered nor organized.

The findings also show that there was no relationship that existed between BAC and host organisations. The host organisations believed that location affected the TM and HM students' performance both positively and negatively. The TM and HM graduates perceived that some of the TM and HM students are ready for work after undergoing an industrial internship while others may not be ready. These perceptions show that BAC TM and HM industrial internship is not being properly administered nor organized. The findings show that TAHPB indicated that their role in industrial internship is to provide the students with the professional standards and ethical requirements expected of a professional in the tourism and hospitality industry.

However, they perceived the BAC TM and HM not being properly administered nor organized as it does not involve them to help with those standards and ethical requirements.

4.4.4 Perceptions of the Stakeholders on the Structure of the BAC Tourism Management and Hospitality Management Industrial Internship

The perceptions of level 5 TM and HM students, host organisations, programmes experts and professional bodies on the structure of the BAC TM and HM industrial internship were established. These are illustrated by pie chart and tables below.

Table 27: TM and HM Level 6 Students and Graduates' Perceptions on the Structure of the BAC TM and HM Industrial Internship

Respondents	Structure	SA%	A%	N%	D%	SD%	Mean
TM and HM Level 6 students	Formalize industrial internship	69,6	23,9	4,3	2,2	0,0	1.4
	Student should be inducted by the higher academic institution before going for industrial internship	60,9	30,4	8,7	0,0	0,0	1.5
	Industrial internship supervised by both higher academic institution and host organization supervisors	69,6	13,0	8,7	4,3	4,3	1.6
	Requirement for TM and HM students to provide a written report after industrial internship	56,5	32,6	2,2	6,5	2,2	1.7
	Have industrial internship coordinator for each campus	63,0	21,7	4,3	2,2	8,7	1.7
	Grade Industrial internship	69,6	26,1	4,3	0,0	0,0	1.4
TM and HM Graduates	Formalize industrial internship	89,3	8,9	1,8	0,0	0,0	1.1
	Student should be inducted by the higher academic institution before going for industrial internship	76,8	21,4	1,8	0,0	0,0	1.3
	Industrial internship supervised by both higher academic institution and host organization supervisors	94,6	3,6	1,8	0,0	0,0	1.1
	Requirement for TM and HM students to provide a written report after industrial internship	89,3	10,7	0,0	0,0	0,0	1.1
	Have industrial internship coordinator for each campus	94,6	3,6	1,8	0,0	0,0	1.2
	Grade Industrial internship	83,9	10,7	5,4	0,0	0,0	1.1

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree,

% = Percentage

The study established the TM and HM level 6 students and graduates' perceptions on the structure of the BAC TM and HM industrial internship. The findings highlighted on Table 27 above illustrated that most of the TM and HM level 6 students and graduates, more than 80.0% had the perception that the structure of the BAC TM and HM industrial internship should be in a way that the industrial internship is a formal one and graded, student are inducted by the higher academic institution before going for industrial internship. They further indicated that industrial internship should be supervised by both higher academic institution and host organization supervisors, requirement for TM and HM students to provide a written report after industrial internship, have industrial internship coordinator for each campus.

These findings imply that TM and HM students and graduates' perceptions on the structure of the BAC TM and HM industrial internship is that it should be an academic driven and for credit industrial internship. These findings support the assertion made by Munyoro et al. (2016) that an Internship Unit should be developed which will coordinate all the internship processes and liaise with the industry. In the case of BAC, it is only at one campus and it should be developed in all campuses. It also supports the studies by Kim et al. (2012); Mahachi & Shemi, (2014) who suggested that journals and assessment portfolio form should be used which shows evidence of students learning. The findings are also in line with the affirmations made by Dodge & McKeough (2003); Kim et al. (2012) that internship should be formalized, academic driven and "for credit", well-structured, monitored and supervised.

Table 28: Host Organisations' Perceptions on the Structure of the BAC TM and HM Industrial internship

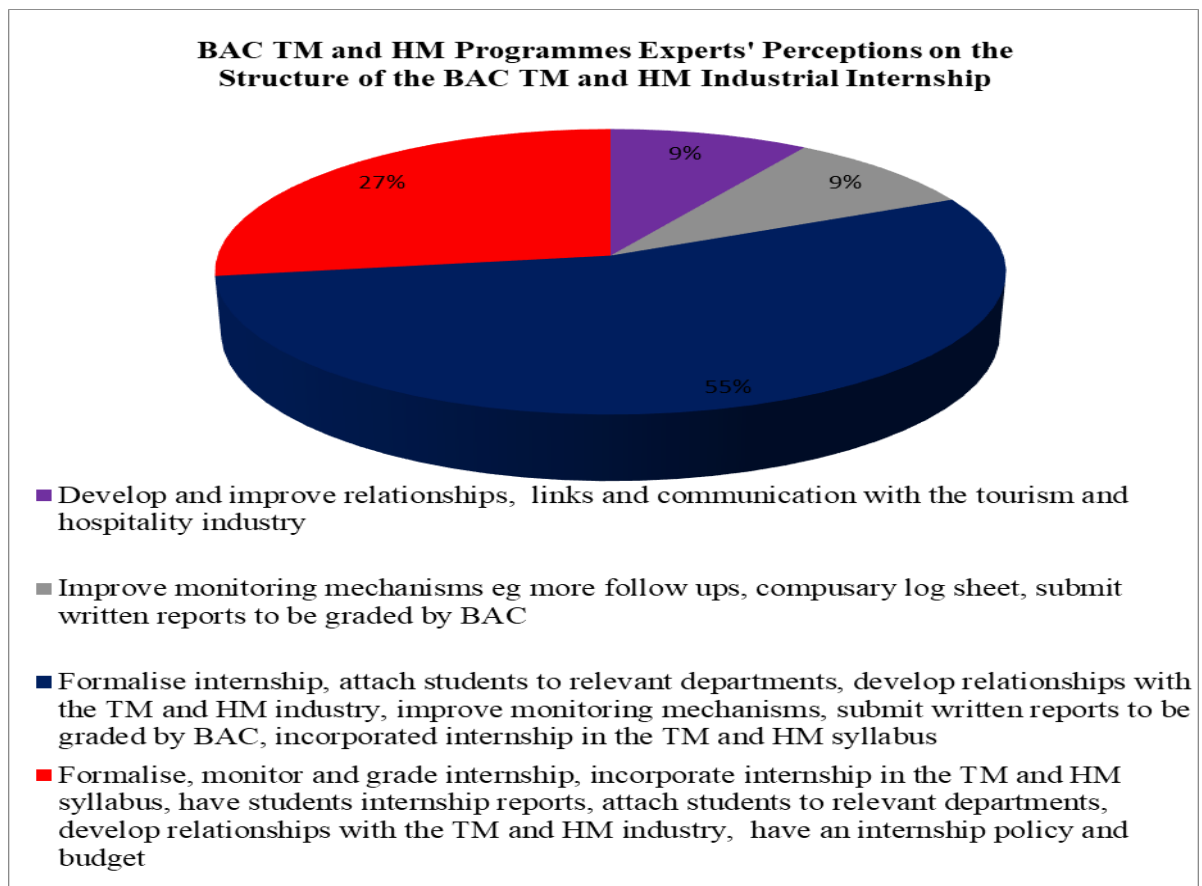
Structure	SA%	A%	N%	D%	SD%	Mean
Formalize industrial internship	79,5	20,5	0,0	0,0	0,0	1.2
Policies and procedures of the industrial internship	74,4	25,6	0,0	0,0	0,0	1.2
Supervision from BAC	87,2	12,8	0,0	0,0	0,0	1.1
BAC help TM and HM students to secure their allowances well in time	71,8	28,2	0,0	0,0	0,0	1.3
Relationship and links between the industrial internship stakeholders	92,3	7,7	0,0	0,0	0,0	1.1

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree, % = Percentage

Furthermore, the study established the host organisations' perceptions on the structure of the BAC TM and HM industrial internship. The study revealed that 100% of the HOs' perceptions were that the BAC TM and HM industrial internship should be formalized, have policies and procedures, supervised by both BAC and HOs. They also indicated that BAC helps TM and HM students to secure their allowances well in time and they should be a relationship and links between the industrial internship stakeholders. These findings show that HOs perceive that BAC TM and HM industrial internship should be formalized.

These perceptions are similar to the findings by Jackling & Natoli (2015) who stated that a more organized and structured approach to industrial internship should be implemented. The findings also support the assertion by Dodge & McKeough (2003) that industrial internship should be organized and supervised. The findings also support the affirmation made by Munyoro et al. (2016) that higher academic institutions should help students to secure allowances during industrial internship. The observations support assertions by Lappia (2011); Munyoro et al. (2016); Walsh & Byrne (2013b) that higher academic institutions should liaise with the organisations.

Pie Chart 9



The study also established perceptions of BAC TM and HM programmes experts on the structure of BAC TM and HM industrial internship. The findings on Pie Chart 9 indicated that the experts had different perceptions on the structure of the BAC TM and HM industrial internship. More than a half (55%) indicated that BAC industrial internship should be a formal industrial internship, grade it and attach TM and HM students to relevant departments. BAC should also develop and improve relationships, links and communication with the tourism and hospitality industry. They also indicated that BAC should improve industrial internship monitoring mechanisms, for example, by having more follow ups, requiring a compulsory log sheet, students submitting written industrial internship reports to be graded by BAC. They also indicated that the industrial internship programme should be incorporated in the TM and HM syllabus. More than a quarter (27%) of the experts indicated that BAC should formalise, monitor and grade TM and HM internship and incorporate it in the TM and HM syllabus. They

further indicated that students should have internship reports, students should be attached to relevant departments, BAC should develop relationships with the TM and HM industry and have an internship policy and budget.

The findings show that TM and HM programme experts like the HOs perceived that BAC TM and HM industrial internship should be formal, have monitoring mechanisms, be supervised and have relationship with the industry in order for it to be effective and beneficial to the stakeholders. Even though the experts had different perceptions, the findings support affirmations made by different scholars. These findings are in line with suggestions made by Kim et al. (2012); Maelah et al. (2014); Mahachi & Shemi, (2014); Owusu-Mintah & Kissi (2012) that industrial internship should be part of the curriculum and there should be policies and manuals for industrial internship. They also perceived that journals and assessment portfolio form should be used which shows evidence of students learning, help to evaluate students' industrial internship achievement and enhance students' skills. They further perceived that institutions should indicate to the host organization specific areas which students should cover and have regular supervision of students during industrial internship.

These findings also support the assertion made by Mgaya & Mbekomize (2014) that there is a worthy relationship between higher academic institutions and host organizations in the organization and management of internship program. The findings are also like the recommendations made by the TM and TM students and graduates that TM and HM industrial internship should be formalised and graded. They are also in line with the affirmation made by Dodge & McKeough (2003) that it should be academic driven and "for credit" internship.

The study also sought to establish the tourism and hospitality professional bodies' perceptions on the structure of the BAC TM and HM industrial internship. The interviewed TAHPB official

indicated that there is a possibility of mismatch of what is offered by the higher academic institution and what is required by the industry as the TAHPB are not involved in the development of the BAC TM and HM industrial internship programme. The TAHPB official also indicated that BAC does not reach out and make its industrial internship known especially to relevant stakeholders and involve them in the development and review of the BAC TM and HM industrial internship. The official explained that BAC reaching out to the industry will help them to share knowledge regarding the sector's relevant needs, requirements and bridge the gap between classroom learning and theory. The official further explained that BAC will be able to produce TM and HM graduates which match the sector's requirements locally and globally and know the local and international tourists' expectations, cultures and trends.

The findings show that BAC need to develop relationship and liaise with the TAHPB regarding its TM and HM industrial internship as they will help to bridge the gap between classroom learning and theory, mismatch of what BAC is offering and what the industry requires and produce ready to work graduates. These study findings will also help to address the question of who should do what, when and how. The finding supports the assertion made by Mahachi & Shemi (2014) that to improve internship, questions of when, what, who and how should be addressed. These findings are also in line with the affirmations made by Jugmohan (2010) that the main challenge facing high academic institutions offering tourism programmes is establishing the essentials and requirements of the tourism industry and engaging the industry in tourism program design. The findings further support the assertion by Lappia (2011), Adje et al. (2014); Sivotwa et al. (2014) that all industrial internships should be introduced to all industrial internship stakeholders and be involved in its development and review.

In conclusion, the study found that the stakeholders perceived that BAC TM and HM industrial internship should be restructured. It should be formal, have monitoring mechanisms and be

supervised by both BAC and HOs for it to be effective and beneficial to the stakeholders. BAC should have industrial internship policies and procedures and have relationship with the industrial internship stakeholders. There should be industrial internship coordinator for each campus. BAC should help TM and HM students to secure their allowances well in time. Student should be inducted by the higher academic institution before going for industrial internship. It should be a requirement for TM and HM students to provide a written report after industrial internship and the report be graded.

4.5 Significant Differences on the Perceptions of TM and HM Graduates, TM and HM Level 5 and 6 Students on Tourism Management and Hospitality Management Industrial Internship at Botswana Accountancy College and Hypotheses Testing

The significant differences in the perceptions of the above-mentioned stakeholders on the administrating, organizing and benefits of tourism management and hospitality management industrial internship at Batswana Accountancy were established. The perceptions of the stakeholders were tested using ANOVA, which gave the sig. (p-value) for both between groups and within-groups. The study found out that there is statistically significant difference at the $p < .05$ level in the mean scores on perceptions regarding the administrating, organizing and benefits of BAC TM and HM industrial internship programme across the stakeholders. These results show that there are differences somewhere on perceptions of the stakeholders regarding the administrating, organizing and benefits of BAC TM and HM industrial internship. However, this does not clearly spell out the differences in perception of one stakeholder from the other on the perception of the BAC TM and HM industrial internship. Consequently, the post-hoc multiple comparisons, using Tukey HSD test was employed to ascertain the statistical significance of the differences between each pair of stakeholders.

The hypotheses of the study were tested based on the level 5 and 6 TM and HM students and graduates' perceptions on the administrating, organizing and benefits of the BAC TM and HM industrial internship. Hypotheses were analysed using the post-hoc comparisons, using the Tukey HSD test. The hypothetical testing is interpreted based on the proportion of "relevant perception-variables" that supported or rejected a particular hypothesis. If the number of "relevant perception-variables" that supported a null hypothesis exceeded those that rejected, the hypothesis was then retained. On the other hand, if the number of "relevant perception-variables" that rejected a null hypothesis exceeded those that supported, the null hypothesis was rejected. A hypothesis, where number of "relevant perception-variables" that supported or rejected were found to be equal in number, that hypothesis was neither retained nor rejected. The results for the statistical significance of the differences between each pair of stakeholders and hypotheses testing are indicated on Tables below.

Table 29: Perceptions of Level 5 and 6 TM and HM Students and Graduates on the Benefit of BAC TM and HM Industrial Internship

Dependent Variables	(I) stakeholder	(J) stakeholder	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Gain knowledge and job experience	Level 5 students	Level 6 students	-0,16821	0,10418	0,242	-0,4147	0,0782
		Graduates	-.80796*	0,09873	0,000	-10,415	-0,5744
	Level 6 students	Graduates	-.63975*	0,10616	0,000	-0,8909	-0,3886
Personal development	Level 5 students	Level 6 students	-0,11867	0,11870	0,578	-0,3995	0,1621
		Graduates	-.55035*	0,11249	0,000	-0,8165	-0,2842
	Level 6 students	Graduates	-.43168*	0,12095	0,001	-0,7178	-0,1455
Expose to organizational culture and systems	Level 5 students	Level 6 students	-0,30221	0,15979	0,145	-0,6802	0,0758
		Graduates	-.66013*	0,15144	0,000	-10,184	-0,3019
	Level 6 students	Graduates	-0,35792	0,16283	0,075	-0,7431	0,0273
Opportunity to apply classroom theory into real work practice	Level 5 students	Level 6 students	-.73360*	0,17456	0,000	-11,466	-0,3206
		Graduates	-.81901*	0,16557	0,000	-12,107	-0,4273
	Level 6 students	Graduates	-0,0854	0,17659	0,879	-0,5032	0,3324
Developed and improved the ability to coordinate, facilitate, organize, evaluate and monitor processes and events	Level 5 students	Level 6 students	-.40870*	0,14572	0,016	-0,7535	-0,0639
		Graduates	-.90714*	0,13816	0,000	-12,340	-0,5803
	Level 6 students	Graduates	-.49845*	0,14796	0,003	-0,8485	-0,1484
Improve ability to work at own initiative and as well as a team	Level 5 students	Level 6 students	-.35962*	0,13204	0,020	-0,6720	-0,0472
		Graduates	-.72064*	0,12524	0,000	-10,170	-0,4243
	Level 6 students	Graduates	-.36102*	0,13358	0,021	-0,6771	-0,0450
Improve time stress and conflict management	Level 5 students	Level 6 students	-.65290*	0,14835	0,000	-10,039	-0,3019
		Graduates	-.85476*	0,14066	0,000	-11,875	-0,5220
	Level 6 students	Graduates	-0,20186	0,15063	0,375	-0,5582	0,1545
Improve problem solving and analytical skills	Level 5 students	Level 6 students	-.56415*	0,13508	0,000	-0,8837	-0,2446
		Graduates	-.71399*	0,12802	0,000	-10,169	-0,4111
	Level 6 students	Graduates	-0,14984	0,13765	0,523	-0,4755	0,1758

*. The mean difference is significant at the 0.05 level

The study sought to establish if there is any significant difference on the perceptions of stakeholders on the benefits of BAC TM and HM industrial internship. The results of the post-

hoc comparisons, using the Tukey HSD, showed that the perceptions between TM and HM graduates and students (both level 5 and 6) on that BAC TM and HM students gain knowledge and job experience and develop personally through industrial internship were statistically significantly different from one another with regard to the benefit of BAC TM and HM industrial internship. However, between level 5 and level 6 students cannot conclude that a statistically significant difference exists as the p-value was greater than 0.05. These results show the disparities between the TM and HM students who are to go for internship, those who have already gone for internship and those who have already graduated on the perception that BAC TM and HM students gain knowledge and job experience and develop personally through industrial internship.

The results also show statistically significant difference between level 5 TM and HM students and graduates on the perception that BAC TM and HM industrial internship expose BAC TM and HM students to organizational culture and systems. Though between level 6 TM and HM students and graduates and between level 5 and 6 TM and HM students cannot conclude that a statistically significant difference exists as the p-value was greater than 0.05. These results show difference on perception between the students who are `still to go for industrial internship and the graduates.

Furthermore, the study found out statistically significant difference between level 5 and level 6 TM and HM students and between level 5 TM and HM students and graduates on the perception of that through BAC TM and HM industrial internship students have an opportunity to apply classroom theory into real work practice. However, between level 6 TM and HM students and graduates cannot conclude that a statistically significant difference exists as the p-value was greater than 0.05. These results show difference on perception between the students who are

still to go for industrial internship and the graduates and between students who are still to go for industrial internship and those who have already gone for industrial internship.

The study further sought to establish if there is any significant difference on the perceptions of the 3 stakeholders on the benefits of BAC TM and HM industrial internship. The study found out that the perceptions of each pair of the 3 stakeholders on whether BAC TM and HM industrial internship develop and improve the ability of the students to coordinate, facilitate, organize, evaluate and monitor processes and events and improve their ability to work at own initiative and as well as a team were statistically significantly different from one another. These findings show disparities across the 3 stakeholders.

The study also found out statistically significant difference between level 5 and 6 TM and HM students and level 5 TM and HM students and graduates on the perception that BAC TM and HM improve their time, stress and conflict management and improve their problem solving and analytical skills through BAC TM and HM industrial internship. However, the study did not find any significant difference between level 6 TM and HM students and graduates as the p-value was greater than 0.05. These results, therefore, show the disparities between the students who are still to go for industrial internship and those who have already gone for industrial internship and between the students who are still to go for industrial internship and the graduates.

H₀₁: There is no statistically significant perception difference between the level 5 and 6 TM and HM students towards Botswana Accountancy College tourism management and hospitality management industrial internship benefits.

The study tested the hypothesis between the stakeholders mentioned above based on their perceptions on the benefits of BAC TM and HM industrial internship. As per the findings on

Table 29 above, five of the eight benefits were found to have significant difference. Therefore, the null hypothesis, HO1 is rejected. These findings support the affirmations made by Alpert, et al. (2009) who found that there is significant difference in the perceptions of the industrial internship programmes benefits among the stakeholders.

Ho3: There is no statistically significant perception difference between the level 5 TM and HM students and the TM and HM graduates towards Botswana Accountancy College tourism management and hospitality management industrial internship benefits.

The study tested the hypothesis between the stakeholders mentioned above based on their perceptions on the benefits of BAC TM and HM industrial internship. The findings on Table 29 above indicate that all the eight benefits perception variables have significant differences. Therefore, the null hypothesis, HO3 is rejected. These findings support the affirmations made by Alpert, et al. (2009) who found that there is significant difference in the perceptions of the industrial internship programmes benefits among the stakeholders.

Ho5: There is no statistically significant perception difference between the level 6 TM and HM students and the TM and HM graduates towards Botswana Accountancy College tourism management and hospitality management industrial internship benefits.

The study tested the hypothesis between the stakeholders mentioned above based on their perceptions on the benefits of BAC TM and HM industrial internship. The findings on Table 29 above indicate that four out of eight benefits perception variables have significant differences. As the perception variables on benefits were found to be equally divided between

significant and insignificant differences, therefore the null hypothesis, HO5 is neither accepted nor rejected.

Table 30: Perceptions of Level 5 and 6 TM and HM Students and Graduates on the Duration of BAC TM and HM Industrial Internship

Dependent Variable	(I) stakeholder	(J) stakeholder	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Duration of industrial internship	Level 5 students	Level 6 students	.79473*	0.14792	0.00	0.4448	1.1447
		Graduates	1.15808*	0.14019	0.00	0.8264	1.4897
	Level 6 students	Graduates	.36335*	0.15073	0.045	0.0068	0.7199

*. The mean difference is significant at the 0.05 level.

The study sought to find out if there is any significant difference on the perceptions of the stakeholders on the duration of BAC TM and HM industrial internship. The results of the post-hoc comparisons, using the Tukey HSD, showed that the perception of each pair of the stakeholders mentioned on Table 31 above on duration of BAC TM and HM industrial internship was statistically significant different from one another. These results illustrate that there are disparities in perception on duration of BAC TM and HM industrial internship across the graduates, students who are still to go for industrial internship and those who have already gone for industrial internship.

Table 31: Perceptions of Level 5 and 6 TM and HM Students and Graduates on the Monitoring Mechanisms Expected to be Used and Used by BAC during the TM and HM Industrial Internship

Dependent Variable	(I) Stakeholder	(J) Stakeholder	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Physical follow up visits of students	Level 5 students	Level 6 students	-2.58197*	0.1521	0.000	-2.9418	-2.2221
		Graduates	.90018*	0.14415	0.000	0.5592	1.2412
	Level 6 students	Graduates	3.48214*	0.15499	0.000	3.1155	3.8488
Email follow up of students	Level 5 students	Level 6 students	-2.02794*	0.23067	0.000	-2.5738	-1.4821
		Graduates	-0.09107	0.21791	0.908	-0.6067	0.4246
	Level 6 students	Graduates	1.93687*	0.23685	0.000	1.3764	2.4973
Phone call follow up of students	Level 5 students	Level 6 students	-1.99526*	0.21004	0.000	-2.4922	-1.4983
		Graduates	0.35827	0.19875	0.172	-0.112	0.8285
	Level 6 students	Graduates	2.35354*	0.21485	0.000	1.8452	2.8619
Requirement for student to have log sheet/ journal and the host organization to check them on weekly basis	Level 5 students	Level 6 students	-2.64444*	0.16519	0.000	-3.0353	-2.2536
		Graduates	.89091*	0.15631	0.000	0.5211	1.2607
	Level 6 students	Graduates	3.53535*	0.16898	0.000	3.1356	3.9352

*. The mean difference is significant at the 0.05 level.

The study sought to find out if there is any significant difference on the perceptions of the 3 stakeholders on the monitoring mechanisms expected to be used and used by BAC during the TM and HM industrial internship. The study indicated that the perceptions of each pair of the above-mentioned stakeholders regarding the physical follow up of students and requirement for student to have log sheet/ journal and the host organization to check them on weekly basis during the BAC TM and HM industrial internship were statistically significant different from one another. These results illustrate that there are disparities in perception regarding the physical follow up of students and requirement for student to have log sheet/ journal and the host organization check them on weekly bases across the graduates, students who are still to go for industrial internship and those who have already gone for industrial internship.

The study also indicated statistically significant difference between level 5 and 6 TM and HM students and between level 6 TM and HM students and graduates on the perceptions of email follow up of students and phone call follow up of students during BAC TM and HM industrial internship. These results indicate that there are disparities between students who have gone for industrial internship and those who are still to go for industrial internship. They also indicate these disparities between students who have gone for industrial internship and those who have already graduated. However, the study did not find any significant difference between level 5 TM and HM students and graduates as the p-value was greater than 0.05 regarding the perceptions of email follow up of students and phone call follow up of students during the BAC TM and HM industrial internship.

Table 32: Perceptions of 3 Stakeholders namely; Level 5 and 6 TM and HM Students and Graduates on the Roles to be Played by BAC during the TM and HM Industrial Internship at BAC

Dependent Variable	(I) Stakeholder	(J) stakeholder	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Visit the student at the place of attachment	Level 5 students	Level 6 students	-1.19922*	0.2089	0.000	-1.6934	-0.7050
		Graduates	-1.69145*	0.19799	0.000	-2.1598	-1.2231
	Level 6 students	Graduates	-0.49224	0.21288	0.057	-0.9958	0.0114
Visit the organisational supervisor	Level 5 students	Level 6 students	-1.14326*	0.21337	0.000	-1.6480	-0.6385
		Graduates	-1.73566*	0.20221	0.000	-2.2140	-1.2573
	Level 6 students	Graduates	-.59239*	0.21742	0.019	-1.1068	-0.0780
Liaise with the host organisation	Level 5 students	Level 6 students	-.97246*	0.21115	0.000	-1.47200	-0.4729
		Graduates	-1.96548*	0.2002	0.000	-2.4391	-1.4918
	Level 6 students	Graduates	-.99301*	0.2144	0.000	-1.5003	-0.4858
Monitor the student progress	Level 5 students	Level 6 students	-1.30652*	0.20818	0.000	-1.7991	-0.8140
		Graduates	-1.98636*	0.1983	0.000	-2.4555	-1.5172
	Level 6 students	Graduates	-.67984*	0.21224	0.005	-1.1820	-0.1777

*. The mean difference is significant at the 0.05 level.

The study sought to establish if there is no significant difference on the perceptions of the 3 stakeholders on the roles to be played and played by BAC during the TM and HM industrial internship. The study indicated that the perceptions of each pair of the 3 stakeholders regarding BAC visiting the organisational supervisor, liaising with the host organisation and monitoring the student progress during the TM and HM industrial internship were statistically significant different from one another. This shows differences on the perceptions of the stakeholders regarding BAC visiting the organisational supervisor, liaising with the host organisation and monitoring the student progress during the TM and HM industrial internship.

The study also indicated statistically significant difference between TM and HM level 5 and 6 students and between level 5 TM and HM students and graduates on the perceptions regarding BAC visiting the students at the place of attachment. These results show differences between the students who are still to go for industrial internship and those who have already gone for industrial internship and between the students who are still to go for industrial internship and the graduates. However, the study did not find any significant difference between level 6 TM and HM students and graduates as the p-value was greater than 0.05 regarding the perceptions of BAC visiting the students at the place of attachment.

Table 33: Perceptions of 3 Stakeholders namely; Level 5 and 6 TM and HM Students and Graduates on the Roles to be Played by Host Organisations during the TM and HM Industrial Internship at BAC

Dependent Variable	(I) Stakeholder	(J) stakeholder	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Appropriately introduce student to all the department	Level 5 students	Level 6 students	-0.33188	0.17925	0.156	-0.756	0.0922
		Graduates	-.49881 *	0.16995	0.011	-0.9009	-0.0967
	Level 6 students	Graduates	-0.16693	0.18201	0.630	-0.5975	0.2637
Orient the student	Level 5 students	Level 6 students	-.44928 *	0.1772	0.033	-0.8685	-0.0300
		Graduates	-.47024 *	0.16801	0.016	-0.8677	-0.0728
	Level 6 students	Graduates	-0.02096	0.17993	0.993	-0.4466	0.4047
Provide a supervisor	Level 5 students	Level 6 students	-.44678 *	0.16758	0.023	-0.8433	-0.0503
		Graduates	-.42426 *	0.15901	0.023	-0.8005	-0.048
	Level 6 students	Graduates	0.02252	0.16889	0.990	-0.3771	0.4221
Develop an internship plan for the student	Level 5 students	Level 6 students	-.82029 *	0.20431	0.000	-1.3037	-0.3369
		Graduates	-.94762 *	0.19371	0.000	-1.4059	-0.4893
	Level 6 students	Graduates	-0.12733	0.20745	0.813	-0.6181	0.3635
Provide instructions to the students	Level 5 students	Level 6 students	-.87101 *	0.21413	0.000	-1.3776	-0.3644
		Graduates	-.67381 *	0.20302	0.003	-1.1541	-0.1935
	Level 6 students	Graduates	0.1972	0.21743	0.637	-0.3172	0.7116
Monitoring student progression	Level 5 students	Level 6 students	-0.50145	0.21633	0.056	-1.0133	0.0104
		Graduates	-.74524 *	0.20511	0.001	-1.2305	-0.26
	Level 6 students	Graduates	-0.24379	0.21966	0.509	-0.7635	0.2759

*. The mean difference is significant at the 0.05 level.

The study sought to establish if there is no significant difference on the perceptions of the 3 stakeholders on the roles to be played and played by host organisation during the TM and HM industrial internship. The study found statistically significant difference between level 5 TM and HM students and graduates on the perception that HOs appropriately introduce student to all the department and monitoring student progression. However, the study did not find any significant difference between level 5 and 6 TM and HM students and between level 6 TM and HM students and graduates as the p-value was greater than 0.05. These results show differences between the students who are still to go for industrial internship and the graduates.

The study also found statistically significant difference between level 5 and 6 TM and HM students and between level 5 TM and HM students and graduates on the perception that HOs orientate the student, provide a supervisor, develop an internship plan for the student and provide instructions to the students. However, the study did not find any significant difference between level 6 TM and HM students and graduates as the p-value was greater than 0.05. These results show differences between the students who are still to go for industrial internship and those who have already gone for industrial internship and between the students who are still to go for industrial internship and the graduates.

Ho2: There is no statistically significant perception difference between the level 5 and 6 TM and HM students towards the administrating and organizing of Botswana Accountancy College tourism management and hospitality management industrial internship.

The study tested the hypothesis between the stakeholders mentioned above based on their perceptions on the administrating and organizing of BAC TM and HM industrial internship. The findings on table 30, 31, 32, and 33 above indicate that thirteen out of fifteen effectiveness perception variables have significant differences. Therefore, the null hypothesis, HO2 is rejected. These findings support the assertions made by Adje, et al. (2014) who found that there is significant difference in the perceptions of the industrial internship programmes among the stakeholders at Ghanaian Public Polytechnics.

Ho4: There is no statistically significant perception difference between the level 5 TM and HM students and the TM and HM graduates towards the administrating and organizing of Botswana Accountancy College tourism management and hospitality management industrial internship.

The study tested the hypothesis between the stakeholders mentioned above based on their perceptions on the administrating and organizing of BAC TM and HM industrial internship. The findings on table 30, 31, 32, and 33 above show that thirteen out of fifteen effectiveness perception variables have significant differences. Therefore, the null hypothesis, HO4 is rejected. These findings support the assertion made by Adje, et al. (2014) who found that there is significant difference in the perceptions of the industrial internship programmes among the stakeholders at Ghanaian Public Polytechnics.

Ho6: There is no statistically significant perception difference between the level 6 TM and HM students and TM and HM graduates towards the administrating and organizing of Botswana Accountancy College tourism management and hospitality management industrial internship.

The study tested the hypothesis between the stakeholders mentioned above based on their perceptions on the administrating and organizing of BAC TM and HM industrial internship. The findings on table 30, 31, 32, and 33 above indicate that eight out of fifteen effectiveness perception variables have significant differences. Therefore, the null hypothesis, HO6 is rejected. These findings support the assertion made by Adje, et al. (2014) who found that there is significant difference in the perceptions of the industrial internship programmes among the stakeholders at Ghanaian Public Polytechnics.

Table 34: Hypotheses Testing

Hypothesis	Statement (at 5% significant level)	Results
Ho ₁	There is no statistically significant perception difference between the level 5 and 6 TM and HM students towards Botswana Accountancy College tourism management and hospitality management industrial internship benefits.	Rejected
Ho ₂	There is no statistically significant perception difference between the level 5 and 6 TM and HM students towards the administrating and organizing of Botswana Accountancy College tourism management and hospitality management industrial internship.	Rejected
Ho ₃	There is no statistically significant perception difference between the level 5 TM and HM students and the TM and HM graduates towards Botswana Accountancy College tourism management and hospitality management industrial internship benefits.	Rejected
Ho ₄	There is no statistically significant perception difference between the level 5 TM and HM students and TM and HM graduates towards the administrating and organizing of Botswana Accountancy College tourism management and hospitality management industrial internship.	Rejected
Ho ₅	There is no statistically significant perception difference between the level 6 TM and HM students and TM and HM towards Botswana Accountancy College tourism management and hospitality management industrial internship benefits.	Neither rejected nor accepted
Ho ₆	There is no statistically significant perception difference between the level 6 TM and HM students and TM and HM graduates towards the administrating and organizing of Botswana Accountancy College tourism management and hospitality management industrial internship.	Rejected

In conclusion, the findings on the perceptions between level 5 and 6 TM and HM students, level 5 TM and HM students and graduates, and level 6 TM and HM students and graduates, on the administrating, orgnazing and benefits of the BAC TM and HM industrial internship imply that some of the perceptions of each pair of the 3 stakeholders were statistically significantly different from one another while some others were not statistically significantly different as the p-values were greater than 0.05. These show that there were both similarities and disparities on the perceptions between the students who are still to go for industrial internship, those who

have already gone for industrial internship and the graduates, regarding BAC TM and HM industrial internship. These findings differ from Adje, et al. (2014)'s findings which showed statistically significant difference on the perceptions of the stakeholders on industrial internship. However, the findings support Alpert et al. (2009) and Zopiatis (2007)'s findings which showed both similarities and differences on the perceptions of the stakeholders on industrial internship.

There is significant perception difference between level 5 and 6 TM and HM students; level 5 TM and HM students and TM and HM graduates towards Botswana Accountancy College tourism management and hospitality management industrial internship benefits. There is also significant perception difference between level 5 and 6 TM and HM students; level 5 TM and HM students and TM and HM graduates; level 6 TM and HM students and TM and HM graduates towards the administrating and organizing of Botswana Accountancy College tourism management and hospitality management industrial internship.

4.6 Conclusion

The study presented and analysed the data collected based on the objectives of the study. The findings were presented using percentages and figures in descriptive analysis and inferential analysis including tabular analysis and graphical presentations. The questionnaire response return rates and interview participation rates were more than 60%. The researcher regarded the return rates to be satisfactory as Dilliman (2000) indicated that researchers should strive to attain at least a 60% return rate of research instruments.

Based on the general perception of the stakeholders on the BAC TM and HM industrial internship the level 5 TM and HM students expect the duration of BAC TM and HM industrial

internship to be between 3 to 4 months, both BAC and HOs to play some roles during industrial internship. The level 5 TM and HM students expect BAC to have monitoring mechanism to use during industrial internship. HOs felt that students met expectations regarding behaviour, dress code, work ethics and skills during industrial internship. All the BAC TM and HM programmes experts expected the industrial internship to expose students to the real work environment and give them an opportunity to apply classroom theory into the real work practice, 63% of the programme experts expected students also to develop skills like communication, problem-solving and interpersonal skills and improve students' ability to work as a team, and 27% of the programme experts expected greater employability chances for students upon graduation. TAHPB perceive an industrial internship as a way of bridging the gap between theory and practice, helping the HAI to address the issue of mismatch of what the institution is offering and what the industry requires.

Regarding the perception of the stakeholders on the benefits of BAC TM and HM industrial internship, the host organisations, TM and HM students and graduates perceived the BAC TM and HM industrial internship to have benefited them. However, the Tourism and Hospitality Professional Bodies perceived the BAC TM and HM industrial internship not to benefit them as they were not aware of it nor involved in it. Based on the perception of the stakeholders on the administrating and organizing of the BAC TM and HM industrial internship, stakeholders perceived the BAC TM and HM industrial internship not to be administered nor organized properly. Regarding the structure of the BAC industrial internship, the study found that the stakeholders perceived that BAC TM and HM industrial internship should be restructured.

When determining whether there is significant perception difference between level 5 and 6 TM and HM students; level 5 TM and HM students and TM and HM graduates; level 6 TM and HM students and TM and HM graduates on the administrating, organizing and benefits of the

BAC TM and HM industrial internship the results showed that there were both similarities and disparities on the perceptions between the students who are still to go for industrial internship, those who have already gone for industrial internship and the graduates regarding BAC TM and HM industrial internship.

The null hypotheses, Ho₁, Ho₂, Ho₃, Ho₄, Ho₅ and Ho₆ were rejected. By rejecting these hypotheses, the study concludes that there is significant perception difference towards Botswana Accountancy College tourism management and hospitality management industrial internship benefits between the level 5 and 6 TM and HM students; level 5 TM and HM students and TM and HM graduates. There is also significant perception towards the administrating and organizing of Botswana Accountancy College tourism management and hospitality management industrial internship between the level 5 and 6 TM and HM students; level 5 TM and HM students and TM and HM graduates; level 6 TM and HM students and TM and HM graduates.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The main aim of the study was to evaluate the perceptions of stakeholders on tourism management and hospitality management industrial internship at Botswana Accountancy College. This chapter presents the summary of the study findings based on the objectives of the study, recommendations of the study, limitations of the study, implications of the study to both theory and practice, directions for future research and conclusions of the study.

5.2 Summary of the Research Findings

This section presents the summary of the study findings according to the objectives of the study.

5.2.1 General Perceptions of the stakeholders on BAC TM and HM industrial internship

The study established the general perception of the stakeholders on the BAC TM and HM industrial internship. The level 5 TM and HM students expect the BAC TM and HM industrial internship duration to be between 3 to 4 months. For BAC TM and HM industrial internship to be effective and beneficial, level 5 TM and HM students expect both BAC and HOs to play some roles during students' attachment period. The level 5 TM and HM students perceive the following as the monitoring mechanism to be used by BAC during industrial internship, viz., physical follow up visit, email and phone call follows up, being a requirement for student to have log sheet/ journal and the host organisation to check them on weekly basis.

HOs felt that students met expectations regarding behaviour, dress code, work ethics and skills during industrial internship. The BAC TM and HM programmes experts expected the industrial internship to expose students to the real work environment and give them an opportunity to apply classroom theory into the real work practice. TAHPB regarded an industrial internship as a way of bridging the gap between theory and practice, helping the HAI to address the issue of mismatch of what the HAI is offering and what the industry requires.

5.2.2 Perceptions of the Stakeholders on the Benefits of BAC Tourism Management and Hospitality Management Industrial Internship

The host organisations, BAC and TM and HM students perceived the BAC TM and HM industrial internship to have benefited them. Nevertheless, the Tourism and Hospitality Professional Bodies regarded the BAC TM and HM industrial internship not to benefit them as they were neither aware of it nor engaged in it. These findings show that BAC TM and HM industrial internship is based on a three-way relationship, viz., BAC, the TM and HM students and HOs. It excluded the fourth party, the professional bodies.

5.2.3 Perceptions of the Stakeholders on the Administrating and Organizing of the BAC Tourism Management and Hospitality Management Industrial Internship

The stakeholders regarded the BAC TM and HM industrial internship not being properly administered nor organized. The TM and HM programmes experts, students and graduates regarded BAC TM and HM industrial internship not to be properly administered nor organized based on the monitoring mechanism, supervision, problems experienced by the students and dialogues which existed between the students and BAC during industrial internship. They also regarded the time TM and HM students took on industrial internship, the places students were

attached to, the duties and roles of the stakeholders during industrial internship to be the indicators of improper administrating and organizing of BAC TM and HM industrial internship.

There was no relationship that existed between BAC and other BAC TM and HM industrial internship stakeholders which indicated that BAC TM and HM industrial internship was not properly administered nor organized. The location of the host organisations affected the TM and HM students' performance both positively and negatively. Some of the TM and HM students were ready for work after undergoing an industrial internship while others were not ready. These perceptions show improper administrating and organizing of the BAC TM and HM industrial internship as it has some negative effect on the students. The TAHPB perceived the BAC TM and HM to be improperly administered and organized as it does not involve them to help the students with the professional standards and ethical requirements expected of a professional in the tourism and hospitality industry.

5.2.4 Perceptions of the Stakeholders on the Structure of the BAC Tourism Management and Hospitality Management Industrial Internship

The stakeholders perceived that BAC TM and HM industrial internship should be formalised and restructured. For it to be effective and beneficial to the stakeholders, it should be supervised and have monitoring mechanisms to be used by both BAC and HOs. There should be BAC TM and HM industrial internship policies and procedures. BAC should have relationships with the industrial internship stakeholders. There should be industrial internship coordinator for each campus and BAC should help TM and HM students to secure their allowances well in time. Students should be inducted by the higher academic institution before going for industrial internship. It should be a requirement for TM and HM students to provide a written report after industrial internship, and the report be graded.

5.2.5 Significant Differences on the Perceptions of TM and HM Level 5 Students, TM and HM Level 6 Students and TM and HM Graduates on Tourism Management and Hospitality Management Industrial Internship at Botswana Accountancy College

Regarding the perceptions of Botswana Accountancy College tourism management and hospitality management industrial internship benefits there were significant differences between the level 5 and 6 TM and HM students; level 5 TM and HM students and TM and HM graduates. Significant perception differences were also found between the level 5 and 6 TM and HM students; level 5 TM and HM students and TM and HM graduates; level 6 TM and HM students and TM and HM graduates towards the administrating and organizing of Botswana Accountancy College tourism management and hospitality management industrial internship.

5.3 Recommendations

The study recommends the following;

- BAC should introduce a formalized, academic driven and “for credit” industrial internship and it should include it in its curriculum as one of the modules it offers.
- BAC should build relationships and liaise with the tourism and hospitality industry and tourism and hospitality professional bodies.
- BAC should share its industrial internship manual and guidelines with the host organisations so that they can clearly understand the purpose of industrial internship and their roles as organisations, and place the TM and HM students accordingly.
- It should be a requirement for all the TM and HM students to complete a log sheet/journal and being signed by the host organisation’s supervisor on a weekly basis and by BAC supervisor during the visit.

- The TM and HM students should be required to submit a written report attaching log sheets at the end of industrial internship and this report should be graded.
- Students who have not gone for industrial internship or completed the industrial internship requirements should not proceed to the next level of study.
- BAC should process TM and HM students' allowances well on time to avoid TM and HM students facing financial challenges during their industrial internship period, which negatively affect their performance.
- BAC TM and HM industrial internship should have a specified duration of industrial internship, which in this case should be 4 months of the winter vacation at the end of second year/level 5.
- Both BAC and the HOs should engage themselves in supervision of TM and HM students during the industrial attachment period.
- BAC should implement monitoring mechanisms such as physical visits of the TM and HM students during the first few weeks of attachment to see whether they are placed in the right department and performing duties that are relevant to their programme of study. It should also check TM and HM students mid-way through the industrial internship to see how they are progressing, and BAC supervisors should make regular phone calls and email communications apart from physical visit to monitor the TM and HM students during industrial internship.
- BAC should have industrial internship unit and coordinator for each campus, which will help TM and HM students to find the relevant place of attachment and liaise with the tourism and hospitality industries.
- TM and HM students should be encouraged to attach with other sectors like travelling agency, tour operations apart from accommodation for them to be able to learn from different tourism and hospitality sectors.

5.4 Limitations of the Study

The study was limited by time, requirements, procedures and processes of research at the researcher's place of study, University of Botswana. The researcher, therefore, sampled the targeted population to limit the number of the participants and avoid long processes in order to complete the research on the specified university time. The study was also limited by the means of communication with some of the TM and HM graduates and host organisation in areas with less and unreliable internet connectivity. The researcher, therefore, ended up not being able to send questionnaires to some of them and not being able to receive the completed questionnaires from some others.

5.5 Implications of the Study to Both Theory and Practice

The planning, organisation and management of an industrial internship should be well-planned to ensure that all parties obtain the benefits that should accrue to them. The implications of this study to theory are that using a framework that incorporates professional bodies in an industrial internship allows for the addition of an important stakeholder that can assist with standards expected of a graduate in the field. This is crucial for any area of study and practice if that area wants to enhance its professionalism.

Currently, the BGCSE points required by BAC to enrol on TM and HM programmes is 36 points while for other programmes like Accounting and Finance and International Finance and Banking, points required are more than 40. According to Goode (1960) one of the features as an occupation becomes more professionalised is the ability to demand higher calibre students. Currently the lower points required for entry into TM and HM programmes at BAC might appear to make the programmes and profession less prestigious. By working closely with the

professional bodies, BAC, through a well-managed industrial internship with close input from professional bodies, could assist in raising the programmes and profession in terms of prestige by demanding higher points as applicable to other programmes.

5.6 Directions for Future Research

The study did not consider the socio-psychological effects and benefits of industrial internship. Future research could consider the social effects and benefits to TM and HM students of industrial internship by asking how TM and HM students' industrial internship affects and how they relate with family and friends. Family and friends might not fully appreciate the benefits of industrial internship to the student and might consider the student as if they are now working. How these expectations are managed could be an area for further research. An industrial internship can have some psychological effects on the student.

How TM and HM students handle the work stresses that come with industrial internship could also be an area for further research as some TM and HM students could find expectations of the host organisations to be more than they imagined. In addition, a similar study can be conducted in a different local higher academic institution which offers informal non credited industrial internship to find whether the findings observed at Botswana Accountancy College are also applicable to those institutions.

5.7 Conclusion of the Study

The following conclusions were derived from this study.

Industrial internship is vital for exposing the students to the real-world environment and it gives them an opportunity to learn and gain experience from the industry. BAC TM and HM industrial

internship is beneficiary to only three of its stakeholders, viz., BAC, TM and HM students and host organisations. BAC industrial internship does not benefit the tourism and hospitality professional bodies as they were not engaged on the BAC TM and HM industrial internship processes. The stakeholders generally had expectations on the BAC TM and HM industrial internship. However, the stakeholders perceived the BAC TM and HM industrial internship to be improperly administered and organized based on its duration, supervision, monitoring, impact on the students and roles of the stakeholders during industrial internship. The stakeholders perceived that BAC TM and HM industrial internship should be formalized and restructured in order to administer and organize it properly and being beneficial to the stakeholders.

The perceptions of each pair of the 3 stakeholders viz. the level 5 and 6 TM and HM students, level 5 TM and HM students and TM and HM graduates, and level 6 TM and HM students and TM and HM graduates were significantly different from one another towards the administrating and organizing of Botswana Accountancy College tourism management and hospitality management industrial internship. There were also significant perception differences towards Botswana Accountancy College tourism management and hospitality management industrial internship benefits between the level 5 and 6 TM and HM students; level 5 TM and HM students and TM and HM graduates.

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APPENDICES

Appendix 1: Interview Questions for Botswana Accountancy College Tourism Management and Hospitality Management Programmes Experts

Stakeholders' Perceptions on Industrial Internship: The Case of Botswana Accountancy College Tourism Management and Hospitality Management Students

You are kindly invited to participate in an investigation of stakeholders' perceptions on the Botswana Accountancy College (BAC) tourism management (TM) and hospitality management students' industrial internship. The current BAC TM and HM industrial internship situation is an informal arrangement between the stakeholders namely; the higher academic institution, the students, the host organisations and the tourism and hospitality professional bodies. The researcher is interested on finding out how effective it is and how its benefits stakeholders. The estimated time for the interview is 15 minutes.

All responses are anonymous. Thank you in advance

1. What is your position at BAC?
2. What is your role in BAC TM and HM industrial internship?
3. Does your role cover both Gaborone and Francistown campuses?
4. What are your expectations regarding industrial internship?
5. Does BAC TM and HM industrial internship cover your industrial internship expectation?
6. If Yes from 5 above how?
7. If No from 5 above, why do you feel it does not cover them?
8. What monitoring mechanisms are in place to ensure that BAC TM and HM students undertake industrial internship and acquire the required practical experience?
9. What do you understand about the relationship or link between BAC, TM and HM students, the host organisations and tourism and hospitality professional bodies during the BAC TM and HM industrial internship processes and period?
10. Does the TM and HM industrial internship benefits BAC and how?
11. What are your perceptions regarding the structure of the BAC TM and HM industrial internship?

THE END

Appendix 2: Interview Questions for Tourism and Hospitality Professional Bodies

Stakeholders' Perceptions on Industrial Internship: The Case of Botswana Accountancy College Tourism Management and Hospitality Management Students

You are kindly invited to participate in an investigation of stakeholders' perceptions on the Botswana Accountancy College (BAC) tourism management (TM) and hospitality management students' industrial internship. The current BAC TM and HM industrial internship situation is an informal arrangement between the stakeholders namely; the higher academic institution, the students, the host organisations and the tourism and hospitality professional bodies. The researcher is interested on finding out how effective it is and how its benefits stakeholders. The estimated time for the interview is 15 minutes.

All responses are anonymous. Thank you in advance

1. What do you understand about the BAC TM and HM industrial internship?
2. What are your expectations regarding industrial internship?
3. Is there a relationship or link between BAC and your organization regarding BAC TM and HM industrial internship?
4. How can the relationship between BAC, your organization and the TM and HM students benefit the stakeholders?
5. What are your expectations on the practical skills required of a graduate to be able to effectively work in the tourism and hospitality industry?
6. What are the professional standards expected of a professional in the tourism and hospitality industry?
7. What are the ethical requirements for a professional in the tourism and hospitality industry?
8. What are your perceptions regarding the structure of the BAC TM and HM industrial internship?
9. How does your organization benefit from the BAC TM and HM industrial internship?

THE END

Appendix 3: Questionnaire for Botswana Accountancy College Level 5 students (Students who are still to go for industrial internship)

Stakeholders' Perceptions on Industrial Internship: The Case of Botswana Accountancy College Tourism Management and Hospitality Management Students

You are kindly invited to participate in an investigation of stakeholders' perceptions on the Botswana Accountancy College (BAC) tourism management (TM) and hospitality management students' industrial internship. The current BAC TM and HM industrial internship situation is an informal arrangement between the stakeholders namely; the higher academic institution, the students, the host organisations and the tourism and hospitality professional bodies. The researcher is interested on finding out how effective it is and how its benefits stakeholders.

All responses are anonymous. Thank you in advance.

For Section A indicate your responses by ticking (✓) in the appropriate box.

Section A

a. What is your gender?

Gender	Tick
Female	
Male	

b. What is your programme of study?

Programme	Tick
Tourism Management	
Hospitality Management	

c. Which campus do you study at?

Campus Name	Tick
Gaborone	
Francistown	

d. How long do you expect the industrial internship to take?

Duration	Tick
Less than 2 months	
2 - 3 months	
3 – 4 months	
4 – 5 months	
More than 5 months	

Section B

Please respond to all the statements below. Place a TICK (✓) to show your response or fill in the blanks. (SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree)

a. What duties/roles do you expect to do when you go for industrial internship?

Duties/Roles	SA	A	N	D	SD
Make bookings and reservations					
Waiter/waitress					
Bar attendant					
Tour guide					
Housekeeper					
Catering					
Make quotations					
Stock taking					
Secretarial services					

b. What role do you expect to be played by the following during industrial internship?

Higher Academic Institution (BAC)

Role	SA	A	N	D	SD
Visited the student at the place of attachment to find if they are placed in the appropriate department(s), well settled, activities they have done/ still to do					
Visited the host organisation supervisor to get progress report on the student					
Liaised with the host organisation throughout the industrial internship period					
Monitored the student progress during the industrial internship					

Host Organisation

Role	SA	A	N	D	SD
Appropriately introduced student to all the department(s) and people that the student worked with					
Orientat the student					
Provided a supervisor from the organisation whom the student reported to during the entire industrial internship					
Developed an industrial internship plan for the student so that the student has a complete picture of what his/her attachment entails					
Provided educational, supportive and administrative instructions throughout the industrial internship period and ensured that the supervisor from the organisation had enough time to give the student effective instructions and guidance.					
Monitored student progression during industrial internship period					

c. What monitoring mechanisms do you expect the higher academic institution (BAC) and the host organization to use to ensure that students acquire the required practical experience and professional training necessary for entry into the tourism and hospitality industry?

Monitoring mechanisms	SA	A	N	D	SD
Follow up visits (physical)					
Email follow up					
Phone call follow up					
Requirement for student to have log sheet/ journal and the host organization to check them on weekly basis					

d. How do you expect to benefit from industrial internship?

Benefit	SA	A	N	D	SD
Gained knowledge/ job experience through involvement in the work process					
Exposed to organizational culture and systems					
Opportunity to apply classroom theory into real work practice and professional					
Personal development					
Improved ability to work at own initiative and as well as a team					
Developed and improved the ability to coordinate, facilitate, organize, evaluate and monitor processes and events					
Improved problem solving and analytical skills					
Improved time, stress and conflict management					

THE END

Appendix 4: Questionnaire for Botswana Accountancy College Level 6 Students (Students who have gone for industrial internship)

Stakeholders' Perceptions on Industrial Internship: The Case of Botswana Accountancy College Tourism Management and Hospitality Management Students

You are kindly invited to participate in an investigation of stakeholders' perceptions on the Botswana Accountancy College (BAC) tourism management (TM) and hospitality management students' industrial internship. The current BAC TM and HM industrial internship situation is an informal arrangement between the stakeholders namely; the higher academic institution, the students, the host organisations and the tourism and hospitality professional bodies. The researcher is interested on finding out how effective it is and how its benefits stakeholders.

All responses are anonymous. Thank you in advance

Indicate your responses by ticking (✓) in the appropriate boxes or filling in the blanks for all the Sections.

Section A

a. What is your gender?

Gender	Tick
Female	
Male	

b. What is your programme of study?

Programme	Tick
Tourism Management	
Hospitality Management	

c. Which campus do you study at?

Campus Name	Tick
Gaborone	
Francistown	

d. Which organization were you attached to during your industrial internship period?

e. Which department(s) were you based at?

Department(s)	Tick
Banqueting	
Front Desk	
House Keeping	
Reservations	
Food and Beverages	
Marketing	
Finance Department	
Customer Relations	
Tour Guiding	

f. How long was the industrial internship?

Duration	Tick
Less than 2 months	
2 - 3 months	
3 – 4 months	
4 – 5 months	
More than 5 months	

Section B

(SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree)

a. What were your duties/roles during internship?

Duties/Roles	SA	A	N	D	SD
Make bookings and reservations					
Waiter/waitress					
Bar attendant					
Tour guide					
Housekeeper					
Catering					
Make quotations					
Stock taking					
Secretarial services					

b. What roles were played by the following stakeholders during industrial internship?

Higher Academic Institution (BAC)

Role	SA	A	N	D	SD
Visited the student at the place of attachment to find if they are placed in the appropriate department(s), well settled, activities they have done/ still to do					
Visited the host organisation supervisor to get progress report on the student					
Liaised with the host organisation throughout the industrial internship period					
Monitored the student progress during the industrial internship					

Host Organisation

Role	SA	A	N	D	SD
Appropriately introduced student to all the department(s) and people that the student worked with					
Orientat the student					
Provided a supervisor from the organisation whom the student reported to during the entire industrial internship					
Developed an industrial internship plan for the student so that the student has a complete picture of what his/her attachment entails					
Provided educational, supportive and administrative instructions throughout the industrial internship period and ensured that the supervisor from the organisation had enough time to give the student effective instructions and guidance.					
Monitored student progression during industrial internship period					

c. What monitoring mechanisms did BAC use during the TM and HM industrial internship to ensure that students acquire the required practical experience and professional training necessary for entry into the field?

Monitoring mechanisms	SA	A	N	D	SD
Follow up visits (physical)					
Email follow up					
Phone call follow up					
Requirement for student to have log sheet/ journal and the host organization to check them on weekly basis					

d. Was there supervision from BAC? Yes or No_____

If Yes, how was the supervision of benefit to you?

Very much	Somewhat	Undecided	Not really	Not at all

e. Was there supervision from host organisation? Yes or No_____

If Yes, how was the supervision of benefit to you?

Very much	Somewhat	Undecided	Not really	Not at all

f. What kind of dialogues existed between student, host organisation and higher academic institution (BAC) on your experience as a student?

Dialogues existed	SA	A	N	D	SD
Monitoring of student progress by the higher academic institution					
Monitoring of student progress by the host organization					
Practical experience					
Academic relevant training					
Professional training					

g. What is your perception of the work readiness of BAC tourism management and hospitality management graduates after undergoing industrial internship?

Very high	High	Neutral	Low	Very Low

h. Was the industrial internship beneficiary to you?

Very much	Somewhat	Undecided	Not really	Not at all

i. What benefit did you obtain?

(SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree)

Benefit	SA	A	N	D	SD
Gained knowledge/ job experience through involvement in the work process					
Exposed to organizational culture and systems					
Opportunity to apply classroom theory into real work practice and professional					
Personal development					
Improved ability to work at own initiative and as well as a team					
Developed and improved the ability to coordinate, facilitate, organize, evaluate and monitor processes and events					
Improved problem solving and analytical skills					
Improved time, stress and conflict management					

j. Were there any problems with industrial internship?

Problems	SA	A	N	D	SD
Lack of close of supervision					
Lack of role clarity					
Roles not linked to programme of study					
Too much extra working hours					
Did not get a chance to work in other departments					

k. What is your overall assessment of the BAC tourism management and hospitality management industrial internship arrangement and its impact on the students?

Very impactful	Impactful	Do not know	Not impactful	Not very impactful

1. What are your perceptions regarding the structure of the BAC TM and HM industrial internship?

(**SA** = Strongly Agree, **A** = Agree, **N** = Neutral, **D** = Disagree, **SD** = Strongly Disagree)

Structure	SA	A	N	D	SD
Formalises industrial internship					
Student should be inducted by the higher academic institution before going for industrial internship					
Industrial internship supervised by both higher academic institution and host organization supervisors					
Requirement for students to provide a written report after industrial internship					
Have industrial internship coordinator for each campus					
Industrial internship being graded					

THE END

Appendix 5: Questionnaires for Botswana Accountancy College Leisure Graduates

Stakeholders' Perceptions on Industrial Internship: The Case of Botswana Accountancy College Tourism Management and Hospitality Management Students

You are kindly invited to participate in an investigation of stakeholders' perceptions on the Botswana Accountancy College (BAC) tourism management (TM) and hospitality management students' industrial internship. The current BAC TM and HM industrial internship situation is an informal arrangement between the stakeholders namely; the higher academic institution, the students, the host organisations and the tourism and hospitality professional bodies. The researcher is interested on finding out how effective it is and how its benefits stakeholders.

All responses are anonymous. Thank you in advance

Indicate your responses by ticking (√) in the appropriate box or filling in the blanks for all the Sections.

Section A

a. What is your gender?

Gender	Tick
Female	
Male	

b. What was your programme of study?

Programme	Tick
Tourism Management	
Hospitality Management	

c. Which year did you graduate?

Year of Graduation	Tick
2015	
2016	
2017	

d. Which campus were you studying at?

Campus Name	Tick
Gaborone	
Francistown	

e. Which organization were you attached to during your industrial internship period?

f. Which department(s) were you attached to during your industrial internship period?

Department(s)	Tick
Banqueting	
Front Desk	
House Keeping	
Reservations	
Food and Beverages	
Marketing	
Finance Department	
Customer Relations	
Tour Guiding	

g. How long was the industrial internship?

Duration	Tick
Less than 2 months	
2 - 3 months	
3 - 4 months	
4 - 5 months	
More than 5 months	

Section B

(SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree)

a. What were your duties/roles during your industrial internship period?

Duties/Roles	SA	A	N	D	SD
Make bookings and reservations					
Waiter/waitress					
Bar attendant					
Tour guide					
Housekeeper					
Catering					
Make quotations					
Stock taking					
Secretarial services					

b. What roles were played by the following stakeholders during industrial internship?

Higher Academic Institution (BAC)

Role	SA	A	N	D	SD
Visited the student at the place of attachment to find if they are placed in the appropriate department(s), well settled, activities they have done/ still to do					
Visited the host organisation supervisor to get progress report on the student					
Liaised with the host organisation throughout the industrial internship period					
Monitored the student progress during the industrial internship					

Host Organisation

Role	SA	A	N	D	SD
Appropriately introduced student to all the department(s) and people that the student worked with					
Orientat the student					
Provided a supervisor from the organisation whom the student reported to during the entire industrial internship					
Developed an industrial internship plan for the student so that the student has a complete picture of what his/her attachment entails					
Provided educational, supportive and administrative instructions throughout the industrial internship period and ensured that the supervisor from the organisation had enough time to give the student effective instructions and guidance.					
Monitored student progression during industrial internship period					

c. What monitoring mechanisms did BAC use during the TM and HM industrial internship to ensure that students acquire the required practical experience and professional training necessary for entry into the field?

Monitoring mechanisms	SA	A	N	D	SD
Follow up visits (physical)					
Email follow up					
Phone call follow up					
Requirement for student to have log sheet/ journal and the host organization to check them on weekly basis					

d. Was the industrial internship of benefit to you as a graduate?

Very much	Somewhat	Undecided	Not really	Not at all

e. How beneficial was the industrial internship to you?

Benefit	SA	A	N	D	SD
Gained knowledge/ job experience through involvement in the work process					
Exposed to organizational culture and systems					
Opportunity to apply classroom theory into real work practice and professional					
Personal development					
Improved ability to work at own initiative and as well as a team					
Developed and improved the ability to coordinate, facilitate, organize, evaluate and monitor processes and events					
Improved problem solving and analytical skills					
Improved time, stress and conflict management					

f. Were there any problems with industrial internship?

Problems	SA	A	N	D	SD
Lack of close of supervision					
Lack of role clarity					
Roles not linked to programme of study					
Too much extra working hours					
Did not get a chance to work in other departments					

g. With your experience after graduation what are your perceptions regarding the structure of the BAC TM and HM industrial internship?

Structure	SA	A	N	D	SD
Formalises industrial internship					
Student should be inducted by the higher academic institution before going for industrial internship					
Industrial internship supervised by both higher academic institution and host organization supervisors					
Requirement for students to provide a written report after industrial internship					
Have industrial internship coordinator for each campus					
Industrial internship being graded					

h. What is your perception of the work readiness of BAC tourism management and hospitality management graduates as a graduate?

i. What is your overall assessment of the BAC tourism management and hospitality management industrial internship arrangement and its impact on the students?

THE END

Appendix 6: Questionnaire for Host Organisations

Stakeholders' Perceptions on Industrial Internship: The Case of Botswana Accountancy College Tourism Management and Hospitality Management Students

You are kindly invited to participate in an investigation of stakeholders' perceptions on the Botswana Accountancy College (BAC) tourism management (TM) and hospitality management students' industrial internship. The current BAC TM and HM industrial internship situation is an informal arrangement between the stakeholders namely; the higher academic institution, the students, the host organisations and the tourism and hospitality professional bodies. The researcher is interested on finding out how effective it is and how its benefits stakeholders.

All responses are anonymous. Thank you in advance

Indicate your responses by ticking (✓) in the appropriate box or filling in the blanks for all Sections.

Section A

a. What is your gender?

Gender	Tick
Female	
Male	

b. Which department do you work for?

Department(s)	Tick
Banqueting	
Front Desk	
House Keeping	
Reservations	
Food and Beverages	
Marketing	
Finance Department	
Customer Relations	
Tour Guiding	

c. What were your expectations on the students regarding their behavior, dress code, work ethics and skills?

	Exceed Expectations	Just Meet Expectations	Cannot Tell	Did not Meet Expectations	Below Expectations
Behaviour					
Dress code					
Work ethics					
Skills					

d. Did the student(s) conduct themselves professionally and perform according to your expectations?

Almost Always	Sometimes	Occasionally	Rarely	Never

e. Is there a need for improvement of the student(s)' conduct and perform based on your expectations?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Behaviour					
Dress code					
Work ethics					
Skills					

f. How did the location of the host organization affected the student's performance?

Negatively or positively

g. What could be the reasons for this impact?

h. How was the relationship and link between the host organisation and BAC?

Very Strong	Strong	Neutral	Poor	Very Poor

i. How can this relationship and link be strengthened?

j. What are your perceptions regarding the structure of the BAC TM and HM industrial internship?

Structure	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Formalise industrial internship					
Have policies and procedures of industrial internship					
Supervision by BAC and HOs					
BAC help TM and HM students to secure their allowances well in time					
Relationship and links between the industrial internship stakeholders					

k. How did your organization benefit from attaching BAC students?

Benefits	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Systems or processes improvement					
Extra labour in busy periods					
Contribution to improving professional standards					
Chance to identify prospective employees					
Extra customer service and satisfaction					
Increased revenue, customer contacts and innovation from attached students					

THE END

Appendix 7: Questions Addressed from the Questionnaires

Questions for Demographic Characteristics

1. What is your gender?
2. What is your programme of study?
3. Which campus do you study at?
4. Which year did you graduate?

Questions for General Perceptions of the Stakeholders on BAC TM and HM Industrial Internship

1. How long do you expect the industrial internship to take? – (Question for level 5 TM and HM student)
2. What role do you expect to be played by the following during industrial internship? – (Question for level 5 TM and HM student)
 - a. Higher Academic Institution (BAC)
 - b. Host Organisation
3. What monitoring mechanisms do you expect the higher academic institution (BAC) and to use to ensure that students acquire the required practical experience and professional training necessary for entry into the field?? – (Question for level 5 TM and HM student)
4. What were your expectations on the students regarding their behavior, dress code, work ethics and skills?
5. What are your expectations regarding industrial internship? – (Question for TM and HM programme experts and TAHPB)
6. What do you understand about the BAC TM and HM industrial internship?

Questions for Perceptions of the Stakeholders on the Benefits of BAC TM and HM Industrial Internship

1. Does the TM and HM industrial internship benefits BAC?
2. If Yes from 10 above how?
3. If No from 10 above why do you feel it does not?
4. How do you expect to benefit from industrial internship? (Question for level 5 TM and HM students)
5. What benefit did you obtain? (Question for level 6 TM and HM graduates)
6. How beneficial was the industrial internship to you? (Question for level 6 TM and HM students)
7. How did your organization benefit from attaching BAC students?

Questions for Perceptions of the Stakeholders on the Administrating and Organizing of BAC TM and HM Industrial Internship

1. How long was the industrial internship? (Question for level 6 TM and HM students and graduates)
2. What monitoring mechanisms did BAC use during the TM and HM industrial internship to ensure that students acquire the required practical experience and professional training necessary for entry into the field? – (Question for level 6 TM and HM students and graduates)
3. What monitoring mechanisms are in place to ensure that BAC TM and HM students undertake industrial internship and acquire the required practical experience? (Question for TM and HM programme experts)
4. What kind of dialogues existed between student, host organisation and higher academic institution (BAC) on your experience as a student?

5. Were there any problems with industrial internship? – (Question for level 6 TM and HM students and graduates)
6. Was there supervision from BAC and HOs? Yes or No _____
7. If Yes, how was the supervision of benefit to you?
8. Did the student(s) conduct themselves professionally and perform according to your expectations?
9. Which organization were you attached to during your industrial internship period? – (Question for level 6 TM and HM students and graduates)
10. Which department(s) were you based at? – (Question for level 6 TM and HM students and graduates)
11. What were your duties/roles during internship? – (Question for level 6 TM and HM students and graduates)
12. What roles were played by the following stakeholders during industrial internship?
HAI and HOs – (Question for level 6 TM and HM students and graduates)
13. What is your role in BAC TM and HM industrial internship?
14. Does BAC TM and HM industrial internship cover your industrial internship expectation?
15. If Yes from 5 above how?
16. If No from 5 above why do you feel it does not cover them?
17. How did the location of the host organization affected the student's performance?
Negatively or positively
18. What could be the reasons for this impact?
19. How was the relationship and link between the host organisation and BAC?

20. What do you understand about the relationship or link between BAC, TM and HM students, the host organisations and tourism and hospitality professional bodies during the BAC TM and HM industrial internship processes and period?
21. Is there a relationship or link between BAC and your organization regarding BAC TM and HM industrial internship?
22. How can the relationship between BAC, your organization and the TM and HM students benefit the stakeholders?
23. What are your expectations on the practical skills required of a graduate to be able to effectively work in the tourism and hospitality industry?
24. What are the professional standards expected of a professional in the tourism and hospitality industry?
25. What are the ethical requirements for a professional in the tourism and hospitality industry?
26. What is your perception of the work readiness of BAC tourism management and hospitality management graduates after undergoing industrial internship? – (Question for level 6 TM and HM students and graduates)
27. What is your overall assessment of the BAC tourism management and hospitality management industrial internship arrangement and its impact on the students? – (Question for level 6 TM and HM students and graduates)

Questions for Perceptions of the Stakeholders on the Structure of BAC TM and HM Industrial Internship

1. What are your perceptions regarding the structure of the BAC TM and HM industrial internship? – (Question for level 6 TM and HM students, graduates and programme experts, HOs, TAHPB)

Appendix 8: Informed Consent Form

PROJECT TITLE: Stakeholders' Perceptions on Industrial Internship: The Case of Botswana Accountancy College Tourism Management and hospitality Management Students

Principal Investigator: Gaongalelwe Kgomanyane

Phone number: 72472580

What you should know about this research study:

- We give you this informed consent document so that you may read about the purpose, risks, and benefits of this research study.
- You have the right to refuse to take part or agree to take part now and change your mind later.
- Please review this consent form carefully. Ask any questions before you make a decision.
- Your participation is voluntary.

PURPOSE

You are being asked to participate in a research study of *Stakeholders' Perceptions on Industrial Internship: The Case of Botswana Accountancy College Tourism Management and Hospitality Students*. The purpose of the study is to investigate the perceptions of stakeholders on tourism management and hospitality management industrial internship at Botswana Accountancy College. The current BAC industrial internship situation is informal between the stakeholders: the higher academic institution, the students, the industry and the tourism and

hospitality professional bodies. The researcher is interested in establishing how effective it is and how it benefits stakeholders.

Effective and well-managed industrial internship programmes address skills gaps that higher academic institutions might not fully cover in their curricula, thereby enhancing holistic teaching and learning of programmes in joint effort by academic institutions and host-organizations, thereby additionally addressing the practitioner participation as highlighted in the Human Resource Development Council strategic priority areas. With well -managed industrial internship the students will effectively apply the classroom theory into real-work environment. BAC will produce employable graduates and HOs will have an opportunity of employing graduates who fit into the real work environment. The study provides information on the quality and effectiveness of industrial internship to the stakeholders. This study will also assist as a future reference for researchers on the issue of industrial internship. You were selected as a possible participant in this study because you are an industrial internship stakeholder. Before you sign this form, please ask any questions on any aspect of this study that is unclear to you. You may take as much time as necessary to think it over.

PROCEDURES AND DURATION

The participants together with the information they give will be treated with integrity. The respondents will be briefed about the research and will be made aware of the aim and objectives of the research and their rights to participate at time suitable for them before participating. This ensures that they are free to withdraw or ask for that information they have provided be withdrawn at any time if they wish to do so, except when the data have been analysed and report written. For confidential purposes the respondents' names will not be exposed but code numbers will be used.

To further support the confidentiality of the source the consent form will be used. This written agreement (consent form) will be signed by both the researcher and the respondents and this will help to make sure that data is obtained constantly. This will cover anonymity, confidentiality, the right to comment, and the right to have sight of the final report and the right to data protection. For confidentiality of information from the research site (BAC), BAC and University of Botswana (institution of study) will have a confidential agreement on publication of the research.

RISKS AND DISCOMFORTS

- Loss of time is one of discomforts to the participants and to avoid loss of time the interviews will be short less than 15 minutes per participants. The self-administered survey questions will also be less than 15 minutes.
- Loss of confidentiality is a risk to the participant. For confidential purposes the respondents' names will not be exposed but code numbers will be used. If the researcher wishes to use the data for reason other than the initial ones the researcher will get the consent from the participants.
- Recalling stressful and traumatic events will cause suffering to the respondents. Where respondents experience this they are advised to seek free counselling for Botswana Accountancy College counselors at students welfare, counselors at government clinics or hospitalities or anyone whom the respondents feels they can help.

BENEFITS AND COMPENSATION

This data will help to formally introduce tourism management and hospitality management students to the practical aspects of what they are studying and help BAC to make formal links between the students, higher academic institution, industry and tourism professional bodies and

produce employable and work-ready graduates with skills needed by the industry. This study will also assist as a future reference for researchers on the issue of industrial internship. No monetary compensation or compensation in kind will be offered to the participants as the research is a self-sponsored student and do not have sources of funds for compensation.

CONFIDENTIALITY

For confidential purposes the respondents' names will not be exposed but code numbers will be used. For confidentiality of information from the research site (BAC), BAC and University of Botswana (institution of study) will have a confidential agreement on publication of the research. The data saved in a memory stick and computer will be protected by password. The soft copies of information will be password protected and saved on the researches' email as back-up. Hard copies like self-administered questionnaires and audio tapes will be locked in a cabinet and only the researcher will have access to the cabinet key and the research reviewers will have access to the key only when there is a need for them to have evidence to those self-administered questionnaires and audio tapes.

PRIVACY

For anonymity the respondents will be addressed using pseudonym.

VOLUNTARY PARTICIPATION AND WITHDRAWAL

Participation in this study is voluntary. If you decide not to participate in this study, your decision will not affect your future relations with the Botswana Accountancy College, University of Botswana, its personnel, and associated institutions. If you decide to participate, you are free to withdraw your consent and to discontinue participation at any time without

penalty. Any refusal to observe and meet appointments agreed upon with the central investigator will be considered as implicit withdrawal and therefore will terminate the subject's participation in the investigation without his/her prior request. In the event of incapacity to fulfil the duties agreed upon the subject's participation to this investigation will be terminated without notice.

AUTHORIZATION

You are making a decision whether or not to participate in this study. Your signature indicates that you have read and understood the information provided above, have had all your questions answered, and have decided to participate.

Name of Research Participant (please print) _____
Date

Signature of Staff Obtaining Consent _____
Date

YOU WILL BE GIVEN A COPY OF THIS CONSENT FORM TO KEEP.

If you have any questions concerning this study or consent form beyond those answered by the investigator, including questions about the research, your rights as a research participant; or if you feel that you have been treated unfairly and would like to talk to someone other than a member of the research team, please feel free to contact the Office of Research and Development, University of Botswana, Phone: Ms Dimpho Njadingwe on 355-2900, E-mail: research@mopipi.ub.bw, Telefax: [0267] 395-7573.

Appendix 9: A Letter of Request



Request to Conduct a Research

To Whom It May Concern

I am a Master of Business Administration [MBA] final year student. As part of the requirements for students that are studying for the MBA, a research must be undertaken. I am conducting a research titled “Stakeholders’ Perceptions on Industrial Internship: The Case of Botswana Accountancy College (BAC) Tourism Management and Hospitality Management Students”.

Your organization/you are considered as one of the stakeholders to BAC tourism management and hospitality management industrial internship by the researcher. The researcher will like to find out your perceptions regarding the BAC tourism management and hospitality management industrial internship and therefore request to conduct interviews and questionnaire surveys with you or in your organisation. The interviews and questionnaire surveys are estimated to take less than 15 minutes.

The participants together with the information they give will be treated with integrity. For confidential purposes the respondents’ names will not be exposed but code numbers will be used. To further support the confidentiality of the source the consent form will be used. This

written agreement (consent form) will be signed by both the researcher and the respondents and this will help to make sure that data is obtained constantly. This will cover anonymity, confidentiality, the right to comment, and the right to have sight of the final report and the right to data protection.

For any clarifications sought, can be referred to my supervisor Professor Sathymoorthi at SATHYAMO@mopipi.ub.bw or on 71736816

Thanking you in advance

Gaongalelwe Catherine Kgomanyane

Email: gkgomanyane@yahoo.com

Student No: 200602566

Cell No: 72472580