VIEWS AND PERCEPTIONS OF STAKEHOLDERS ON INDUSTRIAL ATTACHMENT FOR STUDENTS STUDYING TOURISM AND HOSPITALITY MANAGEMENT AT THE UNIVERSITY OF ZIMBABWE – IN SEARCH FOR SMART PARTNERSHIPS BETWEEN INDUSTRY AND THE UNIVERSITY.

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Abstract:

This paper is based on research work carried out with the objective of establishing the perceptions of key stakeholders about industrial attachment for students studying tourism and hospitality management in the Faculty of Commerce at the University of Zimbabwe. The research involved the gathering of information on the views of students, lecturers and managers in the industry. It was discovered during the research that all stakeholders find the programme valuable and important to all stakeholders. All stakeholders nevertheless have issues they believe need to be attended to in order to enhance the relationships and nature of partnerships between the University and industry. The paper summarizes the findings and highlights recommendations from stakeholders. It ends with recommendations for all stakeholders, which if taken into consideration could significantly contribute to the establishment of meaningful smart partnerships between industry and universities, creating a win-win situation for all stakeholders.

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Introduction:

The research sought to establish the views and perceptions of stakeholders on the value and importance of workplace based training and learning for students studying tourism and hospitality management at the University of Zimbabwe. The researchers also aimed at extracting ideas on the range of strategies that could be applied to make the relationships between the tourism, leisure and hospitality industry and the University more meaningful and effective for all stakeholders. The data gathering process concentrated on the views and perceptions of students, lecturers and representatives of industry with regards to the effectiveness and sustainability of the exercise. The nature of problems faced by stakeholders during the student industrial attachment exercise were also reviewed with the objective of developing recommendations that ensure the process is run professionally and ensuring that all stakeholders benefit fully. A wide range of proposals and ideas were put forward for the eradication of the challenges in order to help create programmes, which are fruitful to all the three major stakeholders, namely students, the University and players in the tourism industry. After taking the views and ideas of the various stakeholders into consideration, the researchers compiled the findings, conclusions and recommendations to produce a research document, which can be used by stakeholders and other researchers in the field.

1.2 Statement of the problem

Poor coordination and the lack of strategic alignment between the expectations and needs of stakeholders facilitating workplace based learning or industrial attachment of students has for some time affected the relationships between training institutions and industry. In view of the need for mutually beneficial relationships between the University of Zimbabwe and industry research sought to fully identify and address the gaps and loose ends that exist in the management and coordination of the exercise. The perceptions of students, lecturers and representatives of industry were collected using a questionnaire and interviews, focusing on key issues known to be problematic in the management of industrial attachment.

Research objectives

i. To establish if all the stakeholders (students, the University and industry) are fully benefiting from the industrial attachment programme and identify the strengths and weaknesses of the ways in which the programmes is managed.

ii. To gather ideas, proposals and recommendations on how partnerships between the University and industry could be enhanced.

Research methodology:

Research Design

The researchers adopted exploratory research, which involved the collection of information in a structured and unstructured manner, with the objective of defining the problem. The exploratory study involved gathering data from the three groups of respondents: students, lecturers and industry representatives.

The researchers used the survey research design in all the three groups of stakeholders. A questionnaire was used to collect primary data from the selected respondents. In addition to the questionnaire, the researchers conducted interviews with the key stakeholders who were made up of student supervisors in industry, lecturers involved in industrial attachment coordination and 4th year students, who had just completed industrial attachment. The researchers also had an opportunity to visit students who were on industrial attachment and interviewed them on site. This helped in the gathering of up to date and accurate information since some of the concerns raised were quite evident to the researchers. Convenience sampling per cluster was used to come up with the groups of respondents targeted by the research.

Response rate

The research was very well received by all the respondents contacted and the general pattern of responses is presented below.

Number of questionnaires per target group		Male	Female	Returned	Response rate
Students:	85	43	42	78	92%
University staff:	20	14	6	20	100%
Industry representatives:	55	31	24	52	98%
Total	160	88	72	150	

Interviews

Respondent cluster	Number of interviews
Students	23
College representatives	15
Industry representatives	15
Total	53

Literature Review:

Introduction

Industrial attachment, also called internship or student industrial placement has become a common phenomenon in Tourism, leisure and hospitality training programmes. Almost all training programs reviewed have a component that enables students to go and experience the real situation in industry and get to see how the theoretical work learnt at college can be applied in industry, (Akplu, F.H., & Amankrah, J.Y, 2008). The attachment component is currently considered an integral component of a number of training programs in Zimbabwe and internationally. The programme is popular amongst students and staff since it gives them an opportunity to experience and put into practice all the theoretical work covered in class. In some institutions, the programme has become a culture, such that no one ever questions its importance

or effectiveness in the training process. Some training institutions have developed long standing partnerships with industry that both industry and the training institutions ignore the need to review or re-examine the programme to keep it focussed on the objectives.

It is a fact that every educational system needs constant review since everything in the world is dynamic (Gothard W. P. 1987) and the industrial attachment exercise is by no means an exception. Increased competition and the development of new technologies make it very important for policy makers and training institutions to constantly review the way certain things are done to ensure progress and avoid obsolescence (Hyland Terry 1999). The Hospitality and tourism sector is one sector that has seen significant technological advances over a short period of time that any stakeholder who sits back is sure to be left behind (Lockwood et al 1996). A number of institutions in the country need to review their industrial attachment training programs to make them as effective as they should be, eradicating any grey areas which hinder the success of this very necessary component. There is also need for all stakeholders to come together and formulate programs that are compatible with current trends in the industry and to re-examine the challenges and difficulties they have to grapple with each time students go to spend time in industry (Ngome, C. 1992).

The industrial attachment program is known to bring numerous challenges and problems to companies. In some cases, students would have had little or no experience handling machinery, posing considerable risk to company property (Richard Teare et al [Ed.] 1993). In such situations, it is the duty of the training institution to ensure that students are equipped with basic skills needed in industry. The introduction of inexperienced labour in the company can also have serious effects on cost control and profitability (DeFranco and Noriega, 2000). What it leads to is a situation where players in industry only accept students from reputable institutions or institutions they have dealt with before. The relationship between training institutions and industry should not only be visible when students have to be attached, but an on-going strategic partnership, with agreed objectives. Such partnerships can help improve on the job training methods and make human resources management in the organisation easier (Ken and Odgers 1990).

Some institutions do not seriously consider the legal implications of the industrial attachment program. Most companies always seek indemnity when dealing with students making all the health and safety issues the responsibility of the training institution. It is very important for the two major stakeholders to come together and sign binding contractual agreements to legally cover the whole arrangement (Pannett, 1993). Students are known to demand payment or other privileges offered to permanent employees of the establishment and if there is no contract governing the student's stint in the company legal wrangles can arise at some point. It is in the interests of industry to view the unskilled students as a special breed of employees that needs extra supervision and instruction to safeguard company equipment and not compromise quality and image (Jones and Lockwood, 1993). The industrial attachment program can therefore be seen as the meeting point between industry and training institutions. The two stakeholders are there for one another and working together can only be to their advantage. The general view is that industry and training institutions need to work together in the formulation of training programs to make the partnership fruitful and reasonably meaningful to all stakeholders (Reddan, G., & Harrison, G. 2010). Most institutions have a way of reviewing and assessing the industrial attachment program but somehow the results of such assessments are easily stashed in drawers, never to be looked at again.

Results and findings:

The results extracted from the questionnaire, which was distributed to the three groups of stakeholders were as outlined below.

1. Industrial attachment is an important component of training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	20	13.3	13.3	13.3
	Agree	55	36.7	36.7	50.0
	Strongly Agree	75	50.0	50.0	100.0
	Total	150	100.0	100.0	

Responses to this statement showed that 87% of stakeholders agree that industrial attachment is indeed an important component of training at university level. 13% were neutral, possibly owing to reservations they might have on the exercise. This could arise from some of the weaknesses arising from thy way it is managed by stakeholders. It is however worth noting that no respondent thought that the exercise is not important at all. This trend justifies the need to carryout research in order to make the exercise as effective as expected by all stakeholders.

2. Students acquire valuable professional experience during attachment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	13	8.7	8.7	8.7
	Neutral	8	5.3	5.3	14.0
	Agree	63	42.0	42.0	56.0
	Strongly Agree	66	44.0	44.0	100.0
	Total	150	100.0	100.0	

An almost overwhelming percentage of respondents agreed with the statement again reemphasising the outcome of extant studies in training research. This is a good indicator in a world that is fast moving away from theoretical training towards workplace based practical training.

3. Students get to experience theory being applied and practiced during their internship.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	21	14.0	14.0	14.0
	Neutral	16	10.7	10.7	24.7
	Agree	46	30.7	30.7	55.3

	Strongly Agree	67	44.7	44.7	100.0
	Total	150	100.0	100.0	

Though 14% of the respondents disagreed with the statement an overwhelming percentage concurred, this also reemphasising how industrial attachment becomes an integral component of holistic professional training that prepares students for the realities at the workplace.

4. Students tend to introduce creativity and innovation to the organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	13	8.7	8.7	8.7
	Neutral	30	20.0	20.0	28.7
	Agree	61	40.7	40.7	69.3
	Strongly Agree	46	30.7	30.7	100.0
	Total	150	100.0	100.0	

An overwhelming percentage agrees with this statement showing how industry supports the programme and benefits from the students. 9% disagreed with that statement perhaps owing to some of the negative experiences that some players in industry endure from rogue students, who disregard organisational principles. It however seems as if such challenges are not widespread.

5. Lecturers should visit students more often when they are on attachment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	5	3.3	3.3	3.3
	Agree	46	30.7	30.7	34.0

	Strongly Agree	99	66.0	66.0	100.0
	Total	150	100.0	100.0	

The results obtained here confirm the outcome of interviews which also agreed that lecturers need to increase and strategize their visits to industry so as to establish a good relationship with supervisors and to get a more objective view of what students go through. Visits need to be more than just familiarisation visits but a thorough evaluation process.

6. Theoretical training received at the university blends very well with the practical work in industry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	21	14.0	14.0	14.0
	Agree	81	54.0	54.0	68.0
	Strongly Agree	48	32.0	32.0	100.0
	Total	150	100.0	100.0	

Results show that students are receiving relevant theoretical training at the university, which is compatible with practical processes in industry. This is a good sign for all stakeholders and supports the view that combining the two approaches to training creates a win-win situation for all stakeholders.

7. Students are more reliable and dynamic than permanent employees of the organization.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	7.3	7.3	7.3
	Disagree	34	22.7	22.7	30.0

	Neutral	32	21.3	21.3	51.3
	Agree	64	42.7	42.7	94.0
	Strongly Agree	9	6.0	6.0	100.0
	Total	150	100.0	100.0	

The overall was generally indecisive given the distribution of responses. This could owe to the fact that students differ in their capacities and that opportunities for students to exhibit their full potential differ from one organisation to the other. Responses from some students disagreed with the statement due to a variety of reasons as explained.

8. Industrial attachment is a good source of cheap labour for industry.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	6.7	6.7	6.7
	Disagree	76	50.7	50.7	57.3
	Neutral	33	22.0	22.0	79.3
	Agree	25	16.7	16.7	96.0
	Strongly Agree	6	4.0	4.0	100.0
	Total	150	100.0	100.0	

Though the scale tips to the side that disagrees with the statement, the responses that agree are a cause for concern as this gives evidence that some organisations seem to take advantage of students' presence. Interviews also proved that some students felt exploited at some point, without any significant recognition and appreciation. This is an area that needs to be reviewed and which could be attributed to the fact that lecturers do not conduct frequent or strategic visits to assess the progress of practical training.

9. Organisations tend to take advantage of students' naivety and desperation during attachment and abuse them.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	41	27.3	27.3	27.3
	Disagree	51	34.0	34.0	61.3
	Neutral	36	24.0	24.0	85.3
	Agree	17	11.3	11.3	96.7
	Strongly Agree	5	3.3	3.3	100.0
	Total	150	100.0	100.0	

This statement which is related to the preceding statement also calls for a joint evaluation of the attachment exercise by lecturers and industry so as to address the concerns raised. Interviews also revealed that lazy workers also tend to take advantage of students without the knowledge of management.

10. Industry is unwilling to allow students to gain experience in all the departments of the business.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	7.3	7.3	7.3
	Disagree	46	30.7	30.7	38.0
	Neutral	41	27.3	27.3	65.3
	Agree	46	30.7	30.7	96.0
	Strongly Agree	6	4.0	4.0	100.0
	Total	150	100.0	100.0	

The overall outcome was quite indecisive though there was a slight tilt towards those disagreeing with this statement. Interviews revealed that organisations are often careful with strategic departments such as accountancy and human resources and do not allow students to fully access the different components. Students found this unfair though managers argued that allowing students full access can be quite risky when it comes to strategic areas.

11. Students on attachment are a threat to the company's integrity and organizational secrets.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	41	27.3	27.3	27.3
	Disagree	63	42.0	42.0	69.3
	Neutral	15	10.0	10.0	79.3
	Agree	31	20.7	20.7	100.0
	Total	150	100.0	100.0	

The greater percentage of respondents disagreed with the statement though 21% agreed. This could owe to the weaknesses found in some students who fail to effectively adopt organisational culture and etiquette. Interviews revealed that some students tend to behave like strangers and often fail to live up to industry's expectations in terms of public relations and communication.

12. Company employees view students as a threat and are unwilling to cooperate with them.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	32	21.3	21.3	21.3
	Disagree	52	34.7	34.7	56.0
	Neutral	26	17.3	17.3	73.3
	Agree	24	16.0	16.0	89.3

	Strongly Agree	16	10.7	10.7	100.0
	Total	150	100.0	100.0	

Although more than a quarter of the respondents were in agreement with the statement more than half disagreed, showing that this traditional view is not very correct of the contemporary industrial environment. Just as was confirmed in the interviews workers in industry now appreciate the role of students and do not find them to be a threat to their jobs.

13. Students lack commitment and are often not reliable and dependable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	16.7	16.7	16.7
	Disagree	31	20.7	20.7	37.3
	Neutral	49	32.7	32.7	70.0
	Agree	30	20.0	20.0	90.0
	Strongly Agree	15	10.0	10.0	100.0
	Total	150	100.0	100.0	

The range of responses here showed that students are to some extent not as reliable as expected by industry. This view was also evident in the interviews, with some respondents advocating for thorough preparation of students before they are sent out to industry.

14. Students tend to be subjected to sexual harassment and abuse during attachment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	11.3	11.3	11.3
	Disagree	30	20.0	20.0	31.3

	Neutral	49	32.7	32.7	64.0
	Agree	36	24.0	24.0	88.0
	Strongly Agree	18	12.0	12.0	100.0
	Total	150	100.0	100.0	

The responses show that cases of sexual harassment do occur in industry and that all stakeholders need to work out ways of addressing it. In the interviews respondents gave shocking examples of abuse and harassment especially targeting female students.

15. Lack of incentives and funding makes students vulnerable during attachment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	15	10.0	10.0	10.0
	Agree	39	26.0	26.0	36.0
	Strongly Agree	96	64.0	64.0	100.0
	Total	150	100.0	100.0	

The overwhelming agreement with this statement adds weight to the issues raised by stakeholders during the interviews. The absence of incentives and the unavailability of any form of support for students make life very difficult for them, leading to serious vulnerability. Some respondents added that it is for this reason that students easily get taken advantage of by those who would have seen their predicament.

16. There is little or no cooperation between the training institution and industry with regards to industrial attachment.

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Disagree	21	14.0	14.0	14.0
	Neutral	27	18.0	18.0	32.0
	Agree	61	40.7	40.7	72.7
	Strongly Agree	41	27.3	27.3	100.0
	Total	150	100.0	100.0	

The trend of responses here shows that the University needs to do more in terms of cooperation and establishment of relationships with players in industry. A number of respondents from industry indicated that the University only communicates with them when looking for places of attachment and sometimes never visits the students at all. This is an area that requires serious consideration.

17. The training institution is slow in responding to students' problems when they are on attachment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	28	18.7	18.7	18.7
	Neutral	20	13.3	13.3	32.0
	Agree	35	23.3	23.3	55.3
	Strongly Agree	67	44.7	44.7	100.0
	Total	150	100.0	100.0	

The results here show that the training institution needs to improve the way it handles student problems when they are attached to industry. Respondents also confirmed this tendency as some students told of complaints that end up unresolved until the end of the attachment period.

18. Student assessment during attachment is not well structured and strict.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	6	4.0	4.0	4.0
	Agree	65	43.3	43.3	47.3
	Strongly Agree	79	52.7	52.7	100.0
	Total	150	100.0	100.0	

Stakeholders agree that the assessment of students on attachment needs to be more structured and strict to avoid the tendency to play truant on the part of stakeholders. If students see more importance being attached to the assessment they will in turn take the learning process more seriously.

19. More needs to be done by colleges with regards to student welfare during attachment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	6	4.0	4.0	4.0
	Agree	44	29.3	29.3	33.3
	Strongly Agree	100	66.7	66.7	100.0
	Total	150	100.0	100.0	

The phasing out of the Zimbabwe Manpower Development Fund allowance and the difficulties faced by parents in funding students when on attachment means that the University needs to explore other avenues through which student welfare could be addressed and reduce vulnerability. The majority of stakeholders during the interviews advocated for dialogue between the University and industry to map out ways of reducing vulnerability of students.

20. Colleges and industry need to agree on students' training programme before the commencement of attachment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	14	9.3	9.3	9.3
	Agree	27	18.0	18.0	27.3
	Strongly Agree	109	72.7	72.7	100.0
	Total	150	100.0	100.0	

The results here emphasise the need for consensus as to the expectations of all stakeholders in order to enhance the effectiveness of the programme.

21. Industry is often not clear about the college's expectations with regards to student mentorship and training during attachment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	3.3	3.3	3.3
	Disagree	25	16.7	16.7	20.0
	Neutral	18	12.0	12.0	32.0
	Agree	33	22.0	22.0	54.0
	Strongly Agree	69	46.0	46.0	100.0
	Total	150	100.0	100.0	

There have been cases where respondents in industry indicated that they needed further explanation and clarifications on the student mentorship programme. The responses in this case confirm such concerns, which were mentioned during the interviews.

22. Lecturers are not up to date with the dynamics of the professional environment in industry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	1.3	1.3	1.3
	Neutral	46	30.7	30.7	32.0
	Agree	71	47.3	47.3	79.3
	Strongly Agree	31	20.7	20.7	100.0
	Total	150	100.0	100.0	

The message to the university here is that lecturers need to keep abreast with developments in industry and tailor make their efforts to trends. This is an issue also raised by some lecturers, who advocated for some form of attachment or familiarisation stints for lecturers in industry.

23. Lecturers need some form of familiarization with industry to enhance their training techniques and understanding of industry.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	48	32.0	32.0	32.0
	Agree	35	23.3	23.3	55.3
	Strongly Agree	67	44.7	44.7	100.0
	Total	150	100.0	100.0	

The results further confirm the outcome of the interviews reemphasising the need to introduce a programme aimed at enhancing the capacity of lecturers in line with trends in industry.

24. Theoretical training received at college is not compatible with the expectations of industry.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	69	46.0	46.0	46.0
	Disagree	48	32.0	32.0	78.0
	Neutral	15	10.0	10.0	88.0
	Agree	18	12.0	12.0	100.0
	Total	150	100.0	100.0	

The outcome is a good indicator for the university, meaning that the training that students are receiving in class is still relevant to the expectations of industry. 78% of the mixture of respondents disagreed with the statement, and thus confirming that there is compatibility between the work being done by the University and expectations of industry.

25. Students are not well groomed and prepared for the working environment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	35	23.3	23.3	23.3
	Disagree	43	28.7	28.7	52.0
	Neutral	48	32.0	32.0	84.0
	Agree	21	14.0	14.0	98.0
	Strongly Agree	3	2.0	2.0	100.0
	Total	150	100.0	100.0	

A number of respondents from industry emphasised the need to include training on grooming and deportment in the students' curriculum so as to prepare them for the challenges of the working environment. Responses (59%) generally disagree with the statement but the other percentages which either agree or are neutral are causes for concern. There is need for the university to take this into consideration.

26. Students abuse company property and resources, introducing unnecessary costs to the organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	24	16.0	16.0	16.0
	Disagree	35	23.3	23.3	39.3
	Neutral	66	44.0	44.0	83.3
	Agree	22	14.7	14.7	98.0
	Strongly Agree	3	2.0	2.0	100.0
	Total	150	100.0	100.0	

The objective of this statement was to establish whether students are welcome in industry and to check if they are not a costly burden to industry. The responses show that students behave quite responsibly when using company resources. There is however need for the university to caution students about abusive tendencies.

27. There is need for the creation of smart partnerships between colleges and industry to enhance the sustainability of the student industrial attachment exercise.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	2.7	2.7	2.7
	Agree	51	34.0	34.0	36.7

	Strongly Agree	95	63.3	63.3	100.0
	Total	150	100.0	100.0	

Almost all stakeholders agree that the sustainability of the attachment initiative hinges on the creation of smart partnerships between the University and players in tourism leisure and hospitality industry. Respondents to the interviews echoed similar sentiments, outlining the benefits of such partnerships.

28. Industrial attachment results in the production of graduates who are competent professionals capable of meeting the challenges in industry.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	1.3	1.3	1.3
	Agree	49	32.7	32.7	34.0
	Strongly Agree	99	66.0	66.0	100.0
	Total	150	100.0	100.0	

The overwhelming percentage agreeing with this statement reemphasises the importance of linking theoretical classroom training to the practical scenarios at the workplace. Interviewed respondents concurred that theoretical training without on-job experience results in half-baked products that are not compatible with the needs of industry.

The following descriptive statistics were generated from the responses obtained for each statement:

Descriptive Statistics

	N	Range	Mean	Std. Deviation

Industrial attachment is an important component of training	150	2	3.37	.709
Students acquire valuable professional experience during attachment	150	3	3.21	.894
Students get to experience theory being applied and practiced during their internship.	150	3	3.06	1.057
Students tend to introduce creativity and innovation to the organization.	150	3	2.93	.924
Lecturers should visit students more often when they are on attachment.	150	2	3.63	.550
Theoretical training received at the university blends very well with the practical work in industry	150	2	3.18	.656
Students are more reliable and dynamic than permanent employees of the organization.	150	4	2.17	1.079
Industrial attachment is a good source of cheap labour for industry.	150	4	1.61	.976
Organisations tend to take advantage of students' naivety and desperation during attachment and abuse them.	150	4	1.29	1.090
Industry is unwilling to allow students to gain experience in all the departments of the business.	150	4	1.93	1.034
Students on attachment are a threat to the company's integrity and organizational secrets.	150	3	1.24	1.072
Company employees view students as a threat and are unwilling to cooperate with them.	150	4	1.60	1.280
Students lack commitment and are often not reliable and dependable	150	4	1.86	1.210
Students tend to be subjected to sexual harassment and abuse during attachment.	150	4	2.05	1.175
Lack of incentives and funding makes students vulnerable during attachment.	150	2	3.54	.672
There is little or no cooperation between the training institution and industry with regards to industrial attachment.	150	3	2.81	.992
The training institution is slow in responding to students' problems when they are on attachment.	150	3	2.94	1.154

Student assessment during attachment is not well structured and strict.	150	2	3.49	.576
More needs to be done by colleges with regards to student welfare during attachment.	150	2	3.63	.562
Colleges and industry need to agree on students' training programme before the commencement of attachment.	150	2	3.63	.649
Industry is often not clear about the college's expectations with regards to student mentorship and training during attachment.	150	4	2.91	1.244
Lecturers are not up to date with the dynamics of the professional environment in industry	150	3	2.87	.745
Lecturers need some form of familiarization with industry to enhance their training techniques and understanding of industry.	150	2	3.13	.869
Theoretical training received at college is not compatible with the expectations of industry.	150	3	.88	1.016
Students are not well groomed and prepared for the working environment.	150	4	1.43	1.058
Students abuse company property and resources, introducing unnecessary costs to the organization	150	4	1.63	.986
There is need for the creation of smart partnerships between colleges and industry to enhance the sustainability of the student industrial attachment exercise.	150	2	3.61	.542
Industrial attachment results in the production of graduates who are competent professionals capable of meeting the challenges in industry.	150	2	3.65	.507
Valid N (list-wise)	150			

Conclusions:

As the researchers went through the data treatment process they always had in mind the objective of compiling a research document that would not disappoint the sources of all the information used in the research. Respondents were overwhelmingly forthcoming with information such that the data gathering process was quite enjoyable. Students took the opportunity to castigate and

criticize their lecturers and industrial supervisors in an attempt to make the attachment exercise productive and professionally comfortable. Industrial representatives took the opportunity to put across messages they have always sent to institutions in the industrial attachment reports which were never corrected. Colleges were able to state their concerns and defend themselves in cases where they were found wanting.

The message that was clear in all the problems, challenges and solutions collected from the respondents was that the three stakeholders should come together and work hand in hand to ensure the success of the attachment exercise. All stakeholders were very clear on the importance of the exercise and no respondent ever criticised it. All respondents attempted to ameliorate the situation by identifying the problems and offering solutions. The opinion of the researchers is that the writing is on the wall for all stakeholders and what is left is to come out of the cocoons and join hands for the continued prosperity of the industrial attachment exercise in Zimbabwe. The researchers have some recommendations, which they feel are useful to all stakeholders in the Hospitality and tourism training sector.

Recommendations:

1. Smart partnerships

The University and the tourism and hospitality industry need to form strategic partnerships to keep training programmes up to date with current trends and developments in the tourism and hospitality sector. It is also advisable for the University to constantly invite representatives from industry and other stakeholders to do guest teaching and to attend academic functions organised on campus. Such partnerships can go a long way in ensuring a bright future for students and University training in general.

2. Attachment for lecturers

The Ministry of Higher and Tertiary Education and the University need to encourage lecturers to be attached to industry during vacations, for them to acquaint themselves with professional environments in industry. This can be beneficial to those lecturers who have little or no industrial exposure and those who left the industry a long time ago.

3. The need for policy formulation

There is need for the responsible Ministry to update its industrial attachment policy and review the Zimbabwe Manpower Development Fund industrial attachment allowance for students. Students, industrial representatives and college lecturers were all in agreement that the allowance needs to be realistic since it helps students cope with the financial demands of the work environment, especially for students who come from poor backgrounds.

4. Proposed University level student attachment road map

From the interviews conducted and findings from the questionnaire the following student attachment road-map is proposed.

	Outcomes	Activities
Step 1	Preparing students for attachment	A three day pre-industrial attachment workshop focusing on grooming and deportment, discipline, codes of professional conduct, personal security and what students are expected to produce at the end of the period. Workshop to touch on communication issues between students and the college and industry. To be coordinated by the respective college with representatives from industry coming in as resource persons.
Step 2	Pre-attachment stakeholder relationship management	Lecturers and college representatives to continue liaising and linking up with industry to create opportunities for students and to enhance partnership with stakeholders.
Step 3	Industrial attachment visits	College staff to visit students at least three times during the attachment period to assess their work and to solve any problems as needed.
Step 4	Evaluation	College to organize an attachment evaluation meeting where lecturers give feedback on their experiences during the visits.
Step 5	Feedback and lessons learnt	A two day workshop with staff and students to compile learning points and to get valuable feedback from the students to be used for the benefit of future groups.

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