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Towards a Renewed Student Internship through Collaborative Design of Curriculum Materials

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Abstract
Polytechnics are supposed to place premium on student internship so as to better prepare their products to fit the contemporary labour market. This study examines a renewed student internship programme undertaken through collaborative design of curriculum materials. The Department of Hotel Catering and Institutional Management (HCIM), Takoradi Polytechnic in Ghana is the focus and background for the study. Teachers in the department have designed curriculum materials which, were first used for the 2010 student internship. The general perceptions of stakeholders suggest there have been improvements in internship practices and are generally satisfied with the competencies student have gained.

Keywords: *collaborative design, internship, curriculum materials, higher education*

Introduction

The service encounter nature of hospitality businesses requires that their success is largely dependent on intern/employee competencies as key determinants of service quality, customer satisfaction, and loyalty (Kusluvan & Kusluvan, 2000). Internship as part of a formal education programme is an educational activity intended for students to acquire such competencies needed to obtain the required qualification at the end of their course. In order to provide quality internship experiences, it is vital that internship stakeholders have comparable perceptions and expectations of the internship experience.

A recent study by Akomaning, Voogt, and Pieters (2011) on the organisation of internship in Ghanaian Polytechnics discloses the following: an episodic polytechnic-industry relationship, lack of job rotation and supervision of interns by teachers and industry-based supervisors as well as the need for improvement in assigned work and student competencies. Other disclosures hinge on students' failure to meet the mandatory internship period of six months, the

need for industry workers to cooperate with interns and the need for curriculum materials to be designed to streamline internships. This study focuses on how these needs are addressed. This study has sought to gravitate from hitherto unstructured internship (Effah, 2005) to structured internship (Wentz & Trapido-Lurie, 2001), which is guided by curriculum materials specifying the distinctive roles of stakeholders.

School-industry relationship has far-reaching impact on internship. The success of an internship depends on the relationship between industry, school and student (Clark, 2003). As indicated by Kliknaite (2009), a close relationship gives rise to joint interest, ambition and purpose towards a shared vision in any well organised internship. The duration for an internship is dependent on its objectives (Busby & Gibson, 2010), nature and arrangements for the industrial training (Divine, Linrud, Miller, & Wilson, 2007). A six-month period for internship agrees with academic institutions around the globe (Mihail, 2006). Again, obtaining an internship can be a difficult and stressful prospect. One philosophy is to allow students to engage in self-search when it comes to securing an internship. The risk involved in this option could be potential student failure to enrol (Ayers, 2007). However, Divine et al. (2007) argue that self-search opti has the advantage of studer obtaining firsthand knowledge abo the labour market which becomes source of information for futu employment. In order to address th need this study adopts collaborati curriculum design (CCD) in desig teams as a strategy to collaborative design curriculum materials improve internship.

CCD is a bottom-up approach curriculum improvement where group of teachers, teaching the sam subjects or related subjects, wor together on a regular basis with th ultimate aim/goal of (re)designin and implementing (a part of) the common curriculum (Handelzalt 2009). The underlying assumptio for adopting the concept of CCD fo this study is that when teachers, wh play very crucial roles when it come to curriculum interpretation an implementation, are involved i curriculum design, they could be in better position to incorporat materials that are relevant an practical for students, teachers an industry (stakeholders) involved.

Thus, this study examines th implementation and outcomes of th curriculum materials for internshi collaboratively designed by th design teams with inputs fro students and industry as implemente in the 2010 student internship. Th supposition underlying the study

that CCD could lead to quality products culminating in practical use of products, smooth implementation and effective organisation of student internship.

Theoretical Underpinnings

Ensuring Quality Curriculum Materials during Collaborative Design

The quality of educational programmes in terms of their influence is, according to Kessels and Plomp (1999), to a large extent, determined by "consistency" of the curriculum. The researchers refer to the logic sequence between the various components of the curriculum as internal consistency. Internal consistency is reached through a "systematic approach" (Kessels & Plomp, 1999). It implies the systematic design sequence of orientation, design, development, and evaluation. Denton, Kleist, and Surendra (2005) assert that the quality of curriculum could be addressed by eliminating duplication or overlap of topics.

External consistency, on the other hand, refers to the coherence of perceptions of stakeholders on what the problem is for which an intervention (e.g. CCD in design teams) is needed and how it should be solved. External consistency is reached through a "relational approach", corresponding to the communicative paradigm (Kessels & Plomp, 1999). It implies the involvement of stakeholders in the design and development process, thereby revealing their perceptions on the main goals of the process and on how they should be achieved. Curriculum work is multifaceted hence the role or input of identifiable stakeholders in the design process should be given the utmost consideration so as to cater for divergent views and promote the relevance to its subsequent users.

This study is, therefore, premised on the CCD in design teams as a means to realise both internal and external consistency of the curriculum materials because teachers play a significant role in facilitating teaching and learning (Hattie, 2003) as well as being conversant with what goes on in industry by their training and experience (Heath, 2010). The composition of design teams and their ability to elicit suggestions from other stakeholders in the design of curriculum materials for internship cannot be overemphasized if quality work is to be ensured (cf. Kessels & Plomp, 1999). In an effective collaborative design team, there should be the feeling that each other's contribution is required in order to ensure success in their work and new perspectives that colleagues bring on board are not disdained but respected (cf. Little, 1990). The collaboration of teachers in teams increases the chance

that the curriculum materials designed will become relevant (Plomp, 2009) for internship. Teachers in teams learn to use conflict and differences as being productive (Grossman, Wineburg, & Woolworth, 2001).

Practicality of the Curriculum Materials in Renewed Internship

An effective change strategy must be constructed on a more thorough understanding of the naturally existing internship which operates in authentic learning environments (Blokhuis & Nijhof, 2008). Stakeholders' perceived attitude supposedly account for the success of use of a curriculum (Doyle & Ponder, 1975), which is prompted by how its contents and components are systematically aligned (relevance and consistence) to the requirements of end-users. According to Nieveen (2009), the characteristic of high quality curriculum materials is that end-users (stakeholders) consider them to be usable and largely well-suited with the developers' intentions. In this vein, practical use of the materials by stakeholders during internship would be guaranteed and ultimately implementation would be facilitated and the intended objectives of the renewed internship would be achieved with expected outcomes (Sackney, Mitchell, & Walker, 2005). For instance, a study by Cecil, Fu, and Jones (2010) contend that stakeholders are fairly satisfied with the curriculu designed to improve stude competencies because stakeholde have their roles defined and t material is equally usable. In anoth study by Ko (2008) in whi stakeholders contribute to t hospitality internship curriculu interns are satisfied with t internships and the curriculum perceived as practical and useful.

Effects and Assessment Curriculum Materials on Studen Competencies

The quality of curriculum materia should not rest on its relevance a consistency phase but on its effects a result of implementation. Nieve (2009) terms the desired outcomes a result of implementing intervention (curriculum materia as *effectiveness*. The main objecti of training is to help interns ga knowledge, develop positi attitudes, and apply what they ha learned to real life practices (Wilso Strutton, & Farris, 2002). Internsh can therefore nurture studen correct work attitude, and coope tion with others (Heppell, 2004). F instance, the student is responsil for adhering to the policies of t industry (Florida Gulf Co University, 2009). Similarly, inve iveness and human relationship ski are necessary for career success a are also good indicators employability skills (Robinso 2006). Internships are meant

prepare students for the workplace by identifying and developing the important competencies that are believed to be needed by employers (Hodges & Burchell, 2003). Training promotes higher levels of technical skills (Carlin & Manson, 2007), which are job specific skills (Wentz & Trapido-Lurie, 2001). The curriculum materials are hence considered effective if the intended objective is realised in interns.

Institutional Support for Renewed Internship

Formalisation of the relationship between school and industry by a written contract specifying tasks of the internship corresponding to the learning objectives and provision of an appropriate insurance are characteristics that foster successful internship (Youth Forum Jeunesse, 2009). An internship coordinator should be designated to provide both the intern and business with information and also intercede when problems arise (Cook, Parker, & Pettijohn, 2004). Additionally, internship as career related experiences that complement what is learned in the classroom, builds upon the relationship that the educational institution has with employers and is most successful when the student, the department/polytechnic, and the employer all share responsibility in making it a valuable experience (Rothman, 2007).

Resolution of Implementation Challenges

A renewed student internship seeks to surmount the implementation challenges identified in the context and needs study (Akomaning et al., 2011). Students need timely feedback from both industry-based and academic-based supervisors to perform their operations effectively (Rothman, 2007). This can be achieved through a structured internship, in which students are able to learn skills, improve competencies that increase their future career marketability (Blokhuis & Nijhof, 2008). Articulating the responsibilities of interns and internship supervisors prior to the internship is a key element in a successful internship (Beggs, Ross, & Knapp, 2006). Structured internship seeks to offer students the opportunity for professional growth within an organisation through the completion of challenging and meaningful work (Dixon, Cunningham, Sagas, Turner, & Kent, 2005).

A key component to making an internship programme to stand out is job rotation. It allows interns to rotate among department functions to gain experience in a range of activities (Gillim, 2006). It is important for an intern to be continuously and consistently evaluated from various points of view through periodical evaluations conducted each time the intern rotates into a different section.

Workplaces that make efforts to create positive working environments for interns could serve to increase not only their effective commitment to the organisations but also their long-term commitment to the occupation (Dixon et al., 2005). These authors/researchers contend that interns should be treated with the same respect as any employee as friendliness and helpfulness go a long way in affecting an intern's opinion of an organisation.

Context of the Study

The training of students to managerial or supervisory position in the hospitality industry in Ghana is provided by the Departments of Hotel Catering and Institutional Management (HCIM), in the polytechnics. The focus of this study is the Department of HCIM, at the Takoradi Polytechnic. The HCIM programme in this institution is a three-year tertiary programme which was initiated in 1993. The primary focus of the department is to equip students not only with theoretical knowledge but also with hands-on training so as to improve their employability. To fulfil this mission, internship programme forms an integral component of the HCIM programme.

Throughout the entire 3-yea programme, students are supposed t undertake at least six month internship. The placement period i carried out in two sessions. Thes internship periods are supposed to b supervised by both polytechni educators and industry represen tatives. In order to facilitate th internship programmes in th polytechnic, an Industrial Liaiso Unit (ILU) headed by Industria Liaison Officer (ILO) mandated t facilitate internship.

Intervention

A summary of the intervention drawn out in this study is shown in Table 1 To draw out suggestions for the improvement of internship, teachers students and industry were firs informed about the existing problems with internship in Ghana's polytechnics (Akomaning et al. 2011). After that, two teams of the HCIM teachers, eight in each group were formed to collaboratively design curriculum materials for th internship. One team developed resource materials in Food Produc tion and Food and Beverage while th other designed materials fo Accommodation and Front Offic Operation. The preparation of th curriculum materials as presented i the Table 1, took about eight weeks.

Table 1: Overview of intervention

Date/period March-Sept 2010	Activity	Purpose	Stakeholders involved
March	Presenting outcomes of context and needs analysis	Inform and accept outcomes, Make contributions for curriculum materials for internship	HOD, ILO, Teachers, Students, Industry representatives
March	Workshop on curriculum design and CCD in design teams	Basic design principles in curriculum design and formation of CCD in design teams	HOD, teachers
March-May	Collaborative design of curriculum materials, taking on board suggestions from industry and students	To prepare curriculum materials to improve internship	CCD in design teams
May	Compilation of documents into draft curriculum materials	Copies made for stakeholders to get further input	Teachers, students, industry representatives
May-June	Final curriculum materials	Distribution to stakeholders as a working document for internship	Teachers, ILO, students, industry
June-August	Students on internship	Industrial training using curriculum materials to improve internship	Students, teachers and industry, ILO

The curriculum materials had the following components: rationale specifying the distinctive roles of teachers, students and industry, content description of the four core areas of the hospitality industry, practical activities the students had to conduct during internship, job rotation and meaningful jobs assigned during internship and student supervision from teachers and industry. Copies of the final document were made and distributed to all stakeholders before the commencement of internship in 50 hotels. During the internship (June-August) the ILO and teachers were expected to supervise the students.

Research Questions

The main research question framing the study is: *Do the curriculum materials produced by the design teams contribute to renewed student internship according to the stakeholders involved?*

The following sub-questions have been formulated for the study:

1. How do the design teams ensure the quality of the curriculum materials designed for the renewed internship?
2. How do stakeholders perceive the practical use of the curriculum materials?
3. How have stakeholders assessed the competencies students gained from the renewed internship?
4. To what extent are stakeholders satisfied with the institutional support offered to realise the renewed internship?
5. To what extent are the implementation challenges of student internship resolved?

Method

Participants

Sixteen out of 22 HCIM teachers participated in two design teams. Six of them had previous experience in curriculum development. Fifty organisations where students were placed for their internship also took part in the study. A total of 165 first (N=104) and second (N=61) year students took part in the workshops at the start of the intervention. One hundred and forty-three (students available at the time of administering questionnaire) out of the 165 stude participated in the data collectior the end of the intervention. Of th 143, 89 and 54 were first and sec year students respectively, and ILO was also part.

Research Instrumentation

Table 2 presents the overview research instruments administer All close-ended statements exc otherwise specified had a five-p Likert scale using responses rang from strongly disagree (1) to stron agree (5).

Table 2Overview of instrument administration

Research questions	Student questionnaire		Teacher questionnaire		Teacher interview	Industry tor interview	Researcher's logbook	ILO interview		FGD	Checklist	questionnaire
	Pre	Post	Pre	Post				Pre	Post			1st
RQ 1			X	X		X	X			X		
RQ 2		X		X	X			X			X	X
RQ 3		X		X	X							X
RQ 4		X		X					X			X
RQ 5	X	X		X					X		X	X

Students' instruments: A focus group discussion (FGD) with students discussed suggestions for improvement of internship. Two sets of questionnaires were administered to students. The first was administered after the FGDs. It had two parts: the first part was based on year groups. The second part on student self-assessment of their competencies in the four core domains in the hospitality management programme. The questionnaires contained predominantly close-ended st ments and some few open-en questions. The second questionna similar to the first, was administe immediately after internship months later. The open-en questions focused on year gr place of first and second interns and duration. Others were sectior industry where student trained. brief description of competen acquired in the recent internship. close-ended statements were sin

o the first questionnaire except for employers' satisfaction with job performance and assessment of the curriculum materials.

Teachers' questionnaires and interview: Two sets of questionnaires were administered to teachers. The first was immediately after the workshops in March. The rationale was to elicit background information on teacher experience in curriculum design activities (open-ended questions) and the teachers' collaborative skills to ensure quality design (close-ended statements), which sought to answer research question 1. Research question 2 was dealt with in both teacher questionnaire and interview on the practical use of the curriculum. Research question 3 was addressed by job performance of students. Statements on institutional support sought to answer research question 4. An open-ended question and close-ended statements on student supervision by teachers and industry-based supervisors answered research question 5.

ILO's interview: The ILO was interviewed before and after the 2010 internship concerning implementation of internship, supervision, challenges, practical use of the curriculum materials, teacher role, and polytechnic support.

Industry's interview and questionnaire: All the 50 hotel industry visited were given the curriculum materials and questionnaire. Forty-one out of the 50 responded to the questionnaire. Five were interviewed at the start of the study regarding challenges and suggestions for improvement in internship programme. Data from these interviews contribute in answering research question 1. Questionnaire (1st) to industry was mainly close-ended with few open-ended questions on the practical use of the curriculum materials that addresses research question 2. Industry assessment of students' competencies (2nd questionnaire from student logbooks) with rating scale of 1 to 5 representing weak and outstanding respectively, and a statement from 1st questionnaire on whether employers are satisfied with students' job performance seeks to address research question 3. Formalisation of polytechnic-industry link, polytechnic made prior contacts with industry before students went on internship while the polytechnic looked for places for students to practise are statements that address research question 4 on institutional support for internship. Statements on teacher and industry supervision of students also seek to deal with research question 5.

Checklist and researcher's logbook: The checklist was used to collect data on students' visits by the researcher in the hotel industry. The purpose was to know at first-hand the state of interns and to interact with personnel concerning interns' general

behaviour. Student assigned roles, industry training, working environment, industry supervision, teacher supervision, competencies expected and competencies achieved were the indices being investigated. In all 89 interns were visited in 50 hotels. Researcher's logbook captured the initial arrangements for workshops for ILO, teachers, students and industry representatives and design process of curriculum materials.

Data Analysis

Data were analysed qualitatively and quantitatively. Descriptives were used to determine the means and standard deviations expressed by teachers in design teams on collaborative activities to determine differences between pre- and post-means. Descriptives were also used to determine the perception of use of curriculum materials, industry contribution to internship, industry assessment of students' competencies and evaluation of institutional support by teachers. The *t*-Test used to determine differences between pre and post tests competencies of students whilst Chi-square *was used to determine differences in stakeholders' views on job performance, polytechnic support and supervision.* Data from checklist were analysed by use of percentages.

All interviews were audio taped, transcribed and coded using codes generated from the study. The coding schemes (Bogdan & Biklen, 19 Miles & Huberman, 1994) we labelled: *expected roles of sta holders specified, regular reviews curriculum, teacher role internship, students' commitment internship and polytechnic supp design teams.* The version 6.2 Atlas-ti software was used for t coding of all the interview da Intercoder reliability (Neuendo 2002) was calculated using a rando sample of 10 interviews from teachers. There were two code including the researcher. Th intercoder reliability using Cohen kappa (k) was 0.85. Informatic recorded in the logbook and checkli was analysed qualitatively using da reduction technique. Major them were identified and clustered (Mil & Huberman, 1994).

Results

How do Design Teams ensu Quality of Curriculum Materials?

Essentially, suggestions fro students, industry representatives a teachers on improvement in inter ship are similar. These similariti border on supervision, seriousness interns, workers cooperating wi interns and incentives given to inter to motivate them to give off their be (data from researcher's logboo student focus group discussion a industry representatives' interview Additional data from industry sugge that interns should ask questio

teachers should visit industry regularly; document should be practically-oriented and focused on customer satisfaction.

Similarly, teachers and students express that testimonial should be given to interns to attest for the training, meaningful and challenging work assigned and interns are to serve in all departments of industry. All these data are factored into the design of the curriculum materials. Design teams share their experiences in current internships that teachers have had in some top-class hotels in Ghana; draft materials are sent to stakeholders for scrutiny; and collated suggestions infused in draft materials for the *final* curriculum materials. The documents are collaboratively prepared with the view to satisfy stakeholders and to be of relevance to industry where students have their internship. They ensured that the curriculum materials cover the four core domains of the HCIM programme (Food Production, Food and Beverage Service, Front Office and Accommodation Operations). The commonality of the terms suggests the consistency with which stakeholders would want the curriculum materials to serve the interest of all.

Table 3 takes cognisance of the before- (before joining design teams) and after- (after internship) teachers' perceptions about their work in teams. Teachers collaborated in their teams for about eight weeks to ensure the quality of curriculum materials designed. The before-means (between 3.7 and 4.4) and after-means (between 4.2 and 4.7) with standard deviations in the magnitude of 0.48 and 0.87 of teachers' collaborative efforts as examplified in quality teamwork, understanding, turning conflicts to productive situations, feeling of ownership and participative decision-making techniques in team were very positive in the design process.

Table 3: Collaborative efforts of teachers in design teams

Statement	Before (N=16)		After (N=16)	
	Mean	SD	Mean	SD
I do quality work in team	4.4	0.63	4.3	0.68
Better organised work in team	4.2	0.66	4.2	0.75
Content of curriculum is accepted by consensus	4.0	0.82	4.3	0.58
Growing understanding of influence of curriculum on internship	4.3	0.79	4.4	0.51
Knowing how to keep conflict towards productive situation in team	3.7	0.79	4.2	0.54
Feeling of being part of what goes on in team	4.3	0.87	4.7	0.48
Knowing how to employ participative decision making techniques in team	4.1	0.57	4.3	0.60

Note: rating scale: 1, strongly disagree; 2, disagree; 3, neutral; 4, agree; 5, strongly agree; SD, standard deviation (applies to Tables 4, 5, 6, 7, 9, 10, 11).

areas in the hospitality industry which could be partly due to the use of the designed curriculum materials. These competencies are self-assessed as follows.

Food Production

Four items couched under *food preparation methods* are: ability to cook for required number of guests, familiar with the use of kitchen tools and equipment, ability to prepare dishes using a variety of commodities and familiar with all methods cooking. Whilst *food prepara* consists of the ability to prepare, c and present Ghanaian ethnic international dishes, ability to various methods of preservation ability to identify the procedure: follow once an order has b received as presented in Table 4. differences between the pre-test post-test means were all significan is noteworthy that the effect si range from small to large (.39 to .8

Table 4Students' competencies in food production

HND	*N*	Competency	Pre-test		Post-test				
			Mean	SD	Mean	SD	Sig.	T	Effect Si.
1	104	Food preparation	3.8	0.63			0.008*	-2.681	0.39
1	89	methods			4.0	0.56			
1	104	Food preparation	3.4	0.66			0.0005*	-5.546	0.80
1	89				3.8	0.55			
2	61	Food preparation	3.8	0.76			0.0005*	-3.704	0.50
2	54	methods			4.2	0.53			
2	61	Food preparation	3.6	0.53			0.003*	-3.013	0.69
2	54				3.9	0.60			

Note: *$p<0.05$

Food and Beverage Service

Competencies of students in Food and Beverage Service are shown in Table 5. The competencies are phrased under *skills in restaurant service* and *customer care*. The former consists of ability to wait on customers, co-operation with and assistance to others, ability to serve food and drink well, acquisition of skills to promote customer satisfaction and ability to use the right equipment in restaurant service. The latter captures competencies like designing and producing promotiona material, including point of sal advertisements for special events ability to resolve guests' complaints the use, cleaning and maintenance o equipment in a safe professiona manner and ability to lay tables fo different functions at the restaurant There have been significan differences between before and afte means for *skills in restaurant servic* and *customer care* as shown in th table below. Effect sizes range fron small to medium (.38 to .76).

ble 5Students' competencies in food and beverage service

ND	N	Competency	Pre-test Mean	Pre-test SD	Post-test Mean	Post-test SD	Sig.	T	Effect Size
1	104	Skills in	3.7	0.65			0.0005*	-5.143	0.74
1	89	restaurant service			4.2	0.53			
1	104	Customer care	3.2	0.67			0.0005*	-5.242	0.76
1	89				3.7	0.61			
2	61	Skills in	4.0	0.47			0.041*	-2.063	0.38
2	54	restaurant service			4.2	0.54			
2	61	Customer care	3.5	0.592			0.0005*	-3.634	0.71
2	54				3.9	0.54			

*e *p<0.05*

ont Office Operation

mpetencies in Front Office eration are couched as *skills in nt office* and *front office records* ble 6). The former comprises mpetencies like identification of pes of reservations in hospitality dustry, familiarity with scope of the dging/hotel industry, identification fdifferent types of accommodation cilities, functions of the front office nd its personnel and understanding the accounting system at the front office. The latter is composed of ability to identify different room types and abbreviations used, understanding the grading system used in rating hotels in Ghana, ability to handle guest enquiries, reservation records forecasting and knowing the check-out procedures and settlement. The study shows significant differences between pre-test and post-test means. Effect sizes range from small to medium (.48 to .63).

Table 6Students' competencies in front office operation

HND	N	Competency	Pre-test Mean	Pre-test SD	Post-test Mean	Post-test SD	T	Sig.	Effect Size
1	104	Skills in front	3.5	0.67			-4.381	0.0005*	0.63
1	89	office			3.9	0.62			
1	104	Front office	3.6	0.72			-4.154	0.0005*	0.60
1	89	records			4.0	0.63			
2	61	Skills in front	3.7	0.67			-2.740	0.007*	0.48
2	54	office			4.0	0.54			
2	61	Front office	3.9	0.66			-3.346	0.001*	0.59
2	54	records			4.3	0.51			

*Note: *p<0.05.*

Accommodation Operation

The study findings on Accommodation Operation as presented in Table 7, depicts the competencies of students in accommodation operation. Competencies like cleaning of materials using correct agent and equipment, caring for and cleaning of different floors types, cleaning and caring for bathroom/toilet and ceilings and wall coverings and application of hotel and catering laws are expressed as *skills in housekeeping*. Whilst familiar with the housekeeping department, its isation and its relationship departments, familiar with dif types of materials used throu room interiors and understandi use of various cleaning agent equipment are phrased *housekee operations*. The evidence s significant differences between test and post-test means for both and second year students. The sizes range from medium to effect (.63 to .99).

Table 7 Students' competencies in accommodation operation

HND	*N*	Competency	Pre-test		Post-test				
			Mean	SD	Mean	SD	T	Sig	Effect
1	104	Skills in	3.6	0.64			-5.463	0.0005*	0.79
1	89	housekeeping			4.1	0.58			
1	104	Housekeeping	3.6	0.72			-6.784	0.0005*	0.99
1	89	operations			4.2	0.55			
2	61	Skills in	3.6	0.84			-3.616	0.0005*	0.63
2	54	housekeeping			4.0	0.60			
2	61	Housekeeping	3.6	0.63			-4.610	0.0005*	0.84
2	54	operations			4.2	0.58			

*Note: *p<0.05*

Industry Perspective

Table 8 illustrates the assessment of students by industry personnel (data from student logbooks which includes assessment). Students' ability to understanding issues, ability to use hands, ability to give judgment are couched under *specific skills* whereas attendance to work, punctuality, desire to work and willingness to accept new ideas and suggestions are phrased as *attitude to work*. *Human relationship* consists of relationship with subordinates, colleagues, superiors and emotional stability. *Inventiveness* and *adherence* are expressed under *Emplo ability skills*. Furthermore, resou efulness, ability to take initiative, work with little supervision, to wo with other staff and to adhere to safe and environmental rules make up t constituents of *inventiveness* whi ability to follow instructions ca fully, adherence to organisatio rules and regulations and ability complete work on schedule constit *adherence*. Industry personnel app to score high means on th constructs (4.1 to 4.4) imply students' competencies are above rating mark of good.

ple 8: **Industry assessment of students' competencies (*N*=50)**

mpetency	Mean	Std. Dev.
ecific skills (technical skills)	4.1	0.50
itude to work	4.4	0.44
man relationship	4.4	0.44
nployable: Inventiveness	4.2	0.48
nployable: Adherence	4.4	0.51

e: rating scale: 1, weak; 2, below average; 3, average; 4, good; 5, outstanding

acher, student and industry rspectives

he teachers (13 out of 16) terviewed indicate that students are ommitted, a new emerging onstruct, to internship. From acher, student and industry data, akeholders have expressed their satisfaction to the job performance of students (Table 9). However, evidence from industry personnel (mean=3.8) shows more positive outcome than that of the teachers (mean=3.5). This shows significant difference between teachers/industry and students (X^2=30.34, p=0.0005).

Table 9Assessment of students

Statement	Students (*N*=143)		Teachers (*N*=16)		Industry(*N*=41)			
	Mean	SD	Mean	SD	Mean	SD	X^2	*Sig.*
Employers' satisfaction with students' job performance	4.4	0.62	3.5	0.82	3.8	0.90	30.34	0.0005*

ote: *$p<0.05$.

Generally, students have improved on heir competencies in all the four core reas of the hospitality industry where they served during internship. Stakeholders also appear satisfied vith students' competencies gained luring the internship. Industry ssessment of students is very atisfactory and connotes students' radual smooth transition to the vorld of work. The improvements in ompetencies of students could be artly due to the use of the designed urriculum materials.

Institutional Support

Table 10 depicts polytechnic support for internship. Concerning the polytechnic-industry formalisation of relationship, polytechnic's prior contacts with industry and polytechnic looks for industries for students to practise, students' means are between 2.3 and 3.2 whilst industry ranges between 2.5 and 3.1 but teachers' mean scores range between 3.3 and 4.4. The figures imply that teachers are satisfied with the polytechnic's support of

internship but not students and industry. The teachers' relatively high means could be that aside from the regular mandated internship organised by the polytechnic, the Department of HCIM has come out with another internship where students during the academic semester practise in the hospitality industry in and around Takoradi where the polytechnic writes officially to the industry requesting for permission for students to practise in their organisations. The ILO in an interview did indicate that the relationship between the poly and industry has been formali also indicates the polytechni contacts with industries oftentimes prompted by industry personnel who had interest in students takin internship in their establish The usual practice was that st went looking for placements against this backdrop that students sometimes delay in st internship. The polytechnic ca when students' attempts completely failed.

Table 10 Assessment of polytechnic support

Statement	Students (N=143)		Teachers (N=16)		Industry (N=41)			
	Mean	SD	Mean	SD	Mean	SD	X^2	S
Formal agreement between polytechnic and industries.	3.2	1.32	4.2	0.91	2.6	1.12	17.96	0.0
Polytechnic makes prior contacts with industries before students go for internship.	2.9	1.53	4.4	0.81	3.1	1.42	16.84	0.00
Polytechnic looks for industries for students to practise.	2.3	1.32	3.3	1.34	2.5	1.23	10.07	0.00

Note: $^{*}p<0.05$.

It can be said that the polytechnic has shown some level of commitment towards internship. The evaluation of the polytechnic support for internship by teachers suggests means in the magnitude of 3.6 and 3.8 with standard deviations ranging from 0.75 to 0.93. Takoradi Polytechnic has improved on its activities with internship however adequate resources need to be committed to teacher supervision since it is a way of ensuring that students are at p and are moreover carrying out th duties as expected. In an intervi with teachers, they collectiv acknowledge that in the preparati of the curriculum materials internship, the polytechnic provic teachers time, space and relev documents. They are, therefore, qu grateful for the utilised institutio resources by the design teams.

lution of Implementation lenges

spectives of Stakeholders on ervision

11 presents supervision of nts from the views of students, stry and teachers. The means and ard deviations are in the nitudes of 3.0 and 4.6; and 0.50 1.33 respectively implying that keholders are generally quite ied with student supervision. Of students visited by the researcher during the internship about 90% of them had been supervised once by teachers (researcher's checklist). An interview with the ILO revealed that in order to ensure effective supervision by teachers, the polytechnic is giving a serious thought on introducing a checklist as a mechanism for regulating teacher supervision team in the near future. He indicates that not all but some selected teachers are mandated to supervise internship because of budget constraint.

le 11 Views of stakeholders on supervision in student internship

ment	Students (N=143)		Teachers (N=16)		Industry (N=41)			
	Mean	SD	Mean	SD	Mean	SD	X^2	*Sig.*
chers supervise students' work	4.4	0.86	4.6	0.50	3.7	1.12	25.49	0.0005*
ugh teacher supervision	3.6	0.98	3.8	1.23	3.0	1.33	12.61	0.002*
per supervision by industry ervisor	4.0	0.83	3.8	1.12	4.4	0.86	10.19	0.006*

*$p < 0.05$.

dents' Assessment of Industry ntribution

ntrary to the report made by dents in the context and needs essment regarding industry sonnel unfriendly relationship and villingness to teach students omaning et al., 2011), in this dy the means are between 4.2 and with standard deviations in the gnitude of 0.49 and 0.71. This gests that students are homogus in their expression of content-nt with assistance, willingness of ustry staff to teach and aboration with industrial workers.

In response to the question of sections where students served, the researcher realises that of 89 interns visited, majority (88%) of them served in at least three sections in the hotel industry and were assigned meaningful and challenging work. In the previous study students complained about serving in only one section in the entire internship period.

Duration and Participation

The context and needs study reveals that about 50% of the students spent four weeks out of a three-month mandatory internship period by the

polytechnic (Akomaning et al., 2011). In this study evidence from student questionnaire data shows majority (73%) of the students spent between eight and ten weeks whilst 16 percent could fulfil a three-month mandatory period. Moreover, all the students had placements for internship. In the context and needs study about 20 percent of the students could not go on internship due to limited number of placements. With regard to duration and placement, it appears there have been some improvements which could be due to the gradual improvement in the relationship between the polytechnic and industry as interview with ILO connotes.

Conclusion and Discussion

This article has looked at renewed student internship in the Department of HCIM, the Takoradi Polytechnic in Ghana. This study has focused on collaborative design of curriculum materials by teacher teams, with input made by students and industry representatives, which were used during internship to address the implementation challenges. The teachers, by their training and experience, in the design process of the curriculum materials ensured quality in terms of consistency, practicality and effectiveness. In other words, the contents of materials are said to be relevant and coherent and accepted by all stakeholders for the 2010 internship. Teachers, students and industry concurred with the usefulness of the cu materials in the training of The subsequent outcomes self-assessed competen industry-based assessment be commendable. Stak acknowledge the curr materials serve as a guide to training, providing prior kn to both industry and studen what roles are expected o Internship practices have impr the areas of supervision. v cooperating with interns, job r and work assigned to interns significant improvements, include duration for inter placement and participatic interns could however be traced improvement in the polytec industry link/relationship.

The collaboration among tea with input from students and inc in the design of the curri materials and the support o polytechnic has had positive e on the organisation of inte culminating in improved inte practices and student compete This study is comparable to t Cecil et al. (2010) who conten stakeholders are fairly satisfie the curriculum designed to im student competencies be stakeholders have their roles d and the material is equally u Another study by Ko (2008) in

keholders' contribution to the pitality internship curriculum e rise to interns' satisfaction with internships and the curriculum ceived as practical and useful is in sonant with this study. This earch shows that teachers are also isfied with the polytechnic making or contacts with industry before udents are sent out for internship but udents hold a contrary view. otably, the role of a teacher in the sign and use of a curriculum aterial regardless of where it is plied cannot be overemphasised. If will cost the polytechnic so much nds it cannot bear, it can device her alternative ways of ensuring a rm of monitoring without ecessarily visiting industry.

Generally, there has been improvement on the part of all stakeholders. *Supervision of students by teachers during internship is very critical to ensuring that quality is injected into the industrial training of students. Takoradi Polytechnic should continue with its current practice regarding teachers' supervision but could increase the number of teachers and empower the Department of Quality Assurance to intensify its monitory role during internship. The introduction of checklist for supervising teachers will enhance supervision mechanism, which will further deepen and enrich the relationship between the polytechnics and industry.*

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