

APPLYING THE THEORY OF PLANNED BEHAVIOR  
TO EXPLAIN HOTEL EMPLOYERS' INTENTIONS  
TO OFFER INTERNSHIPS IN JAMAICA

By

JUNE ELAINE CLARKE

Bachelor of Science in Hospitality Management  
Florida International University  
Miami, Florida  
1998

Master of Business Administration  
NOVA Southeastern University  
Ft. Lauderdale, Florida  
2004

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Dissertation Approved:

Dr. Lisa Slevitch

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Dissertation Chair

Dr. David Njite

---

Dissertation Adviser

Dr. Hailin Qu

---

Dr. Mary Jo Self

Outside Committee Member

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Name: JUNE E. CLARKE

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Title of Study: APPLYING THE THEORY OF PLANNED BEHAVIOR TO EXPLAIN  
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Abstract:

Scope and Method of Study: The purpose of the study was to apply the theory of planned behavior (TPB) to examine hotel employers' intentions to offer internships in Jamaica. Specific objectives of the study were 1) to determine the salient beliefs that motivate hotel employers to offer internships to hospitality management college students in Jamaica, 2) to examine the relationship among the variables of the TPB in the context of internships, and 3) to examine the influence of the additional variable, Size (small versus large) on the employers' intentions in the context of internships.

The study involved hotel employers within Jamaica. Qualitative and quantitative data were collected using focus group discussions, individual interviews, and a survey. Thirty-one employers participated in the focus group discussions and interviews. The survey was completed by 79 hotel employers. Data were analyzed using content analysis, exploratory factor analysis, multiple regression, and stepwise regression analyses

Findings and Conclusions: Study I results indicate that several belief factors influence employers' intention to offer internships, for example, participation in the development of education, upholding tradition, and enough space for internships among others. Study II was based on the factors identified. The results reveal that there is a positive and significant relationship between attitude and intention as well as perceived behavioral control and intention. Subjective norms had no significant influence on the employers' intentions to offer internships. The presence of the additional variable, hotel size, on the employers' intention was also tested. The study revealed that the size of hotels had a significant influence on the employers' intention to offer internships. Therefore, based on this study's findings, in Jamaica the employers' attitude and their perceived behavioral control are significant factors in their decision to offer internships, along with the additional variable, hotel size.

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## **CHAPTER I**

### **INTRODUCTION**

#### **Background Information**

During the last few decades, the educational environment has undergone several radical changes. The turbulent and increasingly competitive employment environment has dictated the changing roles of higher learning institutions. Post-secondary institutions have been compelled to provide more relevant academic preparation to increase competency and, overall, a more holistic experience-based education. This shift in emphasis is reflected in the introductory statements of the majority of college catalogs (Jernstedt, 1980). For example, several institutions of higher education emphasize research, outreach, and teaching and learning as core components in their programs. Within these core components, the role of experiential learning has become pivotal (Cantor, 1995).

Institutions of higher education (specifically universities) were founded on the classical curriculum, which was designed to prepare students to pursue a profession in law, theology, military strategy, and medicine or science (Little, 1981). The idea was to develop productive citizens who could contribute to social institutions in meaningful ways. The classical curriculum was not only based on the western culture, it also

emphasized responsibility toward others and not just self (Houle, 1976). However, critics noted that this curriculum lacked an experiential aspect. Little (1981) for example, believed that a curriculum with a more practical orientation was more desirable. The implementation of experiential learning began with the sciences, whose practical nature encouraged it (Little, 1981). In the United States, for example, experiential learning was documented in the Morrill Act of 1862 (Little, 1981; Nevins, 1992), which stated that “American higher education would have a practical orientation” (Little, 1981, p. 3).

Houle (1976) noted that in Europe, experiential learning had different standards and perspectives, except for apprenticeships, which were controlled by craft guilds who regulated the modes of instruction, assigned work duties, and evaluated the learner based on “the proper competence, knowledge, and appreciation of craftsmanship, attesting to their ability or recommending them for examination set by the guilds” (p. 22). On the other hand, hospitality management education in institutions of higher learning originated from a vocational foundation that was intended to acquaint the learner with professional practice (Airey & Tribe, 2000). Therefore, to a large degree, experiential learning in the form of “on-the-job-training” has been crucial to hospitality management education development (Airey & Tribe, 2000).

Despite its wide usage, the term experiential learning does not have a standard or universally accepted definition. The term is encompassing, an umbrella which has been loosely used and has been associated with several other terms such as internship (Gault, Reddington, & Schlager, 2000; Moore, 2010), service learning (Moore, 2010; Cantor, 1995; Stanton, 1995), cooperative education (Gault et al., 2000; Moore, 2010), experiential education (Chapman, McPhee, & Proudman, 1995; Conrad & Hedin, 1981;

Druian, Owens, & Owen, 1980; Joplin, 1980), learning at work (Ellström, 2001), and community service learning (Parker et al., 2009), among others.

These different views of internships have resulted in a platform on which the learner, the faculty member, and the organization can approach this phenomenon in different and practical ways. The term “experiential learning” has been applied to include the use of case studies, group exercises, and simulations among other activities in the classroom. It is also applied outside the classroom through practical hands-on experiences such as shadowing, on-the job training, and practicums. It is basically used to indicate an environment that provides a real life experience.

Even though there is no universal definition for “internship,” it can be described as a process that is short-term, ranging from 6 - 12 weeks, and takes place at a site of employment. Students are expected to spend time at the location and be a part of the company: its employees, culture, and decision making processes. Of the different forms of experiential learning techniques, the term “internship” has been used extensively and synonymously with “experiential learning” (Moore, 2010). An internship involves learning through practical application, which is considered an extremely effective learning strategy as it engages the learner and provides the opportunity to relate the theoretical to the practical through observation, interaction, and reflection (Stanton, 1995; Lewis & Williams, 1994). Inkster and Ross (1995, p. 11) defined an internship as a “structured and supervised professional experience within an approved agency” for which students can earn academic credit.

According to Moore (2010, p. 4), an internship is “the most generic of the terms used to denote experience-based learning activities by college students.” In Stanton’s



(1995, p. 142) study, an internship was defined as “experiences wherein students learn by taking on responsible roles as participants in organizations, observing and reflecting while they are there.” Gault et al. (2000, p. 46) refers to an internship as a “part-time field experience” including numerous “academic discipline and organizational settings.”

Globally, experiential learning utilizing the different approaches has become a core component of every curriculum (Stanton, 1995), with internship being the most utilized. The focus in this study is specifically on internships within the Jamaican context. Experiential learning in Jamaica dates back to colonial times when the British government introduced the apprenticeship bill to train the residents of the island as craftsmen. The purpose of the training was to give young men and women, based on their abilities, the skills necessary either for further studies or, those not capable of excelling academically, for employment (The Comptroller for Development, 1956). This aspect of learning has continued to be a vital part of the educational system.

### **Motivation for the Study**

The factors that motivate this study are discussed under the following subheadings: 1) limited literature/documentated work 2) theoretical contribution 3) personal experience and perspective, and 4) location of the study.

#### ***Limited Literature***

While there are mixed perspectives regarding internships, the number of empirical studies that have reported on internships is extremely limited (Cook, Parker, & Pettijohn, 2004). Therefore, this research seeks to add to the field by examining hotel employers’ intentions to offer internships using an academic forum from an empirical perspective.

The findings of this study should provide information that can be used to establish a model that promotes collaboration and training of students in the context of internships where employers support and work with higher education institutions in designing and developing internship programs that support the educational mission of higher education. This means that two separate yet complementary entities could collaborate even better to improve and provide a more well-rounded and advanced educational experience that allows students to learn a broad range of subjects in a practical setting. Exposure to internships has become important when employers decide who to hire and can determine whether an individual obtains employment or not, as expressed in the following statements.

Cawley (1999) noted that Jeff Graubard, President of The Graubard Group, a sports marketing agency, has one hundred resumes on his desk; of the total, he is only interested in about two or three who have actually experienced working in the field. This statement is in line with Burnsed (2010) who said that Price Water House, an accounting giant, employs more than 70% of its new appointees from its internship programs. Shinn (2003) notes that students are more capable of managing an operation or an area within an operation when they have acquired experience working in front-line positions and gained an understanding of how the business operates.

This information implies that prior to graduation, students should deepen their academic experience through on-the-job learning in order to help fulfill their career aspirations. Therefore, internships should be purposeful. The internship site should be a place that support the individual and allows him/her to take on specific roles that provide opportunities to prepare for life beyond the classroom.

To date, the findings of studies focusing on internships have been mixed. Possibly, the employers' intentions to offer internships have not been investigated and clearly stated or documented, resulting in limited information about internships in the hotel industry. Despite the important role played by hotel employers in this learning process, a thorough search of the literature reveals very little empirical work on internships associated with employers, to the extent that Cook et al. (2004) proposed the need for additional research regarding internships, focusing on the area of employers' attitudes towards internships. Without proper understanding of the employers' intentions to offer internships, preparing the students remains challenging. It is envisaged that if internships are understood from an employer's perspective, it is possible to develop more useful and clearer guidelines.

### ***Theoretical Contribution***

The study applies the theory of planned behavior (TPB) (Ajzen, 1985; 1991) to explain hotel employers' intentions to offer internships in Jamaica. The proposed study intends to apply the employers' salient beliefs and constructs of the TPB—attitude towards the behavior (ATT), subjective norm (SN), and perceived behavioral control (PBC)—to examine employers' intentions. In addition, it is expected that the model will be broadened by examining the role of the size of hotels variable (SIZE), which is deemed important. The proposed model adds to existing knowledge about the employers' intentions; thus contributing to empirical work on internships associated with employers and expanding the feasibility of the theory of planned behavior.

### *Personal Experience and Perspective*

My professional career path also provides motivation for this study. I began as an intern in the hotel industry. I participated in on-the-job training on numerous occasions and had the opportunity to experience firsthand some of what occurs in a practical training setting. As a result of what I received versus what I expected, my views with regards to on-the-job training are mixed and could be biased. Therefore, in order to provide an objective view, this study addresses a gap in the understanding and motivation of hotel employers' intentions to offer internships to college students using the theory of planned behavior.

I entered the hotel industry without prior formal education about the industry and very limited knowledge in this area. Learning was acquired through practical hands-on experience, interaction with the material, and later reflection on the process. I also had the opportunity to interact with individuals who were on internships and who were experiencing the same setting. The hotel industry was largely unknown to me, and I was placed into a setting without any mechanism in place to promote structured learning. However, the goal was to gain knowledge, develop, and grow as an individual. This was important to me as I had the intention to develop a lifelong career in the field of hospitality and tourism management.

The training promoted active learning; however, the total planned experience was lacking in opportunities, for example, the opportunity to integrate group efforts and collaborate on tasks. Furthermore, the setting did not encourage critical thinking and decision making. The focus was on ensuring a high standard of production and performance. The learning was not holistic, for instance, learning why and how the

number of registered guest affected purchasing, inventory control, and food cost and production as well as the importance of controlling and monitoring food orders. As a result, I ended up learning by rote.

I did not learn all I had expected to learn. For example, in some instances there was limited access to learning resources coupled with task requirements. Moreover, the on-the-job training was an arrangement between the educational institution and the hotel, which meant that I was expected to learn and understand various functions and procedures. The lack of a training structure and trainer resulted in dissatisfaction. As a result of this experience, I wondered whether such treatment is universal and whether individuals participating in on-the-job training as well as current interns are treated in the same way.

Based on my experiences, on-the-job training can be favorable, but can also exploit the student. It is my belief that the structure of the training process combined with strong practical teaching strategies can enhance skill development and the understanding of how to deal with diverse and changing circumstances both inside and outside the internship setting. I also believe that on-the-job training is crucial to career development and that students can use it to determine career goals and make a positive impression on future employers.

### ***Location of the Study***

The location for this study, Jamaica, provides another justification. Jamaica is unique in terms of hospitality and tourism because the economy depends on these activities. Hotels play a major role in the training of the human resources who are expected to provide the services required for the effective functioning of the hotel

industry. This preparation is achieved, in part, through internships. Jamaica is an island country in the Caribbean with a population estimated at 2,709, 300 (Jamaica National Statistics Office, 2012) at the end of 2011. It is close to Cuba, with the Cayman Islands to the west and Haiti and the Dominican Republic to the east. One limitation of the study is this geographical limitation. However, the study is important to the location's economic environment and educational system as well as to educators in other areas.

Currently, hotels in Jamaica participate in higher education in several ways. One of the most visible ways is by allowing college students to access internships in the form of practical, hands-on experience in their establishments. In addition, after the internship, some students obtain employment in the hotel industry. This internship learning process is an initiative that educational institutions embrace as it is considered important in providing the missing link between the theoretical aspect of the students' course of study and future employment. Although there are a wide variety of tourist accommodations, the hotel sector is the main division offering internships for students.

### **Purpose and Objectives of the Study**

The purpose of this study is to apply the theory of planned behavior to explain hotel employers' intentions to offer internships to hospitality management students in Jamaica. Additionally, the study will examine the influence of hotel size on employers' intentions. Through the application of the theory, the study should provide an insight into the factors that influence hotel employers to offer internships. This purpose will be accomplished by assessing how the salient beliefs, attitudes, subjective norms, and perceived behavioral control of hotel employers in Jamaica correlate with their anticipated benefits and their intentions to offer internships.

Specifically, the study is designed to accomplish the following specific objectives:

1. Apply the TPB in the context of internships to determine the salient beliefs that motivate hotel employers to offer internships to hospitality management college students in Jamaica.
2. To examine the relationship among the salient beliefs and the variables of the TPB in the context of internship in Jamaica.
3. To examine the relationship among the variables of the TPB in the context of internship in Jamaica.
4. To examine the influence of hotel size (small versus large) on employers intentions to offer internships when analyzed with attitude and perceived behavioral control.

Objectives 2, 3, and 4, are described in detail in the literature review and hypothesized.

### **Statement of the Problem and Research Questions**

There are mixed findings over the influence of internships on students' learning, including negligible evidence that experiential learning provides better learning (Dev, 1990; Grantz & Thanos, 1996) or enables students in higher education to critically examine arguments and analyze their own (Sims-Muhammad, 2012). However, institutions, schools, and employers continue to emphasize the value of experiential learning. The value and contribution of internships have been broadly examined (Rothman, 2003; Cook et al., 2004). On the other hand, the perceptions of hotel employers' toward the internship process have not been explored extensively. The mixed findings, lack of extensive examination regarding internships, and the fact that internships are short-term and can be disruptive to the operation need to be addressed.

Additionally, the instructional effectiveness of integrating both the traditional practice of education and a practical component is yet to be fully understood from the perspective of employers or industry practitioners.

Hotel employers have been providing internships for many years. However, internship positions are temporary, involving students spending some time in the operation and then returning to school. Because they are short lived and draw on the resources of hotels or host companies, the effects of internships on the hotels are likely to be negative; interns could disrupt the smooth running of the operation and negatively impact the end product that the customer receives. Therefore, it is crucial to examine and understand the employers' intentions to offer and participate in internships.

Hurst and Good (2010) state that, in order for companies to increase the likelihood of a successful internship, the following should be considered: 1) treating interns as a part of the organizational staff (that is, involving interns in the project planning process or inviting them to staff meetings): 2) assigning projects that are challenging, yet possible to accomplish, and holding interns responsible for projects and deadlines pertaining to the project: 3) providing regular feedback and training as needed: 4) assigning a mentor/supervisor, and 5) establishing a permanent hiring process and sharing that information with the interns (p. 183). Although Hurst and Good (2010) were not directly addressing the negative ramifications, these activities do require companies to spend several hours each day focusing on students, thus taking time and concentration away from their core activities. Despite these interruptions and interferences, employers continue to offer internships. Therefore, it is imperative that the employers' intentions to offer internships be investigated.



According to Degraevl (2011), although there are undoubtedly strengths associated with internships, they are “still sometimes considered as a low-value tool by the corporate world, or as an additional formality or administrative assignment by students” (p. 27). Nonetheless, hotels still offer this important exercise and employers assist the students by investing time, money, and other resources, as well as their commitment to the overall internship process. It is imperative to fully understand hotel employers’ motivations and intentions regarding this phenomenon, since employers are aware that interns do not provide immediate benefits or returns to the company.

To date, limited empirical work has been undertaken in this domain (Cunningham & Sherman, 2008; Butler, 2004; Cook et al., 2004; De Mott, 1972), nor has the size of the hotels been used to investigate this phenomenon. Specifically, the TPB has not been used to explain employers’ intentions in this particular setting. In addition, the literature provides evidence that organizational size (Lister, 2012; Strandholm & Kumar, 2003; England & Lee, 1973) and location (Johnson & Vanetti, 2005; Bantel & Jackson, 1989) have a significant influence on their performance and decision making. Therefore, this study seeks to address this deficiency by applying the TPB to the following questions, as well as to establish a theoretical and conceptual foundation for explaining hotel employers’ intentions to offer internships in Jamaica.

*Research Questions:*

1. What factors motivate hotel employers to offer internships to hospitality management college students in Jamaica?

2. What is the relationship among these factors that influence employers to offer internships to hospitality management college students when examined in the context of the TPB?

Specifically, question 2 guides the investigation as follows:

- 2a. (i) What significance in the employers' attitude toward offering internships to hospitality management college students is explained by the employers' behavioral beliefs (BB)?  
(ii) What is the influence of each BB on the employers' attitude toward offering internships to hospitality management college students?
  - 2b. (i) What influence in the employers' subjective norms toward offering internships to hospitality management college students is explained by the employers' normative beliefs (NB)?  
(ii) What is the influence of each NB on the employers' subjective norms toward offering internships to hospitality management college students?
  - 2c. (i) What significance in the employers' perceived behavioral control toward offering internships to hospitality management college students is explained by the employers' control beliefs (CB)?  
(ii) What is the influence of each CB on the employers' perceived behavioral control toward offering internships to hospitality management college students?
3. What is the relationship between the constructs of TPB in the context of internships? Specifically:
    - 3a. What is the total difference explained by ATT, SN, and PBC in the employers' intentions to offer internships to hospitality management college students?

3b. What is the influence of each construct of TPB on intention? Thus:

(i) What is the influence of attitude on the employers' intention to offer internships?

(ii) What is influence of subjective norms on the employers' intention to offer internships?

(iii) What is the influence of perceived behavioral control on the employers' intention to offer internships?

Meta analytic studies in the literature (Han, Hsu, & Sheu, 2010; Godin & Kok, 1996) have revealed that these antecedents of intention explain 40-50% of variance in intention. Therefore, this study seeks to establish what other variable(s) can have a significant influence on the variance explained by intention. As a result, research question 4 is as follows: Does the size of hotels influence the employers' intentions to offer internships when analyzed with attitude and PBC? Specifically:

4a. What is the influence of size on the employers' intentions to offer internship?

4b. Is there a significant difference in large hotels versus small hotels employers' intentions to offer internships?

### **Significance of the Study**

The significance of this study is twofold

The study contributes to the understanding of employers' intentions to offer internships and the process of engaging in internship programs for employers, students, and educational institutions. If hotel employers' intentions to offer students internships can be understood, the findings can be incorporated into the curriculum and preparation of the students for this process. Learning institutions and the hospitality industry can consider participating in integrated strategies and procedures that will be useful in

bridging any gaps in internship learning and in maintaining and strengthening internship programs. Furthermore, results of this study may add to the growing body of literature on decision-making, intentions and hospitality employers, and internships.

The study is significant to Jamaica. Examining hotel employers' intentions to offer college students internships in Jamaica is not only essential from an inquiry standpoint, but also from the participants' perspectives. There is little information dealing with pertinent aspects and values of the internship experience from the employers' perspectives. Although several reports have mentioned students' views regarding internships (Beggs, Ross, & Goodwin, 2008; Neuman, 1999; Nguyen, 1992; Rothman, 2003), studies (Cunningham & Sherman, 2008; Butler, 2004; Cook et al., 2004; Rothman, 2003; De Mott, 1972) reveal areas for investigation in terms of employers' attitude toward internships. This leaves a gap in the literature which needs to be filled.

There are practical managerial implications for the academic institutions (preparing the students), and the internship site (receiving the students). As a result, it seems appropriate to stir up a dialogue about internships among hotel employers in Jamaica regarding their intentions.

This study provides both theoretical and managerial contributions: 1) it identifies strategies developed by employers to assist students and 2) it develops recommendations and valid techniques to improve the internship experience for all stakeholders as well as stimulates further inquiry. For example, it identifies relevant real world approaches and standards by which hotel employers and students can verify expectations, and thus helps ensure the expectations are met and the achievements are valuable and applicable.

## **Theoretical Background**

The research is designed to provide insight into the proposed questions. The theory of planned behavior (TPB) (Ajzen, 1985; 1991) guides the study. The TPB has been used to provide insight and explanation relating to individuals' behavior, and provides the guideline for examining hotel employers' intentions to offer internships.

The process of offering internships involves great planning and decision making and therefore can be justified as a planned behavior. The TPB was chosen for this study because 1) it has been used previously to successfully examine planned behavior and 2) the TPB has been proven to be robust, yet, no known studies have been conducted using it in the particular environment or location of this study. The TPB, according to Conner and Norman (1994) and Weinstein (1993), is considered the most integrated theory explaining human social behavior. Using the TPB to understand this issue in relation to this region is a useful and significant study. The study will examine only intentions because intentions are a good predictor of behavior.

### ***Theory of Planned Behavior Application***

The theory of planned behavior (Ajzen, 1985, 1991) has stimulated much research across several disciplines: health behavior (Hardeman et al., 2002; Godin & Kok, 1996), smoking cessation (Bledsoe, 2006; Hill, Boudreau, Amyot, Déry, & Godin, 1997; Norman, Conner, & Bell, 1999), information systems internships (Brandyberry & Bakes, 2007), exercise (Courneya & Bobick, 2000; Courneya, Plotnikoff, Hotz, & Birkett, 2001), continuing education (Casper, 2007), and volunteering (Warburton & Terry, 2000), among other applications. Armitage and Christian (2003) noted that one of the strengths of the theory of planned behavior is its broad applicability.

The theory of planned behavior has been widely tested and its variables are regarded as strong predictors of behavior. The theory provides a useful context for studying why people carry out the types of behaviors they do. Casper (2007) indicated that the theory of planned behavior predicts and offers a behavior modification framework. Franzoi (2003) indicated that the theory of planned behavior effectively explains planned and rational behavior.

TPB is predominantly a cognitive theory. It is an influential theoretical approach applied to understanding and predicting behavior (Ajzen, 1991; Conner & Armitage, 1998). Casper (2007) applied TPB to predict mental health professionals' intentions and behavior towards applying a new technique following a continuing education class. Godin and Kok (1996), in a review of TPB and its application to 56 health-related behavior studies, reported that the model's overall efficiency for explaining intentions is quite good. Furthermore, perceived behavioral control was observed as being as important as attitude across health-related behavior categories (Godin & Kok, 1996). Godin and Kok's (1996) meta-analytic study stated that intention and the prediction of behavior averaged an  $R^2$  of .41 and  $R^2$  of .34 respectively. However, attitude towards the action and perceived behavioral control were identified as the significant variables. According to Godin and Kok (1996), PBC was found significant in 85% of the studies reported, while ATT was found significant in 81%. Although, both were responsible for this effect, intention was considered the most significant predictor with perceived behavioral control adding to the prediction (Godin & Kok, 1996).

Based on the meta-analytic study (Godin & Kok, 1996), it is evident that the TPB has been extensively used in health-related studies. However, this study applies the

beliefs variables (behavioral beliefs, normative beliefs, and control beliefs) and the three antecedents (attitude, the subjective norm, and perceived behavioral control) in the TPB model, with the additional variable, hotel size, to determine the factor(s) significant to employers' intentions to offer internships. Since the TPB has been applied to patients versus employers, and since health and work-related issues and environments tend to differ, this study should provide additional insights into the variable(s) that significantly predict individual behavior. In addition, since limited to none empirical work has been conducted in this field (Cunningham & Sherman, 2008; Butler, 2004; Cook et al., 2004; De Mott, 1972), the Jamaica system could be used as a case to test the theory.

## **Theory and Theoretical Framework**

### *The Theory of Planned Behavior (TPB)*

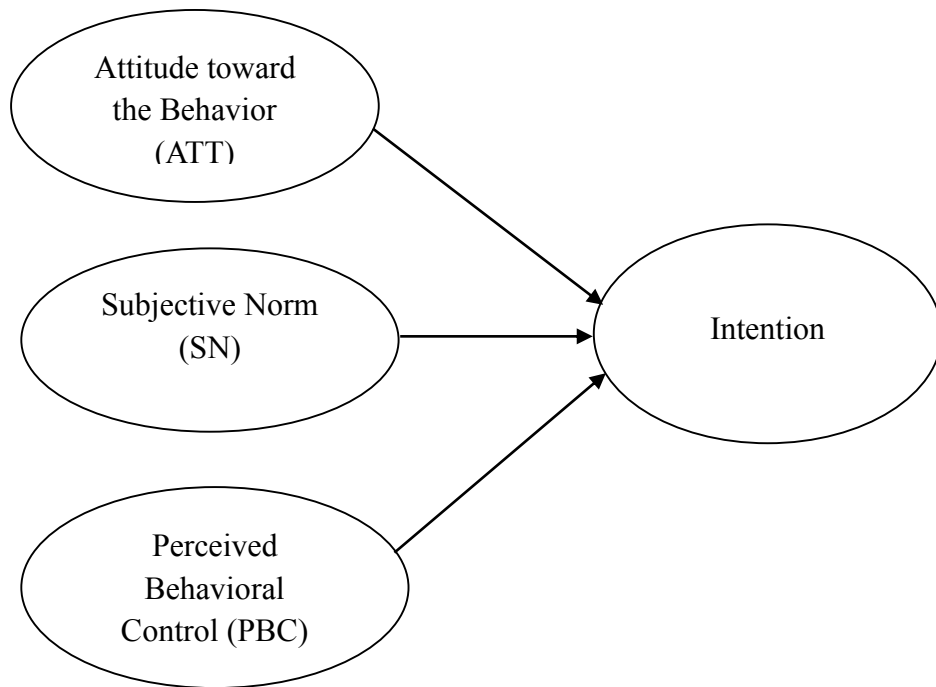
The theory of planned behavior (TPB) was developed by Ajzen (1985; 1991) as a modification to the theory of reasoned action (TRA) (Ajzen & Fishbein, 1980), which predicts intention to carry out a certain behavior from two predictors: attitude toward the behavior and subjective norms. TRA does not take into account conditions in which the behavior is not completely under the individual's control. The TPB proposes that an individual's intention to carry out a behavior is influenced not only by personal attitude (ATT) towards the behavioral intentions, but also by a subjective norm (SN) and perceived behavioral control (PBC). According to Ajzen (1985), behavior is predicted by an intention, which is the immediate antecedent of the behavior; and the stronger the intention, the more likely the individual will perform the behavior. Furthermore, an intention is an act that determines when the behavior will be performed (Ajzen, 1991).

The behavioral intention is closely related to its predictors (ATT, SN, and PBC) which are associated with the belief constructs (behavioral beliefs, normative beliefs, and control beliefs). The belief antecedents express the individual's thought, perception, and ability to perform a certain behavior and the significance of the given outcome, before engaging in the behavior. Therefore, in order to determine individuals' attitudes, subjective norms, and perceived behavioral control, it is important to establish the antecedents of these constructs.

According to the theory of planned behavior, rational choices govern the choices and behaviors of individuals (Ajzen (1985, 1991; Ajzen & Fishbein, 2005). Therefore, when an individual is able to assess his/her beliefs about the behavior, s/he is more likely to determine a certain outcome. Each outcome is evaluated to decide whether the behavior will produce the outcome in question. According to Cheng, Lam, and Hsu (2006), before an individual decides whether to perform a specific behavior, s/he is more likely to evaluate the benefits and costs that are the consequences of the behavior. Warshaw and Davis (1985, p. 214) defined behavioral intentions as "the degree to which a person has formulated conscious plans to perform or not perform some specific future behavior." In this study, employers' intentions to offer internships could be influenced by their attitudes, subjective norms, and perceived behavioral control based on their salient beliefs.



## The Theory of Planned Behavior Model



*Figure 1.1.* The Theory of Planned Behavior (TPB) Model

### **Scope of the Study**

The study was conducted in the geographical location of Jamaica. The purpose was to determine hotel employers' intentions to offer students internships. Data were collected using a mixed methods approach to inquiry and were analyzed using content analysis, factor analysis, and multiple and stepwise regression analyses. The study was limited to hotel employers in Jamaica.

## **Summary of Chapter I and Overview of Chapter II**

Chapter 1 lays the foundation and introduces the rationale for the study. Included are the researcher's motivation for conducting the study and the theoretical framework guiding the study. The problem, purpose, objectives, and significance are stated; the research questions are identified as well as the scope of the study, the key terms and the context in which they are used.

Chapter II presents the review of literature. Included in this chapter are the introduction and background information on internships as well as hypothesis development including the additional variable, hotel size. Also, presented in this chapter is an overview of the significant contributions and development of experiential learning.

### **Definition of Key Terms**

The key terms listed below are defined in the context in which they are used in the study.

**Hospitality College- students:** A sample of students majoring in and attending hospitality tertiary institutions in Jamaica who have previously engaged in experiential learning experiences in the hotel industry.

**Community Service Learning:** A process whereby experiential learning and community are combined to create coursework. This combination allows the student to serve the needs of the community while learning and developing professional skills and gaining a sense of civic responsibility. Student reflection is critical.

**Cooperative Education:** An educational program that integrates the student's academic studies with on the job experience (Haddara & Skanes, 2007). The student is involved in school and related work activities at the same time or alternately.

**Experiential Education:** A form of learning that involves the whole individual and provides a holistic type of experience (Chapman et al., 1995; Joplin, 1981). The process of learning involves classroom and outdoor activities as well as processes whereby the individual is able to learn directly through application and reflection.

**Experiential Learning:** Experiential learning means “Learning from experience or learning by doing” (Lewis & Williams, 1994, p. 5). In the context of this study, experiential learning is an encompassing term that is associated with other terms, such as practical training, hands-on training, and internship. According to Kolb (1984, p. 41), it is “the process whereby knowledge is created through the transformation of experience.”

**Hotel Employers:** A sample of managers in the hotel industry who are currently employed as hotel and human resource managers and make decisions regarding student internships as well as have knowledge about student internship learning.

**Internship:** “All experiences wherein students learn by taking on responsible roles as participants in organizations, observing and reflecting while they are there” (Stanton, 1995, p. 142). The parameters here are a formal off campus extended time period in practical training within an organization/establishment. The position can be paid or unpaid and is sometimes associated with a letter grade or a written project as well as feedback and evaluation.

**Learning at Work:** Organizational learning in a setting where the individual works alone or in teams based on aspects of the work/ learning situation. The mode of learning can be adaptive or developmental and the people involved can be expected to either reproduce, produce (at different levels), or become creative based on the type of task, the methods to be used, and the expected results (Ellström, 2001).

**Service Learning:** An experiential type of learning which is usually completed through volunteer service. Involvement in these activities allows the students to apply classroom-based knowledge to the new setting while providing service to others (Cantor, 1995).

**Theory of Planned Behavior:** A theory that links attitude and behavioral intentions (Ajzen, 1985; 1991). In the current study, the theory is applied to hotel employers in Jamaica in order to determine their intentions to offer internships to college students.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **Introduction and Background Information**

In this chapter, literature related to the theory of planned behavior constructs and their relationships is reviewed. This review provides an understanding of the context of salient beliefs, attitudes, subjective norms, and perceived behavioral control and their relationships to intentions. The gaps in the extant literature are identified. The relationships among the variables of TPB are examined and the hypotheses identified.

#### **Background Information on Internships**

Early institutions of higher learning did not emphasize the practical component of learning, except where it was needed. However, experiential learning is not a new concept. This phenomenon has been a part of the learning process for a long time (Dewey, 1938; Rothman, 2003). For example, it has been used in the areas of medicine, engineering, and other vocations. And to a very large extent, it is now a major part of the curriculum of hospitality management programs. Furthermore, noted Airey and Tribe (2000), hospitality education evolved out of on-the-job training in the hotels.

The idea that some professions did not provide students with practical training led to the development of internship learning. Some current business programs, for example, did not include experiential learning. Some areas of study permit the construction of a laboratory where students can gain experience and theory simultaneously; however, school laboratory settings are different from the real world work life. Therefore, internships become important as experience that adds to what students learned in the labs.

Internships expose the students to the real world business situation. A student majoring in hospitality, for example, suddenly experiences interaction with colleagues and guests who demand excellence, different from their laboratory setting in college. During the internship, the interns are expected to master and perfect the skills, and deliver high quality service to the customer.

Internships as an extended practice have grown in popularity and exist in a wide range of businesses and settings. More and more, hotel employers are using internships to determine whether students are suitable for future employment. The idea that companies are willing to facilitate and contribute to this important development in the student's life provides a clue as to why they do it.

An internship as a learning process is becoming a primary focus for business organizations who are looking for creative ways to make sure learning is appropriate and significant (Lewis & Williams, 1994). Even though the activities are tailored within the context of the operation, they are sometimes interrupted in order to facilitate learning. Such interruption can have varying impacts on the operation's image. The internship, although carried out in an employer's actual operation, reflects the teaching in the educational setting, except that the setting allows learners to experience their own

learning through reflection and by assimilating both theory and practice, a process that Dewey (1938) proposed is crucial to the learner's education and development, as explained in the following section.

### **Significant Contributions**

The concept of formal experiential learning has a long-standing history and many proponents: well-known ones include Dewey, Lewin, and Kolb. The following section provides an overview of their significant contributions to experiential learning.

#### *Dewey's Contribution*

Dewey (1897; 1902; 1916; 1938; 1990) made several observations on education, its effects on the individual and society, and how education should be conducted in the classroom. According to Dewey (1938), the traditional system of education subordinates the students to a learning environment in which they are expected to learn from imposed subject matter, rules, and standards that interfere with the learners' ability to experience their own learning. Dewey (1938) pointed out that experience is the foundation for life.

Students are guided by intuition and able to participate in experiences that promote active learning. However, Dewey (1938, p. 25) mentioned that "the belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative." Dewey (1938) proposed that all genuine education comes about through two major principles: continuity and interaction. Dewey (1938) also suggested that students should explore the world based on their experiences rather than by the transfer of knowledge.

Dewey's (1903) concept of education is that the individual mind must be liberated and the person should learn in a surrounding that stimulates the whole mind toward

learning. Dewey (1903) noted that the individual's mind is responsible as well as free to discover and prove situations, and when such motivation is lacking, the person's ability to adequately develop is restricted. Dewey (1903) believed there must be a clearly defined motive for engaging in such learning activity; however, if the person is not given the latitude to apply, experience, reflect on, and explore new ways in which to use the information, it "means nothing more or less than the deliberate restriction of intelligence, the imprisoning of the spirit" (p. 196).

Dewey (1903) observed that every individual should experience a kind of learning that re-energizes intelligence and trains motor activities to prevent them from becoming atrophied through a lack of use. As a result, theory and practice should not be separated. In the case of education, Dewey (1902) indicated that education can be most effective if the information is presented in a manner that allows the student to relate it to previous experiences, resulting in a deeper connection with the new knowledge.

Dewey (1897; 1902; 1916; 1938; 1990) believed that education and learning are shared and interactive practices and that as a result, the place of learning is a social establishment that should embrace social reform. Furthermore, when students are allowed to experience and interact with the curriculum, they tend to succeed in such settings, and students should have the opportunity to share in their own learning. Lewin also saw the importance of learning by doing, and approached his idea from a group dynamic perspective.

#### *Lewin's Contribution*

Lewin (1951), a sociologist and one of the pioneers of American Social Psychology, examined the process of experiential learning through the effects of group



dynamics, accentuating active involvement in the experience. Lewin's (1951) method could be described as an integrated and purposeful approach that studied the actions of individuals within intergroup relations. Lewin (1951) developed what he called "the field theory" which he applied in different settings in order to understand reactions to situations and learning in a practical way. Regarding Lewin's approach, and more specifically his studies on leadership styles, Kolb (1984) noted that Lewin was trying in a practical way to understand the "psychological dynamics of dictatorship and democracy" (p. 9). Lewin (1951) attempted to determine how people learn, and explain why and how people behave using different experiential methods in order to better understand the practices and the situations under which the practices were likely to occur.

According to Lewin (1951), as humans, our behavior is a function of our surroundings as well as our own person. This means that we learn from our own experience as well as the experiences of others. Through studying the group dynamics of experiential learning, Lewin (1951) was able to determine how the best learning is facilitated. Based on the active dialogues that took place between participants in the group and observers, Kolb (1984, p. 9) commented that, a challenging and stimulating learning environment results when students are exposed to "conflict between immediate concrete experiences and analytical detachment." According to Kolb (1984, p. 9), "the consistent theme in all Kurt Lewin's work, was his concern for the integration of theory and practice," which is symbolized in his best known saying. "There is nothing so practical as a good theory."

### *Kolb's Contribution*

The concept of experiential learning has been attributed to Kolb (1984), an educational theorist. However, prior to Kolb's (1984) ideas, Dewey (1938) had proposed that learning is interactive and that in order to have meaning to both the individual and society, it must be structured on experience. Therefore, Dewey's (1938) ideas propelled the experiential learning movement. Lewin (1951) through his group dynamics studies emphasized the impact of experiential learning through group interdependence. However, Kolb's (1984) work on experiential learning popularized and made immense contributions to the development of this phenomenon.

Kolb (1984) proposed that learning occurs when individuals actively participate in the experience and acquire knowledge through the transformation of the experience. According to Kolb (1984), the individual must interact with the subject in order for learning to take place and result in knowledge. Based on four distinct learning preferences, Kolb (1984) suggested that in order for the individual to understand the information in a holistic way, there must be a certain level of interaction with the particular activity. Likewise, previous knowledge is necessary if transformation is to represent learning. For instance, college students participating in an internship will have previously studied the theory and afterwards gain exposure to its practical application. As a result, the individual is able to convert the new information based on prior knowledge and is better able to learn and understand.

Kolb (1984) presented four distinct learning preferences (concrete experience, active experimentation, reflective observation, abstract conceptualization) represented in the four-stage experiential learning cycle. Kolb's (1984) proposals have had a remarkable

impact on the design and development of curricula and lifelong learning models as well as the modes of instruction. Although, Dewey (1938), Lewin (1951) and Kolb (1984) did not speak directly to internships, they all emphasized gaining knowledge, not only by traditional means, but through the integration of learning and doing as well as by reflection.

### **Internship Literature**

Numerous studies and discussions have been conducted on issues of students and internships. Rothman (2007) acknowledged several essential elements suggested by business students as worth adapting to improve the internship process: clarity in terms of communication, challenging projects, feedback, and greater exposure to the business. Hite and Bellizzi (1986) made several observations regarding students' expectations of internships. These include future employment, receiving college credit, site visits from faculty supervisors, monetary rewards, and formal training prior to the internship. Ford and LeBruto (1995) concluded that students in hotel management education expect to participate in practical experiences.

Although studies regarding internships have been conducted with students, there is a lack of empirical inquiries related to the employers (Rothman, 2003; Cook et al., 2004), and more specifically, to employers' intentions to offer internships. Tackett, Wolf, and Law (2001) draw attention to the conflicting perceptions of accounting interns and their employers, but their study lacks empirical validation because the methodology was based on opinion. Rothman (2003) observed that most of the research work conducted on internships tends to be opinionated and subjective or to consist of value improvement recommendations. Rothman (2003) further noted that even though internships have

existed from the time of guilds, little has been done outside the clinical field in terms of empirical work. The mixed views regarding internships represent a gap in the understanding of employers' intentions to offer students internships as a learning mechanism.

The results of studies relating to internships have been inconsistent with some finding that the internship is crucial, while others suggesting that it is not essential. Studies by Nosow, (1975), Woods (1986), Lang (1991), Gault et al. (2000), and Cook et al. (2004) indicate that internships result in superior learning. Conversely, studies by Etheridge (1987) cited in Gault et al. (2000) and Belanger and Tremblay (1983) reveal small or no considerable effect on learning with the use of internships. Belanger and Tremblay's (1983) study concludes that internship programs are costly and time consuming and are affected by the way activities are organized. Etheridge (1987), cited in Gault et al. (2000), proposed that internships are perceived by members of some educational institutions as part-time employment and cheap labor for an easy "A." Yet, Lipka (2010), Paletta (2008), and Dwyer (2004) noted that the majority of educators perceived internships as significant, but not worthy of academic credit.

Pavesic (1993, p. 286), observed that "teaching practice without a theoretical base will turn out graduates who can only follow proven models, and not be able to create new ones to deal with unusual situations. On the other hand, teaching theory without application to the real world is also incomplete." It is quite evident that the observations on the effectiveness of student internships do not share the same interpretation. Therefore, investigations need to be established to address these assumptions.

In another study, Henry, Rehwaldt, and Vineyard (2001) surveyed interns and their site supervisors to identify components critical to internships. Although the findings revealed a significant relationship between the academic elements identified by interns and the supervisors, the study was related to a specific academic program at a particular university and internship site. As a result, it lacks generalizability. In addition, the study focused on 15 academic and nine worksite elements considered important to the specific program. However, the study did not relate to or mention employers' intentions to offer internships.

The success of an internship, as suggested by Tackett et al. (2001), depends on several components which create a balanced environment of consistent standards, systems, and structures. Students, faculty, and employers must all play their roles for internships to be successful. Students as recipients of knowledge are expected to learn and practice what they have learned. The faculty, whom Kolb (1984) describes as “the curators of social knowledge” (p. 161), prepares students through honing and developing their knowledge base, skills, and abilities. In return, the faculty expects the students to do well. Therefore, hotel employers play a significant role in the development of the student during the internship phase.

Research indicates that educational institutions engage students in internship learning as one of the ways to enhance their knowledge and personal development (Little, 1981; Rothman, 2003). Clearly, educational institutions in Jamaica offer hospitality-related programs for the same reasons. It is proposed that in a climate where education is under increased scrutiny and institutions are being held accountable for students' education and training, it is not surprising that educational institutions in Jamaica have

become increasingly concerned with the overall learning and retention of the knowledge students are expected to acquire.

### **Role of Employers in Internships**

Molseed, Alsup, and Voyles (2003) study on the role of the employer in shaping students' work-related skills indicated that employers perceived their roles in general as geared towards developing the work-related skills of the student-worker. Molseed et al. (2003) identified specific areas, such as commitment, personal responsibility, collaboration, career development, problem solving, and decision making abilities, which employers emphasize to the student learner. Woods and King (2002) claimed that employers determine who is hired based on employment criteria and available positions.

Employers in general have always been concerned with employees' development, satisfaction, and retention (Costen, Johanson, & Poisson, 2010). Overall, employees are critical to the hotel industry, and high levels of staff turnover and dissatisfaction can affect the operations' bottom line (Costen et al., 2010). The hotel industry is highly service oriented and customers may choose whether to return based on the services provided, which eventually determines the hotel's existence and profitability. As a result, hotel employers may experience additional pressures to ensure certain situations are not handled by interns and that work performed by the intern is credible and trustworthy.

Sessions (2007) suggested that companies who offers internships benefit in multiple ways. For example, the company gets to observe the interns at work and is able to assess and judge their abilities without making a commitment. Based on Nebel, Braunlich, and Zhang (1994) and Nebel, Ju-Soon, and Vidakovic (1995) observations, hotel employers believe that exposure to a position before becoming fully functional not

only provide interns with most of the skills necessary but enables them to do their main jobs more effectively. While the employers' participation and input in internships are crucial to their development and effective functioning, the implications of employers' intentions to offer internships have not been examined. Therefore, a formal study on employers' intentions to offer internships in Jamaica needs to be conducted.

Internships give the employers the opportunity to train and prepare individuals using the operation's standards and eliminate a lot of the trial and error learning which is no longer practical because of the highly complex and competitive nature of the industry (Pavesic, 1993). In the hotel industry environment, information about the job is learned through continual practice that is customized to the operation. This type of exposure allows the students to learn, interact, and relate to the information in a practical way. This setting provides the ideal avenue for conveying and emphasizing the operation's ideals and customs.

### **Employers Perceptions toward Students Internship**

Students' internship learning constitutes challenges that hotel employers have to address (Chi & Gursoy, 2009): for example, the way students learn, what they learn and how, and what they expect from the internship learning environment. During the internship, the employer provides students the opportunity to work, learn, and contribute to the organization, in addition to the possibility for future employment (Henry et al., 2001; Ellington, 1993). Most employers perceive that students' performance during an internship is an important indicator of career preparedness (Basow & Byrne, 1993). This means that once the student enters the internship site, the employer is expecting a high level of know-how and productivity. No matter the work area, employers look for strong

leadership, communication, problem solving, and employability skills in their prospective employees (Black & Gregersen, 2000; James, 1992; Lashley, 1999). Gault, Leach, and Duey (2010) identified other attributes important to employers, such as creative and analytical skills, computer literacy, and the ability to locate information.

Furthermore, employers look for individuals with the best and brightest minds, high leadership qualities, and the ability to function within their immediate and global business environment (Black & Gregersen, 2000; Lashley, 1999; Beckett, 1986)). While theory lays the foundation for students future assignments, employers also anticipate the following as important: an overall interest and passion for the job; the knowledge, skills, and abilities to do the job; and high-quality performance (Daugherty, 2001; Mitra, 2011). Even though the literature (Daugherty, 2001; Mitra, 2011; Gualt et al., 2010) mentions students' preparedness, competency, and performance abilities as some areas on which employers focus, the literature does not discuss or mention employers' intentions to offer internships.

### **The Hotel/Hospitality Industry**

“Hospitality industry” is a term that includes the hotel industry, which is the focus of this study. The terms “hotel industry” and “hospitality industry” are sometimes used synonymously. According to Pizam (2007), the hospitality industry is a knowledge-based industry. Charles (1997) asserted that the industry is labor intensive and requires a well-educated workforce. For instance, the hospitality industry in Jamaica is heavily influenced by the characteristics of the labor force as well as the experiences and competency levels of the employees (Jayawardena & Crick, 2000). As a result, the industry continually seeks to attract interns with a high aptitude and the right attitude for



the industry. Attracting such employees is crucial to the industry. Information from the Jamaica Tourist Board's annual travel statistics 2010 indicates that the accommodation sector directly employs approximately fourteen percent of the workforce in Jamaica (Jamaica tourist Board, 2010). The industry accounted for approximately fifty percent of the country's foreign income (The Global Travel & Tourism Partnership, 2012; All-Jamaica.com, 2002-2008) and ten percent of its GDP (The World Factbook, 2011).

The industry constantly changes (Nath & Raheja, 2001), in the way it provides services such as lodging, food, and beverages and events for tourists, travelers, and local residents (Pizam, 2009). It is flexible in terms of its hiring practices and attracts all levels of job seekers, which can be costly (Ruzki, 2002). It is also prone to high turnover rates (Ruzki, 2002; Costen et al., 2010). Ruzki (2002) further noted that the hospitality industry can be challenging in terms of change, type of job performed, and the nature of relationships within the organization. Nevertheless, an internship experience can be an enriching one, as it provides the individual with the opportunity to utilize the learning gained in meaningful ways.

Since the hospitality industry is a service-related industry, employees' attitudes and conduct are crucial because they frequently decide the level of service the customer receives (Davidson, Manning, Timo, & Ryder, 2001). The hospitality industry employs labor from varying educational levels, backgrounds, and strata of society selected mainly on prior experience and qualifications (Ruzki, 2002) which may not be associated with that particular operation. According to Ruzki (2002), employees who possess such qualifications are more professional, produce more and attain a sense of job satisfaction. Maybe, this explains why institutions of higher learning promote and encourage

internships. Although the literature discusses the nature of the industry and the competency standards required, the employers' intentions to offer internships have not been stated. Therefore, it is imperative that employers' intentions be investigated as it could possibly shed some light on this issue.

### **Formal Education in Jamaica and Benefits and Disadvantages of Internships**

Since the primary purpose of the study is to apply the theory of planned behavior to explain hotel employers' intentions to offer internships in Jamaica, the study presents information on education in Jamaica as well as internships as an integral part of the Jamaican education system. The benefits and disadvantages of internships are also presented.

There are varying benefits of experiential learning as indicated by numerous authors (Rothman & Lampe, 2010). Since this topic has been extensively examined, the benefits and disadvantages have been placed in Appendix 1, while the overview on formal education in Jamaica is presented in Appendix 2, the growth of hospitality education in Jamaica is in Appendix 3, and a discussion of internships as an integral part of the Jamaica education system is placed in Appendix 4.

### **Gaps Identified from the Literature Reviewed**

#### *Study I (Qualitative Study)*

The overall purpose of the study is to apply the constructs of the TPB including size of hotels to explain employers' intentions to offer internships in Jamaica. TPB assumes that an individual's behavior is based on salient information or beliefs that are pertinent to the behavior and these belief antecedents determine intentions and actions (Ajzen, 1991). An individual's beliefs about something are based on the attributes s/he

associates with it; however, the individual's overall attitude depends on the subjective values placed on the thing, person, place, or idea along with the strength of the association (Ajzen, 2001). Since individuals' beliefs are not standardized, it is appropriate to conduct a qualitative study to elicit factors that motivate the employers' intentions to offer internships. As a result, this study through proposed hypotheses, explores the relationships between employers' beliefs and how their beliefs influence their attitude, subjective norm, and perceived behavioral control; these belief variables are important antecedents of the intention to offer internships.

#### *Study II (Quantitative Study)*

The goal of the study was to examine the relationship of the TPB variables as well as the influence of the additional variable, SIZE of hotels, in the context of internships. The study determined the most significant variable(s), based on the TPB constructs, that explain employers' intentions to offer internships. In prior studies (Conner, Warren, Close, & Sparks, 1999; Ajzen & Driver, 1991), the TPB has been moderated, mediated, and extended with additional constructs and applied to varying phenomena with strong predictive ability. The use of the model in this study, including the hotel size variable, should produce positive results and increase the predictive ability of the model.

The hypotheses are investigated empirically, focusing on the model's antecedents and their effects on employers' intention to offer internships. Each construct is discussed separately and a hypothesis is developed. Development of these hypotheses is followed by a discussion of the influence of size of hotels on the employers' intentions and development of the related hypotheses. For the purpose of this study, the relationships between the intentions constructs and behavior are not tested, but are mentioned for

discussion in order to highlight the contribution of the study to the model. In addition, the construct is not predicted, as doing so would require re-visiting the participants for a follow-up study, which is not the purpose of this study and might invade participants' privacy.

## **Employers and the Theory of Planned Behavior**

### *The Role of Beliefs as the Antecedents of ATT, SN, and PBC*

Ajzen (1991, p. 189) stated that "behavior is a function of salient information, or beliefs, relevant to the behavior." An individual can contend with numerous beliefs about a particular behavior, but only a limited number can be focused on at any given moment (Ajzen, 1991). Therefore, individuals focus on the beliefs that are more important to them. The salient beliefs predominantly determine the individual's intentions and actions. These beliefs are closely associated with the antecedents (attitude, subjective norm, and perceived behavioral control) and are referred to as *behavioral beliefs, normative beliefs, and control beliefs*. The following section discusses the salient beliefs, how they guide human behavior, and how they are related to the predictors of intentions.

### *Behavioral Beliefs and Attitudes toward the Behavior*

A behavioral belief is a belief about the outcomes of a specific behavior that are presumed to guide the individual's attitudes toward the behavior. It is the individual's acceptance of a likely outcome based on engaging in a certain behavior and evaluation of the outcome (Ajzen & Fishbein, 1980). The belief idea is grounded on the personal likelihood that the behavior will yield a certain outcome. An individual's belief allows him/her to arrive at a decision about an intention, which may result in a given behavior (Ajzen, 1991).

The relationship between behavioral beliefs and attitude toward the behavior is that attitude is determined by behavioral beliefs and evaluations. Thus, the stronger the belief, the more likely it is that the individual will engage in a given behavior and that it will yield a certain outcome. When an individual holds certain beliefs about a thing, person, place, or idea, s/he begins to link the behavior based on the beliefs to a certain outcome (Ajzen, 1991). However, based on the positive or negative value the individual places on the behavior attributes, the behavior becomes favorable or unfavorable and is more or less likely to occur (Ajzen, 1991).

Studies by Ajzen (1991 and French et al. (2005) indicate that a behavioral belief is a strong predictor of attitude. This is true whether the belief is affective or instrumental. The general finding is that people will have positive attitudes toward a given behavior if they believe that the consequences will be mostly favorable. It is proposed that behavioral beliefs and attitude in the context of internships are consistent with the general findings. As a result, the following hypothesis is made in the context of internships.

**H<sub>1</sub>:** There is a positive and significant relationship among the behavioral beliefs and attitude of hotel employers.

#### *Normative Beliefs and the Subjective Norm*

A normative belief is the individual's view about the behavior as inspired by the opinion of significant or related others, including family, friends, teachers, co-workers, and managers (Ajzen, 1991), depending on their level of importance and the individual's motivation to comply with their wishes (Ajzen & Fishbein, 1980). When an individual believes that important others approve of a given behavior, s/he becomes motivated and the behavior is likely to occur based on the outcome that is associated with the behavior

(Ajzen, 1991). According to the studies of Ajzen (1991) and French et al. (2005) on the relation between normative beliefs and the subjective norm, normative beliefs influence the outcome of the subjective norm. In Marcoux and Shope's (1997) study of adolescent use and misuse of alcohol, ATT, SN, and PBC combined to account for 76% of the variance in intentions. Although the individual variance for SN was not mentioned, it was revealed that the normative belief about parents was the most important predictor. A person's belief can and is impacted by the closeness of related or significant others, especially if value is placed on what they think s/he should or should not do. Therefore, it is expected that the significant others of the employers should have a significant influence on their intentions to offer internships. As a result, it is proposed that normative beliefs and the subjective norms in the context of internships are consistent with previous findings. The following hypothesis is developed in the context of internships.

**H<sub>2</sub>:** There is a positive and significant relationship among the normative beliefs and subjective norms of employers.

#### *Control Beliefs and Behavioral Control*

A control belief is the individual's perception of control over the particular behavior and the perception of how easy or difficult performing the given behavior will be (Ajzen, 1991). Control beliefs also refer to the individual's beliefs about the presence of resources as well as the ability to perform the behavior (Ajzen, 1991). According to Ajzen (1991), the individual's beliefs about carrying out a particular behavior are greatly influenced by the presence or absence of necessary resources as well as previous experience.

The relationship between control beliefs and perceived behavioral control is that a person tends to behave in ways consistent with his/her beliefs; thus the control belief, which is also based on one's strength and power, determines the individual's perceived behavioral control. That is, the more resources the individual believes s/he has access to and the fewer the barriers to the resources, the more likely the individual is to perceive having control over the behavior. Ajzen (1991) proposed that control beliefs influence the outcome of perceived behavioral control. It is therefore hypothesized that:

**H<sub>3</sub>:** There is a positive and significant relationship among the control beliefs and perceived behavioral control of hotel employers.

French et al. (2005) noted that within the context of behavioral beliefs, affective beliefs accounted for more variance in intentions than affective attitudes. French et al.'s (2005) study found that, overall, beliefs are a good predictor of attitude as well as intentions. The following discussion delineates how attitude toward the behavior, the subjective norm, and perceived behavioral control are associated with or lead to the formation of a behavioral intention (Ajzen, 2001).

### **Employers Attitude, Subjective Norm, Perceived Behavioral Control, and Intentions**

According to the theory of planned behavior (Ajzen, 1991), the three antecedents of intentions function independently. Ajzen (1991) and Marcoux and Shope (1997) examined the ability of the constructs—attitude toward the behavior, the subjective norm, and perceived behavioral control—to explain intentions. Both studies revealed significant and positive relationships among the variables and intentions. Ajzen (1991) showed that all three variables account for significant variance in intentions. However, attitude and perceived behavioral control explained most of the variance. On the other hand, Terry

and Hog (2000) found that the subjective norm has a stronger predictive power, for example, when people identify strongly with their group and the identification is salient. Hsu (2012) explored internship attitude, the subjective norm, perceived behavioral control, and career planning of hospitality vocational college students. The results revealed that PBC and ATT had a positive influence on intentions while the SN influence was negative.

Armitage, Conner, and Norman's (1999) study on mood and the extent to which attitudes, subjective norm, and perceived behavioral control affects intentions reveals that individuals react to and process information based on their mood. According to Armitage et al. (1999), when people experience negative mood states, their attitudes are more correlated to intentions than to the social norm. On the other hand, when individuals experience positive mood states, the social norm is more likely to be related to intentions than to attitude. However, the more favorable the attitude and subjective norms and the greater the perceived behavioral control, the more likely it is that the behavior will be carried out. The constructs (attitude, subjective norms, and perceived behavioral control) are discussed and the hypotheses stated with regards to employers' intentions to offer internships. Overall, the theory has been well established to explain behavioral intentions.

### *Attitude*

The major predictor of intentions is attitude toward the behavior (Ajzen, 1991). According to Ajzen (1991), ATT, SN, and PBC vary across behaviors and situations in the prediction of intention. However, in some applications, attitude alone may have a significant impact on intentions; in others, it may be attitude and PBC or all three predictors making independent contributions. Han et al. (2010) reported attitude as the



significant predictor, accounting for 45% of the variance in intention when compared to SN and PBC, which accounted for 39% and 29% respectively. An individual's attitude toward a behavior is thought to be a function of salient beliefs, which is described as the individual's belief about performing the behavior, whether it will be successful or unsuccessful. The belief is assessed based on the consequences expected from the behavior and the desirability of the consequences. Ajzen (2001) noted that attitude represents a summary evaluation of a psychological object captured in such attribute dimensions as good-bad, harmful-beneficial, pleasant-unpleasant, and likeable-dislikeable. Franzoi (2003, p. 156) defined attitude as "a positive or negative evaluation of an object that includes, people, things, events, and issues."

The relationship between attitude towards the behavior and intentions is that, if the individual believes that the outcome from the behavior will be positive, the attitude will become favorable toward the behavior; hence the attitude toward the behavior influences the intentions. The TPB postulates that only specific attitudes toward the behavior can be expected to predict the behavior.

Nebel, Braunlich, and Zhang (1994) and Nebel, Ju-Soon, and Vidakovic (1995) reveal that a significant number of hotel managers engage in what is considered active experiential learning prior to holding key positions; that is, most hotel employers acquire their position by rising through the ranks and are thus affiliated with experiential learning. This finding implies that hotel employers' attitude toward offering internships could be based to some extent on their direct experience. Millar and Millar (1996) found that "consummatory" behavior is second to direct experience in its influence on attitude. Therefore, if hotel employers acquire knowledge through experience, they may have their

own views on internships. Additionally, their attitude-behavior relationship could influence their intentions to offer internships.

French et al. (2005) found that variance in intentions associated with physical activity was explained to a great extent, 48%, by attitude. Godin and Kok's (1996) meta-analytic study reveal an average  $R^2$  of 41% of variance in intentions explained by attitude. In general, the perception is that a favorable attitude towards the behavior significantly affects the intentions (Ajzen, 1991). Therefore, it is reasonable to predict that employers' attitude towards the behavior and intentions in the framework of internships are consistent with these results. It is therefore hypothesized that:

**H<sub>4</sub>:** There is a significant and positive relationship among hotel employers' attitude and intentions to offer internships.

#### *Subjective Norm*

The subjective norm is a social factor (Hee, 2000) and is considered a result of social pressure, the desire to conform to the wishes of others. The subjective norm posits that the individual's belief hinges on whether important referents think the behavior should be performed. However, the extent to which others' approval influences the individual decision to act is based on how significant others are and the individual's willingness to conform to the wishes of those important others. In addition, the way the individual perceives others as well as their relatedness and the situation in question also determine individual intentions. The subjective norm, according to Ajzen (1985), is in line with social desirability and the individual's motivation to fulfill the wish is based on the expected outcome.

Previous studies (Ajzen, 1991; Marcoux & Shope, 1997; Ross & McLaws, 1992) indicate that the subjective norm and intentions are closely related, as the subjective norm contributes to the outcome of intentions. Ross and McLaws' (1992) study of condom use among active homosexual males indicated this variable as a very good predictor of intention to use condoms. According to Lam, Pine, and Baum (2003), SN was significant in predicting job satisfaction positively and turnover intentions negatively. This finding, however, was not apparent in Godin and Kok's (1996) meta-analytic study of health-related behaviors and Armitage and Conner's (2001) meta-analytic study across different fields. French, Cooke, Mclean, Williams, and Sutton (2007) and Armitage and Conner (2001) cited weaknesses with the subjective norm construct in obtaining adequate and appropriate responses from research participants. Hsu (2012) indicated that the subjective norm has a negative influence on intentions. Overall, there are mixed reviews regarding the role of the subjective norm variable in successfully accounting for variance in intentions.

Cultures differ and can produce different outcomes. Jamaica has a very diverse culture, which is reflected in the hospitality industry. Several employers come from different locations, backgrounds, and cultural orientations. For those reasons, the concept of norms and the influence of the subjective norms could be evaluated in this setting because the employers possibly have different expectations and differences in terms of norms.

The study predicts that the subjective norm and intentions in the context of internships will show a significant and positive relationship. That is, the SN will account for a significant portion of the variance in intentions. It is therefore hypothesized:

**H<sub>5</sub>:** There is a significant and positive relationship between the hotel employers' subjective norms and intentions to offer internships.

*Perceived Behavioral Control*

The third predictor in the theory of planned behavior is the perceived behavioral control (PBC) variable, which is the individual's perception about his/her ability as well as whether s/he has the resources to perform the given behavior (Ajzen, 1991) and the power and control over decision making regarding the behavior. This third construct was added by Ajzen (1988, 1991) to integrate the concepts proposed by other researchers, for example, ideas such as facilitating situations (Triandis, 1977), resources (Liska, 1984), and opportunity (Sarver, 1983). This added construct, according to Ajzen (1991), is very important to the model as it determines the possibility of the behavioral engagement of the perceived behavioral control. Studies such as those conducted by Ajzen and Madden (1986), Godin and Kok (1996), and Armitage and Conner (2001), have proposed that perceived behavioral control contributes significantly to the theory of planned behavior.

PBC is said to influence the behavior by accounting for elements outside of the individual's control, and more specifically, behaviors that are considered not under volitional control (Ajzen, 1991). Therefore, if hotel employers have a strong motivation, the available resources, and the opportunities to perform the behavior, they are more likely to carry out the behavior. Ajzen (1991) also noted that the available resources and opportunities should to a certain degree direct the likelihood of behavioral achievement. The degree to which the individual perceives the behavioral control intentions depends on the type of behavior and the nature of the situation. Therefore, the quantity, availability, and type of resources and the opportunities and facilitating conditions, could determine

the strength of hotel employers' motivation to offer internships and how likely they are to achieve the behavior.

The overall view of TPB is that the more control one has over the available resources, the more likely the individual is to intend to engage in the behavior and thus the more likely it is that the individual will carry it out (Ajzen, 2002). We predict that the relationship between perceived behavioral control and intentions, as it relates to internships, is consistent with the general findings. Hotel resources are in limited supply; hence employers always have to make decisions on how best to utilize available resources in order to maximize benefits. Therefore, it is hypothesized that:

**H<sub>6</sub>:** There is a significant and positive relationship between hotel employers perceived behavioral control and their intentions to offer internships.

Although, there is still some uncertainty as to which construct yields greater results, especially when dealing with different cultures, situations, and population, each construct represents part of the shared variance. Ajzen (1991) noted that:

The relative importance of attitude, subjective norm, and perceived behavioral control in the prediction of intentions is expected to vary across behaviors and situations. Thus, in some applications it may be found that only attitudes have a significant impact on intentions, in others that attitudes and perceived behavioral control are sufficient to account for intentions, and in still others that all three predictors make independent contributions (p.188-189).

The TPB constructs do not explain all the variance in intentions and behavior (Beck & Ajzen, 1991). Ajzen (1991) indicate that the TPB is open to the inclusion of

additional predictors if it can be shown that they capture a significant proportion of the variance in intentions. Conner and Abraham (2001), and Norman et al. (1999) also suggest that adding constructs to the model could further increase its predictive power, based on the view that the TPB constructs can vary across individuals and situations. Therefore, each construct is likely to influence intentions and behavior in unique ways. Since firms tend to function based on their size, it is appropriate to determine whether the size of the hotels has any significant influence on the employers' intentions to offer internships.

Other factors have been applied to the TPB. For example, Beck and Ajzen (1991), used a measure of moral obligation as a potential determinant of intention in place of honesty. Based on the preceding discussion, this study should advance the understanding of specific determinants of employers' intentions toward internships, as well as provide additional insight into the performance of the TPB constructs. The study should reveal the predictive ability of the variables, including hotel size.

### **Size of Hotels and Employers' Intentions**

The operation of large and small hotels/businesses differs. Therefore, the size of the hotels is also of interest in the study, and was used to examine the relationship among employers' attitude, perceived behavioral control, and intentions to offer internships. Perugini and Bagozzi (2001) indicate significant variance explained in intentions and behavior when attitude, subjective norm, and perceived behavioral control were mediated. Varying measures have been used to moderate and mediate the TPB constructs. The model has also been extended. For example, in the area of moderation, these measures include temporal stability (Conner, Sheeran, Norman, & Armitage, 2000);

temporal instability (Schwartz, 1978); attitude accessibility (Fazio & Williams, 1986), and attitudinal ambivalence (Conner, Povey, Sparks, James, & Shepherd, 2003). It has been mediated using measures such as the effect of mood state (Armitage et al., 1999), demographics (sex) (Conner, Smith, & McMillan, 2003), personality traits and cognition (Conner & Abraham, 2001), and past behavior (Conner, Warren, Close, & Sparks, 1999) among others. The model has been extended in various ways, with additional variables such as self-efficacy, moral norms, self-identity, and affective beliefs (Conner & Armitage, 1998) and a personal norm (Parker, Manstead, & Stradling, 1995).

The TPB was used by Lam and Hsu (2006) to predict intentions to visit a destination based on past behavior. Han and Kim (2010), and Wu and Teng (2011) applied the TPB in the assessment of customers' intentions to revisit a green hotel and green hotel choice (Han et al., 2010). Han et al. (2010) applied the TPB to test green hotel choice and the effect of environmentally friendly activities between intention and its antecedents.

Numerous empirical studies (Ajzen, 1985; 1991, Han et al., 2010) have supported the TPB model as successful in explaining human behavior. Studies focusing on the effect of the size of an organization on the employers' intentions have been limited. Therefore, it is predicted that examining the influence of size on the relationship of the variables of TPB should improve the model's predictive ability as well as provide a deeper understanding of the practice of internships.

#### *Influence of Size of Organizations on Employers' Intentions*

Organizations tend to be dynamic and adaptable; they evolve and are made up of different parts that interrelate with each other as well as the environment (Amagoh,

2008). It is therefore reasonable to predict that an organization's size could influence its actions, for example, how it associates itself with specific activities. Studies (Lister, 2012; Strandholm & Kumar, 2003; England & Lee, 1973) have shown that the size of an organization can influence its structure and decision-making process. Furthermore, the structure of the company determines its success, desired goals, and changes based on whether the owner functions in the day-to-day operation of the business because both large and small companies have diverse management, employees, and organizational structures (Lister, 2012). The willingness of hotels and organizations to learn and communicate with their community is based on various goals, needs, purposes, and encounters.

England and Lee (1973) surveyed managers in firms of different sizes from three separate countries and reported that managers in larger firms place more emphasis on specific activities than managers in small firms. According to England and Lee (1973), "There is a linear relationship between the size of organization and the operative value for the goals: high productivity, profit maximization and organizational growth" (p. 55). Lister (2012) and England and Lee (1973) noted that managers in large firms tend to be more flexible in how they participate in activities they consider profitable. Strandholm and Kumar (2003) also noted that larger organizations were more open to participating in activities that could provide information and opportunity that increases their performance and community activities as well.

Innovation in organizations was examined by Mohr (1969) and Kimberly and Evanisko (1991), whose observations indicated that size is an important factor in a firm's innovativeness. Mohr (1969) also noted that size determines the relevant resources, how



they are used, and for what purposes. In a meta-analytic review of the relationship between organizational size and innovation, Damanpour (1992) reported that the analysis justified the use of size, implying that the degree of innovation that takes place in a firm is dependent on the size of the operation. The different forms of innovation undertaken by organizations, which varies based on the type and size of the organization. For example, large organizations tend to be more flexible, as they create specialized divisions in order to implement innovation, while small organizations contribute to innovation in industries that carry low-cost production (Damanpour, 1992). Even though some literature shows that large firms are more flexible than small firms, other literature shows small firms to be more innovative.

On the other hand, Scherer (1984) as cited by Carlton and Perloff (2005) indicated that small firms (fewer than 1,000 employees) are more likely to engage in innovative activities. As stated by Carlton and Perloff (2005), small firms accounted for 47.3 percent of important innovations, while larger firms (more than 10,000 employees) accounted for 34.5 percent. In the case of research and development activities, Bound, Cummins, Griliches, Hall, and Jaffe (1984) reported that the influence of size is nonlinear, as very small and very large firms engaged in more research and development activities compared to average-sized firms. However, Holmes, Hutton, and Weber (1991) found that research and development activities vary with firm size in some industries and not in others. Furthermore, where variation takes place, it could be positively or negatively correlated to size.

Talacchi (1960) investigated the impact of organization size upon employees' attitudes, the area of work most affected by the increasing size of the operation, and how

these in turn affect employee behavior. Talacchi (1960) reported that employees attitudes in terms of satisfaction, decline as the firm becomes larger. Therefore, it is proposed that the size of the operation could significantly affect employers' intentions to offer internships in Jamaica. Since the literature does not provide definite or compelling arguments on the influence of the size of organizations, and based on the previous discussions, the following questions are established:

- 4a. What is the influence of size on the employers' intentions to offer internship?
- 4b. Is there a significant difference in large hotels versus small hotels employers' intentions to offer internships?

The inconclusive findings in the literature related to the influence of size on a firm and its employees provides a good basis for utilizing this variable in the study: size could reveal a new understanding in the context of employers' intentions to offer internships. As a result, the following NULL hypotheses were developed to test this reasoning.

**H<sub>7</sub>:** Size has no significant influence on the employers' intentions to offer internships

**H<sub>8</sub>:** There is no significant difference between small hotels and large hotels in employers' intentions to offer internships.

The hypotheses developed for the study are summarized and presented in Table 2.1. The proposed hypotheses and statistical techniques for the salient beliefs are shown in the Table 2.2, while those of the TPB constructs and the additional variable (size of hotels) are shown in Table 2.3. Following is table 2.4, in which the hypotheses are presented along with the related question.

Table 2.1.

*Summary of Research Hypotheses*

Prediction of Intentions from Attitude, Subjective Norm, Perceived Behavioral Control, and Size of Hotels
H <sub>1</sub> : There is a positive and significant relationship among the behavioral beliefs and attitude of hotel employers.
H <sub>2</sub> : There is a positive and significant relationship among the normative beliefs and subjective norms of employers
H <sub>3</sub> : There is a positive and significant relationship among the control beliefs and perceived behavioral control of hotel employers
H <sub>4</sub> : There is a significant and positive relationship among hotel employers' attitude and intentions to offer internships.
H <sub>5</sub> : There is a significant and positive relationship between the hotel employers' subjective norms and intentions to offer internships.
H <sub>6</sub> : There is a significant and positive relationship between hotel employers perceived behavioral control and their intentions to offer internships.
H <sub>7</sub> : Size has no significant influence on the employers' intentions to offer internships
H <sub>8</sub> : There is no significant difference between small hotels and large hotels in employers' intentions to offer internships.

Table 2.2.

*Proposed Belief Hypotheses and Statistical Analysis Technique for Study 2*

Proposed Hypotheses	Concepts	Measurement Scale	Statistical Technique
Hypothesis 1			
There is a positive and significant relationship among the behavioral beliefs and attitude of hotel employers	IV – Behavioral beliefs, DV – Attitudes toward the behavior	Likert-type Scale	Multiple Regression Analysis
Hypothesis 2			
There is a positive and significant relationship among the normative beliefs and subjective norms of employers	IV – Normative beliefs, DV - Subjective norm	Likert-type Scale	Multiple Regression Analysis
Hypothesis 3			
There is a positive and significant relationship among the control beliefs and perceived behavioral control of hotel employers	IV – Control beliefs, DV - Perceived behavioral control	Likert-type Scale	Multiple Regression Analysis

Table 2.3.

*Proposed Hypotheses and Statistical Analysis Technique for Study II*

Hypotheses	Concepts	Measurement Scales	Statistical Technique
Hypothesis 4			
There is a significant and positive relationship among hotel employers' attitude and intentions to offer internships	IV – Attitude, DV - Intentions to offer internships	Likert-type Scale	Multiple Regression Analysis
Hypothesis 5			
There is a significant and positive relationship between the hotel employers' subjective norm and intentions to offer internships.	IV – Subjective norm, DV - Intentions to offer internships	Likert-type Scale	Multiple Regression Analysis
Hypothesis 6			
There is a significant and positive relationship between hotel employers perceived behavioral control and intentions to offer internships.	IV – Perceived behavioral control, DV - Intentions to offer internships	Likert-type Scale	Multiple Regression Analysis
Hypothesis 7			
Size has no significant influence on the variance explained in the employers' intentions to offer internships	IV's – Size of hotels, attitude, and PBC DV – Intentions to offer internships	Likert-type Scale	Stepwise Regression Analysis
Hypothesis 8			
There is no significant difference among employers' of small versus large hotels intentions to offer internships.	IV's – Size of hotels, attitude, and PBC DV –Intentions to offer internships	Likert-type Scale	T Tests of the Intentions: Small vs. Large

Table 2.4

*Summary of the Questions and Hypotheses and how they are related*

#	Questions	General Hypotheses
1	What factors motivate hotel employers to offer internships to hospitality management college students in Jamaica?	
2	What is the relationship among these factors that influence employers to offer internships to hospitality management college students if examined in the context of the TPB?	
2a.(i)	What significance in the employers' attitude toward offering internships to hospitality management college students is explained by the employers Behavioral Beliefs (BB)?	
(ii)	What is the influence of each BB on the employers' attitude toward offering internships to hospitality management college students?	H <sub>1</sub> There is a positive and significant relationship among the behavioral beliefs and attitude of hotel employers
2b.(i)	What is the influence in the employers' subjective norms toward offering internships to hospitality management college students that is explained by the employers Normative Beliefs (NB)?	
(ii)	What is the influence of each NB on the employers' subjective norms toward offering internships to hospitality management college students?	H <sub>2</sub> There is a positive and significant relationship among the normative beliefs and subjective norms of employers
2c.(i)	What is the significance in the employers' perceived behavioral control toward offering internships to hospitality management college students that is explained by the employers Control Beliefs (CB)?	
(ii)	What is the influence of each CB on the employers' perceived behavioral control toward offering internships to hospitality management college students?	H <sub>3</sub> There is a positive and significant relationship among the control beliefs and perceived behavioral control of hotel employers
3	What is the relationship between the constructs of TPB in the context of internships? Specifically:	
3a	What is the total difference explained by ATT, SN, and PBC in the employers intentions to	

	offer internships to hospitality management college students?		
3b	What is the influence of each construct of TPB on intention?		
(i)	What is the total difference and individual influence of attitude on intention?	H <sub>4</sub>	There is a significant and positive relationship among hotel employers' attitude and intentions to offer internships.
(ii)	What is the total difference and individual influence of subjective norms on intention?	H <sub>5</sub>	There is a significant and positive relationship between the hotel employers' subjective norms and intentions to offer internships.
(iii)	What is the total difference and individual influence of perceived behavioral control on intention?	H <sub>6</sub>	There is a significant and positive relationship between hotel employers perceived behavioral control and their intentions to offer internships.
4a.	What is the influence of size on the employers' intentions to offer internship?	H <sub>7</sub>	Size has no significant influence on the employers' intentions to offer internships
4b.	Is there a significant difference in large hotels versus small hotels employers' intentions to offer internships?	H <sub>8</sub>	There is no significant difference between small hotels and large hotels in employers' intentions to offer internships.

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## **Summary of Chapter II and Overview of Chapter III**

Chapter II delineated the theory and the proposed research hypotheses along with the statistical techniques. The TPB provides a framework to examine and explain hotel employers' intentions to offer internships. The chapter presented an overview of the significant contributions to experiential learning. Internships and employers role in internships are also discussed along with concepts related to the hotel industry. The benefits and disadvantages of internships as suggested by the reviewed literature are also presented (see Appendix 1. An overview of formal education, experiential learning, and internships from a Jamaican perspective are presented as well (see Appendices 2, 3, and 4). The theory and reviewed literature helped to put the current study into context as well as lay the foundation for understanding and examining employers' intentions to offer internships.

Chapter III presents the research design, methods, procedures, techniques, and processes used for collecting and analyzing the qualitative and quantitative data. The research population and sample and issues of consent, confidentiality and ethics, as well as established validity and reliability of the survey items are also presented.



## **CHAPTER III**

### **RESEARCH METHODS**

#### **Introduction, Research Design, and Approach**

Due to the nature of the study, a two-step research process was adopted and a mixed methods approach (Creswell & Plano-Clark, 2007) was utilized. The purpose for this approach was to provide an insight into question 1: What factors motivate employers to offer internships to hospitality management college students? This question was related to objective 1: Apply the TPB in the context of internships to examine the salient beliefs that motivate hotel employers to offer internships to hospitality management college students in Jamaica. Descriptive research was conducted to, first, discover the unique characteristics of employers that motivate their intentions to offer internships and second, to select a subset of these characteristics and empirically test their significance within the context of the TPB model.

Study II was designed to answer subsequent question. Question 2: What is the relationship among these factors that influence employers to offer internships to hospitality management college students when examined in the context of the TPB? Question 3: What is the relationship between the constructs of TPB in the context of internships? Question 4a: What is the influence of size on the employers' intentions to offer internship? And question 4b. Is there a significant difference in large hotels versus small hotels employers' intentions to offer internships? These questions meet the related objectives: 2) To examine the relationship among the salient beliefs and the variables of the TPB in the context of internship in Jamaica; 3) To examine the relationship among the variables of the TPB in the context of internships in Jamaica; and 4) To examine the influence of size of hotels (small versus large) on employers' intentions to offer internships.

A correlational research was designed in Study II to examine the relationships among the salient beliefs and the antecedents (attitude, subjective norm, perceived behavioral control). This technique was also used to examine the relationships among the employers' intentions to offer internships and the predictor variables (ATT, SN, PBC) along with the variable, SIZE of hotels, as well as to test the hypotheses to confirm the relationships.

In this study, qualitative and quantitative data were collected and analyzed separately. The data collection was sequential and each process was given equal importance. Qualitative data were collected from hotel employers using humanistic methods including focus group discussions and personal face-to-face interviews. Quantitative data were collected using a survey instrument developed from Study I.

Research question 1 was examined in Study I and the results reported. Study II addressed questions 2, 3, and 4, and the related results are reported. The research procedures and processes examined in this chapter are illustrated in Figure 3.1.

### **Rationale for the Mixed Methods Approach**

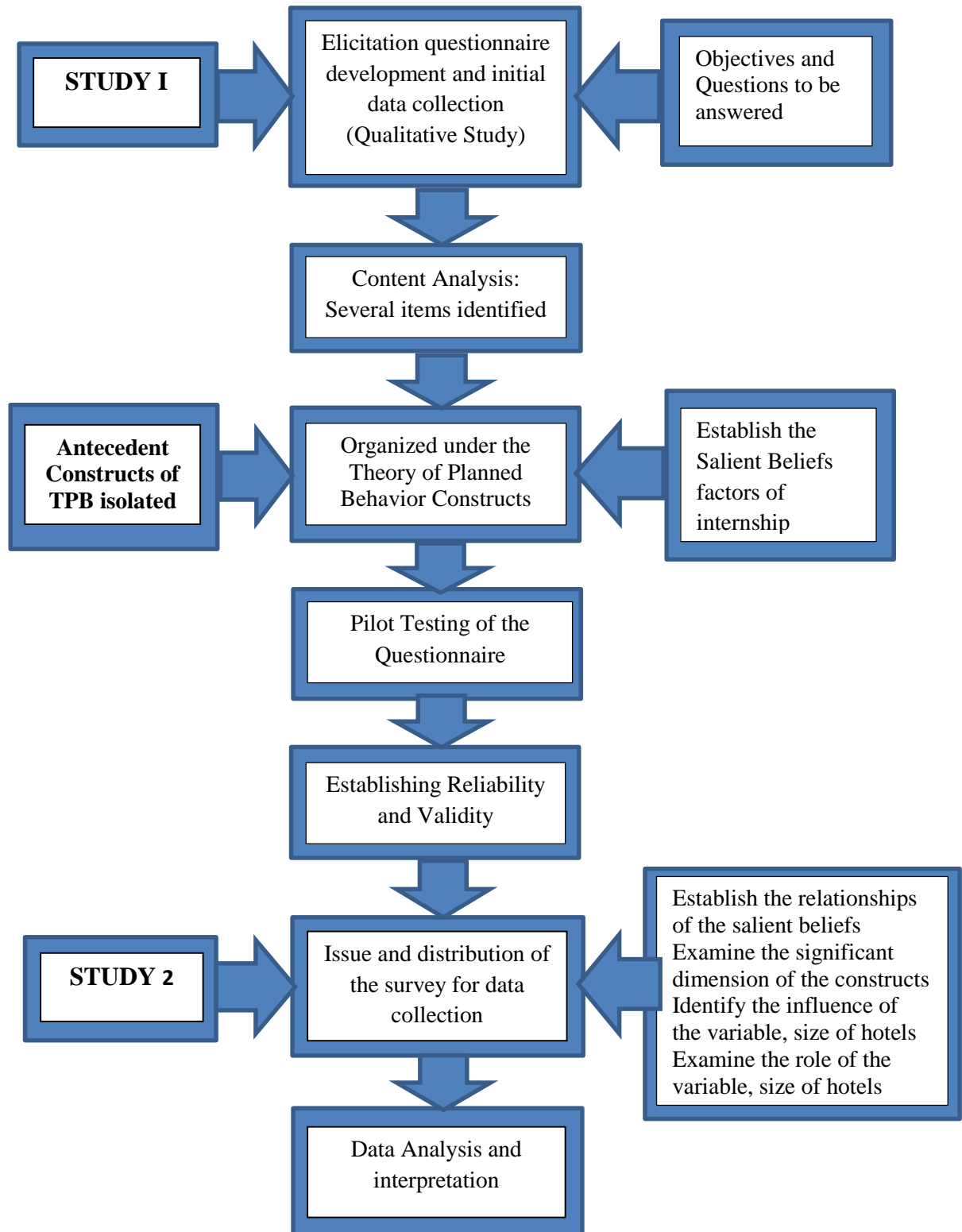
A mixed methods study is ideal for this situation. This approach offers a practical way to examine multifaceted research questions (Campbell, 1957; Campbell & Fiske, 1959; Datta, 1994; Greene, Caracelli & Graham, 1989; Jick, 1979; Johnson, Onwuegbuzie & Turner, 2007; Kruger, 2003; Morse, 1991; Morgan, 1988; Sieber, 1973; Tashakkori & Teddlie, 1998). For example, qualitative information provides thorough assessment of patterns of responses, and quantitative inquiry allows for in-depth understanding of survey responses (Driscoll, Appiah-Yeboah, Salib, & Rupert, 2007). Even though the mixed methods process can take enormous time and expensive resources (Driscoll et al., 2007), single methods have weaknesses. When methods are combined, not only do they offset the weaknesses found in each method, they also validate the study and provide a more complete analysis (Creswell, Fetters, & Ivankova, 2004). Creswell and Plano-Clark (2007) noted that combining qualitative and quantitative methods provides more reliable findings and detailed explanations of the issues under investigation.

Qualitative research methods are appropriate for understanding social behavior issues, examining respondents in the natural setting, developing different and complete views of the phenomenon, analyzing words, and reporting thorough interpretations of participants observations (Creswell, 2007; Gay, Mills, & Airasian, 2009; Kruger, 2003). A qualitative study provides a deeper meaning and richer understanding of the

participants and their setting (Bloomberg & Volpe, 2008; Leary, 1991; Gay et al., 2009). As a result, the reader is able to hear the participants speak and share their viewpoints. Qualitative research seeks to appreciate people's interpretations, in order to make assumptions about the world (Bloomberg & Volpe, 2008) and help others to understand what is happening in the situation being studied (Warren & Karner, 2010). The qualitative researcher is the primary data collector and the principal analyst, examining, describing, and explaining the phenomenon in its institutional context and providing a holistic view. Despite the controversy facing the generalization of qualitative research and the data (see Hellström, 2008 & Gay et al., 2009), the "thick, rich" descriptions that qualitative research often affords can allow the reader to transfer the findings to his or her setting.

A quantitative study's approach is appropriate for analyzing numerical data (Charles & Mertler, 2002). The goal is to isolate the variables and quantify the relationships among the variables. The process is shaped by the investigator who determines the variables to examine. The focus can be on "deduction, confirmation, theory/hypothesis testing, explanation, prediction, standardized data collection and statistical analysis" among others (Johnson & Onwuegbuzie, 2004, p. 18).

Figure 3.1 Schematic Presentation of the Research Procedures



## **STUDY I**

### **RESEARCH PROCEDURE**

Study I is exploratory. Its purpose is to answer the following question: What factors motivate employers to offer internships to hospitality management college students? Thus, meets the first objective: Apply the TPB in the context of internship to examine the salient beliefs that motivate hotel employers to offer internships to hospitality management college students in Jamaica. The first study was an elicitation study to document the factors that motivate employers. For the purpose of this study, these factors are also referred to as the salient beliefs.

The key factors for the qualitative study were elicited using focus group discussions and personal face-to-face interviews. Using this process, the study was able to develop, interpret and explain concepts provided by the study's participants from a smaller and more focused sample. The elicitation provided detailed descriptions of the factors based on the belief antecedents: the behavioral beliefs, normative beliefs, and control belief factors. The items identified during this initial study were organized as guided by the TPB. They also fit into the TPB constructs: attitude, subjective norms and perceived behavioral control.

#### **Elicitation Study**

The purpose of the elicitation process was to determine the behavioral, normative, and control beliefs of the population as well as to acquire essential information about the cognitive foundation of behavior (Ajzen & Fishbein, 1980). The process provided valuable information concerning the participants' beliefs, thoughts, and feelings about their intentions to offer internships. Ajzen (2012) and Ajzen and Fishbein (1980)

suggested that an elicitation study is necessary to validate and formalize the belief constructs and that an elicitation study should be conducted using open-ended questions to assess the population's behavioral, normative, and control beliefs; carry out a content analysis to rank-order the beliefs; and determine the 5-10 most salient beliefs for every construct. Ajzen and Fishbein (1980) also noted that there is no standard questionnaire for the theory of planned behavior and a questionnaire should be developed to reflect the context of the study.

French and Hankins (2003) also indicated that conducting a qualitative study using a purposefully selected sample from the population of interest to elicit the most popular beliefs is a conventional way of addressing an issue, hence, the decision to conduct an exploratory study prior to the quantitative study. The elicitation process provided an understanding of the meaning of "internship" to the employers and revealed their salient beliefs which are the motivating factors.

Referring to the literature and the theory of planned behavior, open-ended questions were developed to collect the relevant information (see Appendix 5). The following are examples of the open-ended questions: 1) What comes to mind when you think about an internship? 2) What do you believe are the advantages? 3) What do you believe are the disadvantages to offering internships? 4) Explain your thoughts about any individual or group you believe would approve/disapprove of your intentions to offer student internships; 5) Please describe any factors or circumstances that you believe would make it easy or enable you to offer college student internships; and 6) What else comes to mind when you think about offering internships? These open-ended questions

were important in the construction of the items on the survey instrument and were also relevant to the population and context.

### **Population and Research Sample**

The population for Study I was hotel employers in Jamaica. The sample was drawn from this population and included employers who have participated in, invested in, and encouraged students' internship programs. The sampling method adopted for the qualitative study was snowball or chain sampling (Patton, 1990). The process was undertaken to identify and obtain information from qualified subjects acquainted with the participants. This process is also considered a purposeful expert technique. Thus, a particular group of employers was selected based on specific characteristics believed to be representative of the population. This sampling technique is popular in qualitative research and is sometimes referred to as judgment sampling (Gay et al., 2009; Hair, Babin, Money, & Samouel, 2003). This technique was appropriate because it allows the investigators to use their own judgment and experience to select respondents who are able to provide rich responses and bring support, knowledge, and clarity to the study of interest (Bloomberg & Volpe, 2008; Leary, 1991; Gay et al., 2009). In brief, expert selection was crucial to understanding the issue of offering internships from the hotel employers' perspectives.

### **Instrumentation**

The open-ended questions, specifically developed to elicit the required information, were organized in the form of an interview guide (see Appendix 5). The items were adapted from the theory of planned behavior questionnaire. They were modified to suit the context of the study and structured to closely reflect the TPB



elicitation procedure as suggested by Ajzen and Fishbein (1980), Ajzen (1991, 2012), and Francis et al. (2004). Open-ended questions at this stage encourage interactive discussions and detailed responses, which aid in the collection of relevant data and identification of the most salient points. The items were formulated to assess and elicit the salient beliefs that represented the factors that motivate employers to offer internships. Indirect procedures that do not lead the respondents were important and were utilized. Sixteen key questions were used in this study. They included attitude items (5), subjective norm items (5), and perceived behavioral control items (6). Each set of items had follow-up questions. The instrument was refined through the research advisor.

### **Recruitment Process**

Focus group and individual interview participants were identified using a purposeful sampling technique (Patton, 1990). A purposefully selected sample is non-random and is a non-representative subgroup of the population. This type of recruitment is considered biased. However, it is ideal for the purpose of the study, which is focused on experts in the field. Furthermore, Merriam, 2002, p. 12) noted that:

since you are not interested in “how much” or “how often,” random sampling makes little sense. Instead, since qualitative inquiry seeks to understand the meaning of a phenomenon from the perspectives of the participants, it is important to select a sample from which the most can be learned.

A comprehensive list of hotel operations in Jamaica was generated from the Jamaica Tourist Board (JTB) and the Jamaica Hotel and Tourist Association (JHTA). From this list, specific employers with a background and expertise in the area of

internships were selected based on recommendations and references from other hotel employers. The selected individuals were contacted through e-mail and informed about the study's purpose and their participation in the study was requested (see Appendix 6). Based on the initial responses, access to the confirmed participants was followed-up on through additional e-mails, letters, and telephone communications. Based on participants' availability, appointments were arranged and additional follow-up phone calls made in Jamaica to ensure adequate responses and the commitment of the respondents.

Participants in individual face-to-face interviews were also selected through expert referencing. Information about other hotel employers with expertise in the area of interest was provided. These individuals were also contacted through e-mails, letters, and telephone communications. Following an indication of their interest in participating, arrangements were made and follow-ups conducted for the ensuing interviews.

### **Data Collection and Administrative Procedures**

Focus group discussions and individual face to face interview methods were utilized for this study. International Review Board (IRB) permission was obtained prior to accessing the participants (see Appendix 7). The participants were asked about their opinions, beliefs, and behavior as relate to offering internships. The group discussions were carried out among groups of two to eight employers, while the interviews were with individual employers. The discussions and interviews were moderated by the investigator. The process was formal. The purpose was to collect quality data that are interpretable and credible (Bloomberg & Volpe, 2008).

### *Focus Groups*

Five focus group discussions were conducted over a period of three days during the month of March, 2012. The participants selected for the focus groups were involved in the discussions for approximately 40 minutes. During the discussions, the participants interacted and brought a depth of clarification to the issue of concern, as they were asked to provide and discuss the motivations for their intentions to offer internships. The responses were digitally recorded using an audio recorder and pencil and paper. Expert triangulation was utilized in the focus group discussions to validate the data. Patton (1990) recommended using triangulation as a way to strengthen a study utilizing multiple methodologies.

On the day of the focus group discussions, the investigator arrived at each site a minimum of 15 minutes before the discussion was scheduled to begin to ensure the discussion area was arranged and structured to accommodate the research activity. Each participant was asked to read and sign a copy of the consent script (see Appendix 8) to ensure understanding of the information and to confirm participation.

The participants were instructed on how the discussion would be conducted and how they were to respond to ensure confidentiality. Participants were asked to use an assigned pseudonym to protect their identity. The researcher moderated and controlled the discussions to prevent any unwanted circumstances and to give each participant equal opportunity to participate and respond to the questions. The discussions were conducted in a setting familiar to the respondents, for example, a hotel conference or training room. All efforts were made to provide the least identification about each participant.

### *Individual Interviews*

Twelve (12) individual interviews were conducted and continued until data saturation was reached. The interviews were conducted every day over a two-week period, at a time designated and decided upon between the participants and the investigator. The interviews took place during March 2012; they were in-depth and each lasted for approximately 30 minutes. During the interviews, the participants were asked questions relating to their intentions to offer internships, to which they provided detailed responses and clarification. The information was digitally recorded using an audio recorder and pencil and paper. Expert triangulation was also used during the individual interviews in order to validate the data.

On the day of each individual interview, the investigator arrived at each site a minimum of 15 minutes before each interview to ensure the participant was available and was ready to respond to the interview questions. Each participant for the interviews was also asked to read and sign the consent script (see Appendix 9), to confirm their participation. The individual interviews were conducted in a familiar and personal setting, in each participant's office, following the advice of Herzog (2005), who suggested that the location should reflect the context of the study and should be seen as part of the interpretation.

The settings used to conduct focus group discussions and individual interviews are important to the outcome of the study. The setting should be neutral but familiar (Folch-Lyon & Trost, 1981), as this allows the investigator to see the spaces, objects and people that participants talk about during the interview (Herzog, 2005). Elwood and Martin (2012) mentioned that space matters and participants should be allowed to select a

site where they feel comfortable to speak freely. The setting was familiar to the respondents and provided an atmosphere conducive to the data collection.

### **Demographic Characteristics of Study I Participants**

Thirty-one hotel employers participated in the focus group discussions and individual interviews: 12 male and 19 female. All the participants had major responsibilities such as departmental supervision, hiring of new employees, training, and duty manager, among other functions. The participants' education ranged from high-school to PhD level. At the time of data collection, several of the participants were enrolled in a course in hospitality management at the bachelor's degree level. All except five of the participants had obtained their current position by rising through the ranks. The respondents were familiar with the term "internship," as some of them had previously been interns. Furthermore, their job positions allow them to provide internships and interact with interns on a regular basis. Some of the hotel properties are individual owned while some are chain affiliated. The hotels are located in the resort towns of Ocho Rios, Negril, and the city of Montego Bay, as well as other locations. Table 3.1 below lists the demographic characteristics of the focus groups and individual interviews participants.

Table 3.1

Demographic Characteristics of Focus Groups & Interview Participants

Respondents Demographic	Respondents Description	# of Respondents
Management Levels	General Manager	3
	Hotel Manager	3
	HR Manager	5
	Food & Beverage Manager	5
	Sales Manager	2
	Training manager	1
	Rooms Division Manager	6
	Entertainment manager	1
	Managers	5
	Total	31
Gender	Male	12
	Female	19
	Total	31

*Coding of the Data*

After collection, the data were coded and analyzed to identify themes and patterns that described the employers’ salient beliefs and motivations to offer internships. The themes and patterns from the data provided the necessary information to develop the survey instrument used to collect the data for Study II. Initial analysis revealed 32 broad themes, which were organized into 17 concise themes after reviews by the research advisor and hospitality experts. Examples of these themes are friends, contribution to professional development, access to funds, and adequate training spaces.

The data were stored on a password—safe, locked personal computer that only the investigator has access to. Participants’ names were not mentioned in the transcription, to facilitate anonymity and confidentiality. Both the focus group discussions and interviews were used to identify and determine the variables of interest suggested by the hotel

employers. Coding and analysis of the data were performed after every interview and focus group discussion.

Organizing and analyzing the data was a “to and fro” process and began during the data collection stage. The process continued until the data were saturated (Merriam, 2002) and new information was not identifiable in the data. The “to and fro” analysis in qualitative work allows the investigator to collect and analyze data simultaneously, until sufficient relevant and non-redundant data are satisfactorily collected. Merriam (2002) described saturation in qualitative work as the extent to which the researcher is seeing or hearing the same information repeatedly and no new information is recognized, even though additional data are being collected. Saturation was reached after three focus group discussions and ten individual interviews. However, additional interviews and focus group discussions were conducted for data confirmation (Lambert & Loiselle, 2008).

Open coding was performed to organize the data and identify the patterns and categories of employers’ intentions to offer internships. The open coding procedure was followed by focused coding (Emerson, Fretz, & Shaw, 1995) to facilitate emerging themes and core categories. The open coding established and cultivated categories into which the material was classified to verify the emerging themes and develop new categories to handle non-comparative data. The focused coding refined the emerging themes analytically, and provided more precise distinctions among them (Emerson et al., 1995). Words and phrases that appeared frequently were also selected to form themes and categories. The themes and relevant literature provided the basis for the survey instrument used in Study II. The coding of the data ensured the interpretive statements were related to the theoretical literature.

Memoing (Birks, Chapman, & Francis, 2008; Emerson et al., 1995) and iteration (Srivastava & Hopwood, 2009) were applied to enhance the coding procedure. These processes generated multiple consistent concepts and greater focus and provided a deeper understanding of the data. The iteration technique is an intensely reflexive approach that helps to identify, expand, and develop the data by reexamining and linking them with emerging themes (Srivastava & Hopwood, 2009). Memoing allows the investigator to explore the participants' world through ideas and insights from the data, as well as attach meanings to what is going on in the data (Birks et al., 2008), and (Emerson et al., 1995). As a result, memoing was used to accumulate written thoughts about emerging concepts and issues and how they are related.

Memoing was conducted during and after the data collection and aided in the development of the themes. In qualitative studies, a memo tends to be analytical, as it is meant to aid in the analysis and bring out the investigator's reflective interpretation of the data. Although memoing is largely associated with ethnography and grounded theory research (Birks et al., 2008; Emerson et al., 1995), qualitative studies can be improved with the application of memos (Birks et al., 2008).

Since Study I is exploratory and was meant to elicit responses in order to document the salient beliefs of the employers or factors that influence the employers specific behavioral beliefs and outcome evaluations (Francis et al., 2004), the indirect measurement was ideal.



## **Establishing Credibility and Trustworthiness**

### *Credibility and Trustworthiness*

Credibility and trustworthiness are crucial elements of qualitative research (Sinkovics, Penz, & Ghauri, 2008; Shenton, 2004). Credibility and trustworthiness ensure that the findings from the study accurately describe the expressions of the research participants. According to Sinkovics et al. (2008), and Shenton (2004), credibility is the equivalent of reliability and validity in quantitative studies. For example, dependability relates to reliability, transferability communicates with generalizability, and confirmability relates to objectivity. Eisenhardt and Howe (1992, p. 684) described validity as “the trustworthiness of inferences drawn from data.” Trustworthiness is making sure issues such as credibility, dependability, transferability and confirmability are given attention (Sinkovics et al., 2008; Shenton, 2004). It is important that these criteria be viewed from various approaches to ensure findings and interpretations are adequately explained and clearly understood by the reader (Bloomberg & Volpe, 2008). Winter (2000) noted that validity should not be perceived or applied as a unitary concept, largely in qualitative studies.

According to Shenton (2004), credibility is very crucial to trustworthiness and can be determined by adopting well established methods: familiarization with participants’ culture, random sampling, triangulation, peer scrutiny, member check, iterative questioning, and reliable sampling, among others. Dependability can be addressed by ensuring the study’s procedures are documented and described in detail; not only will this facilitate replicability in work, but it will also provide an audit trail. To establish transferability, investigators should ensure a detailed description of the research setting is

provided, enabling the reader to gain an overall picture. Confirmability can be achieved by triangulation or by providing a critical analysis of the methods used in the study.

Credibility and trustworthiness were established in several steps: 1) Participants were briefed and provided with detailed information on the purpose of the study, 2) the focus groups and individual interviews were extended and carefully observed, and 3) member checks were conducted and an audit trail was established. The investigator was responsive and adaptable to the different circumstances, and was able to process, clarify, and summarize the information acquired during the procedures. Detailed description of the participants was also provided, their setting, and data collection procedures.

In addition, the data were collected using the questionnaire guidelines suggested by Ajzen and Fishbein (1980) and Ajzen (1991) to ensure the items were closely related to the constructs being investigated. The data were continually reviewed to identify themes and their recurrence rate and to ensure that inferences were fully supported and there were consistencies across the data. Many processes can add credibility to qualitative research, the most acceptable one being inter-rater reliability. Inter-rater reliability was assured by using experienced individuals independent of the study to ensure consistency within the concepts and themes identified within the data. Reliability of the data is based on “whether the results are consistent with the data collected” (Merriam, 2002, p. 27). During the inter-rater reliability procedures, there were no disagreements.

Triangulation, the process of combining two or more data sources, methodological approaches, theoretical perspectives, and investigators reports (Jick, 1979; Kimchi, Polivka, & Stevenson, 1991), or analytical methods (Kimchi et al., 1991) can also add credibility to a study. Merriam (2002) indicated that triangulation is a well-

known technique for establishing validity and reliability in qualitative research.

Triangulation can increase the investigator confidence and provide assurance of the validity of the results and research design. According to Jick (1979), triangulation may result in the formation of new methods and the discovery of divergent aspects of a phenomenon that may lead to the development of new theories as well as enhanced interpretations.

The themes and patterns are consistent with the data collected and the process of triangulation further enhances credibility and establishes reliability within the study. For example, investigator triangulation (Jick, 1979; Kimchi et al., 1991) was utilized. The data were triangulated by one hospitality professor and industry experts. The process of methodological triangulation (Jick, 1979; Kimchi et al., 1991) was also performed within the study; it included the merging of information from multiple sources to increase understanding and trustworthiness of the study (Shenton, 2004).

To further enhance credibility, the audio-recorded data were transcribed and documented as initially recorded to prevent data discrepancies, duplications, or complications. Also, the way the data are explained and addressed, the involvedness of the investigator, and the inclusion of descriptive and context-relevant statements enhance the credibility and transferability of the study (Gay et al., 2009). This approach allows the reader to establish the research setting for him/herself and better understand the basis upon which conclusions were made (Gay et al., 2009).

### **Role of the Researcher**

The researcher's role in qualitative study is very important because the individual plays a substantial role in the research process. Therefore, the researcher has to be

capable of complying with the demands and procedures of the study. For instance, in this study, the researcher was involved in both stages of data collection. However, the involvement was different. In Study I, the researcher was a part of the setting and took on an involved and participatory role, conducting, recording, and documenting all focus-group discussions and individual interviews. To reduce the risk of biases in the interview processes and interpretation, the researcher maintained the role of a listener to give the participants the opportunity to respond without interruption. The research advisor reviewed material throughout the entire process.

Creswell (2009) noted that a qualitative study is interpretive since the investigator is involved with participants on a continual and in a rigorous manner. The focus group discussions and interviews were objectively guided without the moderator participating or leading the discussions. Opportunities were created for all participants to contribute to the discussions in a meaningful way. In the individual interviews, the questions were directed to the participants, who responded accordingly. The participants were not led in any way to respond, and the data were recorded and documented as presented in order not to bias the data.

### **Research Permission, Ethical Considerations and IRB Procedures**

Before the research began, approval was obtained from the Institutional Review Board (IRB). In any study, ethical consideration is of major concern as it is sometimes challenging to conduct research with humans (Hesse-Biber & Leavy, 2004). Participating in the study was voluntary. Participants were informed about the purpose of the study and provided written consent before participating in the study. To ensure confidentiality and circumvent any evidence that may associate participants to the study, real names were

replaced with pseudonyms. The transcribed data were made available for member checking and comments by participants to ensure no objections. The participants were informed of the opportunity to have access to the findings once the analysis was completed.

To obtain IRB approval, the researcher completed the institution's training for interacting with human subjects when conducting research. Permission to interact with and collect data from the population sample was sought and obtained subsequent to the approval of the proposed study. The application process included stating the purpose and location of the study, as well as the proposed population, sample, and sampling techniques. The individuals involved in the study were also presented, along with the time-frame in which the study would be conducted. Research methods were stated and the order in which each would be carried out. In this research study, two applications, as well as participants' consent and protection forms were submitted to fulfill the requirements for Study I and Study II. The research advisor was instrumental in ensuring that all information relating to the application process was in accordance with IRB requirements.

### **Data Analysis Techniques**

The data were analyzed using content analysis, descriptive analysis, frequency, and percentages. Each interview and group discussion transcript, as well as field notes, were grouped and categorized based on the related question. This process was undertaken to facilitate the coding and analyzing of the data, since a qualitative study produces large amounts of data.

When content analysis was employed, several items were identified that fit the study's theoretical framework. These items from the transcribed data were organized to fit the TPB constructs. Other factors were also identified, but did not fit in the constructs of the TPB. Items not fitting the constructs were considered beyond the scope of the current study. Since the purpose of the study was to determine how the factors identified in Study I predict the intentions of hotel employers to offer internships, non-fitting salient beliefs were not included in the study.

The interviews and discussions recordings were transcribed by typing them into a Microsoft word document. Each document was numbered by page and marked with a pseudonym for ease of referencing and categorizing. Transcriptions of the discussions and interviews were verbatim to prevent loss of data. The transcribed data were coded and grouped into seven major categories and several sub-categories based on the themes that emerged. The major categories were developed and documented based on the constructs of the theory of planned behavior. Each category of data was representative of the phenomenon under investigation and centered on these questions of discussions: what comes to mind when the employers think about internships; the advantages and disadvantages of offering internships; the individuals or group who would approve or disapprove of their offering of internships; and the factors and circumstances that would encourage or discourage them from offering internships and others.

The study was conducted in Jamaica. The coded data were placed on a thematic sheet which allowed the data to be sorted, categorized, and referenced (see Appendix 10). The themes were developed using the exact words or phrases of the participants, and the researcher's understanding of what certain terms or words meant. The data were further

re-grouped and re-constructed as the frequency and repetition of words and phrases increased and more themes and ideas emerged. As the data were reconstructed and reduced, the emphasis was on separating and contextualizing the information, to generate the “thick, rich description and interpretation” that Merriam (2002, p. 21) pointed out, is crucial to qualitative research. In addition, personal intuitive interpretation, notes, and jottings made by some participants during the focus group discussions, and field notes composed over the time of data collection aided in themes development and interpretation. The themes developed suggested that for employers to offer internships, and for it to have a holistic perspective, certain motivating factors are deemed necessary.

The final themes were individually described to provide an understanding of how each theme was identified and developed. The broad categories were divided into sub-categories to arrive at focused and succinct themes that still reflected the broader themes. The sub-categories were further grouped into more concentrated and concise themes. As a result, the beliefs regarding the employers’ intentions were identified. The behavioral beliefs are recognized as the advantages of offering internships, and are grouped under six headings: 1) contribution to professional development, 2) source of employee recruitment, 3) tradition of hotel, 4) obtaining innovative ideas, 5) resource saving, and 6) participation in the development of education. The normative beliefs are identified as beliefs about the individuals or groups who would approve of the employers’ offering internships: 1) management and colleagues, 2) students/interns, 3) family members, 4) educators, 5) co-workers, 6) government entities, and 7) friends. The control beliefs relating to the perceived behavioral control suggest the factors and circumstances that

would encourage or enable employers to offer internships: 1) access to funds, 2) time and resources, 3) adequate training space, and 4) living accommodations.

The transcribed data were verified by sending copies of the transcripts to participants and double checking information against the actual recordings. However, as the sole data collector, the researcher was careful to not allow any biases to surface, but was cognizant of the processes of dependability and trustworthiness (Drisko, 2005; Wolcott, 2002; Merriam, 2002; Bloomberg & Volpe, 2008), that should be practiced during a qualitative study. The researcher's active participation in data collection and transcribing, member checks, pilot testing of instrument, ethical actions, and using the researcher's own reflexivity were also mentioned to ensure non-biased conditions. These recommendations were vital to the study's outcome and remained at the forefront of the research process, and were very influential throughout the study's development and execution. Even though these issues can affect the outcome of the study, the research focus was on obtaining relevant and objective information that each participant could offer to the study. The results of Study I are presented in Chapter 4



## **STUDY II**

### **RESEARCH METHODS**

#### **Research Design**

Study II was designed to address questions 2, 3, and 4 and objectives 2, 3, and 4 of the research study: examine the relationship among the variables of the TPB, as well as examine the influence of size of hotels on the employers' intentions to offer internships. The nature of the questions and objectives called for a quantitative approach. Therefore, a survey instrument was developed. A two-step process was utilized to develop the instrument and conduct the survey.

#### **Pilot Study Instrument Development**

The instrument was developed in two stages:

1. Development of items and pilot testing
2. Survey administration.

In the first stage, the researcher used transcribed data from Study I and the relevant literature to develop an instrument with 51 items related to the TPB in the context of internships. Included in the survey instrument were 14 salient belief items related to perceived behavioral control, 11 salient belief items related to subjective norms, 14 salient belief items related to attitude, 2 items related to intentions, and 10 demographic items. In stage two, items for the final survey were developed as a result of the pilot study and theory. The pilot instrument was administered to 21 respondents within the target population. All the questionnaires were completed, after which the data

were examined, revised and entered into a data file. Finally, the validity and reliability of the items for the final survey questionnaire were determined.

### **Establishing Validity and Reliability of the Instrument**

Reliability and validity can greatly affect a study's outcome (Hammersley, 1987) and are vital to the instrument design.

#### *Validity*

Validity is the degree to which a set of measures accurately denotes the concept of interest (Hair, Black, Babin, Anderson, & Tatham, 2006). Internal validity ensures that the study carefully follows the standard of cause and effect. Sampling is critical to external validity as it provides the ability to generalize to a wider population. Morse (1991) noted that the validity of the instrument is crucial and can be established through the process of pilot testing and triangulation. Morse (1991) also indicated that the ultimate threat to validity is insufficient or incorrect samplings. Leary (1991, p. 46-47) proposed several guidelines for constructing a valid questionnaire.

1. Use precise terminology in phrasing questions
2. Write questions as simple as possible, avoiding difficult words, unnecessary jargon, and cumbersome phrases
3. Avoid making unwarranted assumptions about the respondents
4. Choose an appropriate response format
5. Pretest the questionnaire

Validity was established by ensuring that the content of the instrument closely relates to the constructs proposed and measured. The TPB questionnaire designed and suggested by Ajzen (1991; 2012) was adapted with some word changes to suit the context

of the current study. However, the layout and word structure of the questionnaire items and the overall ease-of-use of the instrument remained. In this initial stage, the survey instrument was examined by experts in the theory of planned behavior.

### *Reliability*

According to Sechrest (1984), a reliable questionnaire produces consistent responses that reflect the items included. Johnson and Pennypacker (1980, p. 191) specified that “reliability refers to the capacity of the instrument to yield the same measurement value when brought into repeated contact with the same state of nature.”

Although reliability can be measured using different tests, it is important that the outcome be dependable (Sechrest, 1984).

Reliability assesses the consistency between multiple variables (Hair et al., 2006). After the pilot study, an Exploratory Factor Analysis (EFA) was conducted to determine the factors to include in the final survey. The next step was to conduct a pilot study to ensure validity and reliability requirements were fulfilled.

### *The Pilot Study*

This pilot survey instrument was administered to the respondents through an online survey. Since there is no statistical measure for validity, to establish validity, the final pilot instrument was examined by professors and hotel employers. The instrument was read by two professors to ensure that the accuracy and truthfulness of the measurement was achieved. The questions of the instrument were compared to the objectives and hypotheses. In addition, the instrument was administered to five independent employers in the hospitality industry who have offered internships. They were encouraged to ask any questions and raise any concerns regarding the instrument.

Any questions raised were addressed. The instrument was finally reviewed by a doctoral student majoring in the English language to ensure that the grammar and language were correct. The next step was to measure and establish the internal consistency of the instrument.

Exploratory Factor Analysis (EFA) was conducted to identify the underlying dimensions of the constructs of TPB (ATT, SN, and PBC) and establish the internal consistency of the instrument. The first step in factor analysis is to assess the suitability and appropriateness of the data (Tabachnick & Fidell, 2007). EFA (Tabachnick & Fidell, 2007) is usually used in the early stages of research to describe and summarize data by grouping variables that are correlated with one another into a specific factor. The variables grouped are generally independent of other subsets of variables. Field (2009) indicated that factor analysis is used to measure things that cannot be measured directly.

However, sample size is an issue when conducting factor analysis and the ideal sample size is subject of debate. Costello and Osborne (2005) suggest a large sample size. MacCallum, Widaman, Zhang, and Hong (1999), after detailed discussions, indicate that sample size for factor analysis varies across studies and make different recommendations for sample size and communalities.

On the other hand, Mundfrom, Shaw, and Ke (2005) stated that there is little empirically established evidence to support these claims which vary greatly. According to Mundfrom et al. (2005, p. 159), a “minimum sample size appears to be smaller for higher levels of communalities, higher ratios of the number of variables to the number of factors; and when the variables to factor ratio exceeds six, the minimum sample size begins to stabilize regardless of the number of factors or the level of communalities.”

This study follows Hair et al. (2006), who suggests five items to one variable as long as the communalities are high.

#### *Reliability of the Instrument*

Following the EFA, the next step was to examine the significance and relevance of the salient beliefs purported to correlate with the constructs of TPB, beliefs which are also the motivating factors that influence employers to offer internships. Following the recommendations of Trafimow (1996), initial reliability was established through the correlation between the salient beliefs and the constructs of the TPB. According to Trafimow (1996), for example, if normative beliefs determine subjective norms, then normative beliefs should correlate with subjective norms strongly.

Following this reasoning, the significant beliefs relating to the TPB constructs were established using the correlation coefficient between the behavioral beliefs and attitude, normative beliefs and subjective norms, and control beliefs and perceived behavioral control. Only the salient beliefs with a significant correlation,  $r = .7$  or greater were retained to ensure high consistency. From the 51--item questionnaire, 3 salient beliefs related to perceived behavioral control, 3 salient belief items related to subjective norms, and 3 salient belief items related to perceived behavioral control were retained. Following the identification of the salient beliefs, the factors related to the TPB constructs were also determined. The criteria for retaining items and interpreting factor analysis as recommended by Field (2009) were utilized to retain the dimensions related to the TPB constructs (ATT, SN, and PBC).

The items measuring the dimensions of ATT, SN, PBC, and Intentions were taken from previous scales and modified to fit the context of the study. Four of the items related

to ATT, three items related to SN, and three items related to PBC. These items along with the hypotheses are illustrated in the proposed model, Figure 3.2. The model also shows the dimensions relating to the TPB constructs, which are depicted as X<sub>1</sub> to X<sub>4</sub> for ATT, X<sub>5</sub> to X<sub>7</sub> for SN, and X<sub>8</sub> to X<sub>10</sub> for PBC. The model shows the salient beliefs as correlates with the constructs BB (behavioral beliefs), NB (normative beliefs), and CB (control beliefs). The results of the exploratory factor analysis (EFA) shows the reliability of the measurement (dimensions) of the constructs of TPB. As a result of the elicitation study and the EFA, the following salient beliefs were retained: easy/cheap labor, participate in education, and tradition we uphold (BB<sub>1</sub> to BB<sub>3</sub>); managers, colleagues, and friends (NB<sub>1</sub> to NB<sub>3</sub>); and staff to conduct training, enough money, and enough space for internships (CB<sub>1</sub> to CB<sub>3</sub>).

## Proposed Research Model

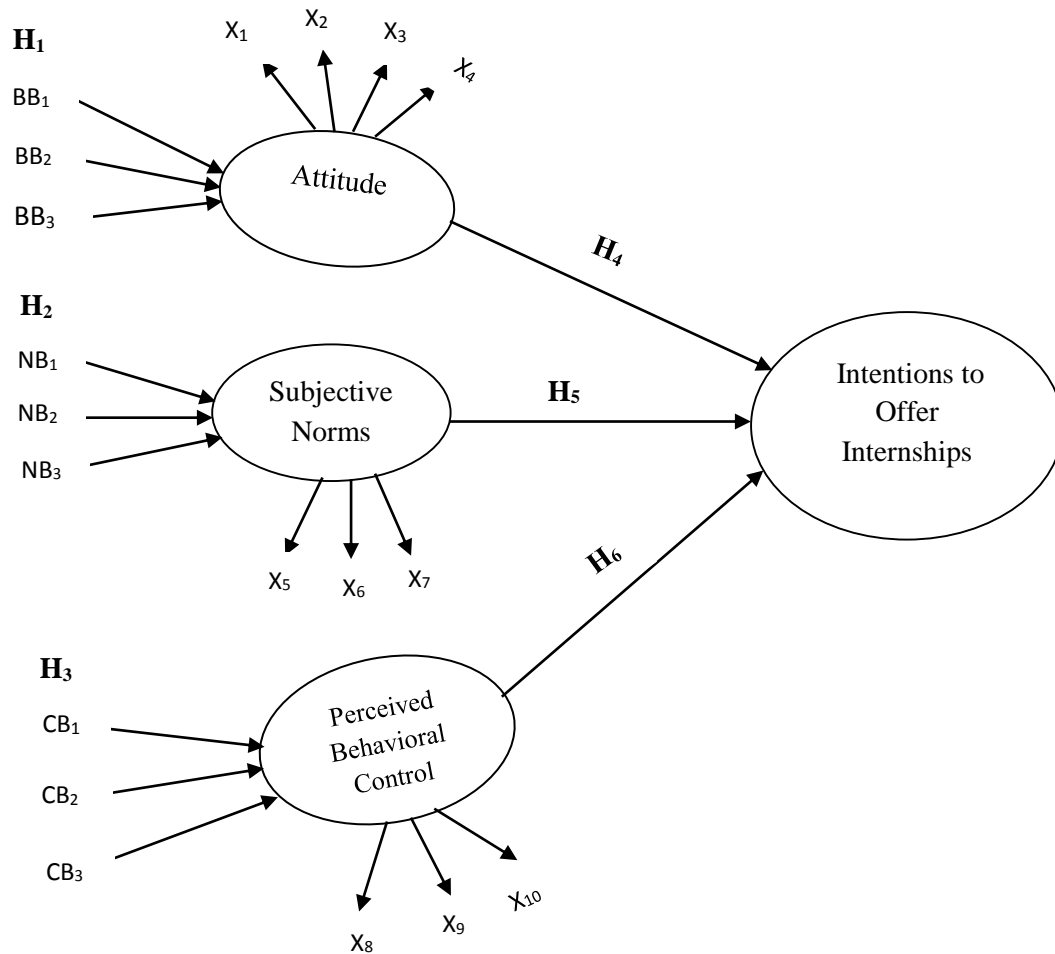


Figure 3.2. Research Model

Key: BB: Behavioral Beliefs (Antecedents to Attitude)  
 NB: Normative Beliefs (Antecedents to Subjective Norms)  
 CB: Control Beliefs (Antecedents to Perceived Behavioral Control)

The EFA established the dimensions of the constructs in order for the study to measure the association among the constructs. The dimensions of the constructs (X1 to X10) were adapted from existing scales. Their reliability and validity were established through the exploratory factor analysis using SPSS version 20.

## The Results of the Exploratory Factor Analysis

### *The Kaiser-Meyer-Olkin (KMO) and Bartlett's Test Results*

The KMO measure of sampling adequacy was used to measure the common factors among the variables, while Bartlett's test of sphericity was used to determine whether the correlation matrix is suitable for factor analysis. Tabachnick and Fidell (2007) indicated that the KMO is a more sophisticated test and a minimum value of .6 is required for good factor analysis. The measure of sampling adequacy and Bartlett's test of sphericity reveal that the results meet the criteria and the data are appropriate for factor analysis. The results of the KMO output are shown in Table 3.2.

Table 3.2

<i>KMO and Bartlett's Test</i>		
Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy		.678
Bartlett's Test of Sphericity	Approximate Chi-Square	519.446
	Df	45
	Sig.	.000

Based on the output, the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy suggest that the sample is factorable (KMO = .678). Four items which clearly relate to attitude loaded onto Factor 1: offering internship is good/bad, pleasant/unpleasant for me, worthless/useful, and undesirable/desirable. Three items identifying with subjective norms loaded onto Factor 2: most people who are important to me think I should offer internships, thinks it is a good idea to offer internships, and would want me to offer internships. The three items that loaded onto Factor 3 relate to PBC: having control over offering internships, confident about offering internships, and offering



internships as possible or impossible. The two items that loaded onto Factor 4 represented the employers' intent as it relates to internships. This factor was labeled intentions. The results of the factor loadings are shown in Table 3.3.

Four criteria were used to determine the number of factors and their reliability: 1) Eigenvalue, 2) percentage of variance explained, 3) test of correlation, and 4) the theory. Four factors and twelve items were identified (4 ATT, 3 SN, 3 PBC, 2 intentions). The theory proposed three antecedent factors of TPB. The significant factor loadings were determined using statistical significance. Based on the sample size, a factor of .6 according to Trafimow (2004) is appropriate, but only those loading of  $\geq .65$  were utilized in the final questionnaire. After establishing the reliability of the salient beliefs and constructs of the TPB, the final questionnaire was developed (see Appendix 11).

Table 3.3

*Factor Loading and Communalities of the Dimensions (N =21)*

Items	Communalities	
<b>Attitude</b>	<b>F1</b>	
Offering internships is good/bad	.896	.899
Offering internships is pleasant/unpleasant for me	.896	.899
Offering internships is worthless/useful	.736	.460
I believe that offering internships is undesirable/desirable	.700	.842
<b>Subjective Norm</b>	<b>F2</b>	
Most people who are important to me thinks I should offer internships to students	.920	.838
Most people that are important to me think it's a good idea to offer internships	.907	.890
Most people who are important to me would want me to offer internships	.667	.425
<b>Perceived Behavioral Control</b>	<b>F3</b>	
Offering internships is possible/impossible	.795	.681
I have control over offering internships	.761	.579
I am confident that if I want, I can offer internships	.832	.736
<b>Intentions</b>	<b>F4</b>	
I intend to continue offering internships	.780	.793
I intend to increase the number of internships offered in the future	.650	.777

Eigenvalue variance %	4.082	3.040	2.052
Cumulative variance	31.402	54.787	70.568
Cronbach's alpha ( $\alpha$ )	.836	.777	.726

The dimensions based on attitude toward the behavior had a Cronbach's alpha ( $\alpha$ ) of .836, dimensions as related to subjective norms had an alpha of .777, while the dimensions based on perceived behavioral control had a Cronbach's alpha of .726. The Cronbach's alpha for intentions was .789. A summary of the Cronbach's alpha ( $\alpha$ ) is shown in Table 3.4.

Table 3. 4

*Reliability and Dimensions Measurement with the Scale*

Dimensions ( $\alpha$ )	Cronbach's alpha
<i>Attitude toward the behavior (ATT)</i>	.836
1. Offering internships is good/bad	
2. Offering internships is pleasant/unpleasant for me	
3. Offering internships is worthless/useful	
4. I believe that offering internships is undesirable/desirable	
<i>Subjective Norm (SN)</i>	.777
5. Most people who are important to me thinks I should offer internships to students	
6. Most people that are important to me think it's a good idea to offer internships	
7. Most people who are important to me would want me to offer internships	
<i>Perceived Behavioral Control (PBC)</i>	.726
8. Offering internships is possible/impossible	
9. I have control over offering internships	
10. I am confident that if I want, I can offer internships	
<i>Intentions</i>	.789
11. I intend to continue offering internships	
12. I intend to increase the number of internships offered in the future	

## **Selection of Factors to Include in the Final Instrument**

To determine salient belief items suitable for the final questionnaire, correlations of salient beliefs and dimensions of the construct items with a low factor loading ( $< .65$ ) were deleted. As a result, not all the items were included in the final instrument. Only items with a Cronbach's alpha value  $\geq .7$  were included as recommended by Hair, et al. (2006, p. 114): "A high partial correlation is one with practical and statistical significance, and a rule of thumb would be to consider partial correlation above .7 as high." Gay et al. (2009) also suggested that a Cronbach's alpha of .70 is commonly agreed upon. These suggestions were used in the construction of the final questionnaire for Study II, which was used to collect numerical data to determine the significance of factors that motivates employers' intentions to offer internships. The above procedures ensured that the survey instrument had validity and reliability. This final instrument was administered to the population sample of the study.

## **Population and Research Sample**

The target population was small (168), and included all hotel employers in the Caribbean island of Jamaica. A census sampling strategy was employed to select respondents for the study (Burns & Bush, 1995). Other hospitality facilities such as the employers in guest houses, apartments, timeshares, and resort villas which are not popular sites for internships were not recruited. This population is considered small as there are currently 168 hotels in Jamaica (Jamaica Tourist Board, 2012). As a result, the study aimed at reaching all the hotel employers; hence the reason for a census sampling strategy. Census sampling is popular and can provide quality data within the given sample. The data from census sampling tends to be reliable and accurate and the subjects

recruited represent the entire population. This type of sampling should provide vital data in small populations of study. Burns and Bush (1995) noted that, even with a census sampling, it is highly impractical to reach the entire population for various reasons. Since the study is interested in understanding the phenomenon in the proposed context, this sampling technique provides possible generalization to the population.

### **Sample Size Calculation**

Burns and Bush (1995) proposed three factors that should be considered when calculating sample size for a survey. 1) the precision desired 2) the expected amount of variability in the population and 3) the level of confidence required. However, when the population is small, Burns and Bush (1995) suggest that the sample size formula be adjusted with what is called a “finite multiplier.” The formula for obtaining 95% accuracy at the 95% level is:

$$\begin{aligned}
 n &= \frac{Z^2(pq)}{e^2} \\
 &= \frac{1.96^2(50 \times 50)}{5^2} \\
 &= \frac{3.84(2500)}{25} \\
 &= \frac{9600}{25} \\
 &= 384
 \end{aligned}$$

Where:

n = sample size

Z = standard error associated with selected level of confidence (95%)

p = estimated variability in the population 50%

q = (100 – p)

e = acceptable error ± 5%

Applying the finite multiplier

$$\begin{aligned}
n &= 384 \times \sqrt{\frac{N - n}{N - 1}} \\
&= 384 \times \sqrt{\frac{168 - 384}{168 - 1}} \\
&= 384 \times \sqrt{-\frac{212}{167}} \\
&= 384 \times -1.27 \\
&= -487
\end{aligned}$$

Where:

N = population

n = sample size

It should be noted that based on Burns and Bush (1995) calculation, an ideal population should at least be 1000, in order for the formula to result in a positive sample size. According to Bartlett, Kotrlik, and Higgins (2001), sample size determination and non-responsive bias are important to a quantitative study because the goal of the study is to use the data to generalize back to the population. Bartlett et al. (2001) also noted that an advantage of quantitative studies is their ability to use a small sample and generalize to a larger group. Based on Bartlett et al.'s (2001) recommendations, a population size of 200 with alpha set at  $p$  value  $\leq .05$  would require a minimum of 75 respondents which would be approximately 38 percent of the population. With a desired  $p$  value  $\leq .05$ , the sample size was estimated at 75 respondents. The survey actually received 79 completed and usable questionnaires, which is 47% of the population, but since the entire population was used, sampling was not necessary.

## **Instrument for Final Survey**

Study II was designed to collect data to answer questions 2, 3, and 4, based on objectives 2, 3, and 4, of the study. Responses to question 1 provided insight into the factors that motivate hotel employers to offer internships. The items in the quantitative survey instrument were pretested and those whose reliability and validity was established were included (see Appendix 11).

The final instrument had 31 items: 9 items relating to the salient beliefs, 12 items relating to the TPB constructs, and 10 items relating to the respondents' demographic profile. Hotel employers were asked to circle the number on each item that best described their opinion regarding their intentions to offer internships. The items were mixed to avoid answering without consideration and some were reverse scored.

On the final questionnaire, attitude was examined using several statements with paired adjectives, such as good/bad, useful/worthless, pleasant/unpleasant, and undesirable/desirable among others. The subjective norm was examined using items such as people who are important to me would want me to offer internships. Perceived behavioral control was surveyed using items such as I am confident that if I want, I can offer internships. Intentions, for example, included items such as I intend to continue offering internships. For all the items within the four constructs, a Likert-type scale ranging from 1 to 7 was used. The scales used expressions ranging from “strongly-disagree” to “strongly-agree” and “definitely false” to “definitely true” to “should and should not,” among other responses.

## **Recruitment of the Respondents**

To gain access to the population, a comprehensive listing of hotel establishments was solicited from the Jamaica Tourist Board (JTB). From this list, hotel employers were contacted and informed about the study and their participation was requested (see Appendix 12). Based on the initial responses and confirmation, consent forms were distributed to the individuals (see Appendix 13). These potential participants were asked to read the information to ensure it was understood. If they were still interested in participating in the study, they were asked to sign and return the consent form.

## **Data collection and Administrative Procedures**

Prior to the collection and analysis of the data for Study II, the Institutional Review Board (IRB) approved the application and procedures (see Appendix 14). Subsequent to the IRB approval, the final survey was administered. Prior to the administration of the survey, administrative duties related to the study were completed, and in compliance with the IRB and other ethical standards of research were followed, including a high level of professionalism.

The survey was e-mailed as an attachment and was also administered through an online survey tool. The survey instrument did not ask for identity and was completed and submitted on line. Data collection for Study II was conducted in a single phase between July 1, 2012 and July 31, 2012. All data were reviewed and examined by the research advisor to ensure that the study was not compromised.



## **Data Analysis Techniques**

Prior to the statistical analysis, the data were organized, screened, transformed, and edited for missing data. This process ensured completeness and consistency of the data. The relationships among the variables were analyzed by applying multiple regression techniques using the SPSS. First, the TPB constructs (ATT, SN, and PCB) were each regressed against the salient beliefs to determine their relationships with, and the significance of, the salient belief variables.

Multiple regression analysis was also used to assess the relationships among the dependent variable (intention to offer internships) and the independent variables (ATT, SN, and PBC). To explain the data values and strength of association, descriptive statistics—means and standard deviations—were reported.

The size of hotel factor was also assessed to determine to what extent it influence the  $R^2$  of the original relationships between attitude, perceived behavioral control, and intentions. To test the influence of hotel size on the employers' intentions, a stepwise regression analysis was conducted. The approaches selected to examine the research questions for the study were able to uncover and examine hotel employers' responses from different views and perspectives and enabled detailed interpretations.

## **CHAPTER IV**

### **FINDINGS AND RESULTS**

This chapter presents the results of the data analyses and tests of the hypotheses for Study I and Study II. Study I was designed to research question 1 (What factors motivate employers to offer internships to hospitality management college students?) and accomplish objective 1 of the study (Apply the TPB in the context of internship to examine the salient beliefs that motivate hotel employers to offer internships to hospitality management college students in Jamaica). These goals were accomplished through a qualitative study involving focus group discussions and personal face-to-face interviews.

Descriptive statistics of the respondents' demographic profile from the focus groups and individual interviews are reported first. Second, content analysis, descriptive analysis, percentages, and thematic points of the responses are provided. The themes are organized within the framework of the TPB. Study II results are presented as well.

For Study II, the exploratory factor analysis (EFA) and reliability tests, which examined the underlying dimensions of employers' intentions to offer internships, are reported first. Second, descriptive statistics of the respondents' demographic profiles from the survey are reported. Third, multiple regression analyses examine the behavioral beliefs as they relate to the TPB constructs (ATT, SN, PBC, as DV's). Fourth, multiple regression analysis was used to determine the TPB factors that significantly motivate the employers' intentions. And finally, a stepwise regression analysis was conducted to test the influence of the size variable on the employers' intentions to offer internships in Jamaica.

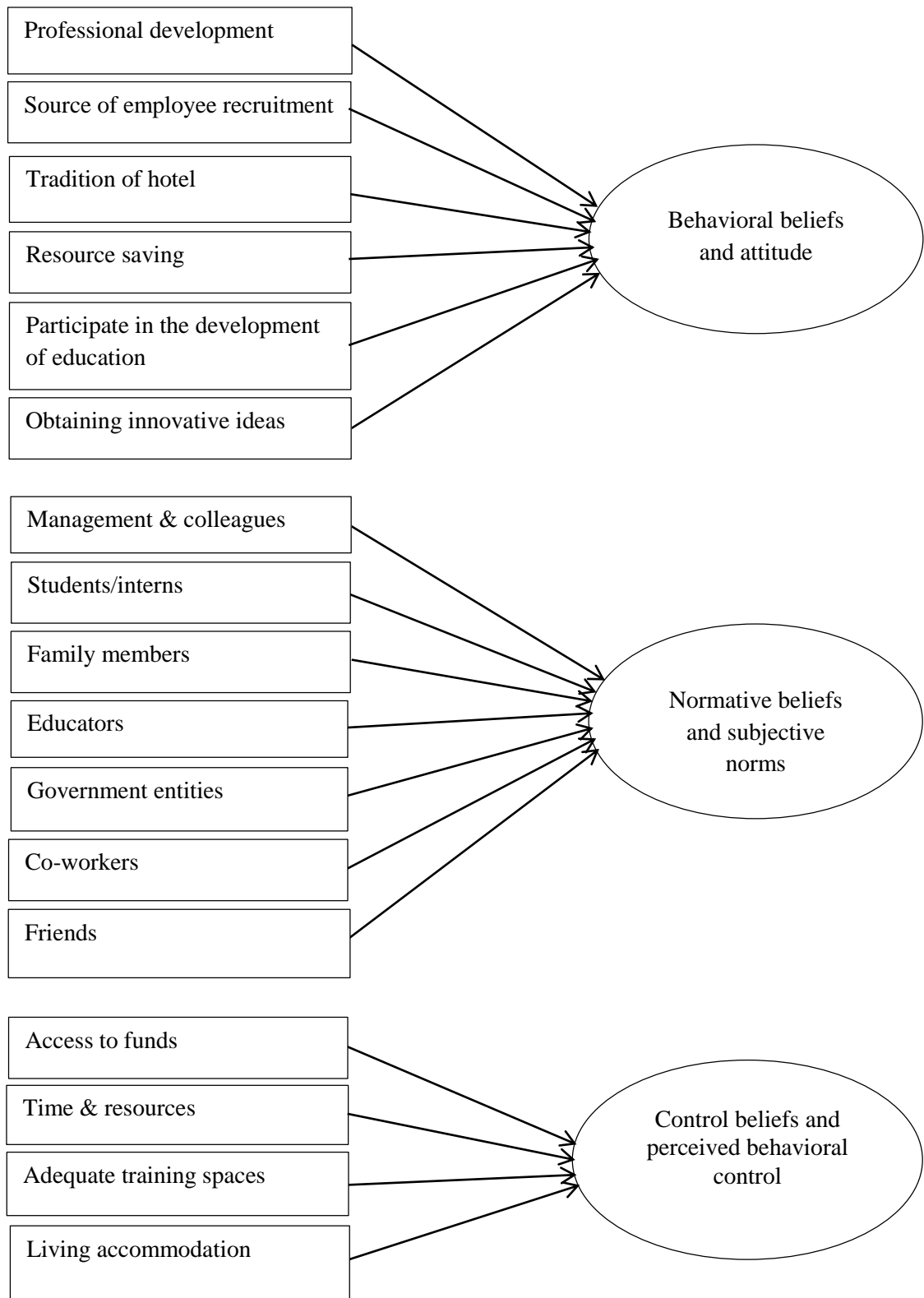
## STUDY I

### **Findings of the Qualitative Study**

The purpose of Study I was to apply the TPB in the context of internship to determine the salient beliefs that motivate hotel employers to offer internships to hospitality management college students in Jamaica. A qualitative method's approach was employed resulting in several salient beliefs. Several steps were taken when analyzing and reporting the qualitative research (Drisko, 2005; Wolcott, 2002). These steps help to ensure that the information is recorded, structured, and reported in a transparent manner, which is favorable to writing up and presenting qualitative study.

Following is a diagram (Figure 4.1) and discussion of the themes identified with evidence to explain and support each outcome. These themes were used as the basis for the development of the salient belief variables and TPB constructs. A visual presentation and discussion of the results from the study provides an understanding and opportunity to the reader to relate to the phenomena and research setting. This approach is ideal, as it interprets and explains the information and highlights the participants' views and perspectives.

Figure 4.1 Diagrammatic Presentation of Participants Views



## **Participants Behavioral Beliefs and Attitude toward the Behavior**

### *Theme 1: Contribution to Professional Development*

A large majority (27 of 31 [87%]) of the participants indicated that the professional development of the students was a prime reason for offering internships.

The participants specified that internships were used to expose and prepare students for the world of work. Employers use the opportunities to develop the interns' work ethic, ability to work in groups, and performance based on standards. Furthermore, they believed that internships expose and prepare students for the workplace as well as provide information that can be used to identify and determine career options in the hotel industry. Based on the discussions and contributions, students prior to the internship experience were not knowledgeable of what was acceptable in a professional setting where service to the customer is vital: or, for example, professional attire and communication skills suited to the industry. The importance of professional development for the interns is expressed in the following example:

There are many in businesses all over who will tell you that they want experienced people to come into the job situation, and how are they going to get the experience in the first place? Internship is a way to give people the hands-on work-related experience that allows them to go into any job situation and to be ready to hit the road running. So, it is something that I think is important. It allows them to not only learn what is obtained on the job, but to build relationships and the self-assurance that makes them better prepared individuals at the end of their period of study.

Although the participants mentioned that a lack of knowledge among the students regarding acceptable practices in the hotel industry, they were not hesitant to highlight the positive outcomes students experience as they progress through the internship training and at the completion stage, for example, the increase in the interns' knowledge and the

competence with which they executed tasks assigned. The views of the participants are highlighted in the following example:

When you look at the end of the training, the output, these interns are able to deliver. When you see how they have grown, you can use that pretty much to assess and to decide whether those intentions to offer internships were good.

*Theme 2: Source of Employee Recruitment*

The entire group of participants (31 of 31 [100%]) noted that the intentions to offer internships are an appropriate way to recruit individuals who have the potential and are likely to become future employees.

The discussions revealed that the participants' intentions to offer internships were motivated by the opportunity to recruit potential employees. The participants mentioned that the workforce in the hotel industry was transient. In using internships as a recruiting tool, they are able to attract and search for talented individuals from a broad spectrum, build partnerships and relationships with the educators and interns, and provide the interns with the opportunity of a career. According to the participants, prior internship experience reduces the cost of training since the employee has had the opportunity of training in tailored specific areas. Internships were also pointed out as a form of succession planning. Students were identified and prepared to take on active roles when it was required, for example, replacing absent employees or filling existing job openings.

The participants described their views of the situation in the following statements:

Well, for many reasons, this is where we can find our potential employees; that is one of the reasons. Another reason is, we see our role as assisting and helping to prepare them, not necessarily to work for us in this hotel, but in whatever industry they see fit. So, we are preparing people for work.

We are looking at the future, we are making sure that we have people, so that, when they come out of school, they really know what they are getting into, when

they choose the hospitality industry. We want to make sure they have a grasp, hopefully, so that they can come back and work for us.

### *Theme 3: Tradition*

Eighteen (58%) of the participants cited tradition (an activity they always engage in) as one of the major reasons for offering internships to students.

The majority of the participants indicated that hotels are accustomed to training employees for their roles in the industry. Accommodating and integrating the interns into the hotel training activities was easy to accomplish, noted the participants, since they did not have to modify the training focus. The participants stated that the interns were placed alongside employees who were charged with the responsibility of instructing and preparing them while in training. Some of the participants pointed out that besides being a tradition they uphold, offering internships gives them the opportunity to fulfill a social obligation—giving back to society. Moreover, it is an activity they enjoy taking part in because of the benefits. Their views are expressed in the following statement:

One, we have a social responsibility, which is above all. Our company has a commitment to training and development. So, those two factors combined. There is the expectation that we will continue to offer internships, in addition to the fact that we feel good about doing it.

### *Theme 4: Innovative Ideas*

Several of the participants (21 of 31 [67.7%]) expressed the view that innovation in the form of new ideas was a key role in their intentions to offer internships. More than half (19 of 31 [61%]) of the participants agreed that innovative ideas help to promote company development.

The students' innovative ability was another significant finding as expressed by the participants. The highly service-oriented nature of the hotel industry demands a continual supply of new ideas in order to increase and enhance the service and product offerings. According to the participants, the continual flow of new ideas from the



students is important, as it allows them to observe issues from different perspectives. This finding was not unexpected, as organizations in the industry are always looking for new ways to add quality to their products and services. The participants applauded the interns' ability to share their knowledge and provide valuable information to line staff and management. The participants' responses are presented in the example below:

Students that are on internships participate in projects that have to do with our operations in the hotel. These are useful projects. When a project is completed, and after it has been graded by the educational institution, the results are shared with us. This is something that they think we need to improve on, and so, we are getting that kind of feedback which really helps us.

*Theme 5: Resource Saving*

One-third of the participants (11 of 31 [35%]) indicated that offering internships was a valuable way to save on resources: it reduces recruitment, interview, and training costs to the hotel. Nine (29%) persons mentioned that internships provide unpaid labor and substitute for absent employees.

The participants indicated that internships are an investment with training costs attached. Nevertheless, they are a great way to save on valuable resources since the interns provide unpaid labor during their internships. According to the participants, because of the training established, interns were sometimes charged with full responsibilities in the absence of an employee without receiving wages, thus reducing the expense of immediately hiring and training a new individual to fill the position. Additionally, the cost to recruit, interview, train, and hire new employees was reduced when interns were given employment. The participants' perspectives are highlighted in the following examples:

I think an internship is more beneficial to the employer. The employer gets students that they can use as free labor, or labor without pay. The students benefit as well, as they receive training that they do not have to pay for in the educational institutions.

However, some participants were quick to point out that, even though offering internships helped to save on resources, interns should not be used as free labor; an internship is an opportunity for the interns to receive necessary training.

One of the biggest disadvantages that can occur is when an employer uses the intern to fill that work slot, instead of having the person really engage in training. They are supposed to be on the job training to develop and grow as an individual.

#### *Theme 6: Participation in the Development of Education*

An overwhelming majority of the participants (30 of 31 [96.7%]) noted that offering internships was a way to actively participate in the development of education. Seventeen participants (55%) indicated that, through internships the students gained product knowledge as well as the ability to apply theory to practice (21 of 31 [68%]).

The participants believed that their role in internship was extremely important to the development of education; it provided the opportunity to share knowledge. The training acquired by the interns is experience based and gives them a realistic view of what transpires in the workplace. This exposure is a valuable learning method and is essential to the interns' overall development. The participants believed that on-the-job training is formal education in a different setting and is therefore an economical way for the students to gain knowledge without having to pay for it. The participants welcome the opportunity to share information with the interns as they apply the theory to practice.

Their views are described in the following statements:

The students perceive this as part of the curricula. It is something that we offer that is not offered in the classroom setting. It is real life experience, so I think they are very positive about it.

This is a necessity, both for the interns and the organization. Interns cannot complete their degrees if the experiential learning component is not accomplished. More and more, universities and colleges are incorporating internships into their regular curricula.

Based on the subsequent results and discussions, there is overwhelming evidence to suggest that the employers beliefs about a specific behavior can determine their attitude towards the behavior. They perceived engaging in the act as desirable, hence their positive attitude towards the behavior. The employers' attitude provided a view into and an understanding of their behavioral beliefs as related to their intentions to offer internships. The beliefs presented above by the participants specifically expressed that if they have a good attitude toward internships, then they will be more likely to or be encouraged to offer internships. Therefore, it is reasonable to assume that the inclusion of these beliefs in the study increases the predictive ability of the TPB as well as provides significant information about the employers' intentions. The themes relating to the participants' normative beliefs and the subjective norms are described in the next section.

### **Participants Normative Beliefs and the Subjective Norms**

#### *Theme 7: Management and Colleagues*

A substantial number of the participants (21 of 31 [68%]) indicated that management and colleagues of the hotels would influence or approve of their decisions to offer internships.

The management and colleagues that are influential in the participants' decision to offer internships are; the owners, general managers, human resources managers, hotel managers, head of departments, and directors. The participants indicated that as an employer, their intentions to offer internships impact multiple individuals and departments. As a result, these individuals' approval and support are crucial to their decisions. Their views on how management and colleagues influence their decisions are stated in the following examples:

The owners of the company and the directors, are the most influential persons, because, even if you have the mind to offer internships, it is up to those persons to

say yes, we want to make it happen, and for them to be the driving force behind it, and actually making it happen.

The company would approve of the decisions to offer internships. If they were informed that a group of students wishes to come in for training, they would not respond with a no. They are always in support of internships. These individuals include the general manager, HR manager and other managers, that work to provide the students with internships.

#### *Theme 8: Students/Interns*

A considerable number of the participants (20 of 31 [65%]) indicated that the students/Interns influence their decisions to offer internships.

According to the participants, the interns appreciated the training received, the exposure gained, and the competency acquired at the end of the internship. Through the internships, the interns are able to make career choices and secure immediate or future employment. For instance, some of the employers had been interns before acquiring the positions they now hold. As a result, it was important for them to provide the same opportunities to the interns. The participants were concerned about the interns' development and were determined to establish foundations that will contribute to their career growth. Their views are expressed in the selected statements below:

At the end of the program when you communicate with the students, you realize how much they have learned. You can appreciate the end product based on the training process; it makes you feel good, it motivates you, and gives you that drive to continue.

I consider the end product, the satisfaction of the interns at the end of their training, and the feedback from them after they have completed their degrees. In addition, the fact that without organizations offering internships, they would not be able to complete their course of study.

### *Theme 9: Family Members*

Fewer than 50 percent of the participants (11 of 31 [35%]) indicated that family members would approve of their decisions to offer internships. Four (13%) of the participants mentioned family members of employees.

A small number of the participants stated that family members would approve of their decisions to offer internships. These family members were described as children, siblings, and parents, as well as the children and siblings of employees. The participants stated that family members would value and support their decisions to be of service to others. They indicated that family members such as children anticipated becoming interns, as they perceived internships to be positive work experience. Their views are illustrated in the following examples:

I think that family members would influence my decision to offer internships. My brother is attending college and I would want him to gain exposure. If I am here, I would want him to come to the hotel and get the best experience.

I embrace the interns.... I currently have children in universities, and while they may not wish to participate in the internships activities that I supervise, or intern at my workplace, I am quite certain they would seek internships elsewhere, and I would desire the same support for them.

### *Theme 10: Educators*

The majority of the participants (24 of 31 [77%]) cited educators as individuals or groups that would influence or approve of their intentions to offer internships.

This finding was important to the participants, who stated that educators have contributed theoretically to the students' development but the practical hands-on knowledge provided by the industry was lacking. The participants noted that the educators acknowledge internships as beneficial to the students as they provided an accurate picture of the hotel industry. As a result, educators were grateful for these opportunities given to the students. According to the participants, they were expected to,

and were eager to, build partnerships and relationships with educators. Through this process, they would continue to assist educators in providing students with the holistic education that is needed for future engagement in the industry. Their views are expressed in the following example:

Tertiary level institutions are extremely grateful to us for offering internships; they do not take it for granted, when we accept the students. They are willing to work with us and within the framework that we have in place for our internship program. It is extremely hard for educators to place all their students, so they are grateful when we accept them into the organization for internships.

*Theme 11: Co-workers*

Slightly over 50 percent (17 of 31 [55%]) of the participants indicated that co-workers would approve their decisions to offer internships.

Co-workers are important to the effective running of the operation and were describe as line staff, supervisors, assistants, and middle managers. However, 9 of these participants mentioned that some of their co-workers had mixed feelings toward internships. While some appreciated and embraced internships, others are fearful of losing their jobs to the interns. The participants' views are presented in the examples below:

Some employees see the benefits of having the interns, and will ensure that they are given proper induction into their department. On the other hand, some will feel threatened. They think that the interns are here to take over their jobs, especially if they are not qualified academically. They are reluctant to share information and knowledge readily with the interns.

Most employees see internships as providing help within their department. Others perceive it as though we are preparing individuals to take over their jobs. However, we try to alleviate those fears, by explaining to them that the interns are coming in to learn from them, and they are to teach them what they know. This approach is good, because it works as motivation for them. The fact that they can teach the interns helps to alleviate the fear of the interns taking their jobs.

### *Theme 12: Government Entities*

A significant number of the participants (23 of 31 [74%]) cited the government as individuals or groups that would approve of their intentions to offer internships.

The participants indicated that the government is pleased with the effort of the industry in providing training and employment to the interns. As hotel employers, they embraced the responsibility of assisting in the development of the country's human resources. The cost of training can be exorbitant, and training through internships helps to reduce this expense, which is beneficial to the government. On the other hand, a few of the participants noted that the government was not fully aware of the extent to which hotel employers assisted students with training. Some participants believed that the government should be proactive and become involved with internships. The government entities mentioned by the participants were the Ministry of Education, the Human Employment and Resource Training (H.E.A.R.T) agency, the Jamaica Hotel and Tourist Association (JHTA), the Ministry of Tourism, and the Tourism Product Development Co. (TPDCo). The participants' views are expressed in the following examples:

The hotel associations, speaking broadly, are firm believers and supporters in and of the exercise, certainly, our owners and the employees at all levels in the organization. We also know that there are civic groups, and certainly the educational and training institutions, that are very much in support of our activities.

As they indicated, some participants believed that the government was lacking in its understanding of the whole internship process and what it entails.

The government is somewhat behind, because they really do not get involve with internships, especially within the public schools. The government should be involved in getting the students out there, and allowing them to be a part of the business sector. That way they can learn not just the theory, but also the practical side of doing the work, learning the necessary skills, and develop their attitude.

### *Theme 13: Friends*

A few of the participants (6 of 31 [19%]) stated that their friends would approve of their decisions to offer students internships.

Friends' views and how they value their decisions regarding internships was important to participants. The participants made reference to friends who also worked in the hotel industry and friends who were educators. The participants' expressions are presented in the following example:

I have a group of friends who are educators, therefore, I would be inclined to play my role and be responsible. Also, there are those friends who are in similar establishments like mine.

Based on the theory of planned behavior, the subjective norms can significantly affect intentions. The TPB posits that significant or related others are likely to shape the intentions of an individual behavior. Within the context of this study, and based on the responses, the employers believed that these groups or individuals would approve of them offering internships. However, since their normative beliefs were closely related to their work life and environment, their beliefs about individuals or groups who would approve of their intentions seem to be more related to people or groups within similar settings. Therefore, the inclusion of the normative beliefs in the study could determine the groups or individuals significant to the employers, increase the TPB predictive ability, and provide significant information about the employers' intentions. The themes relating to the participants control beliefs as related to their perceived behavioral control are described in the following section.



## **Participants Control Beliefs and their Perceived Behavioral Control**

### *Theme 14: Access to Funds*

At least 13 of the 31 [42%] participants mentioned access to funds as one of the factors that would encourage or enable them to offer students internships.

The participants believed that internships take funds and other resources to make them exclusive and attractive. Furthermore, the issue of internships involves major decision making and planning as people were involved. Two of the 13 participants expressed the desire to have the necessary funds available to offer the interns a stipend for their hard work. They also suggested that since the hotels were providing the training for free, the government could provide funds in the form of housing accommodation and salary or stipend to students who were on internships to help offset their travel expenses.

The following example expressed such views:

The only biggest challenge with internship, whether it is for locals or students abroad, is the right funding. It takes money to do a proper internship. I think the government could pay for their salary or pay their stipend.

### *Theme 15: Time and other Resources*

The majority of the participants (21 of 31 [68%]) indicated that time and adequate resources were factors that would encourage or enable them to offer students internships.

The time requested for internships by the education institutions can affect the smooth functioning of the hotel's operations. The participants indicated that the operations experienced periods when resources, especially employees, were not available to assist with training the interns. Appropriate and relevant training was crucial to the industry; therefore, the acceptance of interns for internships has to take place at a time when they can be mentored and trained according to the operation standards. The participants also pointed out that because time and other resources can become an issue;

educational institutions should prepare the interns' in terms of general work readiness and develop their work-readiness attitude. The participants also noted that some interns were not given adequate time by their institutions to effectively complete the training. The participants' views are expressed in the following example:

Educational institutions need to ensure that persons who are being sent out for internships are pretty much ready to come into a work system where practical training is done. They need to be aware of what is expected; those factors will help us, because it is difficult when interns arrive and expect to be treated as if they were in university. There is no sense of responsibility. Therefore, those factors would help in our decisions or help us better to foster the internships.

*Theme 16: Adequate Training Space*

A significant number of the participants (25 of 31 [81%]) indicated that adequate training space was a factor that would encourage or discourage them to offer students internships.

The participants noted that the number of spaces available for internships was limited. However, numerous requests were received from the institutions. This issue was crucial for the participants, as each department can accommodate only a specific number of students at any given time. In addition to the number of requests for internships, participants received specific requests for special skill areas which were not feasible at times. The participants believed that offering internships should be a requirement, which would increase training space and organizations' participation. They also believed that forming partnerships that were committed to internships could help to streamline the process and make it beneficial to both the interns and the employers. The participants' expressions are illustrated in the following paragraph:

The number of institutions that approach us to provide internship space for these students makes it difficult at times, because we can only accommodate so many at a time within a particular department. The overall picture within the hotel is that we want to ensure that the internship program is beneficial to the students. Also, that they have a mentor beside them, as they are not to be over burdened with

responsibilities. They must be given the opportunity to learn from what is taught to them when they are in the field.

*Theme 17: Living Accommodation*

Slightly less than 50 % (15 of 31 [48%]) of the participants expressed the view that having living accommodation was one of the factors that would encourage or enable them to offer students internships.

The hotel industry attracts interns locally and internationally. The hotels are located in both urban and rural parts of the country (Negril, Montego Bay, Ocho Rios), while the majority of the universities and colleges are in the urban areas. As a result, some students have to travel far to certain internships sites. Although some students may successfully earn an internship, accommodation was always an issue that could discourage an employer from offering internships, as the hotels were unable to provide living accommodations. The participants' views are expressed in the following statement:

In some instances, and this is dependent on where they may be coming from; there is a need for accommodation. This we do not readily have available, and that does present a challenge. While we will extend a stipend to interns at all levels, in most instances, if one needs to find paid accommodation somewhere, it would not readily cover these costs. And that is maybe the biggest dysfunction that there is in the exercise.

Based on the preceding discussions, the participants believe that their intention to offer internships was based on having control over specific resources. They believed that having the skills, knowledge, and ability to perform the act as well as the resources, support, and cooperation of colleagues could determine their intentions to offer internships. Therefore, including these control beliefs in the study could provide direct and positive association with intention, increase the predictive ability of TPB and provide significant information about the employers' intentions.

## **Study I Summary**

This qualitative study was conducted to achieve objective one of the study, to establish the factors that motivate employers' intentions to offer students internships in Jamaica. These factors are manifested as the employers' salient beliefs. A qualitative study identifies factors, not their reliability, validity, or significance. From the study's perspectives, the findings are important to identify the employers' intentions. The findings are presented, described, and supported with illustrations based on the participants' views and perspectives. The next analysis and results reported are those of Study II. Study II was designed to answer questions 2, 3, and 4, and objectives 2, 3, and 4 of the study.

## **STUDY II**

### **Findings of the Quantitative Study**

This section provides the analyses and results of the data from Study II: the multiple regression analyses and hypotheses testing of the salient beliefs, the TPB constructs, and the additional variable. These results are connected to the concepts of the study.

### **Data Management**

Eighty responses to the survey were returned; one, however, had no form of data recorded. This response was deleted from the data set. Since data processing is important to the study's outcome, the remaining 79 responses, as suggested by Hair et al. (2006), were checked for missing and invalid cases and outliers, while ensuring the data values were correct and conformed to the guidelines in the questionnaire and data analysis. Hair et al. (2006) noted that missing data cases and outliers can significantly affect a study's outcome by reducing the sample size or biasing the statistical results. Hair et al. (2006) proposed that missing data cases and outliers can be deleted if the remaining values are not significantly affected. The data were collected through an on-line survey. The surveys were thoroughly checked to identify invalid data values and to determine where they occurred in the data file. Because of the structure of the online survey software, several columns contained fillers that were unrelated to the survey questions. These were removed and the remainder of the data checked to ensure correct labels, scales, and coding. All 79 responses were fully completed except for a few missing demographic

items. However, the data were deemed usable for the analysis and were eventually entered into SPSS for the analysis.

Hair et al. (2006) further recommend that the data be assessed for four important statistical assumptions: normality, homoscedasticity, linearity, absence of correlated errors. Following this suggestion, normal distribution was checked for variation and homoscedasticity was assessed for equality of variance in the dependent relationship. The linear association between the variables was also assessed along with the independence error among the variables. The distribution of the data output approximated a bell-shaped curve and the data points followed a diagonal line. The residuals are independent (uncorrelated) and normally distributed and have equal variances, as shown in the spherical/circular pattern of the points. There was also an indication that linearity exists between the criterion (performance) and the predictor variables.

### **Description of the Surveyed Sample**

The participants surveyed were taken from the population of hotel employers in Jamaica. They were drawn from the areas of Montego Bay, Negril, and Ocho Rios. The 79 completed and usable questionnaires represent a response rate of forty-seven percent. Of the 79 respondents, thirty-three (33) were male and forty-six (46) were female.

The location of the hotels was classified as either urban or rural. Some of the hotels were individually owned properties and some were chain affiliated. The size of the hotels in terms of room capacity ranged from 36 to 730 rooms. Of the 79 respondents, one participant did not mention a job position, two did not mention their level of education, and three individuals did not mention their level of income and the number of interns their property could accommodate. The employers' positions varied from general

managers to departmental managers. They all had some level of education: twenty-nine (29) of the participants had a high school diploma; thirty-three (33) had an associate's degree, twelve (12) had a bachelor's degree, three had master's degree, and two of the participants had a PhD. Table 4.1 provides a more detailed demographic profile of the employers who participated in the survey.

Table 4.1

*Demographic Characteristics of Surveyed Respondents (n=79)*

Respondents Demographic	Description	# of Respondents	% of Respondents
Management Levels	General Managers	5	6%
	Hotel managers	11	14%
	HR Managers	5	6%
	Operations Manager	2	3%
	Executive Manager	4	5%
	Training Manager	5	6%
	Manager	18	23%
	Food & Beverage Manager	10	13%
	Rooms Division Manager	5	6%
	Marketing & Sales Manager	7	9%
	Health & Safety Manager	4	5%
	Entertainment Manager	2	3%
	Did not Indicate Position	1	1%
	Total Usable	79	99%
	Total Usable	1	1%
	Total Respondents	80	100%
	Respondents by Gender	Male	33
Female		46	58%
Did not Indicate Gender		0	0%
Total		79	99%
Years of experience	1-4 years	35	44%
	5-10 years	37	47%
	11-14 years	4	5%
	15-20 years	2	3%
	20 years and above	1	1%
	Did not Indicate Years of Experience	0	0%
Total	79	99%	
Size of Property	1-99 rooms	17	22%
	100 and above	62	78%
	Did not Indicate Size of Property	0	0%
	Total	79	99%
Hotel Star Rating	5 star	50	63%
	4 star	20	25%
	3.5 star	3	4%
	3 star	6	8%

	No star	0	0%
	Did not Indicate Star Rating	0	0%
	Total	79	99%
Chain or Independent	Chain	66	84%
	Independent	13	16%
	Did not Indicate Affiliation	0	0%
	Total	79	99%
Location of Property	Urban	42	53%
	Rural	37	47%
	Did not Indicate Location	0	0%
	Total	79	99%
Level of Education	High school	27	34%
	Associate Degree	33	42%
	Bachelor Degree	12	14%
	Master's Degree	3	4%
	PhD	2	3%
	Did not Indicate Education Level	2	3%
	Total	79	99%
Level of Income	100,000 and above	37	47%
	70,000 – 100,000	25	32%
	50,000 – 70,000	9	11%
	30,000 – 50,000	3	4%
	10,000 – 30,000	2	3%
	Did not Indicate Income Level	3	4%
	Total	79	99%

### **1. Examining the Relationships among the Salient Beliefs and the Constructs (ATT, SN, PBC) of TPB**

The first data analysis was conducted to provide answers to question 2 of the study, which focused on examining the statistical relationships among the salient beliefs and the constructs of TPB as well as the variance explained by these salient beliefs. These beliefs are antecedents to the constructs and it is important to understand which ones are significant in the context of TPB.

Three multiple regression analyses were conducted. In these analyses, the constructs (ATT, SN, PBC) were the dependent variables (DV). The first multiple regression analysis was conducted on the behavioral beliefs and attitude. The second analysis was conducted on the normative beliefs and subjective norms, and the third analysis was conducted on the control beliefs and perceived behavioral control. Only the



significant salient beliefs were included in the study. Attitude, subjective norms, and perceived behavioral control were each regressed on their salient beliefs to establish the relationships depicted by the model. The results are provided below.

*Attitude as the Dependent Variable*

In this analysis, attitude as the dependent variable was regressed upon the following behavioral beliefs identified as important to the employers: internship as easy/cheap labor, participation in the education system, and tradition to uphold. The results were expected to provide some insight into the following questions and hypotheses:

- 2a. (i) What significance in the employers attitude toward offering internships to hospitality management college students is explained by the employers Behavioral Beliefs (BB)?
- (ii) What is the influence of each BB on the employers' attitude toward offering internships to hospitality management college students?

The following hypothesis related to the questions above was developed. H<sub>1</sub>: There is a positive and significant relationship among the behavioral beliefs and attitude of hotel employers.

The results of the regression analysis indicated that the behavioral beliefs explain 93.1% of the variance ( $R^2 = .931$ ) in the attitude construct, indicating significant explaining power. However, the results also suggest that two of the predictors, participation in education and tradition to uphold were significant at  $p = .000$ , while the variable cheap labor was not significant, at  $p = .414$ . Table 4.2 shows the significance of each variable based on the Beta ( $\beta$ ) value and the corresponding  $p$  - value.

Table 4.2

*Summary of Beta Values of the Behavioral Beliefs (3)*

Predictor Variable	Beta	<i>P</i>
Easy/Cheap Labor	-.039	<i>P</i> = .414
Participate in Education	.358	* <i>P</i> = .000
Tradition we Uphold	.387	* <i>P</i> = .000

\**p* < .05

The unstandardized coefficient of beta revealed that, the belief that internships provide easy/cheap labor had an effect of  $b = -.039$  and a standardized coefficient of  $-.028$ , which indicates that this behavioral belief is not significant. The ability to participate in education is significant at  $b = .358$  with standardized coefficients of  $.459$ , while internship as a tradition to uphold is significant at  $b = .387$  and a standardized coefficient of  $.531$ . Based on the analysis, both of these belief variables are significant. Since the result implies that the belief that internship provide easy/cheap labor does not have a statistically significant impact on the employers' intention to offer internships in Jamaica, therefore,  $H_1$ : There is a positive and significant relationship among the behavioral beliefs and attitude of hotel employers was not supported. The non-significant result implies that the employers' intention to offer internships is not based on the belief that internships provide easy/cheap labor.

*Subjective Norms as the Dependent Variable*

The next data analysis involved examining the relationship between the subjective norm construct and the normative beliefs in this analysis. The SN was the dependent

variable. This data analysis was conducted to provide answers to the following specific questions.

2b. (i) What is the influence in the employers subjective norm toward offering internships to hospitality management college students that is explained by the employers normative beliefs (NB)?

(ii) What is the influence of each normative belief on the employers' subjective norms toward offering internships to hospitality management college students?

To address these questions, the following hypothesis was developed. H<sub>2</sub>: There is a positive and significant relationship among the normative beliefs and subjective norms of employers.

The regression results revealed the relationships between the normative beliefs (managers, colleagues, and friends) and the subjective norms. An  $R^2 = .825$  at  $p < .05$  was obtained. The unstandardized coefficient of beta value for each predictor variable is shown in Table 4.4. The indication based on the betas (.256, .292, .208) of managers, colleagues, and friends respectively, along with their positive coefficients (.433, .513, .251), is that, every normative belief exerts a significant influence on the subjective norms of the employers,  $p = .000$  at  $p < .05$ . The results indicate that the subjective norm variables have a statistically significant impact on the employers' intentions to offer internships.

The statistical significance of the variables is shown in Table 4.3. The results from the analysis, discussions, and expressions support H<sub>2</sub>: There is a positive and significant relationship among the normative beliefs and subjective norms of employers.

Table 4.3

*Summary of Beta Values of the Normative Beliefs (3)*

Predictor Variable	Beta	<i>p</i>
Managers	.256	* <i>P</i> = .000
Colleagues	.292	* <i>P</i> = .000
Friends	.208	* <i>P</i> = .000

\**p* < .05

*Perceived Behavioral Control as the Dependent Variable:*

The final data analysis in this section examines the relationships between the PBC and the control beliefs. The purpose was to provide answers to the following questions:

- 2c. (i) What is the significance in the employers' perceived behavioral control toward offering internships to hospitality management college students that is explained by the employers control beliefs?
- (ii) What is the influence of each control belief on the employers' perceived behavioral control toward offering internships to hospitality management college students?

From the theory's perspective, the following hypothesis was developed in relation to these questions: H<sub>3</sub>: There is a positive and significant relationship among the control beliefs and perceived behavioral control of hotel employers.

A multiple regression analysis was conducted using PBC as the dependent variable. The control beliefs included in the analysis were: I have enough resources in terms of 1) staff to conduct training 2) enough money, and 3) enough space for

internships. The coefficient of determination ( $R^2$ ) indicated that the control beliefs explained 77.3% of the variance in PBC.

The unstandardized coefficient of beta revealed values of .238 for the trainers/staff variable and a standard coefficient beta of .342 at  $p = .000$ . The unstandardized coefficient beta for the enough—money variable was .215, while the standard coefficient beta was .301 at  $p = .000$ . The unstandardized coefficient beta for the enough space variable was .249 and the standard coefficient beta was .442 at  $p = .000$ . The positive coefficient of the control beliefs items indicates a positive direction. Thus, the control beliefs have a positive influence on perceived behavioral control. Each of the items, based on the beta values, was significant at  $p < .05$ . Coefficients of the variables including the beta values and  $p$ -values are shown in Table 4.4. The results provide support for H<sub>3</sub>: There is a positive and significant relationship among the control beliefs and perceived behavioral control of hotel employers.

Table 4.4

*Summary of Beta Values of the Control Beliefs (3)*

Predictor Variable	Beta	$P$
Staff to Conduct Training	.238	* $P = .000$
Enough Money	.215	* $P = .000$
Enough Space for Internships	.249	* $P = .000$

The relationship between the regression analyses provided the results of the employers' salient beliefs as related to the TPB constructs. Based on the results, the behavioral beliefs (tradition to uphold and participation in education development) were

most significant in the employers' attitude toward internships. Regarding the subjective norms, the normative beliefs regarding friends, colleagues, and managers were significant. The control beliefs (staff to conduct training, enough money, and enough space for internships) were important to the employers based on their perceived behavioral control. The next step was to examine the relationships among the TPB constructs and the employers' intentions in the context of internships.

## **2. Examining the Relationships among the TPB Constructs (ATT, SN, PBC, and Intentions)**

The data analysis procedure in this section provides an insight into question 3 of the study. Question 3 examined the relationships among the constructs of TPB after establishing the variance of each construct explained by the salient beliefs, the factors that influence employers to offer internships. It was important to examine the influence of ATT, SN, and PBC on the intentions of the employers. Broadly stated, question 3 is: What is the relationship between the constructs of TPB in the context of internships? Thus, the following broad question was examined:

- 3a. What is the total difference explained by ATT, SN, and PBC in the employers' intentions to offer internships to hospitality management college students?

Specifically, the following questions were developed:

- 3b. What is the influence of each construct of TPB on intentions? Thus:
- (i) What is the influence of, attitude, on the employers' intention to offer internships?
  - (ii) What is influence of, subjective norms, on the employers' intention to offer internships?

(iii) What is the influence of, perceived behavioral control, on the employers' intention to offer internships?

Based on the TPB, the following hypotheses were developed:

H<sub>4</sub>: There is a significant and positive relationship between hotel employers' attitude and intentions to offer internships.

H<sub>5</sub>: There is a significant and positive relationship between the hotel employers' subjective norm and intentions to offer internships.

H<sub>6</sub>: There is a significant and positive relationship between hotel employers perceived behavioral control and their intentions to offer internships.

#### *Intention as the Dependent Variable*

A multiple regression analysis was conducted to examine the influence of the TPB constructs on intention as the dependent variable. Intention was regressed on ATT, SN, and PBC. The data were analyzed using the SPSS version 20. The variables were 1) Means of INT Items (DV), 2) Means of ATT Items (IV), 3) Means of SN Items (IV), and 4) Means of PBC Items (IV). The means are a basic statistic which provides an estimate of where the center or numerical average of a data set is and what points are closest to each other. The results presented in Table 4.6 below revealed that the means vary among the variables. The mean of attitude was largest at 6.4228, followed by the mean of intention at 5.6266, the mean of subjective norm at 5.4937, and the mean of perceived behavioral control was 4.8772. The purpose for utilizing the means was that every construct had different indicators: ATT had three, SN had four, and PBC had three. The means allowed for the standardization and uniformity in the unit of measure. All the

predictor variables were entered simultaneously. A summary of the descriptive statistics for the variables in the study is presented in Table 4.5.

Table 4.5

*Descriptive Statistics (N=79)*

	Mean	Std. Deviation	Variance	N
INT	5.6	1.10	.927	79
ATT	6.4	.673	.165	79
SN	5.5	1.01	.110	79
PBC	4.9	1.20	.091	79

An initial check for collinearity indicated that the variables have correlation, but it is not too strong to present multicollinearity issues. In addition to examining the correlation among the constructs, an examination of the Variance Inflation Factor (VIF) revealed that this collinearity statistic is very low. The VIF of 1.35 for attitude, 1.36 for subjective norms, and 1.32 for perceived behavioral control confirmed this observation. The tolerance for all variables is close to one, which means that, the IV's do not depend linearly on each other (Groebner, Shannon, Fry, & Smith, 2007). In addition, the model fit the data well and the predictor variables significantly explain variance in intentions. The variables correlated at .551, .467, .525, .443, .417, and .423 respectively. A summary of the correlation is presented in the Table 4.6.



Table 4.6

*Correlation Matrix of the Observed Variables*

		Means of INT Items	Means of ATT Items	Means of SN Items	Means of PBC Items
Pearson	INT	1.000			
Correlation	ATT	.551	1.000		
	SN	.467	.443	1.000	
	PBC	.525	.417	.423	1.000

*Note:* VIF of 1.

The casewise diagnostics show cases where the residual was more than two standard deviations. There are six of these, with the largest (in absolute value) slightly over two, which was no cause for concern. Based on an  $R^2$  of .435, the variables, attitude, subjective norm, and perceived behavioral control significantly predicted the employers' intentions to offer internships. Although the  $R^2$  showed significance, the degree to which each variable (ATT, SN, and PBC) explained the variance in employers' intentions to offer internships was not highlighted based on the  $R^2$ . However, when the value of each predictor variable and the influence of each variable were individually assessed, the unstandardized coefficients of beta showed that all the variables did not attain a statistical significance at  $p \leq .05$ . The assessment of the unstandardized coefficients of beta values revealed that the subjective norm construct, had a beta value of .204 at a  $p$ -value of .069, which is above alpha at .05. The result indicates that the subjective norm did not explain statistically significant variance in intentions when compared to the other two variables

(ATT and PBC), and is therefore not a good predictor of employers' intentions to offer internships in Jamaica.

However, ATT and PBC were significant at .001 and .003 respectively, at  $p < .05$ . Based on the results from this data analysis, hypothesis 4 and 6 are supported: H<sub>4</sub>: There is a significant and positive relationship among hotel employers' attitude and intention to offer internships, and H<sub>6</sub>: There is a significant and positive relationship between hotel employers' perceived behavioral control and their intentions to offer internships. On the other hand, H<sub>5</sub>: There is a significant and positive relationship between the hotel employers' subjective norms and intentions to offer internships was not supported. The results for the variables are presented in Table 4.7 along with the corresponding beta values.

Table 4.7

*Summary of Beta Values of the Predictor Variables (3)*

Predictor Variable	Beta	<i>P</i> - value
ATT	.558	* <i>P</i> = .001
PBC	.278	* <i>P</i> = .003
SN	.204	<i>P</i> = .069

\* $p < .05$

*Note:* Based on the beta value, the SN was not a significant predictor of the variance in intentions to offer internships in this model.

The coefficient of determination based on the model summary is .435. Thus, approximately 44% of the explained variance in hotel employers' intentions to offer internships could be accounted for by the TPB constructs. This finding is in line with

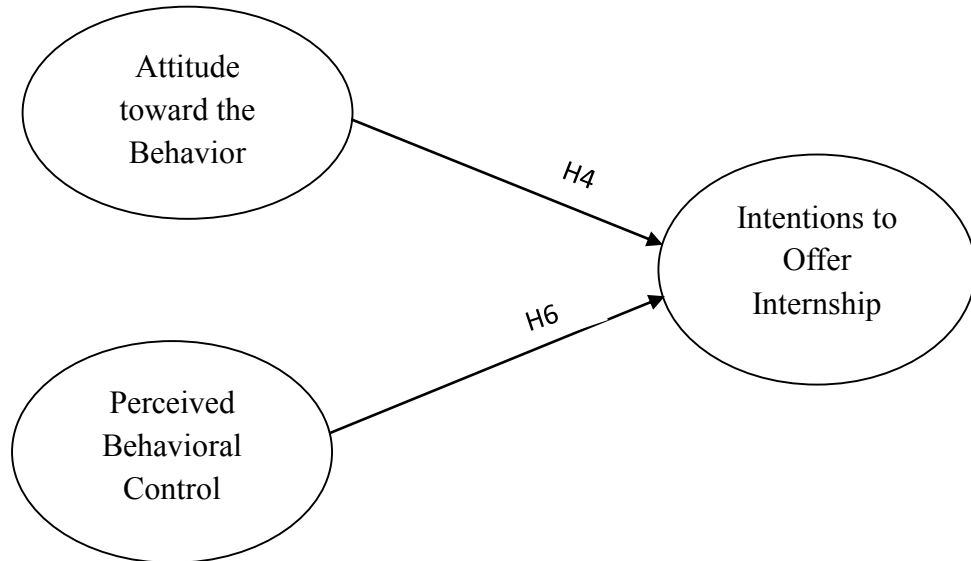
previous studies (Godin & Kok, 1996). The coefficient of non-determination based on the  $R^2$  of .435 would be  $1 - R^2$ . This means that  $1 - R^2 = 1 - .435 = .565$ , which would indicate that approximately 56 percent of the variance in intentions to offer internships was unaccounted for. This unexplained variance could be associated with several factors: the size and location of the hotel properties, experience of the employers, corporate policy, ; hotel affiliation (chain or independent), or the nature and style of the operation.

Generally, a 44 percent of explained variance is considered acceptable and is similar to previous findings. Godin and Kok's (1996) meta-analytic study of health-related behaviors reported that overall 42 percent of variance was accounted for. Godin and Kok (1996), also indicated that PBC and attitude were the significant variables responsible for the explained variance.

As related to the findings of this study, the subjective norm was not significant with the employers' intentions to offer internships to hospitality management college students. Although the employers' normative beliefs revealed a significant relationship with the subjective norms, the subjective norms did not relate significantly with the employers' intentions, indicating that, the employers' intentions were not related to how relevant individuals think or feel.

The results of the analysis imply that attitude and perceived behavioral control are the variables responsible for significantly explaining variance in the employers' intentions within the context of TPB. Following the outcome of the multiple regression analysis with the three constructs (IV's), a second multiple regression analysis with ATT and PBC (IV's), and intentions (DV) was conducted. The purpose was to examine

whether the relationships among the variables differs significantly. The model with the significant constructs is presented in Figure 4.2.



*Figure 4.2: Research Model of the Significant Variables*

In this analysis, the DV, intention was regressed upon the IV's. Both variables were subjected to the regression analysis in order to examine the variance explained in intentions. The overall  $R^2$  for this model was .409 which indicates that approximately 41% of the variance in hotel employers' intentions to offer internships can be accounted for by ATT and PBC. Although the  $R^2$  did not identify the contribution and variance explained by each variable, the beta values indicated a significant relationship. Table 4.8 presents the significance of the variables along with the corresponding beta value.

Table 4.8

*Summary of Beta Values of the Significant Variables (2)*

Predictor Variable	Beta	<i>P</i> – value
ATT Items	.657	* <i>P</i> = .000
PBC Items	.328	* <i>P</i> = .000

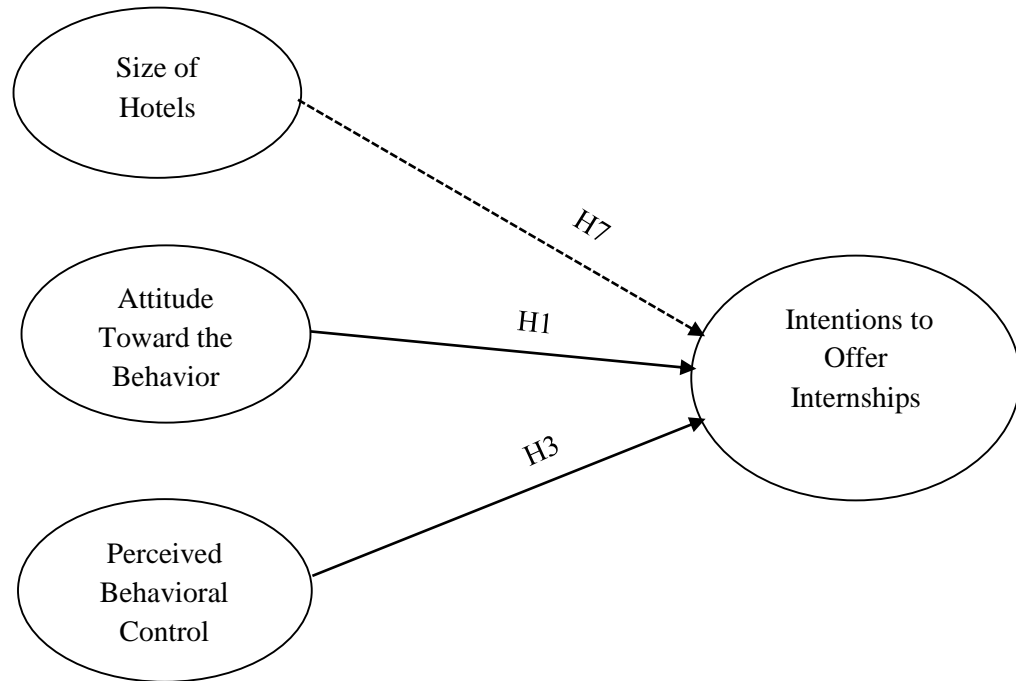
\**P* < .05

Based on this analysis, employers’ intentions to offer internships in Jamaica were significantly related to their attitude towards the behavior and their perceived behavioral control. This finding could suggest that, employers in Jamaica perceive that they have sufficient control over the resources required to offer internships.

### **3. \*\*Examining the Influence of Size on the Employers’ Intentions to offer Internships**

The study was also designed to examine the influence of other external factors on the employers’ intentions to offer internships. The variable “size of hotels” (SIZE) was selected. A new proposed model with only 3 IV’s (ATT, PBC, and SIZE) and one DV, was tested (see Figure 4.3). Stepwise regression analysis was conducted to examine the influence of size of hotels on the employers’ intentions to offer internships.

### New Proposed Model with the Additional Variable



*Figure 4.3: Proposed Model with the Additional Variable*

The ATT and PBC (significant IV's), intentions (DV), and the additional variable, SIZE were examined in the final model to establish whether the variable size had any significant influence on the employers' intentions to offer internships. ATT and PBC were of interest in the study. Attitude was important because the employers' attitude impacts their decisions to offer internships as well as plays a significant role in the overall success and future performance of the organization. The PBC was of interest because companies were more willing to offer internships based on the perceived control over the resources by managers. The additional variable, SIZE was also of interest. Although, the literature is inconclusive on the specific effects of size on the overall

performance of the firm, the literature revealed that size plays an important role in the success of a firm.

The final step in the data analysis was to examine the influence of size of hotels on the employers' intentions. The following questions were addressed:

- 4a. What is the influence of size on the employers' intentions to offer internship?
- 4b. Is there a significant difference in large hotels versus small hotels employers' intentions to offer internships?

In order to examine the influence of hotel size (small versus large) on the employers intentions to offer internships, the following NULL hypotheses were developed.

H<sub>7</sub>: Size has no significant influence on the employers' intentions to offer internships

H<sub>8</sub>: There is no significant difference between small hotels and large hotels in employers' intentions to offer internships.

### **Stepwise Regression Analysis**

A stepwise regression analysis was conducted to determine whether intention to offer internship is influenced by the additional variable, size of hotels, that is, whether the presence of an additional variable that modifies the TPB model has significant explaining power in the dependent variable. In this study, this analysis implied that the employers' intentions change as a function of the size of the hotels.

The stepwise regression analysis was used to observe the change in  $R^2$  as the external variable SIZE was added to the model. Stepwise regression analysis is a statistical procedure that is suitable for exploratory research; it ensures all the important

predictors are included in the model. The purpose of this analysis was not to assign any predictors higher priority than the other, rank order or add ratio value, but to determine the statistical significance of each variable. According to Tabachnick and Fidell (2007), stepwise regression analysis is ideal for situation where the researcher has no reasons to assign some predictors higher priority than others or have no order of preference.

#### *Size of Hotels as an Additional Variable*

Hypotheses H<sub>7</sub> and H<sub>8</sub> were tested to examine the influence of size of hotels on the employers' intentions to offer internships. In the American Hotel and Lodging Association's (AH&LA, 2012) lodging industry profile, hotels were categorized as under 75 rooms, 75 - 149 rooms, 150 - 299 rooms, 300 - 500 rooms, and over 500 rooms. However, the 2010 annual travel statistics from the Jamaica Tourist Board website (2012) listed hotel size as under 50 rooms, 51 - 100 rooms, 101 - 200 rooms, and above 200 rooms. None of the data providers categorized the hotels as small, medium, or large based on the room count. However, for the purpose of this study, the decision was made to separate and categorize the size of the hotels as 99 rooms and under for small, and large for hotels with 100 rooms and above.

#### *Stepwise Regression Findings*

A stepwise regression analysis with the variables (ATT, PBC, and SIZE) was conducted to determine whether the dependent variable, intention to offer internships is influenced by the additional variable, SIZE of hotels. The influence of size on intention was determined by examining the changes in  $R^2$ .



In the first step, ATT accounted for a significant amount of the variance in intentions,  $R^2 = .303$ . This means that attitude is significant to the employers' intentions to offer internships.

Next, the variable, PBC was added to the regression. The variable, PBC, based on  $R^2$  of .409 accounted for a significant amount of additional variance in intentions. The variable, SIZE was added into the final step of the regression analysis. Adding SIZE resulted in an  $R^2$  of .503, indicating an additional variance in intention of 9%.

All the beta values indicate significance. The unstandardized coefficient of beta values presented in Table 4.9 shows ATT in model I as having a beta value of .901 at  $p = .000$ , in model 2, ATT having a beta value of .657 and a PBC beta value of .328 at  $p = .000$ , while in model 3, ATT beta value is .594, PBC beta value is .318, and SIZE having a beta value of .841 at  $p = .000$ . These results clearly suggest that the size of hotels when analyzed with ATT and PBC, significantly influence a change in  $R^2$ . The findings of the analysis imply that SIZE significantly influences the employers' intentions and improved the predictive power of the TPB model. Therefore, hypothesis H<sub>7</sub> was not supported. The results indicate that employers in larger hotels value the tradition they uphold to offer internships and the opportunity to participate in the development of education.

Table 4.9

*Summary of Beta Value of the Predictor Variables (Attitude, PBC, and SIZE)*

Model	Predictor Variable	Beta	<i>P - value</i>
1	ATT Items	.901	* <i>p</i> = .000
2	ATT Items	.657	* <i>p</i> = .000
	PBC Items	.328	* <i>p</i> = .000
3	ATT Items	.594	* <i>p</i> = .000
	PBC Items	.318	* <i>p</i> = .000
	SIZE of Hotels	.841	* <i>p</i> = .000

\**p* < .05

*Influence of Size of Hotels as an Additional Variable on Employers Intention*

\*\*The percentage of variance between the models varies significantly. Compared to prior multiple regression analysis conducted on the TPB constructs, the current model explained better than the 44% of the variance revealed by ATT, PBC, and SN. An increase of 6 % in variance is accounted for. Additionally, the model consisting of ATT and PBC only indicated an  $R^2$  of .409, an increase in variance of 9%. The proportion of the variance explained by each model and the difference in variance between the models are highlighted in the model summary in Table 4.10.

Table 4.10

*Model Summary of the Variables Entered*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Percentage of variance between the models
1	.551	.303	.294	.92586	
2	.640	.409	.394	.85821	Model 1 & 2 = .106
3	.709	.503	.483	.79269	Model 2 & 3 = .094

Since the analysis indicated significant variance and did not support hypothesis H<sub>7</sub>, the additional variable that modifies the TPB model has significant explaining power in the dependent variable. The analysis indicates that when size is analyzed with employers' attitude and PBC, it provides significant explaining power in the dependent variable, increasing the variance in intentions by approximately 9% as indicated in Table 4.10. Therefore, size is an important factor to the employers when it comes to internships.

The overall finding that the size of the hotels plays an important role in the employers' intentions could indicate that when employers think about existing resources, their control over the resources, and their ability to perform certain tasks, the size of the company is important to their decision.

*Analysis of the Size Variable Based on Independent Samples T-test*

Following the stepwise regression analysis, an independent samples t-test was conducted to examine whether size (small versus large) influences employers' intention to offer internships, H<sub>8</sub>. There is no significant difference between small hotels and large hotels in employers' intentions to offer internships. The t-test confirmed that there is a

significant difference in the scores for large hotels ( $M = 5.8413$ ,  $SD = 1.02715$ ) and small hotels ( $M = 4.7813$ ,  $SD = .99948$ ). This result means that there is significant variance in the employers' intention  $t(77) = 3.767$ ,  $p = .001$  based on the size of hotels. These results suggest that there is a difference between employers in larger hotels and employers in small hotels when it comes to offering internships, as employers in larger hotels are more likely to offer internships. Hence the hypothesis was not supported. This indication could also mean that larger hotels may be better able to deal with interns, have more resources available to provide internships, and have structured processes that are not easily disrupted by new people. Additionally, it may be easier for larger hotels to delegate work duties since they have more resources, may be publicly owned, and are more welcoming to outsiders when compared to hotels that are privately owned. Table 4.11 presents the size of hotels, the number of hotels associated with the sizes, means, and standard deviations.

Table 4.11

*Summary of Distribution of Size, Means, and Standard Deviation of Hotels*

	Size	Mean	St. Deviation	Valid N
1	Large Hotel	5.8413	1.02715	63
2	Small Hotel	4.7813	.99948	16

## **Research Model Predictive Power**

The purpose of this study was to examine hotel employers' intentions to offer internships using the theory of planned behavior as a guiding theoretical framework. This objective was achieved. As the study revealed, attitude, subjective norm, and perceived behavioral control accounted for 44% of the variance in intentions. An additional test on the significant variables, ATT and PBC indicated 41% of explained variance in intentions. Although the subjective norm construct by itself did not account for a significant portion of the variance explained in the first model, the results from both models indicated that it did account for a very small percentage (3%) of the variance in intentions. These results indicate that the decisions of hotel employers in Jamaica to offer internships to students are not significantly related to their normative beliefs as compared to their behavioral beliefs and control beliefs. The regression tests also revealed that the size of hotels significantly influenced the employers' intentions by accounting for a significant amount of additional variance in intentions.

The research model's predictive power is summarized in the following factors: attitude toward the behavior, perceived behavioral control, and size of hotels. As indicated by the findings, both attitude and perceived behavioral significantly explained variance in intentions. Size significantly increased the explanation of the variance in the employers' intentions. The inclusion of size of hotels to the TPB model increased its predictive power, as well as added to our knowledge regarding employers' intentions in Jamaica.

## **The Low Predictive Power of Subjective Norms in the Context of Internship**

The subjective norm construct did not contribute significantly to the predictive ability of the TPB. Even though the relationship between the subjective norms and the normative beliefs was positive and significant, the relationship between the subjective norms and the employers' intentions was not significant.

The overall findings related to the subjective norms indicate that hotel employers work in a context in which family members emotions/feelings do not significantly affect their work-related decisions. On the other hand, the inability of the subjective norm construct to explain significant variance in intentions could be associated with what French et al. (2007) identified as weaknesses and ambiguity with how the subjective norm items are structured. The relationship between the subjective norms and intentions is also consistent with data (Godin & Kok, 1996; Armitage & Conner, 2001) which stated that the construct shows weakness in its ability to predict intentions.

The TPB's subjective norm construct has been significant in studies related to patients and illness where the emotions/feelings of significant others constantly influence an individual's decision to carry out a specific behavior. However, in Godin and Kok's (1996) meta-analytic study on health-related behaviors, the subjective norm was not significant. Furthermore, Armitage and Conner's (2001) meta-analytic review of 185 studies concluded that the subjective norm construct is generally a weak predictor of intentions.

## **Research Contribution to the Theory**

The results revealed for this study indicate that employers' attitude and perceived behavioral control are significant in explaining the variance in the hotel employers' intentions to offer internships. The existence of a positive and significant relationship between the variables implies that the stronger the employers' attitude and the more perceived behavioral control they have over existing resources, the more likely they are to have intentions to offer internships. Although the results are significant based on the multiple regression analyses, further tests using stepwise regression analysis indicate that the size of hotels has a significant influence on the employers' intentions to offer internships. It is clear that part of the variance remains unexplained and is associated with other factors relating to the employers' intentions. However, in this study, the size of the hotel was identified as a factor significant to the employers' intentions to offer internships in Jamaica.

## **Chapter Summary**

This chapter presented the results of both the qualitative and quantitative studies. Study I collected qualitative data used in the research instrument and questionnaire development. The process of establishing validity and reliability was discussed and eventually the hypotheses tests and results presented. The influence of size was also statistically examined.

The hypotheses H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, and H<sub>6</sub>, were supported: hypotheses H<sub>1</sub>, H<sub>5</sub>, H<sub>7</sub>, and H<sub>8</sub> were not supported. It was found that the subjective norm is not a significant predictor of intentions in this context. Chapter V presents the summary, limitations, conclusions, and implications of the study, suggested future research, and recommendations.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS**

The purpose of the study was to apply the theory of planned behavior to explain employers' intentions to offer hospitality students internships in Jamaica. The literature established that, even though employers play a vital role in providing students with opportunities to gain hands-on training in the work establishment, there are limited-to-no empirical studies regarding employers' views on internships.

Two separate studies were conducted; hence two phases of analysis were performed. Study I determined the factors that motivate hotel employers' intentions to offer internships. These factors were also referred to as the salient beliefs and were collected through an elicitation study. Content analysis with descriptive analysis and percentages was conducted. Study II, a correlational study, examined the significant factor(s) that motivate employers in Jamaica to offer internships to hospitality college students.



Kolb (1984) reported that, learning through experience provides a link between the individual and the environment. It is a “major determinant of human development and how individual learning shapes the course of their personal development” (Kolb & Kolb, 2005, p. 195). The participants agreed that an internship provides the students with real-world hands-on exposure that is crucial to their educational, personal, and professional development. It also provides them with a realistic expectation of what the hotel industry is about. Since many students are using internships to gain opportunities, additional knowledge, and experience, or to jump-start their career, it is important to identify the employers’ intentions to offer internships.

The participants’ indicated that offering internships is a major decision that must be planned and scheduled, as it involves human and non-human resources. According to the participants, this decision is not taken lightly, hence the participation of managers and employees at all levels in the organization. The three major findings regarding the participants’ attitudes, subjective norms, and perceived behavioral control toward their intentions to offer internships are expressed in the summary section.

### **Summary of Qualitative Findings – Study I**

Question I of the study, is what factors motivate hotel employers to offer internships to hospitality management college students in Jamaica. Several salient beliefs related to the TPB constructs were identified and presented. The primary finding of Study I is that intention to offer internships is related to the behavioral belief that internships offer an opportunity for hotel employers to recruit potential new employees. One hundred percent (100%) of the participants’ stated that this opportunity is very important. As the participants discussed their perceptions, they mentioned that the need for employees is

constant, as the labor force within the hotel industry is transient, resulting in high staff turnover. They also mentioned that it is important to have young minds joining the team, as they provide alternative options.

The second finding was that offering internships give employers the opportunity to actively participate in the development of education. Ninety-six percent (96%) of the participants presented this view. According to the participants, the practical component to learning is necessary to complement the theoretical aspect, thus providing a more holistic training experience for the students. The participants further noted that they are able to create this type of environment as well as assist in the professional development of the interns. Third, eighty seven percent (87%) of the participants indicated that the area of professional development was very important to them since the products and services offered by the hotel industry require that the students be appropriately trained and developed professionally. The participants asserted that their attitude towards internships is positive because offering internships provide the opportunity to contribute to the students in meaningful ways. In addition, an internship is an activity which they take personal pride in offering and enjoy, as it allows them to fulfill social obligations.

The primary findings based on the subjective norms suggest that educators, the government, and management of the hotels are of importance as significant others. Participants believed that these significant and related others were influential in their decisions. As stated by the employers, educators greatly influence their intentions to offer internships: seventy seven percent (77%) stated this view. The participants noted that the educators and educational institutions perceive internships as important to the students'

development and were grateful for the opportunity the students were given to fulfill their practical requirements.

Secondly, seventy four percent (74%) of the participants' indicated that government entities were vital to their decisions regarding internships. Providing students with internships is beneficial to the government, as it helps to reduce training costs for the government and students, as well as develop and enhance the human resources of the country. The third major normative belief, identified by sixty eight percent (68%) of the participants, was that management was important since management controls some aspects of the decision-making process as it relates to offering internships.

Participants also believed that offering internships depends a lot on the existing resources, their control over these resources, and their ability to engage in the internship activities. They believed that having the resources would encourage or enable them to improve internship offers. The participants believed that involvement from other employers could increase resources and alleviate the strain on those who are currently involved with the process. The three major findings regarding the participants control beliefs are as follows.

The major finding communicated by eighty one percent (81%) of the participants, was that they did not have enough space to train the students. Inadequate space was the major barrier in terms of relevant resources affecting their intentions. In addition to the limited training space, the staff to appropriately train and mentor each intern was also an issue they had to deal with. It was indicated that each intern should have a trainer/mentor to ensure assigned tasks were carried out according to the operation functions.

Secondly, sixty eight percent (68%) of the participants indicated that finding time to train interns in an appropriate manner was an issue especially during busy periods when employees have to focus on the core functions of the operation and the guests are requesting extra attention. According to the participants, it was difficult to designate time to train the interns.

Thirdly, forty eight percent (48%) of the participants believed that having some type of living accommodation for the interns would be ideal, as some interns travel long distances to get to the internship site. Students are recruited not only locally, but nationally and internationally, and some interns are unable to accept the opportunity because they do not have access to living accommodations. Overall, the participants believed that internships provide the students with a more accurate representation of what the hotel industry is about. For the students to obtain jobs and perform efficiently and effectively, they need to have prior exposure to the industry, and an internship is an excellent way to gain this experience.

### **Summary of Statistical Analysis – Study II**

Study II focused on the relationships between the constructs of TPB (intentions and its antecedents). Several statistical analyses were conducted. Firstly, exploratory factor analysis was conducted to examine the relationship between the salient beliefs and the TPB constructs. The salient beliefs were also the factors. The salient beliefs that were significant to the study were identified through a correlational study. The process involved the identification of the significant salient beliefs and establishing the dimensions of the constructs of the theory (TPB). Only salient belief items that were

significantly correlated to the dimensions of the constructs were included in the final questionnaire, and therefore included in this analysis.

To determine the variance explained by the salient beliefs in each construct, three multiple regression analyses were conducted. In the regression analysis in which attitude was the dependent variable, the results revealed that two salient beliefs had a significant influence on attitude. The salient belief related to easy/cheap labor had no significant influence on attitude. Thus, the implication is that any mention regarding the use of internships to receive cheap labor from students is seen as negative by the employers. In the regression analysis in which subjective norm was the dependent variable, all three salient beliefs had a significant influence on the subjective norm, indicating that managers, colleagues, and friends were important to the employers. In the regression analysis in which perceived behavioral control was the dependent variable, the analysis revealed that all three control beliefs had significant influence on the perceived behavioral control, implying that having employees to conduct training, enough money, and enough space for internships were all important to the employers.

The results indicated that the relationships between the salient beliefs and their antecedents were positive and significant. Each salient belief variable influenced the TPB constructs and explained a significant variance with the exception of the variable, easy/cheap labor. The behavioral beliefs related to attitude accounted for ninety three percent (93%) of the variance in attitude. The normative beliefs associated with the subjective norm accounted for eighty three percent (83%) of variance explained in the subjective norms. The control beliefs related to the perceived behavioral control accounted for seventy seven percent (77%) of the variance found in perceived behavioral control.

A multiple regression analysis was conducted to examine the relationship between the theory of planned behavior constructs and the employers' intentions to offer internships. This regression, in which intentions was the dependent variable, revealed that the independent variables have significant explaining power in the dependent variable with an  $R^2$  of .435. This indicated that 44% of the variance in hotel employers' intentions to offer internships could be explained by the theory of planned behavior constructs. However, the subjective norm construct did not explain significant variance in intention as revealed at  $p = .069$ . Attitude and perceived behavioral control significantly influenced variance in intention as revealed at  $p = .001$  and  $p = .003$  respectively. Based on an  $R^2$  of .435, 56% of the variance in intentions to offer internships was unaccounted for.

The results of the regression analysis which examined the influence of the three constructs on intentions showed that the subjective norm was not significant in this situation. Therefore, the model was readjusted and analyzed with the two significant independent variables, attitude and perceived behavioral control. This analysis revealed that the independent variables in the regression equation significantly impacted the employers' intentions. The overall  $R^2$  for this model was .409, which indicated that 41% of the variance in hotel employers' intentions to offer internships could be accounted for by attitude and perceived behavioral control. Based on this finding, it is possible to say that attitude and perceived behavioral control significantly explained the variance in the employers' intentions.

Following the review of literature and findings, the study sought to examine the influence of an additional variable (size of hotels) on the employers' intentions to offer internships. A stepwise regression analysis was conducted to answer the related questions

and hypotheses. The results revealed that the size of hotel significantly impacted the employers' intentions to offer internships at  $p = .000$ . The additional explained variance accounted for by size was 9%. An independent samples t-test was conducted to examine the difference between small and large hotels employers' intentions. This result indicated that there is a significant difference between employers of small and large hotels in their intentions to offer internships. Large companies may have more resources and the amount of money spent is generally in relation with what they have. Employers could have more control over their resources, such as money, time, and human resources.

This result could also imply that the employers believed that they have the resources and the ability to control the resources and use them to offer internships. The overall finding of this study is that attitude and perceived behavioral control significantly explained variance in intentions, while the additional variable, size of hotels, had significant explaining power in the employers' intentions.

Therefore, it can be concluded that when an educator or a student plans internships with employers, they should emphasize these two specific variables. The employer should be reminded that offering internships is important since they allow employers to participate in the development of education and fulfill the obligation to uphold a tradition. Additionally, educators and students need to focus on the number of resources the employers have and their ability to control and use these resources.

The overall analysis implies that size of hotels, attitude, and perceived control over resources are more important to employers. This finding makes sense, since small firms are controlled by managers, have limited resources, or are individually owned. This finding is significant and confirms some of the literature about attitude and its

significance in the size of companies. The subjective norms variable was not significant in the employers' intentions to offer internships.

### **Limitations**

Although every effort was made to minimize any potential biases, several limitations to the study offer opportunities for future research. The study was designed for the Caribbean island of Jamaica. Data collection was limited to this geographic location and was focused on employers in the hotel industry. Given the geographic location, its culture, economic status, educational system, structure, and the participants' background, generalization of the findings may be limited. Data were self-reported by hotel employers who were selected to participate in Study 1, and employers who volunteered to participate in Study II. Total analysis of the research was depended on information and data provided by the respondents in the focus group discussions, individual interviews, and the survey instruments. In addition, there are components the study did not explore. The study only focused on the intentions to offer internships and not the actual behavior, but intentions may not result in tangible behavior, even though the literature indicates that intention is the single largest predictor of behavior (Conner & Abraham, 2001). The effectiveness of this variable was also demonstrated through the regression analyses of this study.

The population in Jamaica is considered small. Even though a census sampling technique was applied, the entire population did not participate in the survey. Although the exploratory study provided useful and insightful information based on the study's location and the culture of the population, it may not produce similar results in other locations or in other studies. Despite these limitations, the information provided by this



study can be used toward developing new dimensions and strategies that can be applied in the internship context.

The findings from the study can be generalized to the population of hotel employers in Jamaica. This study advanced our understanding of the theory of planned behavior constructs and the ability of the additional variable, size of hotels, to explain employers' intentions toward internships.

### **Managerial and Theoretical Implications**

The above information not only increased our understanding with regards to the employers' intentions to offer internships, it also revealed important findings that may have both managerial and theoretical implications.

#### *Managerial Implications*

Employers could develop a strategy that involve focus on constructs of the theory such as attitude and perceived behavioral control, since the analyses revealed that these variables were significant to the employers. The subjective norm is not significant and therefore not important if an intervention strategy is necessary. Therefore, this strategy should emphasize internships in the context of attitude, emphasizing the employer' relevant beliefs, the tradition the employers uphold, and participation in the development of education. If the belief that an internship is a source of cheap labor is focused on, the result would be a negative employers' attitude, which could be detrimental in the overall intentions of the employers and therefore should be avoided. In terms of perceived behavioral control, the emphasis should be on the employers' beliefs of having the staff to conduct training, enough money, and enough space available to conduct training for students on internships.

Besides focusing on attitude and perceived behavioral control, the overall intervention strategy could also focus on the size of the hotels, specifically, size as it relates to the employers' attitude, perceived behavioral control, and intentions. The subjective norm did not explain significant variance, and therefore, should not be a source of focus or emphasized when developing a strategy.

For example, if an institution is interested in strengthening its relationship with a company, the educational strategy should emphasize the salient beliefs of the attitude and perceived behavioral control constructs. Focusing on the normative beliefs is likely to produce non-significant results with employers, which could be a waste of resources. Clearly, important and relevant others do not influence the employers' intentions. This is reasonable in situations of employment or places of work where the family's feeling is not deemed important. Resource control and attitude are more important and have a greater influence on the employers.

This finding implies that when educational institutions target companies for internships, size should be evaluated based on the internship's proposed requirements and expected outcomes. If the institutional concern is attitude and perceived behavioral control, then the size of the hotel is important. Thus, larger companies should be targeted. Generally, larger companies tend to have more resources available. The larger the company, the greater their contribution should be. It is possible that the larger firms are more visible, want to do more, or have the resources, time, and space.

#### *Theoretical Implications*

Although the theory of planned behavior constructs, attitude and perceived behavioral control, significantly contributed to explaining the variance in intentions, the

model as a whole was significant. The variable, size of hotels, was included as an additional variable in the model. The hypotheses successfully and significantly predicted the influence on the employers' intentions.

First, it is important to note that, based on the nature of the study and the population, the study contributed and extended the theory of planned behavior in terms of internships. Second, the study not only contributed and extended the theory as it relates to size, but confirms the stability of the theory. Third, within the context of internships, the subjective norm is not important.

The findings from this study should assist employers, educators, and students: 1) Employers may use the findings to develop structured internship programs that contribute to the development of the hospitality education that the students receive in the educational settings, 2) Educators may use the finding to better prepare students for the internship process, including where to intern and what to expect when they arrive at the internship site, 3) Students may use the findings to prepare themselves for the work-world and to determine whether a career in the hotel industry suits their personality, 4) The findings of this study may also be used to develop closer relationships and collaboration between educational institutions and the hotel industry.

### **Future Research**

This study successfully applied the theory of planned behavior to explain employers' intentions to offer internships. Although significant variance was explained by the constructs attitude and perceived behavioral control as well as the additional variable, size of hotels, extending the scope of this study could also contribute to our understanding of employers' intentions to offer internships. Therefore, future research

could focus on the following areas: 1) Examine the data using a more sophisticated data analysis technique to determine whether the analysis could likely produce different results, 2) Conduct the entire research process in another geographic setting/location to determine the difference in population and location of the study as well as location in terms of the hotel property, 3) Repeat the entire process at a later time to examine the role of time in a dynamic industry, 4) Focus on utilizing a larger and more diverse sample or apply a global approach to provide more results, 5) Conduct a test of moderation on the significant variables, attitude and PBC, and 6) Conduct an additional qualitative study to identify other belief-based factors that could motivate employers' intentions to offer internships. This approach should provide a better perspective and more variations in terms of participants' responses and the performance of the theory of planned behavior. In sum, the findings in this study offer an additional perspective on the issue of internships and another observation of the TPB, thus providing a starting point for understanding this phenomenon within the Jamaican context. It is also projected that the findings will make a contribution and develop an understanding of the factors that motivate hotel employers' intentions to offer internships.

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## **APPENDICES**

## **APPENDIX 1**

### **BENEFITS AND DISADVANTAGES OF LEARNING THROUGH INTERNSHIPS**



### *Benefits of Internship Learning*

The benefits of experiential learning vary (Rothman & Lampe, 2010; Coco, 2000). As seen in the overview of literature, the benefits of internship learning have been recognized as an essential part of the entire experiential learning process. These benefits are exceptional in that they are hard to duplicate in a classroom setting (Gault et al., 2000). Chapman et al (1995) stated that experiential education is not just some specific type of activity, but that these activities are very broad-based. Since, experiential learning benefits are varied and serve numerous functions, it is imperative that the learner be allowed diverse and extensive involvement with the internship process (Coco, 2000). Such involvement allows the students to interact at a higher level and move beyond the traditional ways of learning (Hite & Bellizzi, 1986) and enable them to better express their interest and capabilities.

Westerberg and Wickersham (2011) indicate that internship foster partnerships among academic institutions, students, and internship organization. Nance-Nash (2007) note internships as necessary and valuable work experience, and not just summer jobs. Furthermore, internships allow individuals to stand out from the crowd. Internship experience expands knowledge and provides insight into different jobs (Coco, 2000). Several authors indicate the following benefits of experiential learning:

***Valuable Learning Tool:*** Dev (1990) noted that experiential learning is a valuable learning tool in the classroom, especially in lecture sessions that do not adequately capture the experiential learning dynamics. Coco (2000) and Daugherty (2001) described learning out-of-the-classroom as a valuable opportunity through the

exposure it provides the individual. As a result, experiential learning is a fundamental part of higher education (Gault et al., 2000).

***Valuable Learning Experience:*** In a study with undergraduate students in their marketing classes, Hite and Bellizzi (1986) found that the majority of the students find an internship a valuable learning experience. However, the students agreed that internships should be paid, grades should be structured as either pass or fail, and the experience should lead to employment opportunities. The students also noted that there should be formal training prior to an internship, direct supervision, and on-site visits from a faculty supervisor (Hite & Bellizzi, 1986). Overall, the study indicated that female students found these attributes more valuable than male students, who prefer to do an oral presentation after the experience and think their GPA should not be a deciding factor for internship opportunities.

Cannon and Arnold (1998) conducted a follow-up to Hite and Bellizzi's (1986) study. They surveyed 164 undergraduate students from three separate universities. The questionnaire from Hite and Bellizzi's (1986) study was adopted, including three additional items from Cannon and Arnold (1986). The findings from the study closely matched those of Hite and Bellizzi (1986). For instance, the students noted that internships are valuable experiences and that they should earn college credit and receive formal training by the organization prior to commencing the internship. A few changes in students' expectations were noted by Cannon and Arnold (1998) compared to Hite and Bellizzi's (1986) results. Cannon and Arnold (1998) asserted that the students viewed an internship as a competitive employment strategy due to the changes in the employment market. The students saw little value in terms of linking theory to the practical

experience. The majority of the students saw an internship merely as an opportunity to prepare for the job market (Cannon & Arnold, 1998). Keltgen (2007) applied experiential learning in the form of practical hands-on and service learning. Based on the exposure, the students were able to combine team effort and creative thinking in order to solve problems and meet budget criteria as well as develop relationships and networking skills (Keltgen, 2007). This type of exposure allows students to learn not only in academic institutions, but also in an atmosphere where the community and society as a whole contribute to the teaching-learning process (Munter, 2002).

***Current employment:*** Internships according to Basow and Byrne (1993), provide current employment as some students receive payment while going through the process. This, Basow and Byrne (1993) pointed out, can be a stress reliever for students because as Stanton (1992) indicated, they are able to pay bills and earn some spending money.

***Future Employment:*** Internships provide students with future employment opportunities; this is also true for students who participate in internships abroad (Dwyer, 2004). Students who participated in international internships were more likely to go after international careers, gain jobs abroad, attain valuable skills, and widen their international contacts. Dwyer (2004). Internships provide effective ways and means for college students to search for employment (Scott, 1992; Rothman & Lampe, 2010). According to Coco (2000), internships connect educational institutions and the workplace and allow students to interact with their prospective employers without a lifetime commitment.

Gault et al. (2010) concluded that experiential education prepares students for the job market; in addition, students with internship experience enjoy a substantial lead in attaining full-time employment offers, receive advance pay, and are alleged to be better

equipped for their jobs. Furthermore, the experience gained by the students guides them in their search for jobs that match their qualifications and personal characteristics (Gault et al., 2010). Stanton (1992) stated that internships give an individual the ability to develop and practice job hunting skills. Woods (1986) specified that work experience may not be career education, but it nevertheless helps the students to have some indication about the type of job or career they would consider having.

*Academic or Non-Academic Credit:* According to several authors (Dwyer, 2004; Basow & Byrne, 1993; Daugherty, 2002), internships can be used either for academic or non-academic credit. Grantz and Thanos (1996) acknowledged that in certain educational institutions, academic credit is awarded to students for their internship learning, which helps students learn to successfully complete assigned tasks. Dwyer (2004) stated that while the internship outcomes are worthwhile, assigning academic credit hours is not really crucial. Whether an internship is for credit or non-credit benefits, both educational institutions and the internship sites should realize that "interns are not finished products; they are growing, developing leaders under construction" (Cunningham & Sherman, 2008, p. 315). Therefore, collaborative efforts are necessary for all internship programs (Cunningham & Sherman, 2008).

De Mott (1972) indicated that poor planning of the internship process can lead to students' unwillingness to participate in an internship for academic credit. Since the literature revealed that planning of internship programs is crucial to the employer, educational institutions, and the students, it is important to conduct research to identify what employers' intentions are, as this can help to build effective internship programs.

***Intercultural Development:*** Dwyer (2004) proposed that international internships provide intercultural development through engagement in and exploration of other cultures, which eventually leads to intercultural competence and credence.

***Career Preparation and Development:*** Gault et al. (2000) conducted their study to determine significant relationships between participation in an undergraduate internship and entry-level career success between an internship and non-internship group. The study employed 13 career skills, GPA, major, study area, years of work experience, time to acquire first job offer, starting and current salaries, and job satisfaction measures as the constructs, which were later categorized into 5 skill areas. Both groups received the same amount of university preparation; however, the interns reported a higher level of career preparation in 2 of the skills. The study further reported that the university better prepared students for 1 communication skill area. According to Gault et al. (2000), the internship seems to have done a better preparation in the skills areas. Significant differences also existed in 6 of the 13 skills areas for career preparation as well as between interns and non-interns regarding success. The interns indicated a significantly higher level of extrinsic success compared to their non-intern counterparts. Additionally, they reported receiving higher entry-level compensation. On the other hand, both groups cited no differences with coworkers and supervisors regarding job satisfaction (Gault et al., 2000).

Basow and Byrne (1993) and Dwyer (2004) specified that internships significantly impact career development as they allow the students to attain new skills and develop their capability to assess employability. Many graduates find it difficult to enter the job market because of lack of skills needed for employment (Worthington &

Juntunen, 1997). Nance-Nash (2007) noted that internships offer on—the—job learning experiences that promote quick job success. Daugherty (2002) asserted that internships guide students to make the right decision and successfully prepare for their future career. Numerous students have acquired employment as a result of their internship experiences (Ellington, 1993).

Most employers in the hospitality industry perceive internships as an important indicator of career preparedness (Basow & Byrne, 1993; Daugherty, 2002). Butler (2004) pointed out that employers use internship as "a recruiting tool, and are hiring former interns at a faster rate" (p. 2). Therefore, students who participate in internships not only gain experience from working and learning in a professional environment but also have opportunities to get employed faster.

***Personal, Professional and Social Development:*** Kolb and Kolb (2005) suggested that experiential learning supports personal development and has been extensively used and recognized as a valuable background for lifelong education. Following the internship process, students are able to make oral presentations from the experiences at the internship site; for instance, they are able to address challenges using frameworks from their discipline of study. Grantz and Thanos (1996) reported that students are also able to identify and respond accordingly to professional expectations in terms of behavior and responsibilities at the internship location. Basow and Byrne (1993) also indicated that while some students participate in internships to seek mentoring, some students are able to make their own contacts for future reference.

***Linking Theory to Practice:*** Internships gives students the opportunity to apply the knowledge acquired in the classroom environment to real life situations in the

workplace setting (Basow & Byrne, 1993; Daugherty, 2001). As a result, students can reflect on prior learning from a theoretical standpoint and connect it to current learning from a practical perspective (Basow & Byrne 1993; Cantor, 1995; Jernstedt, 1980; Lewis & Williams, 1994). Additionally, the learner is able to detect what outcomes are meaningful and valuable, and whether the anticipated desire was attained based on the experience. Grantz and Thanos (1996) indicated that students not only apply theory to practice, but are able to use the practice to further develop and enhance learning as well as understand the internship site's formal organizational structure. Ellington (1993) noted that when students can link classroom knowledge to practical experiences, they can contribute more to the organization.

#### *Disadvantages of Internship Learning*

The success of any internship process depends on the input that employers, employees, and students contribute to the experience (Tackett et al., 2001). Lewis and Williams (1994) saw internships as promoting cognitive, physical, and mental development. However, Cousins (1981) noted that internships can subject students to high stress levels. In addition, in some internships there is more hazing than preparation of the student for future assignments. According to Cousins (1981), the hazing effect is often a result of the site supervisor's tough and punishing attitude, which does not necessarily lead to better professionals.

Clemence and Handler (2001) also pointed out that internships can have disadvantages. In a study on the internship training for directors on psychological assessment, they revealed that when the basic elements of an assessment that students are expected to know were not taught at the classroom-level, it can be a problem at the

internship site. When the students enter the internship location without the required basic skills and are unprepared, personnel at the internship sites may be burdened with teaching them these basic skills. Even though, this study was conducted in the field of medicine, the hotel industry is not different because student internships are conducted at sites outside their educational institutions and interns are expected to have the basic skills.



## **APPENDIX 2**

### **AN OVERVIEW OF FORMAL EDUCATION IN JAMAICA**

The history behind Jamaica's educational system has been documented since the time of the English in 1655 (Whyte, 1997). At that time, when the British arrived, no form of education existed. Five decades later, one school was established and this led to more schools being developed by Anglican ministers and missionaries from England. Education at the time was for the whites (rich), with no system for educating the slaves and natives. Sunday schools were started in the eighteenth century for the slaves' children and which became a source of education for them. In the 1840s "normal schools" were established for children and to train teachers locally. All lessons, including practical teachings, were given from the Bible. Subsequently, schools were established to meet different needs and situations.

Industrial schools were also started to provide practical training in "sewing, manual training and gardening" (Whyte, 1997). By 1872, these institutions doubled with plans to make domestic economy and manual and agricultural instruction significant features of the curriculum. By 1955, manual training and domestic science institutions had increased tremendously. In 1976, Jamaica had numerous technical, vocational, comprehensive, new secondary schools, and bilateral high schools, along with the College of Arts, Science and Technology (CAST), and the Jamaica School of Agriculture, which offered numerous forms of practical and technical education.

Practical education gained momentum and was instituted as a Caribbean initiative (The comptroller for development, 1956). However, the concept was introduced in part based on each island's resources and ability to function (Development of vocational education, 1953). In Jamaica, experiential learning progressed through a series of events and was offered in several places: the City and Guilds of London, the Royal Society of

Arts, and the General Certificate of Education (The comptroller for development, 1956). Students' acceptance was based on an entrance examination and interviews. Forty to fifty percent of the curriculum in trade courses was dedicated to practical learning (The comptroller for development, 1956).

During the early twentieth century, the few liberal arts schools available were funded through private donations (Eyre, 1955). Education was designed as elementary (for all) and secondary (for a few). Technical education received little prestige; nevertheless, it offered two kinds of programs (engineering or building). Educators at the time proposed that the curriculum should address the needs of the region. Day (1989) noted that the curriculum was irrelevant and had no practical value to students. As a result, agriculture was structured as a form of technical education to train boys to develop land for economic sustainability and prepare them for vocational roles (The comptroller for development, 1956; Eyre, 1955).

By 1953, Jamaica had 41 educational institutions offering practical training, including 4 training centers. Some educators thought that education in Jamaica was becoming too academic and was not sufficiently addressing the economically changing needs of the island. It was noted that if the island was to experience growth and development, there had to be a sustainable level of skilled individuals who had been trained in the crafts. It was also reported that the emphasis on academic subjects hindered the advancement of numerous students with a practical learning ability (Manpower Research, 1961).

By the 1960's, there was a shift towards applied sciences, the practical skills associated with commercial and industrial needs, and students with the ability to access

institutions of higher learning (Kingston Technical High School, 1970). By the 1970's the curriculum was designed as follows: two years of general education and two years of vocational education. Practical courses varying from domestic science subjects to structural engineering, woodwork, carpentry, shorthand, and typing were offered (Kingston Technical High School, 1970).

Thorne (1994) noted that formal education was developing universally in Jamaica and was very entrenched in the British education system; this trend continued with experiential education becoming a part of its principal function. For example, experiential learning continues to be integrated into the curriculum as one of the graduation requirements for university, college, and high school students. Based on this information, experiential learning might have been introduced by the British, but was formalized by Kingston Technical High School in 1896.

During the 1980's a national practical education system was formally established as a critical component of the Jamaican educational system (The Human Employment and Resource Training Programme [H.E.A.R.T] 1983). As the needs of people changed, a system of education which focused on training the youth in various practical education settings using different techniques was implemented (The H.E.A.R.T. Programme, 1983; The Correspondent, 1980). The main purpose of the program was to provide relevant and significant training to unemployed and unskilled young people (HEART launching, 1982). The techniques ranged from hands-on, demonstrations, and internships to on-the-job-training and covered a variety of technical and training skills: agriculture, crafts, garment and apparel, building, teacher training, nursing, and other skill areas (The H.E.A.R.T. Programme, 1983).

Over time, the educational system in Jamaica has been exposed to different levels of experiential learning (Hall, 1958; First Govt., 1958; The Correspondent, 1980). Beginning in 1989, educational institutions began to grant academic credit for practical life experience (Whiteman, 1989). Experiential learning in Jamaica was mostly implemented and carried out under the umbrella of the educational institutions. This situation seems to differ from other places where, for example, Airey and Tribe (2000) noted that the development of hospitality education started from on-the-job-training in the hotels. However, changing circumstances in the educational institutions and the needs in the industry have required students to gain practical experience outside the educational institutions. Even though the relevant literature shows that experiential learning is not a new phenomenon in Jamaica, the literature does not mention employers' intentions to offer internships in the hotel industry, hence the need to conduct research.

## **APPENDIX 3**

### **THE GROWTH OF HOSPITALITY EDUCATION IN JAMAICA**

Over the years, there have been significant changes in Jamaican hospitality education as the job of educating the people has become more demanding. In 1948, after several suggestions and proposals, the University College of the West Indies, in close relationship with the University of London, was established. The college started with only the faculty in Medicine, but later added other departments, campuses, and faculties. Although the partnership with the University of London ended in 1962, the University continued to grow and adapt to the needs of society. The institution of the undergraduate program of study in hotel management materialized in 1977 at the new UWI center for hotel management in the Nassau, Bahamas. Subsequently, UWI has added undergraduate and master's degrees in hospitality and tourism management as well as a joint undergraduate degree in hospitality and tourism management with the University of Technology (UTech) and other educational institutions in Jamaica (UWI, 2012).

The University of Technology was founded in 1958 (UTech, 2012) as Jamaica's Institute of Technology (JIT). The institute later changed its name to the College of Arts, Science, and Technology (CAST) and then to its current name, University of Technology (UTech). One of the founding departments at UTech was the Department of Institutional Management, which was changed in 1990 to the Department of Hospitality and Food Science and then became the School of Hospitality and Tourism Management in 1995. This progression was undertaken in an effort to respond to the changing needs in the hospitality and tourism industry in Jamaica.

## **APPENDIX 4**

### **INTERSHIPS: AN INTEGRAL PART OF JAMAICA'S EDUCATION SYSTEM**



Both the University of the West Indies and the University of Technology emphasize internships as an integral component in their hospitality—related and degree programs. In addition to UWI and UTech, other educational institutions such as community colleges, private tertiary institutions, and off-shore degree programs are currently being offered in hospitality and tourism management. Internships are also a vital part of these programs. Internships have become a key component in the Jamaican education system. They are perceived as the important practical element that students graduating from colleges or universities should have to enhance their academic qualifications. The internship has proved itself as part of the educational foundation of hospitality programs in Jamaica, as it gives students the opportunity to match classroom knowledge with reality as well as assists students in identifying career options.

For example, based on the UWI undergraduate student handbook, in academic years 2011/2012 and 2009/2010, students registered in hospitality-related programs are expected to participate in a minimum of two or three separate levels of internships over a two—or—three summer period for eight to ten weeks. Because of the emphasis on internships, students who refuse to participate in an internship face serious consequences. For instance, the UWI undergraduate student handbook for the academic years 2011/2012 (p. 51) and 2009/2010 (p. 61) noted that

Students who refuse to attend any organization where placed will be required to withdraw from programme. If students fail to submit the requested documents on time, they will be required to seek internship without the assistance of the Coordinator. Internship will be done in the summer.

To date, the proliferation of internships can be seen within the education system through the prescribed curricula and the socialization of numerous students in the hotel industry. In addition to relying on internships, some educational institutions provide outlets where students are allowed to obtain experience. For example, the School of Hotel and Tourism Management at UTech offers practical training through a restaurant that the institution operates five days a week. The restaurant is open to the public for lunch and also caters for special functions. As part of the experience, the restaurant also offers training in international cuisine, which helps to provide practical experience to students as part of their degree requirements (Davis & Sewell, 2002). According to Jayawardena and Taylor-Cooke (2002), internships continue to play a critical role in hospitality and tourism training.

## **APPENDIX 5**

### **FOCUS GROUPS AND INTERVIEWS QUESTIONNAIRE FOR STUDY I**

Applying the Theory of Planned Behavior to Explain Hotel Employers'  
Intentions to Offer Internships in Jamaica

We are conducting a study of hospitality employers' in Jamaica. We are interested in the reasons why hospitality employers' do or do not offer internships to college students. We would appreciate your responses to some questions about this. There is no right or wrong answers. Please tell us what you really think.

**Employers' Attitudes – Intentions Performance**

Question 1

- a. What comes to mind when you think about internships?
- b. What is your intentions for offering internships?
- c. Why do you offer college students internships?

Question 2

- a. What do you believe are the advantages of offering internships?
- b. What do you believe are the disadvantages of offering internships?

Question 3

- a. How frequently does your organization offer internships?
- b. What is your intentions to continue offering students internships?
- c. How important/significant are these intentions to your decision to offer internships?

Question 4

- a. Describe your attitude towards college students' internships?
- b. How easy is it for you to offer internships?
- c. How comfortable are you with your intentions to offer internships?
- d. How do you determine whether your intentions to offer internships was a good decision?

Question 5

- a. Is there anything else you associate with the intentions to offering college students internships?  
OR
- b. What else comes to mind when you think about offering internships?
- c. When it comes to decision making, who are the most influential people or group?

Question 6

- a. How would you describe the feelings of those important to you regarding your intentions for offering internships?
- b. When it comes to decision making regarding internship, who are the most influential people or group?

Question 7

- a. Explain your thoughts about any individual or group who would approve of your intentions to offer students' internships?

Question 8

- A. Explain your thoughts about any individual or group who would disapprove of your intentions to offer students internships?

Question 9

- a. When it comes to offering internships: Are there any other individuals or group that would influence your decisions to offer students internships?

Question 10

- a. Explain your thoughts about how you think students feel about your intentions to offer internships.
- b. Explain your thoughts about how you think other employees feel about your intentions to offer internships.
- c. Explain your thoughts about how you think educators feel about your intentions to offer internships.
- d. Explain your thoughts about how you think the government feels about your intentions to offer internships.
- e. Is there anything else you associate with any individual or group on their views regarding your intentions for offering students internships?

Question 11

- a. Please describe any factors or circumstances that would make it easy or enable you to offer college students' internships

Question 12

- a. Please describe any factors or circumstances that would make it difficult or prevent you from offering college students' internships.

Question 13

- a. Are there any reasons why you should be expected to offer internships?
- b. Are there any reasons why you are not expected to offer internships?
- c. Are there any reasons that would make you not offer internships?
- d. Are there any reasons that would make you offer internships?

Question 14

- a. Is the decision to offer internships entirely up to you?
- b. Is the decision to offer internships depend on others?

Question 15

- a. Are there any other reasons that come to mind when you think about offering students internships?

Question 16

- a. Is internship considered a major decision?
- b. Who is responsible for the final decision to offer internships? Why?
- c. What are some of the problems you encounter offering internships?
- d. Would you consider these non-benefits? Why?
- e. What is the size of your hotel property?

Give number of rooms' \_\_\_\_\_

Large \_\_\_\_\_ Medium \_\_\_\_\_ Small

## **APPENDIX 6**

### **PARTICIPANTS LETTER OF REQUEST FOR STUDY I**

Appendix 6

210 Human Sciences West  
Oklahoma State University  
Stillwater, OK, 74075  
March 2, 2012

Dear employer:

My name is June Clarke. I am a graduate student in the School of Hotel and Restaurant Administration in the College of Human Sciences at Oklahoma State University. I am conducting an academic research under the supervision of Dr. Njite, in which I am examining the intentions of hospitality employers to offer internships to college students.

I am requesting your participation. The study will involve participating in a focus group discussion or an individual interview. As a participant, you will be required to respond orally to questions posed by the researcher. The focus group discussion is expected to last for the duration of 1½ hours and the individual interview for 1 hour.

Your decision to participate in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no penalty for doing so. The results of the research study will be published, but your identity will not be used. The study provides you an opportunity to provide information that shall be used to understanding the process of internship and making this process more beneficial to the students, institutions and the industry.

Types of questions that will be asked during focus groups and interviews:

1. What comes to mind when you think about internship?
2. What are your intentions for offering internships?
3. Do you plan to continue offer internships?
4. What do you believe are the advantages of offering internships?

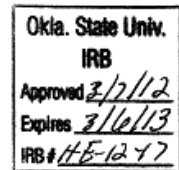
Should you consent to participate in the above study, please provide your signature below to verify approval and return the form to me at the following address or e-mail contact:

27 Crichton Drive  
Mt Salem, Montego Bay  
St James, Jamaica  
Clarke\_j25@yahoo.com

I consent to participating in the above study: \_\_\_\_\_ Date: \_\_\_\_\_.

If you have any questions concerning the research study, please call me at (405) 714-1679 or my advisor (405) 744 7675.

Sincerely,  
June Elaine Clarke



**APPENDIX 7**

**IRB CONSENT FORM FOR STUDY I**



Appendix 7

Oklahoma State University Institutional Review Board

Date: Wednesday, March 07, 2012  
IRB Application No HE1217  
Proposal Title: Extending the Theory of Planned Behavior to Examine Hospitality Employers Perceptions Toward Internships and their Intentions to Offer Internships  
Reviewed and Processed as: Exempt

Status Recommended by Reviewer(s): Approved Protocol Expires: 3/6/2013

Principal Investigator(s):

June E. Clarke 1112 E. McElroy Stillwater, OK 74075	David Njite 210 HES Stillwater, OK 74078
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The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

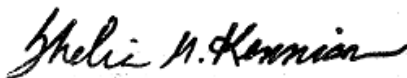
The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 219 Cordell North (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,



Shelia Kennison, Chair  
Institutional Review Board

## **APPENDIX 8**

### **EMPLOYERS' CONSENT FORM FOR FOCUS GROUP DISCUSSIONS**

Appendix 8

Employers Consent Form for Focus Group Discussions

Participation in Social and Behavioral Research

Applying the Theory Of Planned Behavior To Examine Hospitality Employers Perceptions  
Toward Internships And Their Intentions To Offer Internships

Investigators: David Njite (Advisor-PhD)  
School of Hotel & Restaurant Administration  
Oklahoma State University  
(405) 269 - 1252  
[david.njite@okstate.edu](mailto:david.njite@okstate.edu)

June E. Clarke  
Graduate Student (PhD)  
School of Hotel & Restaurant Administration  
Oklahoma State University  
(405) 714 - 1679  
[juneec@okstate.edu](mailto:juneec@okstate.edu)

**Purpose:** The purpose of the study is to apply the theory of planned behavior to examine hospitality employers' perceptions toward internships and their intentions to offer internships to college students (the theory of planned behavior will be explained). As a participant, you will be required to provide information that motivates you to offer internships to students.

**Procedures:** Participation will involve taking part in focus groups discussions which shall require a total commitment of approximately 1½ hours. Participants will be asked questions orally by the PI to which they will respond. Participants in the focus groups can follow-up on each other's comments and ask for clarification on observations that are unclear to them. The information will be recorded using audio voice recorder and pencil and paper.

Areas of discussion will focus on how participants attitude influence their intentions to offer internships; the extent to which others approval affect the participant decisions to offer internships; the individual perception of their ability to perform a given behavior and having the resources to engage in the behavior.

**Risk:** There are no known risks associated with this study which are greater than those ordinarily encountered in daily life.

**Benefits:** The benefits of you participating in this study are numerous; but the most important being that you are providing information that will be used to benefit the hospitality industry and educational institutions.

Okla. State Univ.
IRB
Approved <u>3/7/12</u>
Expires <u>3/6/13</u>
IRB # <u>15-12-17</u>

**Confidentiality:** The records of this study will be kept confidential. Any written results that will be used to discuss the groups' findings will not include information that will identify the subject in any way. Research records will be stored securely and only the researchers who are responsible for research oversight will have access to the records. It is possible that the consent process and data collection will be observed by research oversight staff responsible for safeguarding the rights and wellbeing of people who participate in the research.

Participants' identity will be kept confidential as the PI will be responsible for transcribing recorded information. Personal names will not be recorded or mentioned during the discussions. During the discussions participants will be referred to using a fictitious name that will be assigned.

Hard copy of the data will be secured in a locked box and only individuals responsible for the research will have access or be privy to the information. The data will be stored for only one (1) year, after which it will be destroyed by shredding. Audio-voice recording will be deleted immediately after transcription. Soft copy of the data will be stored for only one (1) year on a password protected computer to which the researchers only will have access. There are no foreseeable risks to maintaining confidentiality.

**Participant Rights to refuse or to end participation:** Respondents' participation is voluntary and there is absolutely no reprisal or penalty for refusal to participate. All the information collected is taken into account based on anonymous participation, and all the responses will remain confidential. Please note that, you can also discontinue the study at any point. Your participation may be terminated if you are uncomfortable with doing the survey.

**Compensation:** There is no compensation associated with offering to participate in the study.

**Contacts:** if you have any questions about the study, you may contact the PI or the advisor at the following addresses and phone numbers should you desire to discuss your participation in the study and/or request information about the results of the study: June Clarke (PI); David Njite (advisor); 210 Human Sciences West, Department of Hotel and Restaurant Administration; Oklahoma State University, Stillwater, OK, 74078, 405-714-1679/405-219-1252.

**IRB Contact:** If you have questions about your rights as a research volunteer, you may contact Dr. Shelia Kennison; IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-3377 or [irb@okstate.edu](mailto:irb@okstate.edu)

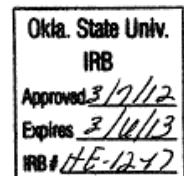
I have read and fully understand the consent form. I sign it freely and voluntarily. A copy of this form has been given to me.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Researcher

\_\_\_\_\_  
Date



**APPENDIX 9**

**EMPLOYERS' CONSENT FORM FOR INDIVIDUAL INTERVIEWS**

Appendix 9

Employers Consent Form for Interview Discussions

Participation in Social and Behavioral Research

Applying the Theory Of Planned Behavior To Examine Hospitality Employers Perceptions  
Toward Internships And Their Intentions To Offer Internships

Investigators: David Njite (Advisor-PhD)  
School of Hotel & Restaurant Administration  
Oklahoma State University  
(405) 269 - 1252  
[david.njite@okstate.edu](mailto:david.njite@okstate.edu)

June E. Clarke  
Graduate Student (PhD)  
School of Hotel & Restaurant Administration  
Oklahoma State University  
(405) 714 - 1679  
[juneec@okstate.edu](mailto:juneec@okstate.edu)

**Purpose:** The purpose of the study is to apply the theory of planned behavior to examine hospitality employers' perceptions toward internships and their intentions to offer internships to college students. As a participant, you will be required to provide information that motivates you to offer internships to students

**Procedures:** Participation will involve taking part in an individual interview discussion which shall require a total commitment of approximately 1 hour (60 minutes). Participants will be asked questions orally to which they will respond. The information will be recorded using audio voice recorder and pencil and paper.

Areas of discussion will focus on how participants attitude influence their intentions to offer internships; the extent to which others approval affect the participant decisions to offer internships; the individual perception of their ability to perform a given behavior and having the resources to engage in the behavior.

**Risk:** There are no known risks associated with this study which are greater than those ordinarily encountered in daily life.

**Benefits:** The benefits of you participating in this study are numerous; but the most important being that you are providing information that will be used to benefit the hospitality industry and educational institutions.

Okla. State Univ. IRB Approved <u>3/7/12</u> Expires <u>3/6/13</u> IRB # <u>HE-1277</u>
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**Confidentiality:** The records of this study will be kept confidential. Any written results that will be used to discuss the groups' findings will not include information that will identify the subject in any way. Research records will be stored securely and only the researchers who are responsible for research oversight will have access to the records. It is possible that the consent process and data collection will be observed by research oversight staff responsible for safeguarding the rights and wellbeing of people who participate in the research.

Participants' identity will be kept confidential as the PI will be responsible for transcribing recorded information. Personal names will not be recorded or mention during the discussions. During the discussions participants will be referred to using fictitious name that will be assigned.

Hard copy of the data will be secured in a locked box and only individuals responsible for the research will have access or be privy to the information. The data will be stored for only one (1) year, after which it will be destroyed by shredding. Audio-voice recording will be deleted immediately after transcription. Soft copy of the data will be stored for only one (1) year on a password protected computer to which the researchers only will have access. There are no foreseeable risks to maintaining confidentiality.

**Participant Rights to refuse or to end participation:** Respondents participation is voluntary and there is absolutely no reprisal or penalty for refusal to participate. All the information collected is taken into account based on anonymous participation, and all the responses will remain confidential. Please note that, you can also discontinue the study at any point. Your participation may be terminated if you are uncomfortable with doing the survey.

**Compensation:** There is no compensation associated with offering to participate in the study.

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**IRB Contact:** If you have questions about your rights as a research volunteer, you may contact Dr. Shelia Kennison; IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-3377 or [irb@okstate.edu](mailto:irb@okstate.edu)

I have read and fully understand the consent form. I sign it freely and voluntarily. A copy of this form has been given to me.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Researcher

\_\_\_\_\_  
Date



## **APPENDIX 10**

### **CODING AND SCHEMATIC PRESENTATION**



Schematic Sheet

#	POSITIVE	Responses-emerging themes	Frequency	Focused coding		
1	What comes to mind when you think about internship?	Hands on training	30	Professionalism	Family	
		Application of theory to practice	21	Recruitment	Co-workers	
		Exposure/introduction to world of work	26	Tradition	Friends	
		Future employment/employee	31	Innovation	Government bodies	
		An economically/valuable learning method	12	Resource saving	Interns	
		Necessary to Education improvement	20	Participating in education	Funds	
		Unpaid labor	9	Management	Time	
		Fulfilling course requirements	13	Educators	Space available	
				Accommodation		
2a	What are the advantages of offering internship?  (Attitude)	Human resources development	21	Attitude		
		Promotes relationship building	24	Professionalism	Exposure to world of work	
		Enhances student growth and development	27		Relationship building	
		Work ethics development	15		Students growth & development	
		Promotes company development	19		Work ethics development	
		Promotes company sustainability	14		Provides Career opportunity	
		Product knowledge attainment	17		Build partnerships	
		Provides Career opportunity/decision	20		Empowers people	
		Develops the country & resources	20		Builds future leaders	
		Means of prospecting/recruiting	16		Prepare people for work	
		Prepares interns for other establishments	14		Prepare interns for other establishments	
		Generates new ideas for the company	21	Reduces indiscipline		
		Reduces recruitment, interview & training cost for the company	11	Instill good morals		
		Empowers people	14	Recruitment	Future employment	
		A part of Succession planning	22		Means of prospecting/recruiting	
		Promotes industry growth	13		A part of Succession planning	
		A part of fulfilling social obligation	16		Ability to attract interns from different places	
Knowledge sharing	17	Tradition	A part of fulfilling social obligation			
Build future leaders	10		Tradition			

	Provides valuable feedback from interns	13	<b>Innovation</b>	Generates new ideas for the company	
	Increases the country's employment rate	14		Provides valuable feedback from interns	
	Reduces training cost for government	9	<b>Resource saving</b>	An economically/valuable learning method	
	Substitute in absence of employee	9		Unpaid labor	
	Tradition	18		Develops the country & resources	
	Prepare people for work	21		Reduces training cost for government	
	Create value	8		Substitute in absence of employee	
	Ability to attract interns from different places	7		Reduces recruitment, interview & training cost for the company	
	Win-win situation	15		<b>Participating in Education</b>	Providing hands-on training
	Exude Positive experience	8	Application of theory to practice		
	Build partnerships	19	Product knowledge attainment		
			Knowledge sharing		
				Necessary to Education improvement	
				Fulfilling course requirements	
				Opportunity to teach others	
<b>2b</b>	What individuals or groups approve of your offering of internship?  (Subjective Norm)	General Manager	20	<b>Management</b>	General Manager
		Human Resources Manager	24		Human Resources Manager
		Corporate Directors	19		Corporate Directors
		Educators/Educational institutions	26		Hotel managers
		The interns	23		Heads of Departments
		Small hotels unable to offer internship	6		Owners
		Family members	10	<b>Educators</b>	Educators/Educational institutions
		The company in general	16	<b>Family</b>	Family members
		Co-workers/colleagues	10		Children
		Hotel managers	12		Employees family
		Heads of Departments	17	<b>Co-workers</b>	Line employees
		Children	6		Line supervisors
		General community	9		Assistants to middle managers
		Government/Ministry of education	26	<b>Friends</b>	Professional colleagues
		Line employees	16		My educator friends
		Employees family	4	<b>Government</b>	Ministry of education
		Owners	10		Jamaica Hotel & Tourist Association

		Guests at the hotel	2		Ministry of Tourism
		Chef association	1		Tourism Product Development Company
		Jamaica Hotel & Tourist Association	2		Jamaica as a country in general
		Friends	7	<b>Interns</b>	Previous interns performance
		Churches	1		Interns appreciation
		Youth Clubs	1		Hard working interns
		The Red Cross	1		Previous interns now employers & employees
		Ministry of Tourism	1		Interns exhibiting learning attitude
		Tourism Product Development Company	2		Interns exhibiting responsibility
		The country - Jamaica	10		
		Being a prior intern	9		
		Others Interns past performance	9		
		Interns professionalism & hard work	13		
		Interns exhibiting learning attitude	12		
		Interns exhibiting responsibility	10		
		Intern's appreciation	15		
		Past interns, now employees	8		
<b>2c</b>		Being good cooperate citizen	12		Government offering stipend/salary to interns
	What are the factors and circumstances that would encourage you to offer internship?	Personal enjoyment/fulfillment - giving back to society	21	<b>Funds Resources</b>	Adequate resources– including finances
		Government paying stipend/salary to intern	3		Cost factors associated with internship
		Government playing vital role in internship	5		Limited resources – trainers, training materials
		Adequate resources– including finances	9	<b>Time</b>	Time and resources to train
		General training and development	14		Selected timing for the internship
		A structured internship program With measurement system	10	<b>Training space available</b>	Limited space availability
		Little cost association	3		Skills areas requested by interns
		Suppliers donating products for demos	1		Institutions requirements
		More establishments participating	8	<b>Accommodation</b>	Necessary housing – based on distance interns travelling from
		Hotels partnering to offer internships	1		
		Hotels be required to offer internship	1		
		It is not a major decision	4		

		General work readiness of interns by institution	14		
		Ability to take training to the institutions	5		
		Educators with industry background	3		
		Access to internship coordinators	7		
		Opportunity to teach others	8		
		On time internship request	8		
<b>3</b>	<b>NEGATIVE</b>	<b>Responses</b>	<b>Frequency</b>	<b>Comments</b>	
<b>3a</b>	What are the disadvantages of offering internship?  (Attitude)	Time and resources to train	21		
		Interns offering unacceptable service	9		
		Business idea stolen/proprietary information at risk	5		
		Cost factors associated	9		
		Interns taking training elsewhere	4		
		Interns not willing to train in some departments	4		
		Lack of interest and participation	9		
		Concept of internship being free labor	3		
		Employees fear of losing job to interns	12		
		Initial decrease in productivity	6		
		Interns lack of commitment	12		
		The use of interns as permanent staff	6		
		None	3		
<b>3b</b>	What individuals or groups would not approve of your offering of internship?  (Subjective Norm)	Corporate	4		
		None	5		
		Individuals without tertiary education	1		
		Line employees	2		
		The ordinary citizen lacking understanding	5		
<b>3c</b>	What are the factors and	Inability to hire a hard working intern	4		
		Previous bad experience with interns	8		

<b>(Perceived Behavior Control)</b>	circumstances that would discourage you to offer internship?	Economic climate of the country	2		
		Interns not being open minded	5		
		Interns dishonesty	4		
		Disruptive/indiscipline behavior	9		
		Negative impact on service standards	15		
		Employees unwillingness to train interns	13		
		Limited resources – trainers, training materials	12		
		Accommodation – housing	15		
		Conflict of interest	5		
		Religion	1		
		Some institutions requirements	6		
		Jeopardizing company's reputation	7		
		Limited space availability	16		
		Risk could be associated with intern	5		
		Investment of resources	11		
		Skills areas requested by interns	7		
		Interns expectations	7		
		Inability to pay interns a stipend	1		
		Interns inability to transition into the workplace	9		
		Selected timing for the internship	11		
		Loss of potential business due to interns	1		
		Lack of time management by interns	1		
		Lack of academic/personal reference	1		
		Poor academic performance	1		
		Organization not receptive to internship	2		
		If internship expense is a strain on budget	1		
	None	2			
<b>4</b>	<b>CLOSING /OTHERS</b>	<b>Responses</b>	<b>Frequency</b>	<b>Comments</b>	
<b>4a</b>	Are there any other	Citizen's favorable attitude toward the company	3		

<b>(Attitude)</b>	advantages or disadvantages that come to mind when you think about offering internship?	Community service/ development	7		
		It is a common good	4		
		Understanding clearly what internship is	5		
		Interns are hard workers	9		
		Builds the company reputation	6		
		Selling point for the company	7		
		Reduces indiscipline	3		
		Instill good morals	7		
		Offering internship is a challenge	13		
		Offering Internship is a major decision	18		
		Overall, internship is positive	11		
<b>4b</b>	Are there any other individuals that come to mind who would prevent or encourage you to offer internship?	Guests	1		
<b>(Subjective Norm)</b>		Corporate office	1		
		None	10		
<b>4c</b>	Are there any others conditions or circumstances that would be associated with offering internship?	Insubordinate interns	9		
<b>(Perceived Behavior Control)</b>		Cultural and language barriers	4		
		Poor attitudes of intern	8		
		Time limitation to adequately train intern Needs continuity	5		
		Unwillingness of interns to learn	6		
		Unwillingness of interns to work	5		
		Unwillingness to show extra effort/lazy	7		
		Visas/work permit access (non- Jamaicans)	5		
		Interns using the program to visit property outside of training	2		
		Distance interns coming from	8		

	Institution coming from	7		
	Internship is an investment	9		
	Interns limited knowledge of the company	4		
	Resentment of interns by employees	4		
	Sexual harassment of interns	1		
	Perception of overseas interns treated better	5		
	Government/Ministry of education not appreciative	2		
	None	1		

**APPENDIX 11**

**SURVEY QUESTIONNAIRE FOR STUDY II**



## Applying the Theory of Planned Behavior to Explain Hotel Employers' Intentions to Offer Internships in Jamaica

We are conducting a study of hotel employers' in Jamaica. We are interested in the reasons hotel employers' do or do not offer internship to college students. We would appreciate your responses to some questions about this. There is no right or wrong answers. Please tell us what you really think.

**Note:** This questionnaire has TWO sections. Section 1 measures the predictor variables and intentions: Section 2 asks about demographic information. The variables are described in the attached document.

**DIRECTIONS:** Please answer each of the following questions by circling the number that best describes your opinion. Some of the questions may appear to be similar, but they do address somewhat different issues. **Please read each question carefully.**

In making your ratings, please remember the following point: **Please provide a response to all items.**

### Measurements of the Salient Beliefs

Make a check mark (X) on appropriate blanks below to indicate how much you believe offering internships is helpful. The scales range from 1 (not at all) to 7 (extremely).

Measurement of Behavioral Beliefs

Offering Internships

1. Provides a source of cheap labor (reverse scored)

Not at all \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Extremely  
1 2 3 4 5 6 7

2. Allows the employers to participate in the education system actively

Not at all \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Extremely  
1 2 3 4 5 6 7

3. Is a tradition that is uphold

Not at all \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Extremely  
1 2 3 4 5 6 7

Measurements of Normative Beliefs

Make a check mark (X) on appropriate blanks below to indicate how much each of the people below believe you should offer internships. The scales range from 1 (should) to 7 (should not).

1. The managers think that I

should \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ should not  
extremely quite slightly neutral slightly quite extremely

offer internships to college students.

2. My colleagues think I

should \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ should not  
extremely quite slightly neutral slightly quite extremely

offer internships to college students

3. My friends think I

should \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ should not  
extremely quite slightly neutral slightly quite extremely

offer internship to college students..

Measurements of Control Beliefs

Make a check mark (X) on the appropriate blanks to indicate how much control you believe you have over resources to do what you want to do. The scales range from 1 (definitely true) to 7 (definitely false).

1. I have enough employees available to engage in training interns

definitely true \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ definitely false  
1 2 3 4 5 6 7

2. I have enough money and funds to offer internships

definitely true \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ definitely false  
1 2 3 4 5 6 7

3. I have the training spaces available to offer internships

definitely true \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ definitely false  
1 2 3 4 5 6 7

Measurements of Attitude

Make a check mark (X) on appropriate blanks below to indicate your attitude towards offering internships. The scales range from 1 to 7.

1. Offering internship is

bad \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ good  
1 2 3 4 5 6 7

2. Offering internship is

unpleasant \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ pleasant  
1 2 3 4 5 6 7

3. Offering internship is

worthless \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ useful  
1 2 3 4 5 6 7

4. Offering internship is

undesirable \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ desirable  
1 2 3 4 5 6 7

Measurements of Subjective Norm

Make a check mark (X) on the appropriate blank for each item below.

1. Most people who are important to me think I

should \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ should not  
extremely quite slightly neutral slightly quite extremely

offer internships to college students

2. Most people who are important to me think it

would \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ would not  
extremely quite slightly neutral slightly quite extremely

be a good idea for me to offer internships to college students

3. Most people who are important to me would

want \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ do not want  
extremely quite slightly neutral slightly quite extremely

me to offer internships to college students.

Perceived Behavioral Control

Make a check mark (X) on appropriate blanks below to indicate how possible it is for you to do what you want to do base on your perceived level of control. The scales range from 1 to 7.

1. For me to offering internship is

impossible \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ possible  
1 2 3 4 5 6 7

2. I have the control over offering internships

no controll \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ complete control  
1 2 3 4 5 6 7

3. I am confident that if I want, I can offer internships

definitely true \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ definitely false  
1 2 3 4 5 6 7

Measurements of Internships Intentions

Make a check mark (X) on appropriate blanks below to indicate how much you agree to do what each of the statements below indicates you want you to do. The scales range from 1 (strongly agree) to 7 (strongly disagree).

1. I intend to continue offering internship

strongly agree \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ strongly disagree  
1 2 3 4 5 6 7

2. I intend to increase the number of internship offers in the future

strongly agree \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ strongly disagree  
1 2 3 4 5 6 7

## SECTION 2

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### *About your BACKGROUND*

A. What is your current job position?

B. How long have you been employed in your position?  Years

C. What is the size of your property in terms of units of rooms?

D. What is your hotel Star Rating?

E. Is your hotel part of a chain  or an independent property?

F. Where is the location of your property? Urban  Rural

G. How many interns can your property comfortably accommodate?

H. What is your level of education?

- a. High school
- b. Associate Degree
- c. Bachelor Degree
- d. Master's Degree
- e. PhD

I. What is your gender? Male  Female

J. What is your income in terms of monthly salary in **Jamaica dollars**?

- a.  100,000 and above
- b.  70,000 – 100,000
- c.  50,000 – 70,000
- d.  30,000 – 50,000
- e.  10,000 – 30,000

**THANK YOU FOR YOUR PARTICIPATION!**

**APPENDIX 12**

**PARTICIPANTS LETTER OF REQUEST FOR STUDY II**

Appendix 12

210 Human Sciences West  
 Oklahoma State University  
 Stillwater, OK, 74075  
 May 26, 2012

Dear employer:

My name is June Clarke. I am a graduate student in the School of Hotel and Restaurant Administration in the College of Human Sciences at Oklahoma State University. I am conducting an academic research under the supervision of Dr. Qu, in which I am examining the intentions of hospitality employers to offer internships to college students.

I am requesting your participation. The study will involve participating in a survey questionnaire. As a participant, you will be required to respond to questions using pencil and paper. This pencil and paper survey is expected to last for the duration of 15-20 minutes.

Your decision to participate in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no penalty for doing so. The results of the research study will be published, but your identity will not be used. The study provides you an opportunity to provide information that shall be used to understanding the process of internship and making this process more beneficial to the students, institutions and the industry.

Types of questions that will be asked on the survey questionnaire:

Offering internship is	Good	1	2	3	4	5	6	7	Bad
Management thinks I should offer internship to students.	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
I have the freedom to offer internship	Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree

Should you consent to participate in the above study, please provide your signature below to verify approval and return the form to me at the following address or e-mail contact:

1112 E McElroy Road  
 Stillwater, OK, 74075

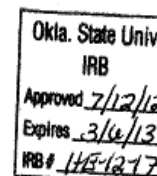
E-mail: Clarke\_j25@yahoo.com

I consent to participating in the above study: \_\_\_\_\_ Date: \_\_\_\_\_

If you have any questions concerning the research study, please call me at (405) 714-1679 or my advisor (405) 744 7675.

Sincerely,

June Elaine Clarke



**APPENDIX 13**

**EMPLOYERS CONSENT FORM FOR SURVEY QUESTIONNAIRE**



## Appendix 13

### Employers Consent Form for Survey Questionnaire

#### Participation in Social and Behavioral Research

#### Applying the Theory Of Planned Behavior To Examine Hospitality Employers Perceptions Toward Internships And Their Intentions To Offer Internships

**Investigators:**

Hailin Qu, PhD  
School of Hotel & Restaurant Administration  
Oklahoma State University  
(405) 269 - 1252  
[david.njite@okstate.edu](mailto:david.njite@okstate.edu)

June E. Clarke  
Graduate Student (PhD)  
School of Hotel & Restaurant Administration  
Oklahoma State University  
(405) 714 - 1679  
[juneec@okstate.edu](mailto:juneec@okstate.edu)

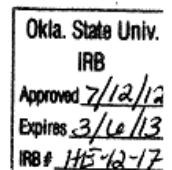
**Purpose:** The purpose of the study is to apply the theory of planned behavior to examine hospitality employers' perceptions toward internships and their intentions to offer internships to college students (the theory of planned behavior will be explained). As a participant, you will be required to provide information that motivates you to offer internships to students.

**Procedures:** Participation will involve taking part in a survey which shall require a total commitment of approximately 15-20 minutes. Participants will be asked to record responses using pencil and paper. Participants taking part in the survey can ask questions for clarification on information that is unclear to them. The information will be recorded using pencil and paper.

Areas of focus will be on how participants attitude influence their intentions to offer internships; the extent to which others approval affect the participant decisions to offer internships; the individual perception of their ability to perform a given behavior and having the resources to engage in the behavior.

**Risk:** There are no known risks associated with this study which are greater than those ordinarily encountered in daily life.

**Benefits:** The benefits of you participating in this study are numerous; but the most important being that you are providing information that will be used to benefit the hospitality industry and educational institutions.



**Confidentiality:** The records of this study will be kept confidential. Any written results that will be used to discuss the groups' findings will not include information that will identify the subject in any way. Research records will be stored securely and only the researchers who are responsible for research oversight will have access to the records. It is possible that the consent process and data collection will be observed by research oversight staff responsible for safeguarding the rights and wellbeing of people who participate in the research.

Participants' identity will be kept confidential as the PI will be responsible for coding recorded information. Personal names will not be recorded. During the survey participants will be asked not to record their name or any form of information that will identify them.

Hard copy of the data will be secured in a locked box and only individuals responsible for the research will have access or be privy to the information. The data will be stored for only one (1) year, after which it will be destroyed by shredding. Soft copy of the data will be stored for only one (1) year on a password protected computer to which the researchers only will have access. There are no foreseeable risks to maintaining confidentiality.

**Participant Rights to refuse or to end participation:** Respondents participation is voluntary and there is absolutely no reprisal or penalty for refusal to participate. All the information collected is taken into account based on anonymous participation, and all the responses will remain confidential. Please note that, you can also discontinue the study at any point. Your participation may be terminated if you are uncomfortable with doing the survey.

**Compensation:** There is no compensation associated with offering to participate in the study.

**Contacts:** if you have any questions about the study, you may contact the PI or the advisor at the following addresses and phone numbers should you desire to discuss your participation in the study and/or request information about the results of the study: June Clarke (PI); Hailin Qu; 210 Human Sciences West, Department of Hotel and Restaurant Administration; Oklahoma State University, Stillwater, OK, 74078, 405-714-1679/405-219-1252.

**IRB Contact:** If you have questions about your rights as a research volunteer, you may contact Dr. Shelia Kennison; IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-3377 or [irb@okstate.edu](mailto:irb@okstate.edu)

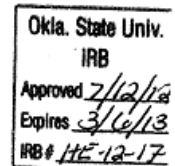
I have read and fully understand the consent form. I sign it freely and voluntarily. A copy of this form has been given to me.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Researcher

\_\_\_\_\_  
Date



**APPENDIX 14**

**IRB CONSENT FORM FOR STUDY II**

**Oklahoma State University Institutional Review Board**

Date: Thursday, July 12, 2012 Protocol Expires: 3/6/2013  
IRB Application No: HE1217  
Proposal Title: Applying the Theory of Planned Behavior to Examine Hospitality  
Employers Perceptions Toward Internships and their Intentions to Offer  
Internships  
Reviewed and Exempt  
Processed as: **Modification**  
Status Recommended by Reviewer(s) **Approved**  
Principal Investigator(s):  
June E. Clarke Hailin Qu  
1112 E. McElroy 148 HES  
Stillwater, OK 74075 Stillwater, OK 74078

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The requested modification to this IRB protocol has been approved. Please note that the original expiration date of the protocol has not changed. The IRB office **MUST** be notified in writing when a project is complete. All approved projects are subject to monitoring by the IRB.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

The reviewer(s) had these comments:

The modification request to change the title and advisor of the research and to add phase two of the research to the research procedures is approved.

Signature :

  
Shelia Kennison, Chair, Institutional Review Board

Thursday, July 12, 2012  
Date

VITA

JUNE ELAINE CLARKE

Candidate for the Degree of

Doctor of Philosophy

Dissertation: APPLYING THE THEORY OF PLANNED BEHAVIOR TO EXPLAIN HOTEL EMPLOYERS' INTENTIONS TO OFFER INTERNSHIPS IN JAMAICA

Major Field: Hospitality Administration

Biographical:

Education: A diploma in Food & Beverage Management from Western Hospitality Institute (WHI); associate degrees in Hotel & Restaurant Management & Culinary Arts Technology from Hocking Technical College (HTC); a bachelor's degree in Hospitality Management from Florida International University (FIU); a master's degree in Business Administration from NOVA Southeastern University (NOVA); a professional Certificate in Events Planning & Management from George Washington University; a Post Graduate Diploma in Education & Training from Human Employment & Resource Training (H.E.A.R.T); Certified Hospitality Educator from American Hotel & Lodging Educational Institute; and a doctor of philosophy degree with specialization in Hospitality Administration from Oklahoma State University (OSU).

Experience: Trainee to assistant prep chef at Hedonism II Hotel, Negril, Jamaica; kitchen supervisor at Gold Unicorn & Willoughby's Restaurant & Grill, Montego Bay, Jamaica; supervisor & range cook at Trelawny Beach Hotel, Falmouth, Jamaica; front desk hostess at Walt Disney World Co., Orlando, Florida; sous chef at Breezes Montego Bay, Jamaica; food & beverage manager at Native Restaurant & Bar, Montego Bay, Jamaica; cafeteria manager & certified trainer at Wyndham Rose Hall Resort, Montego Bay, Jamaica; owner & manager of the Candle Shoe Restaurant, Montego Bay, Jamaica; Adjunct Lecturer for HTC, Nelsonville, Ohio & Florida Keys Community College, Key West, Florida; Vice President & Lecturer at WHI, Montego Bay, Jamaica; Lecturer & Academic Advisor, Montego Bay Community College, Jamaica; teaching & research assistant at OSU.

Professional Memberships: I-CHRIE, member of OSU teacher evaluation taskforce committee; member of the Council Heads of Caribbean Hospitality Schools (CHOCHS).