WORK-PLACEMENT EXPERIENCES AND POST-EXPERIENCE BEHAVIORAL INTENTIONS OF HOSPITALITY UNDERGRADUATE STUDENTS ENROLLED IN UNIVERSITIES WITHIN NAIROBI METROPOLIS, KENYA

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ABSTRACT

The hospitality industry in Kenya faces the task of attracting and retaining skilled employees despite an increase in the number of Universities offering hospitality undergraduate management course. Work-placements are essential ways of bridging the gap between the industry and academia. Thus, this study was designed to ascertain whether work-placement experiences have significance influence on post-experience behavioral intentions. The study targeted hospitality undergraduate students in their fourth academic year and data were collected using self-administered survey. A Pearson correlation analysis revealed significant effects of positive and negative work-placement experiences on post-experience behavioral intentions of the study participants. The results suggest that, positive work-placement experiences do influence post-experience behavioral intentions positively, whereas, negative ones do the opposite. The study recommends hospitality practitioners to design sound work-placement programmes that would align with the interns' expectations and thus, ends up generating satisfaction. In addition, the study recommends hospitality academia to help students develop realistic industry expectations and more so, implement more students' academic visits to the industry in order to ensure they are well informed about the practical reality of the industry.

Key Words: Hospitality undergraduate student; negative work-placement experiences; positive work-placement experiences; post-experience behavioral intentions.

INTRODUCTION

Work-placement refers to any sensibly supervised work in which an individual has predefined learning goals that clearly reflects on how he or she learns all the way through the experience (Gault, Leach& Duey, 2010). Mostly, work-placement is a short-term work experience where

students get engaged in relevant places of work and familiarizewith the practical nature of the industry. Work-placement experiences give a platform where students can apply theoretical knowledge learnt in class, thus, it is a way of bridging the gap between theory and practice. Students in work-placements gain vast knowledge and understanding of various tasks performed by industry practitioners, get to interact and socialize with people form diverse cultures and ethnicities, exposure to management of various departments, enhanced employability and development of skills that gel well with an individual chosen career. However, work-placements do not always provide important learning experiences.

Tynjala (2008) pointed that learning in institutions of higher learning should incorporate important components of work-placements so that the academia and the industry gap could be bridged. Tynjala (2008) suggested that the integration executed through work-placements. According to McDonald, Birch, Hitchman, Fox and Lido (2010), organizations more and more prefer students with work-placement experiences. This is so because such students are already equipped in terms of practical knowledge before they start their career in the industry. Nevertheless, studies have shown that, while this is the case with many organizations, there is a real gap between students' expectations of the industry and the industry expectations of students (Birch, Allen, McDonald, &Tomaszczyk, 2010, Hurst & Good, 2010). For instance, Gault *et al*. (2010) have argued that students interns expect to be well-trained during their work-placement programmes, at the same time, organizations expect them to be well-equipped before being engaged in order to cut the cost of training. Therefore, Universities offering hospitality management have resulted to offering work-placements to students during their studies.

Hospitality education in Kenya plays a significant role of supporting development of the hospitality industry.Most importantly, the industry needs to provide a steady supply of skilled professionals in order to resonate with the ever-risingdemands of the industry. As a way of increasing connection between hospitality academia and the industry, higher education institutions in Kenya has made great efforts to design work-placement programmes which has become a fundamental element of all courses. Nevertheless, the hospitality industry in Kenya is facingthe task of attracting and retaining skilled employees, which has brought a shortage of professionals to staff the myriad hospitality businesses. The journey to curbing this shortage could start by first obtaining a clear understanding of the influence of work-placement experiences on post-experience behavioral intentions of students. Fox (2001) argued that a bad work-placement experience could, as quickly, discourage the student from joining the industry. In addition, a work-placement that is not in congruence with interns expectations would totally disappoint them and make them hesitant to join the industry following graduation (Hurst & Good, 2010). Several studies have been conducted in Kenya, particularly on career choice of hospitality undergraduate students. For example, Korir (2012) investigated factors influencing career choice of hospitality students in Moi University, and found out that environmental, opportunity and personal factors contributed heavily on career choices. In addition, Kariru, Odhuno and Kambona (2013) conducted a study on career path determinants of eco-tourism and hospitality management University graduates. Likewise, Kahuthu, Bichage and Mugambi (2017)

studied underlying determinants of career decision-making of undergraduate hospitality students enrolled in Universities within Nairobi metropolis. While the findings of these studies shed light on factors influencing career choices of hospitality students from different perspectives, none looked into the effect of work-placement experiences on post-experience behavioral intentions. Therefore, the importance of this study is on its attempt to establish the influence of work-placement experiences on interns' post-experience behavioral intentions. Specifically, this study sought to address two hypotheses:

H_01: positive work-placement experiences do not influence post-experience behavioral intentions of hospitality undergraduate students enrolled in Universities within Nairobi metropolis, Kenya.

H_02: negative work-placement experiences do not influence post-experience behavioral intentions of hospitality undergraduate students enrolled in Universities within Nairobi metropolis, Kenya.

Conceptual Framework

Figure 1 illustrates the research framework showing the relationship between the study variables.
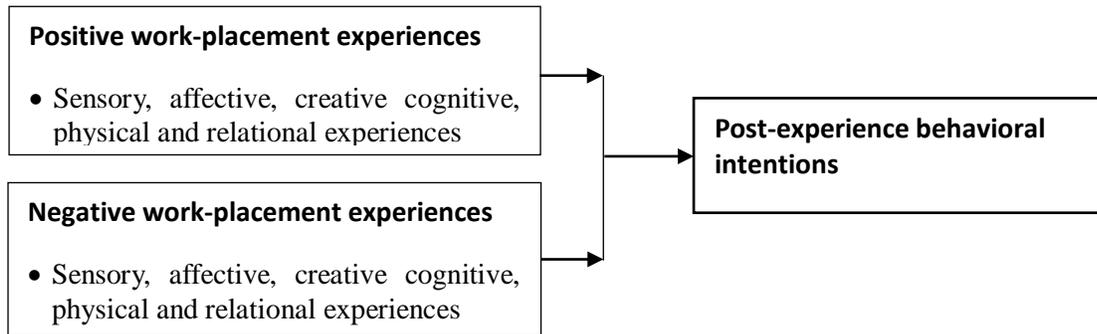
LITERATURE REVIEW

Work-placement experiencesand behavioral intentions

One of the main aims of higher education is to prepare students for a future career (Santiago, 2009). From a conventional point of view, institutions of higher learning have concentrated more on theoretical knowledge at the expense of the requisite practical skills needs of hospitality industry. After students get internships, they experience frustration of mismatch between their expectations and real industrial practices.Students intern are more open to changes. Their behavioral intentions, beliefs, attitudes and values aregreatly influenced by the nature of an internship that conducted. Zeithaml, Berry and Parasuraman (1996) classified behavioral intentions into two categories: negative and positive aspects. While positive behavioral intentions consist of loyalty, believability and the willingness to offer more, negative behavioral intentions include internal complaints, career change and external complaints.

Student interns on enrollment in hospitality courses possess high expectations as to what the industry would offer. Many a times, their expectations get distinguished or even revamped given the nature of work-placement experiences. For instance, in an Irish context, researches conducted by Failte (2005) and Malone (2007) found that student internship experiences are not always collectively positive. The findings revealed placement experiences that were uncaring and even hostile. Similarly, research undertaken in the United Kingdom indicated that students have found themselves being cornered during work-placements (Walmsley, Thomas, & Jameson, 2006), while Zopiatis and Constanti (2007) reported frustration and disappointment with the work-placement experience amongst Cypriot hospitality management students. There is a wider range of inconsistencies in what work-placement supervisors expect trainees to be able to do. In many industry placements Beggs, Ross and Goodwin (2008) argued that there is a deviation between what students believe they are capable of doing and what supervisors consider they can do.

Equally important to this discussion is the contradiction about what student interns and academia expect hospitality industry practitioners to provide. Student interns anticipate that internship experience would present vast responsibilities leading to job opportunities, which is not always the case in real sense (Beggs *et al.,* 2008; Stratta, 2008). In some situations, student interns feel that hospitality organizations should provide them with full-time employment after completing their academic course work, or at the very least of all, help them in obtaining job opportunities (Beggs *et al.,* 2008).

Whitelaw (2003) concluded that, at best, academic programs only 'adequately prepare' graduates for the realities of hospitality management. Moreover, it has been argued that a mismatch between the skills and expectations of graduate recruits to the industry, trainee management opportunities and the reality of working life are significant causes of graduate turnover (Heaton, McCracken & Harrison, 2008), an issue which plagues the industry at all levels. Busby (2005) suggests that higher education programs may actually produce graduate disenchantment with the hospitality career path leading to many graduates seeking employment outside the industry altogether.

RESEARCH METHODOLOGY

Target population

The target population for this study comprised all undergraduate hospitality students in their forth-academic year. Only students who had at least one work-placement programme participated in this study. This is because they had the requisite information forcompleting the survey. Moreover, targeted students were considered to have greater levels of knowledge about their selected career and had already began to seek for job opportunities in the hospitality industry.Bamford (2012) argued that evaluating the influence of work-placement experiences on the career decision making of such students has a high possibility of yielding stronger predictive and dependable relations.

Sampling procedure and data collection

A self-administered survey was used to assess the influence of work-placement experiences on career decision making of hospitality undergraduate students. With the help of trained research assistants, we administered the survey to 400 undergraduate hospitality students. Before conducting the survey, we sought and obtained permission from lecturers and students who were in a class session at the time of data collection. We randomly distributed questionnaires to students and asked them to answer questions to measure their perceptions of positive and negative work-placement experiences and career intentions following graduation. To ensure that respondents freely participated in the study, we notified them of their voluntary involvement and exist at any time of the survey. Besides, we assured them confidentiality in the use of the survey information. Selected participants were allowed about 15 minutes to complete the survey after which we collected the questionnaires.

Questionnaires used in the study

The respondents completed the survey that assessed the influence of work-placement experiences on career intentions of undergraduate hospitality students enrolled in two public and five private universities in Nairobi City and Kiambu Counties. The two public universities are Kenyatta University (KU) and Technical University of Kenya (TUK). Private universities comprised Strathmore University, Gretsa University, Mount Kenya University (MKU), United States International University (USIU) and Kenya Methodist University (KEMU). This study adopted prevailing validated scales from other studies to evaluate its constructs (Chen, C. & Chen, C., 2011; Chen, C., Hu, J., Wang, C., & Chen, C., 2011). Items used in the constructs were modified to fit the context of the current study. All the variables in the study conceptual framework (Figure 1) were measured with multiple items. All constructs in the study were examined for statistical reliability using Cronbach alpha coefficient. Positive work-placement experiences construct had α=.79. Negative work-placement experiences and post-experience behavioral intentions had α value equal to.96 and .82 respectively. Such Cronbach's alpha scores indicated that further statistical analysis was appropriate. The study used5 -point Likert scale ranging from 1(strongly disagree) to 5(strongly agree) to measure the items in the constructs. To maintain consistency, we restated some items in each construct. Items for each constructs used in the study are demonstrated in Table 1.

Table 1. Reliability analyses of each construct

Variable	Measurement items	α
PWE	AE1: The results of work-placement made me feel that it was worth it to spend time and effort.	
	AE2: The internship enabled me to make many friends, and made me feel that the effort was worth it.	.79

SE1: The affirmation of customers made me feel a strong sense of achievement.

SE2: The work-placement cultivated my spirit of service for the hospitality industry.

SE3: The work placement made me feel satisfied because I could apply what I had learnt.

SE4: I believe that the work-placement could help me obtain employment

PE1: Work-placement made me face the reality of the hospitality industry

PE2: The work-placement increased my open-mindedness and patience for the management of tasks and work

RE1: Work-placement gave me the desire to change the viewpoints of those who had a negative opinion of the hospitality industry

CE1: Work-placement helped me to reflect on my career planning

CE2: Work-placement inspired me to strengthen my own abilities

CE3: Work-placement made me think whether I should continue staying in the hospitality industry to seek a career after graduation

NWE	AE1: As a whole work-placement made me feel frustrated and unhappy

SE1: Work-placement made me feel that I was a low-cost labor

SE2: I felt unpleasant because my position as a trainee made it possible to be ordered around others and be treated unequally

SE3: The job content of work-placement failed to make me learn more

SE4: I could not adapt to the life of the work-placement

PE1: Work-placement changed my work values   .96

PE2: Work-placement made me disapprove of the work-environment and payment of the hospitality industry

RE1: Work-placement made me feel that I was not early exposed to the industry

CE1: Work-placement made me feel that my work ability could not meet the needs of the hospitality industry

CE2: Work-placement made me feel that I still lacked the ability to enter the industry

PBI	PBI1: After experiencing work-placement, I am still willing to seek a career in the hospitality industry	
	PBI2: I was satisfied with the overall work-placement experience	
	PBI3: After experiencing the work-placement, I will recommend other people to engage in the hospitality industry	
	PBI4: When I faced a problem during the internship, I would complain to people other than those at the work-placement unit	.82
	PBI5: After experiencing work-placement, I am still willing to return to the original work-placement unit for employment if there is an opportunity	
	PBI6:After experiencing work-placement experiences, I would like to have a career transition (e.g. pursuing further education, switching my career to work in other professions)	
	PBI7: After experiencing the internship, I had thoughts of suspending school	

Notes: PWE: Positive Work-placement Experiences, NEW: Negative Work-placement Experiences, PBI: Post-experience Behavioral Intentions, *α:* Cronbach's alpha, AE: Affective Experiences, SE: Sensory Experiences, PE: Physical Experiences, RE: Relational Experiences, CE1: Creative-cognitive Experiences

Data analysis

Data for this study were analyzed using SPSS statistics (*v*.20.0) package. Three important steps were conducted; namely, editing, coding and entering data into SPSS. Editing was done to evaluate the completeness and accuracy of the filled questionnaires. Each valid questionnaire was then coded and cases entered into SPSS for all requisite analyses. Descriptive statistics including percentages, means, mean rankings, frequency distribution and standard deviations were used to describe and express data based on the study objectives. Pearson correlation (*r*) analysis was used to establish the possible relationships between work-placement positive and negative experiences and post-experience behavioral intentions and to test the study hypotheses.

RESULTS

Sample

All questionnaires were collected at the time survey was conducted. However, manual sorting found 33 questionnaires that were not fully completed and thus were discarded. Of the study participants, 64 percent (*N* = 235) were female, and the majority of respondents (83.3 percent, *N* = 306) were between twenty-one and thirty years of age. In addition, respondents were asked to express their job interests in the hospitality industry among airline, food and beverage, front

office, marketing, human resource, banqueting and housekeeping. Majority of respondents (32.5 percent, *N*= 118) revealed an interest to work in airline companies following graduation. Regarding the sector respondents were engaged in the hospitality industry, majority (74.4 percent, *N* = 273) were in hotels and lodges. In addition, majority of respondents (64.7 percent, *N*= 237) were engaged for internship in a duration not exceeding three months. With regard to the nature of work-placement designs, majority (82.2 percent, *N* = 302) were put into rotational jobs (students expected to work in all departments of a hotel or lodge).

Descriptive results of positive work-placement experiences

Table 2 presents descriptive results of respondents' level of agreement with positive work-placement experiences.

Table 2. Positive work-placement experiences

	M	*SD*
AE1: It made me feel that it was worth it to spend time and effort	4.65	1.11
AE2: The internship enabled me to make many friends, and made me feel that the effort was worth	4.28	0.56
SE1: Customers' affirmation made me feel a strong sense of achievement	4.36	0.87
SE2: It cultivated my spirit of service for the hospitality industry	4.23	1.05
SE3: It made me feel satisfied because I could apply what I had learnt	4.40	0.88
SE4: I believe that the work placement could help me obtain employment	4.47	0.81
PE1: It made me face the reality of the hospitality industry	4.60	0.72
PE2: Increased my open-mindedness and patience for the management of tasks and work	4.49	0.63
RE1: It gave me the desire to change the viewpoints of those who had a negative opinion of the hospitality industry	4.16	0.96
CE1: It helped me to reflect on my career planning	4.72	0.60
CE2: It inspired me to strengthen my own abilities	4.62	0.64
CE3: It made me think whether I should continue staying in the hospitality industry to seek a career after graduation	4.17	1.30

Results in Table 2 indicate that means of different items of positive work-placement experiences were all above 4.00 demonstrating that participants' extent of agreement ranged between agree and strongly agree. Therefore, it is most likely that there existed a match between participants' expectations and the practical reality of work-placement. In other words, work-placement experiences generated a feel-good-effect towards the students. Of particular interest with positive work-placement experiences is that, it appears from the data shown in Table 2, that respondents in this study tend to agree that work-placement experiences helped them reflect on their career planning (*M*= 4.72, *SD* = 0.60), and that it made them feel it was worth to spend time and effort (*M* = 4.65, *SD* = 1.11). Given that, work-placement should benefit interns by introducing them to the practical reality of the hospitality industry; these results are consistent with such expectations.

Descriptive analysis of negative work-placement experiences

Table 3 presents descriptive results of the extent of respondents' agreement with items of negative work-placement experiences construct. With reference to negative work-placement experiences, it is apparent from Table 3 that participants were either neutral or disagreed with the items of this construct. These findings suggested that participants were not negatively influenced by work-placement experiences or rather; they did not encounter situations that could lead to negative experiences.In particular, respondents tend to disagree with the idea that they were not able to adapt to the life of work-placement (*M*= 1.65, *SD* = 1.15),indicating that they were up to the tasks assigned to them during training.

Table 3. Negative work-placement experiences

	$\bar{x}$	SD
AE1: As a whole, it made me feel frustrated and unhappy	2.02	1.19
SE1: It made me feel that I was a low-cost labor	2.22	1.41
SE2: I felt unpleasant because my position as a trainee made it possible to be ordered around others and be treated unequally	2.37	1.48
SE3: The job content failed to make me learn more	2.06	1.37
SE4: I could not adapt to the life of the work-placement	1.65	1.15
PE1: It changed my work values	3.15	1.55
PE2: It made me disapprove of the work-environment and payment of the hospitality industry	2.77	1.58
RE1: It made me feel that I was not early exposed	2.68	1.52
CE1: It made me feel that my work ability could not meet the needs of the	1.86	1.26

hospitality industry

CE2: It made me feel that I still lacked the ability to enter the industry	1.90	1.26

Notes. *N*= 367. A five-point Likert scale was used with 1 indicating "Strongly Disagree" and 5 "Strongly Agree"

Indeed many mean scores for this construct indicate disagreement with negative work-placement experiences. In short, many of these scores indicate that work-placements in Kenyan hospitality industry tend to be positive and indeed helping students to achieve the commitments for which they are engaged in the industry.

Respondents' post-experience behavioral intentions

Table 4relates to the mean scores showing measures of respondents'post-experience behavioral intentions following work-placement experiences. Information in Table 4shows thatrespondents are still willing to seek a career in the hospitality industry following work-placement experiences (*M*=4.05, *SD*=1.33),and that they will recommend the hospitality industry to other people (*M*=4.01, *SD*=1.15)'.Additionally, participants were neither neutral nor agreed withsatisfaction with the overall internship experience (*M*=3.98, *SD*=1.16), willing to return to the original internship unit for employment if there is an opportunity (*M*= 3.54, *SD* = 1.50) and willingness to have career transition (*M*=3.54, *SD*=1.58). Moreover, Table 4 shows that participants did not agree with 'complaining to people other than those in the internship units (*M* =2.74, *SD* = 1.41) and having thoughts of suspending school (*M*=1.84, *SD*= 1.37). In other words, participants disapproved these post-experience behavioral intentions, demonstrating that work-placement experiences were satisfying and hospitality students were getting along well with other staff in the placement units.

Table 4.Post-experience behavioral intentions

	$\bar{x}$	SD
I am still willing to seek a career in the hospitality industry	4.05	0.93
I was satisfied with the overall work-placement experience	3.98	0.76
I will recommend other to engage in the hospitality industry	4.01	0.65
I would complain to people other than those at the work placement unit when I faced a challenge	2.74	1.41
I am still willing to return to the original work placement unit for employment if there is an opportunity	3.54	0.74

I would like to have a career transition		3.54	0.89
I had thoughts of suspension of school		1.84	0.75

Notes: $n= 367$. A five-point Likert scale was used with 1 indicating "Strongly Disagree" and 5 "Strongly Agree"

These results of post-experience behavioral intentions resonate well with those in Table 2 and Table 3. These results indicate that the Kenyan hospitality industry and academia supposedly has gotten more things right than incorrect in its work-placement programmes. Therefore, it could be concluded that, there exist a good connection between academia and the hospitality industry practitioners in terms of designing good work-placement programs that are intertwined to achieve the purpose for which they are intended.

Correlationresults

Positive work-placement experiences and post-experience behavioral intentions

Pearson correlation analysis demonstrated in Table 5 revealed an $r = .73$. The results are significant at 5% ($p<.001$). Thus, H_01 that suggested absence of a significant relationship between positive work-placement experiences and post-experience behavioral intentions was rejected. Results in Table 5 indicate that the two variables had a strong positive significant correlation.

Table 5. Correlation between positive work-placement experiences and post-experience behavioral intentions

		PWE	PBI
	r	1	**.73**[*]
PWE	*p*-value		.000
	n	367	367
	r	**.73**[*]	1
PBI	*p*-value	.000	
	n	367	367

Note: * Correlation is significant at the 0.01 level (2-tailed), PWE: Positive work-placement experiences, PBI: Post-experience behavioral intentions

Negative work-placement experiences and post-experience behavioral intentions

Pearson correlation analysis presented in Table 6 revealed an $r = -.58$. The results are significant at 5% ($p<.001$). Thus, $H_0 2$ that there is no significant relationship between negative work-placement experiences and post-experience behavioral intentions was rejected. Results indicated that the two variables had a moderate negative significant correlation.

Table 6. Correlation between negative work-placement experiences and post-experience behavioral intentions

		NWE	PBI
	r	1	**-.58**[*]
NWE	*p*-value		.000
	n	367	367
	r	**-.58**[*]	1
PBI	*p*-value	.000	
	n	367	367

Note: * Correlation is significant at the 0.01 level (2-tailed), NWE: Negative work-placement experiences, PBI: Post-experience behavioral intentions

DISCUSSIONS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Discussions

Two hypotheses were tested with regard to work-placement experiences. The first hypothesis ($H_0 1$) suggested that positive work-placement experiences would have no relationship with post-experience behavioral intentions. Correlation results revealed a strong significant positive relationship (Table 5) and, thus the hypothesis was rejected. This implied that students' desire to seek for a career in the hospitality industry because they feel a sense of attachment or belonging with the internship units. Positive work-placement experiences play a significant role in students' decision to ultimately seek for a job in the hospitality industry upon graduation. In addition, hypothesis $H_0 2$ stated that negative work-placement experiences would have no relationship with post-experience behavioral intentions. Likewise correlation results were significant (Table 6),

thus the hypothesis was rejected. This indicated that negative work-placement experiences would directly influence the students against seeking for a long-time career in the hospitality industry upon graduation.

The study results were consistent with Elkins (2002) theory, which holds that satisfying work-placement experiences could offer students with outstanding and excellent work experiences, knowledge and skills whilst negative work placement experiences, in which students undertake only unimportant duties, may specifically do the opposite. Moreover, Zopiatis (2007) argued that negative work-placement experiences would bring frustrations and a feeling of belittlement to interns that could completely alter their post-experience behavioral intentions upon graduation. Likewise, Jenkins (2001) study investigating Dutch and English hospitality students found that students appeared to make their career decision to either seek a career in the industry or not after they had gained some work placement experiences. Therefore, it could be concluded that, the nature of post-experience behavioral intentions of respondents in this study could be altered based on their work-placement experiences.

Conclusions

Based on the outlined study findings,several conclusions are drawn. First, hospitality work-placements in Kenya are seemingly adequate and fulfilling to students. This would in turn encourage students to pursue a career in the hospitality industry following graduation. Second, many higher education institutions have designed their hospitality work-placements to fit a period of three months where students work in different departments. Third, it is possible that the choice of work-placement places is well informed. Universities are correctly placing students in good work-placement places. Fourth, training in hospitality programs is adequate in content and is industry linked. Last but not the least, positive work-placement experiences have a strong positive correlation with post-experience behavioral intentions. In other words, work-placements that meet the needs and anticipations of interns would lead to positive post-experience behavioral intentions. Negative work-placements would completely have a negative influence on post-experience behavioral intentions.

Implications

What implications might arise from the study findings and conclusions? First, with regard to the hospitality industry practitioners, it is important to increase students' understanding of the industry, to develop attractive work-placement programmes that address the worries of the interns. It is reasonable to note that this way, the student interns will feel encourage, their spirit would be cultivated and they would be obliged to consider committing themselves to long-term careers in the hospitality industry. Second, there is need to provide more opportunities to hospitality students such as through academic visits, and part-time jobs to directly experience a real industry job. Third, hospitality academicians need to invite more industry representatives to give collective seminars and workshops to hospitality management students. Additionally, this study endorses increased association between the hospitality industry and academia in order to

influence the learning outcomes more toward what the industry wants. This would increase chances of work-placements bringing positive experiences that would lead to post-experience behavioral intentions. Moreover, hospitality academia need to ensure that, when developing and reviewing courses for hospitality students, they should pay close attention not only on the theoretical value, but also on assisting the students to develop and embolden appropriate work based values that would prepare them for the reality side of the industry. This would help them make realistic goals that would most likely increase chances of positive work-placement experiences and the consequential post-experience behavioral intentions.

Limitations and future research

This study limitation provides good avenues for further research. First, data was collected from forth year undergraduate hospitality studies. Therefore, opinions generated by the study can only be interpreted from the students' perspectives only. Further research need to consider other stakeholders such as industry practitioners and academicians. Second, further research should be conducted to look into at students' satisfaction with work-placements. Lastly, there is need to conduct a longitudinal survey that would focus on hospitality undergraduate students when they join various Universities, investigate their expectations before work-placement, walk with them until they are engaged in work-placement places, and investigate their experiences vis-à-vis expectations. Although this kind of survey would take long to complete, the findings would be very substantial to different stakeholders.

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