



**MAKERERE UNIVERSITY**

**MAKERERE UNIVERSITY BUSINESS SCHOOL**

**PROGRAM IMPLEMENTATION, STUDENTS ATTITUDE AND SUCCESS OF  
INTERNSHIP AT MAKERERE UNIVERSITY BUSINESS SCHOOL**

**BY**

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**PLAN A**

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## DECLARATION

I KUGONZA SHAMILLA, declare to the best of my knowledge that this dissertation is my own original work and has never been presented for any award in any University.

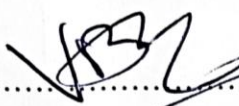
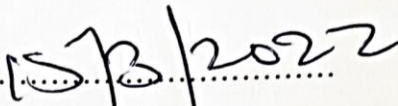
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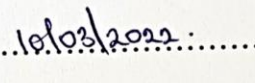
## APPROVAL

This is to certify that this dissertation has been approved and submitted with our approval as University Supervisors.

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Signed..........Date..........

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## **DEDICATION**

I dedicate this work to my parents and friends for the over whelming support, advise and encouragement that they gave to me during the research process.

## **ACKNOWLEDGEMENT**

I thank God who has kept me safe from all the satanic traps that would hinder my progress throughout my study and research. My heartfelt appreciation goes to my supervisors Prof. Vincent Bagire and Mr. Collins Aijuka who tirelessly encouraged, guided and supported me which made this research a reality.

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## **ABSTRACT**

The study was undertaken to examine the relationship between program implementation, student's attitude and success of internship program at Makerere University Business School. The objectives that guided the study included; to examine the relationship between program implementation and students' attitude towards internship at Makerere University Business School; to assess the relationship between program implementation and success of internship at Makerere University Business School; to examine the relationship between students' attitude and success of internship at Makerere University Business School and to establish the predictive potential of program implementation and student's attitude on success of internship at Makerere University Business School. The study adopted a cross sectional survey research design with a quantitative approach. A sample of 331 respondents was reached using a self-administered questionnaire and using simple random sampling to access the respondents. The correlation results showed that all relationships between the variables as per the study objectives were positive and significant. The hierarchical regression model established that both program implementation and students' attitude are strong predictors of success in internship program. Both variables predicted a 49.1% variation in the success of internship program. The results from the study revealed that there is a positive and significant relationship between program implementation and students' attitude towards internship, program implementation and success of internship, students' attitude and success of internship at MUBS. In addition, improved supervision and scheduling of the program will enhance the acceptance, participation and trust of the students. Furthermore, it implies students show positive acceptance, participation and trust in the program, thus the goals and expectations of the program can be achieved. The reverse is also true. The study recommends continuous sensitization, communication and feedback to students to improve their attitude, ensuring periodic review of the program from feedback obtained, the Universities should brief host organizations on the internship expectations and obligations, support students in finding placements and encouraging continuous assessment and supervision.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter details the background of the study, statement of the problem, purpose of the study, research objectives, research questions, scope of the study, significance of the study and the conceptual framework.

### **1.1 Background to the Study**

Traditional classroom teaching that provides students with theory-based knowledge is proven inadequate when students are required to apply classroom learned theories into the real world of business (Du-Babcock, 2016). That is why internships have become a standard feature in several institutions of higher learning. Studies suggest that the vast majority of institutions of higher learning offer internships as a component of the curriculum (Dina, 2019). An internship program is a period of work experience offered to an individual or student by the organization for a pre-defined period of time (Ripamonti, Galuppo, Bruno, Ivaldi & Scaratti, 2018). The student internship opportunity is characterized as an authentic learning experience offering opportunities to engage in problem-solving by requiring participants to obtain knowledge of the specific context of their work activities and task challenges (ChanLin & Hung, 2013). Internships also help students consolidate the existing knowledge and skills, further develop relevant professional skills, shape their career paths, and change their learning attitudes and behaviors (Nghia & Duyen, 2018).

Among the important determinants of effectiveness of internship programs are implementation and the attitude of the students. Program Implementation is one of the key stages in the program cycle without which a program can't be executed successfully. Implementation is as important as or even more important than the strategy itself according to Meredith and Mantel (2009). Attitudes on the other hand are people's intentions to evaluate a

situation in a favorable or unfavorable way and to act accordingly (Hu *et al.*, 2013). Such attitudes are important when it comes to effectiveness of any program in an organization such as the internship program at Makerere University Business School (MUBS).

Before 2009, internship through field attachment was optional in most colleges of Makerere University until it was realized that there were high rates of unemployment though graduates had high grades. This was caused by the inability of graduates to practically apply the theoretical knowledge acquired at the university in the world of work. The Ministry of Education initiated a law as a requirement to be fulfilled by all university students before they are awarded their undergraduate degrees. This was handled by National Council for Higher Education (NCHE) in 2005 where it was approved by parliament and required institutions such as Makerere University to restructure their curriculum and engage students in the field as reflected to lectures in their classrooms as a practical approach. Therefore, all students in university were required to handle internship through field attachment together with their field supervisors and produce reports so as to fully graduate as a university qualification (Ministry of Education, 2010; Makerere University, 2012).

The internship program is well structured and designed as per the National Council guidelines however major challenges have been reported in the program implementation and the general students' attitude towards the program. MUBS students have participated in the internship program over the years but they are increasingly skeptical of the benefits of the program. They complain of difficulties in finding placements, being put in the wrong departments at their places of internship, doing unrelated tasks like running office errands, lack of facilitation, lack of proper supervision and an unclear roadmap where they don't know why they are working in the given organizations in the first place (MUBS Guild report, 2018). This could be because of inadequate implementation of the internship program and negative students' attitude towards the internship program which have hampered the ability to

reach goals. Therefore, it is important to investigate the success of the internship program through having a proper program implementation coupled with the right attitude on the part of the students.

### **1.2 Statement of the Problem**

Despite the benefits of the internship program such as enabling students gain valuable work experience, exploring a career path, gaining an edge in the job market, enhancing their confidence, developing and refining their technical and soft skills, and growing professional networks among others, the success of internship program remains a dilemma for many students and institutions.

Much as some final year students at MUBS have perceived and acknowledged these internship program benefits, most of the students claim that the internship program is simply a waste of time which does not meet the objectives for which it was commissioned by the Ministry of Education (MUBS Guild report, 2018). They complain of being placed in the wrong departments, doing tasks that are not relevant to one's course of study, lack of (or late) proper academic and field supervision and an unclear internship roadmap (MUBS Guild report, 2018). It is not clear what the root cause is, but the program may be having challenges due to improper implementation and negative students' attitude towards the program. If this is not addressed then the program may fail to achieve its intended objectives. This triggered the researcher to undertake this study.

### **1.3 Purpose of the Study**

The study examined the relationship between program implementation, students' attitude and success of internship at MUBS.

### **1.4 Objectives of the study**

- i. To examine the relationship between program implementation and students' attitude towards internship at MUBS.

- ii. To assess the relationship between program implementation and success of internship at MUBS.
- iii. To examine the relationship between students' attitude and success of internship at MUBS.
- iv. To establish a joint relationship between program implementation and students' attitude on success of internship at MUBS.

### **1.5 Research Questions**

- i. What is the relationship between program implementation and students' attitude towards internship at MUBS?
- ii. What is the relationship between program implementation and success of internship at MUBS?
- iii. What is the relationship between students' attitude and success of internship at MUBS?
- iv. What is the joint relationship between program implementation and students' attitude on the success of internship at MUBS?

### **1.6 Scope of the Study**

#### **1.6.1 Conceptual Scope**

Conceptually the study focused on establishing the antecedents of successful internship programs in institutions of higher learning. The study was limited to the variables of program implementation, students' attitude and success of internship.

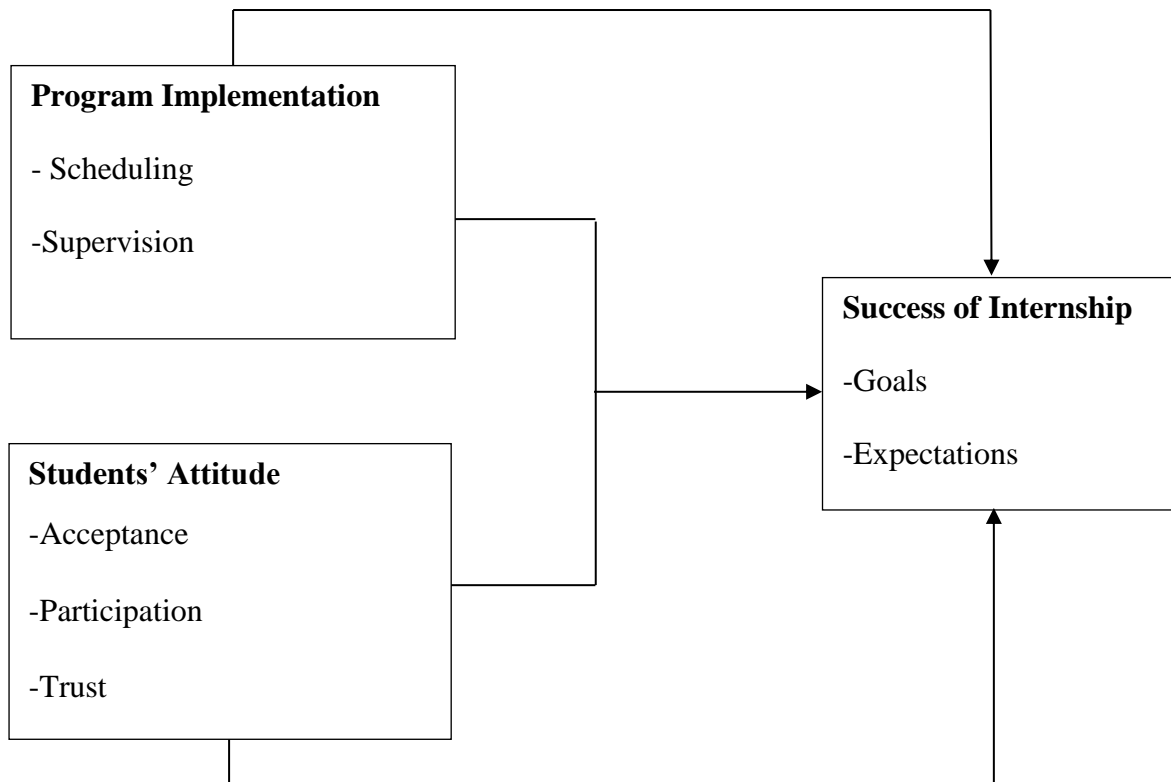
#### **1.6.2 Geographical Scope**

The study was conducted at Makerere University Business School which is located on Plot 21 A, Port Bell Rd; Kampala. It is one of the semi-autonomous colleges of Makerere University. The institution has been one of the pioneers in the implementation of the internship program, as directed by the National Council of Higher Education.

### **1.7 Significance of the Study**

- i. The findings of this study may help Makerere University Business school to facilitate the internship exercise in a way that addresses loopholes in program implementation, and students' attitudes so as to be more effective at achieving its goals.
- ii. The government may get more enlightenment and feedback on the program for all institutions of higher learning that undergo the exercise of internship. This will inform decisions on how to proceed with the program to make it more beneficial to the students and organizations that participate.
- iii. The study may contribute to the body of existing literature for future researchers and students in this field to understand the variables being studied. The findings may be more up-to-date and shall provide a fresh insight into internship training programs.

## 1.8 Conceptual Framework



*Source: adapted from the review of literature especially the works of Thouin et al (2018), Joackel (2011) and Chu (2020).*

## 1.9 Description of the conceptual Framework

The researcher conceptualizes that the success of internship depends on its implementation through proper scheduling and supervision. When internship goals are thoroughly explained to students and students are supported in the internship process, they will willingly accept the program, trust and participate in it leading to the success of the internship program. This study examines the relationship between the study variables of program implementation, students' attitude and success of internship.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter reviews the literature on the study variables of program implementation, students' attitude and success of internship. The chapter further discusses the relationship between the study variables as clearly indicated in the objectives of the study.

#### **2.1 Program Implementation**

Program implementation refers to how well a proposed program or intervention is put into practice and is fundamental to establishing the internal, external, construct, and statistical conclusion validity of outcome evaluations (Sali & Marasigan, 2020). Program implementation is about making a program work. It includes who, what, where, and how a program is set up and run (Smith *et al.*, 2020).

Implementation is one of the key stages in the project cycle without which a project can't be executed successfully. The implication for project managers is that implementation is the key stage in determining the success of projects because it is at this stage that the plans made with all stakeholders are executed and actioned (Savolainen & Ahonen, 2015). Implementation is as important as or even more important than the strategy itself according to Meredith and Mantel (2009). It is the phase where visions and plans become reality. Without implementation it is impossible to achieve project objectives and deliver results and outputs (Meredith & Mantel, 2009).

Effectively implemented projects according to Pinto and Slevin (1987), include those projects that are implemented as per the schedule, implemented within budget estimates, and achieve basically all the goals originally set for it and is accepted and used by the clients for whom the project is intended. The monitoring process provides an opportunity to compare implementation efforts with the original goals and targets. Shenhar *etal* (2001), also allude to



this statement by saying projects are expected to be implemented and to satisfy the customers' needs. Ofori *et al.* (2007), however, maintain that organizations have failed to implement projects to the satisfaction of the society, and yet if they did pay attention to the indicators of project implementation, they would experience higher levels of success.

To implement a project means to carry out activities proposed with the aim to achieve project objectives and deliver results and outputs. Its success depends on many internal and external factors. Some of the most important ones are a very well organized project team and effective monitoring of project progress and related expenditures (Fernando, Walters, Ismail, Seo, & Kaimasu, 2018).

Effective implementation is more than a contributing factor in setting initiatives up for success. Research shows that the quality of implementation plays a significant part in bringing about outcomes. If a program is implemented poorly or even moderately well, its goals are unlikely to be achieved, or the results will be less significant. With high quality implementation, success is more likely. Effectively implemented programs stand a better chance of achieving intended outcomes and producing positive results (Nordstrum, LeMahieu & Berrena, 2017).

Society experiences serious short- and long-term costs when programs are poorly implemented. The money, resources, and staff time associated with poorly implemented programs are not well spent because poorly-implemented programs are unlikely to be very successful. The decision-making process regarding the fairest and most effective allocation of limited social resources is also compromised when the potential impact of programs cannot be determined because implementation is poor. Too often, interpretations of evaluation findings are limited at best because the program was not well-implemented. Poorly implemented programs can mislead decision-makers into assuming that a program is

ineffective when in reality the program might work very well if it were well-implemented. In sum, a focus on implementation advances research, practice, and policy, and leads to better services within communities, and better outcomes for stakeholders (Durlack, 2017).

The gap between how a program is intended by its designers to be delivered and its actual delivery in practice is referred to as implementation variation. Implementation may vary from strict adherence to program protocols as designed to subtle or major changes in program protocols. The challenge is to implement a program with sufficient quality to obtain the outcomes found in original trials. In other words, implementation exists along a continuum and one can think of poor, medium, or high-quality implementation. The emphasis here is on high quality because implementation to this degree increases the chances of obtaining the outcomes found in original trials (Zolina, 2019).

### **2.3 Students Attitude**

Attitude is a word used commonly but loosely. Dictionaries offer two differing definitions. The first relates to the inner working of the human mind, where “attitude” is “state of mind, mental view or disposition with regard to a fact or state”. A second equally valid definition describes the positioning of an object in space, such as an aircraft, spaceship, or missile, where “attitude” is said to mean “orientation of axes in relation to some reference plane, usually the horizontal”. It is interesting to note that both definitions insist that attitude can only exist in relation to a datum point either a fact towards which one holds a mental disposition, or a reference plane such as the horizon against which orientation is measured.

In this respect “attitude” is similar to “risk”, which is defined in terms of objectives (Concina, 2014; Dillenberger & Rozen, 2015; Orobia, Padachi, & Munene, 2016). To Cherdymova *et al.*, (2019), an attitude is a form of one's perception of an object that is described with expressions of like or not.

Attitudes are one of the challenges teachers have to wrestle within the classroom (Guo, Yan & Li, 2020). A student's attitude is their tendency to respond a certain way towards something. Naturally, the student's response can be on a continuum of positive to negative or good to bad. When a teacher says that a student has a bad attitude, they mean that the student did not respond positively to something they were asked to do. The opposite is also true; a student with a good attitude is likely someone who has a cooperative spirit in terms of complying with what they are asked to do by the teacher (Lin & Huang, 2017). It is essential to mention that attitude is considered a psychological construct. This means you can see the consequences of the attitude but not the attitude itself. In other words, the behavior is observed to determine the attitude. For example, a student who refuses to follow orders provides evidence that they have a bad attitude (Darmaji *et al.*, 2019).

Acceptance in human psychology is a person's assent to the reality of a situation, recognizing a process or condition (often a negative or uncomfortable situation) without attempting to change it or protest it (White, Hillier, Frye & Makrez, 2019). A range of possible attitudes can be adopted towards the same situation, and these result in differing behaviours, which lead to consequences, both intended and unintended. Indeed, behavior is the only reliable diagnostic indicator of inner attitude, and considerable attention has therefore been paid to behavioural psychology and management by those seeking to understand and manage the effects of human factors in business.

Another approach however, which might prove more fruitful, is to seek to understand and address the underlying attitudes, rather than concentrating on the presenting behavioural symptoms (Aikins, 2014; Health Quality Ontario, 2008). Although attitude manifests itself through behaviour, there are other drivers of behaviour which can displace the chosen or preferred attitude. The extent to which this occurs depends on the perception of the situation towards which the attitude is being directed. This is best understood by considering the two

extremes, where the situation is perceived as good or neutral, and where it is seen as bad (Uzhga-Rebrov & Karaseva, 2018).

Definitions of participation abound (Cohen & Uphoff 1977; Korten 1980; Ghai & Hewit de Alacantara 1990). All of them include in some measure the notions of contributing, influencing, sharing, or redistributing power and of control, resources, benefits, knowledge, and skills to be gained through beneficiary involvement in decision-making. There is also much debate among practitioners and in the literature about whether participation is a means or an end, or both (World Bank 1992; Picciotto 1992). For the purposes of this study, participation is defined as a voluntary process by which people, including the disadvantaged (in income, gender, ethnicity, or education), influence or control the decisions that affect them. The essence of participation is exercising voice and choice.

Trust is confidence in the honesty or integrity of a person or thing. Trust can be attributed to relationships between people. It can be demonstrated that humans have a natural disposition to trust and to judge trustworthiness that can be traced to the neurobiological structure and activity of a human brain. Trust is integral to the idea of social influence: it is easier to influence or persuade someone who is trusting. The notion of trust is increasingly adopted to predict acceptance of behaviors by others, institutions (e.g., government agencies) and objects such as machines (Etzioni, 2019).

## **2.4 Success of Internship**

Success is an abstract concept and determining whether a project is a success or a failure is highly complex (Chan *et al*, 2002). Although there is no universal agreement on the concept of program success, the general direction is that success is the degree to which the aims and objectives of a project are achieved (Mir & Pinnington, 2014). However, the concept of

project success can be evaluated through performance measures that can be developed from research literature where various success criteria can be identified.

The project success criteria refer to measurable terms of what should be the outcome of the project that is acceptable to the end user, customer, and the stakeholders. In other words, the project success factors consist of activities or elements that are required to ensure successful completion of the project (Bohrerova, Weavers, Wolfe & Patterson, 2019). The ultimate importance of project success is reached through avoiding the project's failure to keep within clear goals, most of which are in regards to cost budget, failure to keep within time stipulated for approvals, design, occupancy and failure to meet the required technical standards for quality, functionality, fitness for purpose, safety and environment protection (Flanagan & Norman, 2003).

But for a project, success goes beyond meeting schedule and budget goals, it includes delivering the benefits and meeting expectations of various stakeholders. In fact, a key ingredient to success for projects is setting expectations with key stakeholders and keeping a pulse on them throughout the project (Gratton & Gratton, 2020).

Program success is a multi-dimensional construct that embraces long-term achievement. Achievement is equally important because having goals is not enough but achievement of those goals makes a big impact on the project (Zaman, Nawaz & Tariq, 2019). Whereas most projects don't realistically meet all the set goals, it is important to achieve the vast majority of the goals. After all Guo (2019) notes that project success is the achievement of project management process and project goals.

Internships are becoming more relevant to universities as they provide students with practical skills that can be aligned with their career aspirations. Internships are foundational in preparing students for the workforce and providing opportunities after graduation. Most

employers seek career-ready college graduates who have been equipped with prior experiences and skills in a given field. Not only do internships help develop students' professionalism, but they also encourage character growth. Many employers even value personal qualities over professional knowledge when it comes to employment (Mackey & Efron, 2020).

Typically, successful undergraduate internship programs depend on the efficiency and design of the university program (Hardy, Almeida & Ross, 2018). Student internship program as an academic component is offered by institutions of higher education as an effective way to provide students with the opportunity for hands-on practical experience and to increase their employment marketability upon graduation (Gault, Redington, & Schlager, 2000; Getzel, Briel, & Kregel, 2000; Kysor & Pierce, 2000; Reardon, Lenz, & Folsom, 1998). Achieving these goals is one of the marks of success of the program.

An internship should be clearly defined to ensure that both the employer and the intern know what to expect, as well as what is expected of them. The internships should have defined terms, stipends and "building blocks," which include an assigned "coach" for the intern and built-in performance reviews to ensure he/she receives adequate feedback. In addition to structure, a third-party organization can also provide support to the employer (Nisly *et al.*, 2018).

More to that, the debate continues on paid vs. unpaid, but the fact remains that many people do feel that unpaid labor is exploitative. In general, workers feel more valued when they are being rewarded for their work. They are also more likely to identify with and feel part of the rest of your team if they are compensated just like everyone else. Unpaid work carries a lot of stigma with it that can weigh on the morale of your unpaid worker. Paid internships are better set up for success (Hardy *et al.*, 2018).

Students who have gained more experience in a work environment are clearly aware of their advantages and prospects in finding a job and building a career. They are more likely to remain in the company they have practiced. In the initial stages of the internship, trainees show a certain level of dissatisfaction with their assigned tasks, but at the end of the internship they find that they have understood the reasons for their assignments, which is a predictor of their ultimate satisfaction with the internship (Mackey & Efron, 2020; Soffi, Mohamad & Ishak, 2020).

## **2.5 The Relationship between Program Implementation and Students' Attitude**

A better understanding of student attitudes towards program design and delivery has the potential to provide academic administrators with valuable insights to into how they might improve various academic programs (Thouin, Hefley & Raghunathan, 2018). In addition, although internships involve complex relationships among three actor's student, faculty or school, and company most research on internships has typically focused on only a small part of the overall process. There has been little effort at ascertaining how the design of the program affects student attitude or is affected by students' attitudes.

Wilson *et al.* (2006) conducted a survey at the University of Maryland and concluded that respondents indicated that they were interested in opportunities that involved personal growth and life-long learning, participation in a purposeful social network that was working toward a clearly-defined goal, and service in a well-designed, meaningful role. According to Robert Kelly (1986), "In order to achieve goals set forth in an internship program design, the internship program must adapt to its environment by maximizing its assets and limiting its liabilities in competitive and cooperative relationships with other departments and organizations" (p. 236). He suggests that the most effective way of employing this concept is by building internships around existing faculty strengths, because it then becomes possible to assure interns and their employers that support services would be available. Jackel (2011)

adds that keeping in mind all of the functions and potential benefits of internships, everyone involved in an internship program should have specified roles and responsibilities.

## **2.6 The Relationship between Program Implementation and Success of Internship**

The success of a program depends on the satisfaction of all primary stakeholders, and stakeholder satisfaction depends a great deal on the characteristics of the program; therefore, program designers must gather and understand feedback from all stakeholder communities to research what stakeholders believe curriculum should include and how it should be delivered (Thouin *et al.*, 2018). A program designed with the stakeholder views in mind will ensure they have the proper attitude and ownership of whatever decisions are made which further increases the chances of success of the program.

Given the extensive use of and implementation of internships in higher education in general, and in business schools in particular, the absence of clear evidence of their impact on the students, the company, or the faculty member and, by extension, the school is somewhat surprising (Naranayan & Olk, 2006). By far, most research on internships focuses on student learning as the major outcome. Internships may also help students acquire job relevant skills (Garavan & Murphy, 2001) such as writing skills (Freedman & Adam, 1996; Winsor, 1990), and help students put abstract concepts into context (Bowers & Nelson, 1991). The success of these outcomes depends on the proper implementation of the internship program. As implementation of virtual internships has been linked to advantageous outcomes, recent literature has highlighted a number of considerations to implement a successful program (Chu, 2020).

## **2.7 The Relationship between Students' Attitude and Success of Internship**

Student attitude is a major determinant when students choose a program (Kumar & Kumar, 2013). In fact, career-related issues, students' self-efficacy beliefs, and interest in the subject matter are categories of interest that influence student's choice of major (Ferratt, *et al.* 2010).



Career-related issues are important to students, especially students' perceptions that a given program will make them more competitive in their careers (Hogan & Li, 2009). Studies show that student interest in the academic program influences students selecting the major. In fact, "having a genuine interest in a field consistently has been found to be one of the most important, if not the most important factor affecting students' choice of majors" (Zhang, 2007, p. 449).

Interns with a positive attitude towards the internships are more likely to achieve internship effectiveness. (Feldman & Weitz, 1990; Beard, 1997; Beard & Morton, 1999) When they start the internship, students are expected to demonstrate the attitudes similar to new, full-time staff. In addition, the internship will be more beneficial if they regard it as a potential learning opportunity and occupational experience (Beard, 1997). Evidence also shows that interns whose expectations towards internship are positive and realistic tend to find the internship experience as satisfactory, thus leading to a positive internship experience.

## **2.8 The predictive power of program implementation and students' attitude on success of internship**

Typically, successful undergraduate internship programs depend on the efficiency and design of the university internship program; the student commitment to the internship; and host organization's level of resource commitment to the program. Currently, there is very little empirical research conducted to examine how host organization-based factors influence the quality of a good internship from a student interns' perspective (Hardie *et al.*, 2019).

More to that, Deliberative preparation for a rewarding career is a must. Well implemented internship programs are beneficial because they help develop professional aptitude, attitude, strengthen personal character, and provide a greater door to opportunity. By investing in internships, students give themselves the broadest spectrum of opportunity when seeking and applying for a job after university (Kroon & Franco, 2020).

Kroon and Franco (2021) believed that an internship program can be made successful for students through proper recognition of internship implementation plans, addressing issues that may negatively affect the attitude of students, internship program evaluation, monitoring and feedback. They also identified that educational institutes and academic advisors should play a vital role in the implementation of an internship program to ensure success.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the procedures that were employed in carrying out this study. It explains the research design, study population, sample size and design, data source, data collection instrument, data collection procedure, measurement of the research variables, validity and reliability of the instrument, data management, data processing and analysis and ethical considerations.

#### **3.1 Research Design**

The research design was cross-sectional survey design with a quantitative approach. According to Amin (2005) a cross sectional survey design is regarded as the most commonly used research method in social sciences and is used to gather data from a sample of the population at a particular time. The cross-sectional survey research design enabled the researcher to collect quantitative data from the sample representative of the population and to test research questions. A quantitative research approach was also adopted because it was more reliable and objective and uses statistics to generalize the findings. In addition, it offered convenience in accessing the respondents through a close ended questionnaires and be able to reach many respondents.

#### **3.2 Study Population**

The study population included all final year students at MUBS. There were 3,815 registered students as at the end of semester one for academic year 2019/20 according to the academic registrar of MUBS (MUBS, 2020). This population was chosen since they undertook internship already in year two.

### **3.4 Sample Size and procedure**

The study comprised of a sample size of 331 students as determined by the sampling determination procedures table of Krejcie and Morgan (1970). The researcher used simple random technique to select the students from any academic program in the school since all academic programs participate in the internship process but also to give an equal chance to all respondents to participate in the study. The unit of inquiry and analysis were the finalist students at Makerere University Business School.

### **3.5 Data Sources**

#### **3.5.1 Primary Data**

As a result of not having already existing data set on the study variables specifically to the case study herein, the study relied on sourcing primary data. This data was obtained from the respondents identified to participate in this study. This data was obtained by the use of a questionnaire that was administered to the various respondents. Respondents were guided through the questionnaires to ensure high level of accuracy in the data collection process.

#### **3.5.2 Secondary Data**

Secondary data for literature review and discussions was obtained through the review of various literature on the study variables from prior researches in journals, articles and books.

### **3.6 Data Collection Instrument and procedure**

Data was collected by the use of self-administered questionnaires to respondents following the systematic and established procedures as suggested by Churchill (1979). The structured questionnaire was considered appropriate as it helps the respondents to make quick decisions to make a choice thereby saving time as well as helping the researcher to code the information quickly during analysis (Sekaran, 2003; Mugenda & Mugenda 2003). A five-point Likert scale was used to measure the level of agreement/disagreements of the respondent's views as it is easy and quick to construct, reliable and can also be treated as an

interval scale. Before data collection, the researcher obtained an introduction letter from the Faculty of Graduate Studies and Research to easily introduce her to the respondents.

### 3.7 The measurement of variables

**Table 1: Measurement of the variables**

<b>Variable</b>	<b>Indicators</b>	<b>Scale</b>	<b>Authors</b>
Program Implementation	Supervision Timing Scheduling	5-point Likert	Meredith and Mantel (2009) Fernando et al (2018)
Students Attitude	Acceptance Participation Trust	5-point Likert	Concina, 2014) Aikins (2014) Etzioni (2019)
Perceived Success	Goals Expectations	5-point Likert	Chan et al (2002) Mir & Pinington (2014)

### 3.8 Validity and Reliability of the instruments

#### 3.8.1 Validity

Validity measures the ability of the instrument to measure what it was meant to measure. The questionnaire was pre-tested among a section of academic scholars. These persons gave their feedback in regard to different aspects of the questionnaire, i.e., some of the questions were too long, others were sensitive and some questions did not adequately cover the topic. This enabled the researcher to fine tune the questions to ensure clarity and ease of use of the questionnaire. Before the questionnaire was taken to the field, the content of validity of the items was tested. Five questioners were distributed to academicians and employers in order to test the validity of the questions. Content Validity Index (CVI) was arrived at by dividing the questions marked as valid (3-5) by the total number of questions of each variable. Questions that were ticked as 1 and 2 on the scale these were regarded as invalid questions. CVI results indicated that Program Implementation had a value of 0.930, Students attitude had 0.917 and

Success of Internship Program had 0.891, as such the invalid questions were removed since they were very few and the researcher arrived at the pre tested questionnaire / final questionnaire indicated in appendix I which was used to collect data for this study.

### 3.8.2 Reliability

Reliability measures the ability of the instrument to produce same results if the instrument was used in another study under similar circumstances. According to Decoster & Lambert (2005), the Cronbach Alpha estimates is the most useful in ascertaining the degree of consistency of results. They also note that the data of coefficients of Cronbach Alpha value 0.7 and above are more reliable than those with less. In the process of data analysis, the Cronbach Alpha correlation coefficient formula was used to compute the correlation coefficient that indicated the degree of reliability of the final instrument used and the results are presented in table 2.

**Table 2: Reliability analysis**

Variable	No of items	Cronbach's Alpha
Program Implementation	19	0.876
Students' Attitude	15	0.883
Success of Internship	16	0.856

*Source: Primary data*

As indicated table 2, all the variables were found to be reliable since they had a coefficient above 0.70 threshold set by Nunnally and Nunnally (1978).

### 3.9 Data Processing, Analysis and Presentation

The collected data from the questionnaires was coded for accuracy, completeness and meaningfulness. Data was tabulated and input in the Statistical Package for Social Scientists (SPSS) version 21. Descriptive statistics analysis was run to describe the sample characteristics of the study. Inferential statistics analysis was used to explain the research

questions for this study. To test the relationships between the study variables, Pearson's correlation analysis was carried out. To establish the predictive power of the independent variables on the dependent variable, a hierarchical regression analysis was done.

### **3.10 Ethical Considerations**

The researcher complied with ethical requirement in social science research, and in accordance to Bryman and Bell (2007) throughout the study. The principals followed included the following;

- i. An introductory letter from MUBS GRC was prepared and availed on request to the prospective respondents.
- ii. Consent was sought from all participants and they were allowed to withdraw from the study at any point without any preconditions.
- iii. All information given was kept confidential by use of anonymous information and not tracking personal information of the respondents.
- iv. The information provided by participants was not shared without their will and there was no intrusion of their privacy as anonymity was upheld.
- v. No participant was coerced into taking part in the study and were free to withdraw at any stage. Participants were approached and the purpose of the study explained. No remuneration was offered to them.

## **CHAPTER FOUR**

### **ANALYSIS, PRESENTATION AND INTERPRETATION OF THE RESULTS**

#### **4.0 Introduction**

This chapter covers the presentation, analysis and interpretation of the results according to the objectives of the study specified in the first chapter. The objectives were:

- i. To examine the relationship between program implementation and students' attitude towards internship at MUBS.
- ii. To assess the relationship between program implementation and success of internship at MUBS.
- iii. To examine the relationship between students' attitude and success of internship at MUBS.
- iv. To establish the predictive power of program implementation and students' attitude on success of internship at MUBS.

The chapter is divided into two sections. Section one deals with the demographic characteristics and the other section looks at the descriptive and inferential analyses of study variables in answering the research objectives.

#### **4.1 Response Rate**

Originally the study targeted a total of 331 students. However, for various reasons especially the lockdown due to the pandemic not all of them participated and only 175 of them completed the questionnaires. This gave a response rate of 52.8%.

#### **4.2 Demographic characteristics**

The section below presents the background characteristics of the respondents who took part in the study. The characteristics of the respondents that were analyzed included; respondents' age, gender and study program as the findings are presented below.



#### 4.2.1 Gender of Respondents

The results for gender are in table 3 below:

**Table 3: Gender of Respondents (N=175)**

Parameter	Frequency	%
<b>Sex</b>		
Male	64	36.6
Female	111	63.4

*Source: Primary data*

The results in table 3 show that the majority of the respondents were female while the males comprised of a smaller but still significant part of the number of respondents. This gender distribution could be attributed to the rising number of girls joining institutions of higher learning and the general national population gender demographics that indicate a higher number of females compared to males.

#### 4.2.2 Age of Respondents

The results for age distribution of the respondents are in table 4 below:

**Table 4: Age of Respondents**

Age	Freq.	Percentage
18-29 years	166	94.9
30-39 years	4	2.3
40-49 years	4	2.3
50-59 years	0	0
60 years and above	1	.6

*Source: Primary data*

Furthermore, results in table 4 that 94.9 percent of the respondents are aged 18-29 years old. This implies that most university undergraduates are in the same age bracket, at the very start

of their careers when they participate in the internship program hence the success of the program is in their best interest.

#### 4.2.3 Program of Study

The results for program of study are in table 6 below:

**Table 5: Program of Study**

<b>Program of Study</b>	<b>Freq.</b>	<b>Percentage</b>
BBA	74	42.3
BBC	5	2.9
BCOM	8	4.6
BHRM	3	1.7
BIB	24	13.7
BLG	2	1.1
BLHM	1	.6
BOIM	1	.6
BPSM	2	1.1
BSA	45	25.7
BSEM	1	.6
BSF	3	1.7
BTLM	6	3.4

*Source: Primary data*

The findings in table 5 also indicate that the biggest category is in the BBA program, followed by 25.7 percent who are in the BSA program and then 13.7 percent who are BIB students. There are other programs which are represented in the findings thus implying that the internship program is not restricted to certain courses but students from diverse programs offered at MUBS and in other universities which also undertake internship in the second year.

#### 4.3 Correlation Analysis

The objectives of the study concerned relationships between the variables. In order to achieve this, the Pearson (r) correlation coefficient was computed using SPSS version 21 data analysis software given the interval nature of the data and the need to test the direction and strength of this relationship. The table 6 below shows the Pearson's Correlation Coefficient for the Variables under study.

**Table 2: Correlation Results**

<b>Variable/Construct</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>1. Program Implementation</b>	<b>1</b>							
2. Supervision	.932**	1						
3. Scheduling	.838**	.583**	1					
<b>4. Students' Attitude</b>	<b>.698**</b>	<b>.654**</b>	<b>.579**</b>	<b>1</b>				
5. Acceptance	.523**	.478**	.451**	.755**	1			
6. Participation	.663**	.645**	.512**	.901**	.494**	1		
7. Trust	.588**	.528**	.520**	.898**	.547**	.737**	1	
<b>8. Success of Internship</b>	<b>.596**</b>	<b>.543**</b>	<b>.514**</b>	<b>.701**</b>	<b>.464**</b>	<b>.666**</b>	<b>.649**</b>	<b>1</b>

#### **4.3.1 The relationship between program implementation and students' attitude towards internship at MUBS**

The first objective of the study was concerned with the between program implementation and students' attitude towards internship at MUBS. Results in table 6 show that there is a positive significant relationship between program implementation and students' attitude towards internship at MUBS ( $r=.698^{**}$ ,  $p<.01$ ). These results imply that improved supervision and scheduling of the program will enhance the acceptance, participation and trust of the students. The reverse is also true in that if the implementation is not managed well, then the students will have a negative attitude towards the program.

#### **4.3.2 The relationship between Program Implementation and Success of Internship**

The study also examined the relationship between program implantation and success of internship at MUBS. Results in table 6 show that there is a positive significant relationship between Program Implementation and success of internship ( $r=.596^{**}$ ,  $p<.01$ ). This implies that when internship programs are well implemented in terms of proper scheduling, proper briefing of students, supporting them in finding placements, and providing continuous assessment and supervision, the internship program will likely achieve its set objectives and expectations.

### **4.3.3 The relationship between students' attitude and success of internship at MUBS**

The third objective of the study was concerned with the relationship between students' attitude and success of internship at MUBS. Results in table 6 show that there is a positive significant relationship between students' attitude and success of internship at MUBS ( $r=.701^{**}$ ,  $p<.01$ ).

The results imply that the success of any program largely depends on the attitude of those involved in it. In this case, when students accept, participate and trust that the internship program is for their own good, they will engage in the program wholeheartedly thus achieving the objectives of the program. It is also true to state that failure of internship programs could also be related to negative student attitude pointing to lack of acceptance, participation and trust in the program.

### **4.4 Regression Analysis**

In order to ascertain the predictive power of program implementation and students' attitude on success of internship, a hierarchical regression was run using SPSS version 21. The hierarchical linear regression was employed because it facilitates the determination of the individual contribution of the independent variables to the variation in the dependent variables. The results are shown in table 7.

**Table 7: Hierarchical Regression Analysis**

Variable	Model 1		Model 2		Model 3	
	Beta	Std Err.	Beta	Std Err.	Beta	Std Err.
<b>Control Variables</b>	.079	.202	-.106	.164	.031	.147
<b>Program Implementation</b>			.668	.074	.195	.098
<b>Students Attitude</b>					.602	.093
<b>R</b>	.032		.597		.708	
<b>R Square</b>	.001		.357		.501	
<b>R Square Change</b>	.001		.355		.144	
<b>Adjusted R Square</b>	-.006		.348		.491	
<b>Std Error of the Estimate</b>	.80487		.64816		.57273	
<b>F</b>	.153		17.109		16.028	
<b>Sig.</b>	.696		.000		.0000	

**Constant: dependent variable which is success of internship**

From the table 7 above, Model 1 indicates that the control variable (age, gender and study program) have no significant effect on success of internship (beta=.079;  $p > .05$ ). The predictive power of model 1 is insignificant (0.1%; R square change=.001). This implies that the success of internship program is no way influenced by age, gender and program offered by the students at the University.

The addition of program implementation into Model 2, reveals 59.7% of variability in success of internship ( $R^2 = .597$ ) which represents an addition of 35.5% ( $R^2 \Delta = .355$ ). The model results also show that there is a significant relationship between program implementation and success of internship ( $\beta = .668$ ;  $p < .05$ ). This implies that internship programs are implemented well in terms of proper structure and supervision, the internship programs will be successful.

The addition of student's attitude in Model 3, reveals 70.8% of variability in performance of projects ( $R^2 = .708$ ;  $p < .05$ ) which represents an addition of 14.1% ( $R^2 \Delta = .144$ ). The model

results also show that there is a significant relationship between students' attitude and success of internship ( $\beta = .602$ ;  $p < .05$ ). This implies that when students trust the internship program, they will accept and wholeheartedly participate in it leading to its success.

In conclusion, the variables entered in the regression model explain an overall of 49.1% ( $\text{Adj}R^2 = .491$ ) of the variance in success of internship, implying that the remaining 50.9% is explained by factors not considered in this study. Of the two predictors in the results, the results show that student's attitude is the greater influence of success of internship.

## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter contains the discussion of findings, conclusion and recommendations as well as the study limitations and areas for further research.

#### 5.2 Discussion of Findings

This section discusses the findings according to the study objectives.

##### 5.2.1 The relationship between program implementation and students' attitude

The first objective of the study was concerned with the relationship between program implementation and students' attitude towards internship at MUBS. Results show that there is a positive significant relationship between program implementation and students' attitude towards internship. These results imply that improved supervision and scheduling of the program will enhance the acceptance, participation and trust of the students. The reverse is also true in that if the implementation is not managed well, then the students will have a negative attitude towards the program.

The correlation results are not surprising and in fact they agree with scholars such as Thouin *et al* (2018), Wilson *et al* (2006), Jackel (2011), who talk about different aspects of program implementation and these include supervision, scheduling in order to ensure acceptance, participation and trust of the program. The little scholarly evidence however confirms the underlying notion that there has been little effort at ascertaining how the implementation of the program affects student attitude or is affected by students' attitudes. The relationship however can be denoted from the fact that students, being a key stakeholder group in the program, are going to influence it or be influenced by it depending on their attitude towards the program. Without their involvement, the program can be expected to collapse like a pack of cards.

### **5.2.2 The relationship between Program Implementation and Success of Internship**

The study was concerned with the relationship between Program Implementation and success of internship as noted in objective two. Results show that there is a positive significant relationship between Program Implementation and success of internship. These results give the implication that when supervision is appropriate and scheduling is done well, then the goals and expectations of the project will be easily met.

The findings are also not surprising. They are further in line with scholarly support from Savolainen and Ahonen (2015), Meredith and Mantel (2009), Pinto and Slevin (1987), Ofori *et al* (2007), as well as Fernando *et al* (2018) who agree with the notion that implementation is one of the key stages in the project cycle without which a project can't be executed successfully.

This shows that implementation is a prerequisite for success and this is no different for the internship program which, if not implemented, will definitely not be able to meet its goals and expectations. In the same way, if the internship program is implemented improperly, then we can expect poor achievement of the goals and expectations of the program.

### **5.2.3 The relationship between students' attitude and success of internship**

The third objective of the study was concerned with the relationship between students' attitude and success of internship at MUBS. Results portrayed that there is a positive significant relationship between students' attitude and success of internship.

These results can further be interpreted to imply that when students show positive acceptance, participation and trust in the program, then the goals and expectations of the program can be achieved. The reverse is also true. The regression results also confirm that student's attitude is a key influencer of success of the internship program.



It logically follows that even in the internship programs, if the students don't show interest in the program when they do not accept, participate and trust the process, then we cannot expect them to achieve the goals and expectations of the effort. The ineffectiveness of the internship program at MUBS is also partly attributable to the internship student's attitudes whereby sometimes they approach the exercise as a task to get done with rather than as a stepping stone into their career life.

#### **5.2.4 The predictive power of program implementation on Students' attitude on success of Internship**

The results of the study have shown that the independent variables (program implementation and students' attitude) predict almost half of the phenomenon of internship program success at MUBS. This is reflected in the regression results and implies that the main reason why the program may succeed or fail is because of implementation aspects on the part of the University, and attitude aspects on the part of the students. If the implementation is done well but students have a negative attitude, the program is bound to fail and if the students have a positive attitude but implementation is lacking, then still the success of the internship program is doubtful.

This finding is consistent with scholarly views from Hardie *et al.* (2019) who acknowledged that there is such a link though the author notes that there is very little empirical research conducted on this aspect. However, this study also managed to find support from scholars such as Kroon and Franco (2020) who pointed out the interplay between these variables, among others. The implication is that there are many factors at play though prominent among them is implementation and attitude of students.

### **5.3 Conclusions**

The study was undertaken with the major objective of examining relationship between program implementation, students' attitude and success of internship at MUBS. From the

correlation and regression results, it was established that there is a positive and strong relationship between program implementation, students' attitude and the success of internship program. It was further empirically established that program implementation and students' attitude are strong predictors of success of internship program at Makerere University Business School.

Therefore, it can be concluded that for MUBS to enhance the success of the internship program, it should put in place an avenue for proper implementation of the internship program and put in place behavioral change program for enhancing a students' positive attitude towards internship for the program to achieve its set goal and expectation.

#### **5.4 Recommendations**

The following recommendations were made based on the findings of this study:

1. The management of MUBS needs to make it a priority to counsel, brief and communicate with students regularly about internship in order to improve their attitudes towards the program. Open lines of feedback should be set up and maximized for the benefit of all stakeholders. This can include a common platform for sharing information and feedback
2. There should be periodical (preferably annual) review of the internship implementation and changes should be adopted based on feedback from key stakeholders (students, faculty and employers), so as to ensure higher success levels of the internship program.
3. Students need to improve their attitudes toward the internship program by studying its goals and knowing what is expected of them. They need to recognize that they are the ultimate winners in the program, and if it fails, they are the biggest losers.
4. The university should endeavor to brief the host organizations in clarifying their roles and responsibilities towards internship. This will as well enhance the relationship between organizations and institutions.

5. To improve supervision, there should be continuous feedback and collaboration between the university supervisors, field supervisors and the students. Where possible the academic supervisors should supervise the students more than once to track the learning progress. These may not necessarily have to be physical visits.

### **5.5 Limitations to the study**

- i. Data collection was a challenge given the lockdown due to Covid-19 pandemic where schools were closed to control spread of the virus. This made it hard to reach respondents. This was however mitigated through contacts obtained from the office of the Dean of Students at MUBS.
- ii. The researcher faced financial and time constraints during the process of data collection, but these were mitigated through planning and budgeting for the available resources in order not to compromise the purpose of the study.
- iii. This study used data collected from students the other stakeholders such as employers or act as field supervisors of students were hard to access due to Covid 19 restrictions imposed in several organizations none the less the response obtained from students provided a reasonable basis to draw conclusion on the success of internship program.

### **5.6 Areas for Further Study**

Other factors such as staff competence, relevance of the training organization as well as the timeframe of training should be probed since this study has shown that the independent variables don't fully explain the issue of success of the internship program.

It is also recommended that future studies should consider a longitudinal approach because cross sectional research may wrongly bias the findings and lead to wrong conclusions about the situation on the ground.

Future studies should be undertaken to test the possibility that student's attitude may be a mediator variable in the relationship between program implementation and success of internship program at MUBS.

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## Appendix 1: Research Questionnaire

### Introduction

Dear Respondent, I am a student of Makerere University Business School, pursuing Master of Business Administration degree and currently carrying out research on the topic **“Program Implementation, Students Attitude and Success of Internship at Makerere University Business School.”**

You have been identified as a key and valuable respondent in carrying out this research. It is purely academic research being undertaken. Your responses will be treated with utmost confidentiality and will purely be used for the purpose of this study.

I appreciate your cooperation

### SECTION 1: PERSONAL DATA

Please Tick where Applicable

1. Gender: Male  Female
2. Age bracket

18-29	30-39	40-49	50-59	60 and above

3. What academic Program are you pursuing?

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## SECTION 2: PROGRAM IMPLEMENTATION

Using the following scale of Strongly Disagree (1), Disagree (2), Not Sure (3), Agree (4) and Strongly Agree (5), please indicate the level of opinion by ticking the appropriate box.

	1	2	3	4	5
<b>Supervision</b>					
<b>Academic Supervisor</b>					
S/he discussed with me my expectations and goals					
S/he called to confirm my place of Internship.					
S/he alerted me when coming to the field.					
S/he checked through my log book.					
S/he easily accessed my place of internship.					
S/he guided me in preparing my report.					
<b>Field Supervisor</b>					
S/he frequently discussed with me my expectations.					
S/he assigned me adequate tasks to do.					
S/he allowed me adequate time to do work.					
S/he continually checked on my progress.					
S/he signed on the daily pages of my internship activities for the day in the logbook.					
S/he supported me in writing my report.					
<b>Scheduling</b>					
The timing of Internship in June- July was appropriate.					
The allocated time for internship was sufficient to learn.					
During internship I had a timetable of activities.					
I knew what tasks to do each day I went for internship.					
I submitted my report on the expected time.					
I started the internship in time					
I completed my internship in time					

### SECTION 3: STUDENTS ATTITUDE

Please indicate the level of opinion by ticking the appropriate box. (Strongly Disagree (1), Disagree (2), Not Sure (3), Agree (4) and Strongly Agree (5)).

	1	2	3	4	5
<b>Acceptance</b>					
I had no problem undertaking the internship program.					
The internship program was beneficial to me.					
I wish I would undertake the program again.					
I wish internship was of a longer duration.					
<b>Participation</b>					
I always participated in activities during internship.					
I was always at work when expected there.					
I took initiative to take extra time on internship.					
I was proactive about performing tasks during internship.					
I took initiative to consult my field supervisor.					
I took initiative to consult my academic supervisor.					
<b>Trust</b>					
The internship program was for my own good.					
The internship program enriched my career goals.					
The internship program is well-intentioned for students.					
The quality of field supervision was adequate.					
The quality of academic supervision was adequate.					

**SECTION 4: PROGRAM SUCCESS**

Using the following scale of Strongly Disagree (1), Disagree (2), Not Sure (3), Agree (4) and Strongly Agree (5), please indicate the level of opinion by ticking the appropriate box.

	1	2	3	4	5
<b>Goals</b>					
I obtained life changing lesson from my internship.					
Internship enabled me to keep good records.					
The internship has enhanced my report writing skills.					
I acquired new work-related competences.					
I was able to develop ability to make key decisions.					
I got an opportunity to develop my personal qualities.					
I feel generally mature and responsible as a result of internship.					
The internship experience enhanced my communication skills.					
<b>Expectations</b>					
I got a suitable organization to do my internship					
Internship gave me a great deal of exposure.					
I was placed in the right department for my course.					
The supervision I got was satisfactory.					
Internship increased my social connections and networks.					
Internship enabled me to relate theory into practice.					
The internship program met my expectations.					
Internship gave me an opportunity to make new friends.					

**Thank you for your time. For any clarifications, please contact me**

**FINAL OFFER FROM 21**